NATIONAL OPEN UNIVERSITY OF NIGERIA

ARD 401

Extension Practices

FPY/SIWES Practical Guide Manual

ARD 401: Extension Practices

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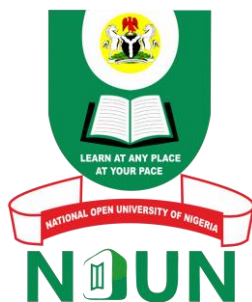[only full name, university and school/faculty, no e-mail address]

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Module 1

Unit 1 The Extension Field Trip

1.0 Introduction

Field trip is an important component of science teaching. This method involves taking learners/students out of the classroom or out of the school environment for on-the-scene learning experiences. It is a planned visit to specific places outside the regular classroom activities to obtain first-hand information and directly study real situations. The method aims at broadening learners' general experience and knowledge in various directions. Field trips are usually undertaken either to enable students see practically what has been taught during the class or to let them discover things by seeing, touching, smelling or even tasting.

Agricultural science students may be taken on field trip to places like Root crop Research Institute, Umudike, Micheal Okpara University of Agriculture Umudike, Institute of International Tropical Agriculture (I.I.T.A.) Ibadan, Fertilizer Factory, Plantation farms and so on. Field trip is useful especially when most of the material resources and equipment needed for a particular lesson are not available in the school environment. The class teacher or lecturer usually leads students on field trips. Field trip may last for more than five days depending on the distance and the objectives of the trip. If properly planned, field trips afford the students opportunity to become actively engaged in observing, collecting, classifying, studying relationships and manipulating objects. It is one of the most enjoyable and exciting experiences for students studying science.

2.0 Objectives
At the end of this field trip, you should be able to:
- appreciate and understand the planning and preparation of field trip
- be involved and exposed to field trip discussion stage
- exposed to review field trip session in line with its objectives
- identify the guidelines for field trip
- appreciate the advantages and disadvantages of field trip.

3.0 Main Content

3.1 Procedure for Conduct of Field Trip
a. Field Trip Planning, Preparation and Discussion Stage
i. The teacher/lecturer should decide on the place to be visited based on its relevance to the topics in the syllabus and scheme of work.
ii. The date and day of trip should be planned and fixed at a period when the school timetable will be least disrupted.
iii. Arrange the visit with the relevant institutions and obtain permission before the trip is embarked upon.
iv. The institution/school administrator should be consulted and permission obtained before notifying the students' parents.
v. Discuss the purpose of the field trip with the students. Emphasis specific points to be observed, what to look out for, what to learn and general conduct required of them during the trip.

Undertake a preliminary visit to the place so that you can anticipate problems, hazards and risks that may be involved in the trip and plan the details of the trip. Adequate arrangements should be made for transportation, feeding and accommodation before the trip.

b.   The Field trip Stage
- Very adequate joint transportation arrangement should be made and the teacher should lead students on the field trip.
- Ensure that the students are not distracted but concentrate on the objectives of the trip.
- Ensure the students are observing and jotting down important points, which they should be encouraged to develop into post-field report.
- Thoroughness of preparation as well as cooperation of the students will ensure the success of the trip.
- The teacher should always be available to solve unforeseen problems and emphasize particular aspects of the visit that are worth being noted by the students. The teacher should be alert to the safety, comfort and welfare of all participants throughout the journey or excursion.

c.   Field Trip Review Session
Organize a field trip review session in which evaluation of the trip in line with its objectives are discussed in the class. The teacher may request students to submit individual reports on the trip. The teacher should evaluate the reports and use them as basis for planning more successful and result-oriented field trips in the future. Reinforcement should be given to students who present excellent reports.

Guidelines for Field Trips
1.   The first rule on the field trip is that the teacher should first make the trip so that all opportunities and dangers are known before hand.
2.   In planning field trips to either industries or community resources centres, the agricultural teacher should first tell the class concerned what to look out for and how to obtain the information that occasions the visit.
3.   The teacher should carry first-aid kit in case of accident.
4.   Advise the students about materials they will need like notebooks, pencils, hand lens etc.
5.   Make firm arrangements for transportation.
6.   There should be students' report on the trip and class discussion on the activities during the field trip.

Advantages of Field Trip

1.   Field trip is the only lesson format that can sharpen the keenness of observational abilities and nurture the habits of appreciating the orderliness of natural occurrences or events and phenomena.
2.   Learners acquire first-hand information and educational experiences.
3.   It reduces the usual classroom boredom or monotony.
4.   It helps students to learn by doing and the facts acquired last long in the memory.
5.   Good human relationship is enhanced between the students and teachers.

6. Free and unrestricted discussions are encouraged in the trip during which hidden talents are revealed.
7. Concrete things or materials, if brought from the trip may be of immense benefits in subsequent farm practical lessons.

Disadvantages of Field Trip
1. The method may be very expensive in terms of require time, financial and material resources.
2. The risk involved may be very great. For example, the event of accident or sickness may claim the lives of either students or teachers. If not well handled, it can mar the reputation of the teacher.
3. The method could encourage immoral practices among opposite gender if appropriate care is not taken.
4. Field trips may encroach or paralyze other classroom activities if the trip lasts. The school timetable may be disorganized.
5. Field trips are difficult to administrate.

4.0 Conclusion
The following conclusion should serve as guidelines for agricultural science teachers:

1. There is no method of teaching farm practice that can be considered superior to all others.
2. Students' readiness for learning varies from day to day and from one learning task to another.
3. The condition under which practical teaching is done varies from institution to institution.
4. The teachers even differ and so the students they teach.
5. Therefore, the methods by which the teacher does his work should be flexible.

5.0 Practical Assignment
1. As a student of agricultural science in the Faculty of Agricultural Sciences, write an individual report on your field trip to I.I.T.A.) Ibadan and Root Crop research Institute, Umudike which took place on Monday 8th – Friday 12th May, 2017 and submit to your farm practice teacher for evaluation.
2. Identify five important points you observed and jotted down during your field trip which could be developed into post-field trip report.
3. Discuss five benefits of a field trip.

7.0   References/Readings
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Unit 2 Mass Media as Channels of Communication

1.0 Introduction

One of the major objectives of agricultural extension is educational objective which aim at transmitting knowledge, skill acquisition and change in attitude. Different methods can be employed by extension to realize its objectives, these are:
- individual contact method
- group contact method
- the mass media method

The individual contact method includes farm and home visits, office calls, telephone calls, correspondence.

The group contact method includes method demonstrations, general meetings, lectures, group discussions, workshops, field trips/farm works.
The mass media method includes publications, bulletins, circulars, newspapers, exhibits, posters, agricultural cinema vans, radio, television.

2.0 Objectives

At the end of this lesson the students should be able to:
- identify and explain the functions of mass media as extension method.
- identify various types of mass media and their classification based on the channels which messages are conveyed to the end users.

3.0 Main Content

3.1 Procedure for Mass Media as Channels of Communication In Agriculture

3.1.1 Functions of Mass Media as Extension Method

The functions of mass media are classified by Van Den Ban and Hawkins (1992) into four:
i.   **Setting the Agenda of Important Discussion topics:** The media can have an important influence on what we think and talk about. Even though they cannot decide what we must think. Farm magazines and rural radio programmes can play an important role by stimulating farmers to discuss point with the extension agent.
ii.   **Transforming knowledge:** We learn only part of what we know about the world through our observations and direct experiences but we gain about what we know from the media. The media specialize in news, extension agent will sometimes try to create news in order to win media attention and coverage.
iii. **Forming and changing opinion:** Mass media may play an important role in developing opinion particularly when members of the public do not have a strong view about a particular issue.
iv.   **Changing Behaviour:** Mass media may be used to change the patterns of behavior. Advertising is very successful in this way. Cleverly worded advertisements draw

consumer's attention to certain commodity. Important behavioural changes can take place when the media show the people how to fulfill their wishes.

3.1.2 Types of Mass Media used in Communication of Agricultural Information

The various media are classified based on the nature through which messages are conveyed, that is, the channels. The media can be grouped as follows:

- **Printed media:** This includes newspapers, journals, magazines, research papers, newsletters, leaflets, pamphlets, bulletins, hand bills, fact sheet.
- **Audio Tapes Media:** This includes radio, tape recorder.
- **Visual Media:** Television set, videotext are included.
- **Projected Visuals:** These comprise slide overhead transparent motion, mobile cinema.
- **Static or Non-projected Visuals:** These are posters, wall charts, maps, chalkboards and flop charts.

3.1.3 Printed Media

Newspapers and Magazines: Newspapers are printed publications usually issued everyday while magazines are publications that are usually for specific target audience. For example, magazine of the raw materials society of Nigeria. Magazines are usually weekly or monthly. Agricultural messages are conveyed as articles in newspapers and page on Tuesdays captioned "AGROCARE" to discuss on matters relating to agriculture. These sources are very important as they can be documented and referred to whenever the need arises.

Journals and Research Papers: Journals are professional publications for particular vocations and profession. They are directed at members of a particular professional organization or society. They are technical in content, they are report of specific indepth study on a subject matter documented for other users. For example, Journal of Agricultural Economics, or Journal of Rural Sociology while research papers are papers, presented to convey the understanding of research messages and for quicker adoption.

News Letters: Theses are publications containing news. Agricultural newsletters contain news about an organization. They can also be used to spread news of various agricultural bodies.

Leaflets, Handbills, Pamphlets: Leaflets are single sheet publication that carry information. Handbills also inform and enlighten the public on a particular issue. Pamphlets can vary from a sheet of paper to a few sheets. They may have sketches and drawings to illustrate the issue at hand, they do not usually contain pictures.

Bulletins: A bulletin is like a journal, it is very scientific containing different articles written by different experts within the professional body or organization. It is a good source of disseminating agricultural information, for example CTA, EC Fisheries Cooperation Bulletin.

Fact Sheet: This is a sheet of paper that contain facts. They are professional sheet containing facts about a profession, for example, a fact sheet can be used to tell farmers how to cultivate soyabeans (including the steps).

3.1.4 Audio tapes Media

Radio is widely used by farmers in developing nations including Nigeria. This is due to some reasons; chiefly among them is that is easily affordable by many farmers. According to Nielsen (1999), who argued that radio communication is cost effective, efficient means of

instantaneous communication. Radio waves take message across a wide span of areas without the problems of good network of roads, fuel supply or serviceable transport nor do they demand high levels of literacy in order to reach farmers in remote areas. The tape recorder is also useful for transfer of agricultural information.

3.1.5 Visual Aid – Television

Television has the advantage of combining audio and visual display of information. Television broadcast can be in these forms.

(a) open broadcast – This is broadcast to all at home.
(b) closed circuit – This is transmitting to some set of people, for example a university community.
(c) instructional television – These are used for workshop, conferences, seminars.

3.1.6 Projected Visual

i.   **Slide, Overhead Transparent Motion:** These are used in large halls. It affords the audience to have full concentration while the presenter explains some information shown on slides.

ii. **Mobile Cinema:** Mobile cinema is particularly very useful in remote areas. It allows the people in such areas to have access to information which would have eluded them. They are usually shown in vans.

3.1.7 Static or Non Projected Media

These media have no sound or motion of elements. They are fastened against a support. They can easily be replicated and can be made from easily available materials. They are displaced in public places.

4.0 Conclusion

This lesson has attempted to discuss the role of mass media in projecting agricultural technology and increase production in Nigeria. Mass Media assuredly are of great significant in projecting technological innovations. It has been shown that large number of farmers can be made aware of innovations by mass media but adoption will depend on the initial message being reinforced through personal contact with opinion leaders within the social system.

In order to be able to fully meet media objectives, the following recommendations would serve as a guide to the instructional facilitators/ teachers:

1.   Media agricultural resources centre should be made accessible to farmers so that such can be used as demonstration centres and laboratory.
2.   The fore-knowledge of target, socio-cultural systems will guide the choice of media and its credibility as appropriate tools.
3.   Low cost media information materials can be invested which will serve as motivation for farmers.
4.   Most of the agricultural programmes in radio and television should be aired with the local dialect or language.
5.   Extension agents should be advised and made to do proper follow up of the message conveyed through mass media in rural areas.

5.0 Practical Assignment

1.   Identify five types of mass media with specific examples which are commonly used in your FPY/SIWES research institute/organization or farm.
2.   People in less industrialized counties or rural areas of Nigeria have less or limited access to mass media for several reasons. Discuss.
3.   Radio is an audio tape media widely used by farmers in developing nations including Nigeria. This is due to some factors. Discuss the factors as a student of Agricultural Science.

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Unit 3 Broadcasting (Radio and Television)

Preamble

The role of electronic media is not confined to provide information, education and entertainment. It has to play a greater role to promote citizens right to information. Further to secure the citizen's civil, political and social rights, it also has to act as a public watchdog to reveal state abuses. Public Communication System has been recognized as a public sphere, where widespread debate and discussion can take place. This will provide people information necessary to make informed decisions, and facilitate the formation of public opinion and can thus enable the citizens to shape the conduct of government by articulating their views. The role of electronic media, both radio and television is to be conceived in terms of representing adequately different social interests also. They have to give adequate expression to the full range of cultural-political values in society, socialization, cultural promotion and national integration for creating better understanding and appreciation of others viewpoints and aspirations. Media can help to democratize the relationship between governments and governed.

Broadcasting is the distribution of audio and/or video content or other messages to a dispersed audience via any electronic mass communications medium, but typically one using the electromagnetic spectrum (radio waves), in a one-to-many model. Radio and Television are primary means by which information and entertainment are delivered to the public in virtually every nation around the world. The term *broadcasting* refers to the airborne transmission of electromagnetic audio signals (radio) or audiovisual signals (television) that are readily accessible to a wide population through standard receivers.

Radio Production

1.0 Introduction

Radio production is the various means of recording and transmitting the human voice and other sounds for instructional purposes. These include the varieties of teaching and learning devices, equipment's that evoke the sensory modalities of hearing. In this group are; records, audio cards, radio and telephone instructional programmes, public address systems, tape recorders, human voices which are directed towards teaching and learning.

Radio programmes can be live, pre-recorded or a combination of both. Live production involves the risk of production errors, as there are no "second chances". It has to be right the first which is the only time. However, live production is cheaper than recorded production techniques and sometimes easier and quicker. Recorded productions allow supervision and control over quality. In this method, first recording of programmes is done. Local live production employs station's own announcers or newscasters locally and plays records and tapes, which they themselves own. In semi automation production a local radio station relies on the services of the syndicated programme producer. Editing and postproduction are done at a later time.

Production can also be done at a temporary remote location. A unique setting can be achieved by thoughtful selection, planning and full use of a remote outside location. The

basic equipment to produce audio programme include: The studio desk (mixer console or control board or control panel), Microphones, Turntable, Compact Discs and Records, and Audiotapes.

2.0 Objectives

at the end of this lesson students should be able to:

- Explain the various radio production formats
- Study about equipment's for radio production
- Identify the stages of radio programme production
- Explain the guidelines for different types of agricultural radio programmes and;
- Write for radio especially on agricultural oriented issues and appreciate the merits and demerits.

3.0 Main Content

3.1 Procedures for Radio Production

Radio productions are planned in three stages.

i. **Pre-Production:** This is the planning and development stage. This begins with the generation of a script. Unless a script is developed it is difficult and there will be confusion on what type of programme you are producing. The script contains instructions and guidelines for the production of the programme.

ii. **Production**: The second stage is production. All the material for the programme are recorded or organized at this stage. Selecting and positioning of the microphones, the type of tapes to be used, and selection of various sources of sound through the mixer are all part of this stage.

iii. **Post Production**: This stage generally includes editing. Sounds recorded during production and dubbing if required, are the principal focus of post - production. Putting together the previously recorded sound and selection of sound are important. The purpose of editing can be summarized as:

a. to arrange recorded material into a more logical sequence.
b. to remove the uninteresting, repetitive, or technically acceptable portion.
c. to compress the material in time.
d. for creative effect to produce new juxtaposition of speech, music, sound and even silence.

Guidelines for Radio Production
i. the first guideline for radio production is that radio production is highly technical so the instructor should make the sessions implicit for learners.

ii.   the instructor should make sure that all facilities to be used for learning are in good condition.
iii.   the teacher should ensure that there is sufficient electricity power supply for light control.
iv.   ttudio settings should offer personnel and temperature control for conducive learning and production.

Advantages of Radio Production
i.   programmes produced are easily accessible to target audience.
ii.   radio programmes have greater number of audience.
iii.   some of the equipment's used in radio production such as microphone; public address systems are easy to use for agricultural programmes.
iv.   the equipment's are portable.
v.   good radio programmes are always stimulating.
vi.   the programmes serve as teaching functions
vii.   the programmes have great interactivity.
viii. it has imaginative potential to listener to add to his/her own visual interpretation.
ix.   as a major news source it is widely heard and acceptable. It has massive, immediate distribution.

Disadvantages of Radio Production
i.   programmes aired may not be of target audience interest.
ii.   rReligious and cultural factors may impede listening.
iii.   there is no room for the listening audience to ask questions on the subject matter relayed.
iv.   some equipment's used in production may need specialists in their operations.
v.   it is a friendly, personal medium but not conducive to detailed information.

4.0 Conclusion

The following conclusions should serve as guidelines for the facilitators/ teachers;
i.   most of the radio programmes are not agricultural oriented.
ii.   the subject matter taught will be based on individual rate of assimilation.
iii.   there should be flexibility in the mode of practical teaching.
iv.   a "Theater of Mind" can be created using sound only.

5.0 Practical Assignment

As a student of agricultural science in the Faculty of Agricultural Sciences;
1.   write a detailed note on radio programme production.
2.   discuss the equipment used for radio programme production.
3.   what are the various formats of radio programme production?

Unit 4 Television Production

1.0 Introduction

The word television means "to a see at a distance". In TV broadcasting system, the visual information is recorded and converted in to an electric signal, which is transmitted to the receiver. At the receiving end, the video signal is converted back in to the images on the screen of the picture tube (TV set). Much similar to radio broadcasting, television originally was conceived as another method of broadcasting entertainment and news programmes but with pictures. Commercial broadcasting turned out to be the largest field in the application of television.   The ability to reproduce pictures, text material, graphics, and visual information has become so useful that we can watch a programme from a foreign country relayed by satellite or play back a video cassette recorder (VCR), or a video game can be connected to the TV receiver.   Presently, some TV stations in the country has gone digital thereby adding value to viewers through subscriptions.

New interface technologies have been developed and transfer of image from TV to film or vice versa are easily carried out. A growing trend is that programmes are shot in film and the editing is done in videotape. Computer animation, another technological advancement, is extensively used by both film and television. A combination of all the three has started producing seamless effect of elaborate and sophisticated pictures which can be in agriculture.

2.0   Objectives

at the end of this lesson, students should be able to:

- Study about the Pre-Production Stage of television production.
- Study about the Production Stage of television production.
- Study about the Postproduction Stage of television production.
- Conversant with some Video Formats and;
- Abreast with some Terminologies used in Television Production.

3.0 Main Content

3.1 Procedures for Radio Production

Television productions are planned in three stages.
i.   **Pre-Production Stage (Script Writing):** The concept is also called the idea, premise, or synopsis. Write a script describing the basic idea of the programme story. Present a thumbnail sketch of the story to provide the producer or the director with a quick means of evaluating the overall scope of the programme story. Draw the scene outline in numerical order of all the scenes without dialogues or elaborate descriptions. Make a treatment which is a prose description of the story, describing the action in detail and provide the kind of visual imagery.

ii. **Production Stage (Producer):**
 a. The producer assumes responsibility for the entire television production. Depending on the type of production and facility involved, these responsibilities are combined with those of the director, the writer, or both.
 b. The Director: The director coordinates the efforts of the technical crewmembers and the performance of the television talent. The director executes the production designed by the producer and conceptualized by the writer.
 c. The Writer: Basically, the writer conceptualizes and formulates the essential television elements into proper script to accomplish specific objectives.

iii. **Post Production Stage:** Edit in the early days of the movie image at first it will be done by turning the camera off after one shot, then repositioning and turning it back on for the next shot. Real editing will begin when they turned the camera off and on several times in one reel. Process the film, and then cut the shots apart and glued material back together in a shorter form or different order. Finally video editing or compact disc commences.

Guidelines for Television Production
i. the first guideline is that television production requires multimedia facilities to function.
ii. the instructor should ensure that all facilities to be used for learning are in good condition.
iii. steady power supply is needed to air edited programmes.
iv. provide a precise and accurate measurement of different colours of light for viewers.
v. sound is also an essential element and should be given much thought and care because sound waves travel in well-defined cycles

Advantages of Television Production
i. Television programmes produced are appealing to the audience due to the colour.
ii. It is a friendly, personal medium.
iii. It does not respect territorial limits.
iv. It is the best medium for demonstrating any agricultural technology to farmers.
v. It helps in increasing viewers' retention ability and creative production.
vi. It has immediate distribution which can be massive.
vii. As an entertainment medium, it is very accepted psychologically.

Disadvantages of Television Production

i. Multimedia facilities used in production are too costly
ii. Religious and cultural factors may impede viewing.
iii. There is no room for the viewing audience to ask questions on the subject matter conveyed.
iv. Most equipment's used in production may need specialists in their operations.
v. The time allotted for some agricultural programmes may not be convenient for the farmers.

vi.   It requires power to view programmes.
vii.   Requires a fully developed TV network.
viii.   Television receivers are expensive.

4.0   Conclusion

The following conclusions should serve as guidelines for the facilitators/teachers;
i.   Most of the television programmes are not agricultural oriented.
ii.   Students vary in understanding the subject matter taught.
iii.   Teaching should be made simple for the students.
iv.   Adjustments should be accommodated whenever there is need.

5.0 Practical Assignment

1.   Briefly discuss the process of television programme editing.
2.   Applying what you have studied, write a script using the basic idea of any agricultural crop.
3.   Write a brief note on the postproduction stage TV programme production.

Unit 5 Script Writing

1.0   Introduction

A script is a manuscript or typescript to be acted in case of drama or to be broadcast. A script writer therefore is someone who writes scripts for films or broadcast programmes. Understanding the process involved in developing a script for performance is important for learners who wish to pursue a career in writing or to develop their writing through higher qualifications. It is also a useful tool to accomplish to aid the creative process of devising original dramatic work. It is also a useful tool to accomplish to aid the creative process of devising original dramatic work. Script writing allows learners to experience some of the pre-production creative processes that take place in the performing arts industries. A good script should be well developed and attractive, formatting consistent, have adequate response and active participation of listener's required.

2.0   Objectives

at the end of this lesson you should be able to;

- Identify styles and forms of writing for performance
- Research and explore different writing forms and topics used in radio, film and television stages.
- Present ideas in a written format appropriate to performance medium that can be interpreted by others
- Appreciate and explain the effectiveness of script writing, their advantages and advantages.

3.0   Main Content

3.1 Procedures for Script Writing

The following are the procedures for script writing:
Make explicit the agenda for the lesson- the expected learning outcome. Relationship between the lesson and the real life situation outside the classroom.
Break the concept/skill into small steps that can lead to its mastery. Note the steps that may form stumbling blocks and threat them positively.
Provide a variety of activities both teacher/presenter-lead and learner-lead that are motivating, meaningful and as close to real life as possible.
Use stimuli (words, pictures, images, activities) which relate to students background, but yet intellectually challenging.
Use notes, diagrams, captions as aids.
Use pictures and other visual stimuli actively for exploration as well as information.
All lesson/learning activities should emphasize constructive participation and should arouse the interest of the students.
Suggest follow-up activities for application and consolidation of what has been learnt.

Guidelines for Script Writing
divide programme elements into those that are under your control and those that are not.

Write narration involving the audience.
Provide narration that sounds natural and conversational.
Avoid long lists, unnecessary statistics, complex terms and jargons and hackneyed expressions.
Make narration clear, precise, and easy to understand.

Advantages of Script Writing
It is a useful tool to accomplish to aid the creative process of devising original dramatic work.
Script writing allows learners to experience some of the pre-production creative processes that take place in the performing arts.
Helps learners develop scripts for performance, starting from initial concepts and rough drafts, through a process of editing, revising and refining to produce completed scripts.
Help students explore different kinds of scripts used in radio, film and television and stage.
Helps learners cover a wide range of writing forms and styles, giving an overview of the sector so that they have a clear idea of how their work fits in with that of the professional world of script writing.

Disadvantages of Script Writing
Topics or stories written may not be of interest to listeners due to cultural or religious factors.
There may be scripts written that will be a threat to the security of the nation.
Styles in writing scripts may affect a future script writer because of inconsistency.
Scripts written today might not be useful in future if not properly documented.
Some scripts are highly classified, making them inaccessible for users.

4.0   Conclusion

The following conclusions should serve as guidelines for the facilitators/teachers;
The teacher should emphasize that ambiguous words should be avoided completely.
The teacher should note that proficiency in writing among the students varies from one another.
The teacher should properly vet scripts before final presentation.
A good teacher seeks as many ways as possible to present information and ideas to students.

5.0 Practical Assignment

As a student of agricultural science:
Prepare a detailed script writing using the stated guidelines of the mandate of any Agricultural Research Institute in Nigeria,
Briefly explain the merits and demerits of script writing
With the practical skills gained, edit your fellow student written draft script before presentation.

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Unit 6 Web Site Development

1.0 Introduction

Web development comes in two flavors - front-end development and back-end development and is broadly refers to the tasks associated with developing websites for hosting via intranet or internet. The web development process includes web design, web content development, client-side/server-side scripting and network security configuration, among other tasks. Web design is a process of conceptualizing, planning, and building a collection of electronic files that determine the layout, colors, text styles, structure, graphics, images, and use of interactive features that deliver pages to your site visitors. It encompasses many different skills and disciplines in the production and maintenance of websites.

The different areas of web design include web graphic design; interface design; authoring, including standardized code and proprietary software; user experience design; and search engine optimization. Often many individuals will work in teams covering different aspects of the design process, although some designers will cover them all. The term web design is normally used to describe the design process relating to the front-end (client side) design of a website including writing mark up. Web design partially overlaps web engineering in the broader scope of web development. Web designers are expected to have an awareness of usability and if their role involves creating markup then they are also expected to be up to date with web accessibility guidelines.

It requires an effective, sustained marketing strategy beyond presenting a collection of products, services, images, videos or other files. The website design should be focused on specific goals, along with measurable objectives to attain them. Marketing goals will differ depending on the nature of your business.

2.0 Objectives

At the end of this lesson, you should be able to:

- explain how to gather Information.
- appreciate and describe how to Plan: (Sitemap and Wireframe Creation).
- prepare and design page layouts, review and approve cycle.
- gather and assemble content writing.
- describe how code data and information.
- test, review and launch web site.
- maintain, opinion monitoring and regular updating of information and;
- identify and explain guidelines for merits and demerits of web design development.

4.0 Main Content

3.1   Procedures for Web Site Development

The following are the procedures for Web Site Development;

i. **Design Process and Evaluation**

Set and State Goals.
Determining the purpose of a web application.
Prioritizing different design goals.
Use an Iterative Design Approach.

ii. **Evaluate Websites Before and After Making Change**

understand and Meet Users' Expectations.
establish User Requirements.
analyzing the target user groups and their goals.
use Parallel Design.
consider Many User Interface Issues.
focus on Performance before Preference.
set Usability Goals.
select the Right Number of Participants.
be Easily Found on the Web.

iii. **Optimizing the User Experience**

Display Information in a Directly Usable Format.
Units of measurement and currency.

iv. **Accessibility**

Do Not Use Color Alone to Convey Information.
Design Forms for Users Using Assistive technology.

v. **Hardware and Software**

Design for Common Browsers.
Account for Browser Differences.
Design for Popular Operating Systems.
Design for User's Typical Connection Speed.
Design for Commonly Used Screen Resolutions.

Guidelines for Web Design Development

i. The first step in designing a successful web site is to gather information. Many things need to be taken into consideration when you design the look and feel of your site, first ask a lot of questions to help you understand your business and your needs in a web site.

The first role is for the teacher to know the purpose of the site to be designed. Also to provide information, promote service and hoe to sell the product.

What to accomplish by building this web site, either to make money or share information.
The specific groups of people that will help you reach your goals. Consider their age, sex or interests – this will help you determine the best design style for your site.
The type of information target audience is looking for on your site, a particular product or service.

ii. Use the information gathered from step one and put together a plan for your web site. Here you develop a site map – a list of all main topic areas of the site, as well as sub-topics (if applicable). This gives you a guide as to what content will be on the site, and is essential

to developing a consistent, easy to understand navigational system. This is also the point where you decide what technologies should be implemented – interactive forms, CMS (content management system) such as Word Press, etc.

iii.   Draw from the information gathered, to determine the look and feel of the site. Target audience is one of the key factors taken into consideration here. A site aimed at farmers, for example, will look much different than one meant for a financial institution. You should also incorporate elements such as the agricultural components to help strengthen the identity of the profession.

iv.   Once you've designed a prototype, you are given access to the Client Studio, which is a secure area of your web site. The Client Studio allows you to view your project throughout the design and development stages. In this phase, communication is crucial to ensure that the final web site will match your needs and taste.

v.   This is where the web site itself is created. You take all of the individual graphic elements from the prototype and use them to create the functional web site. You should also take your content and distribute it throughout the site, in the appropriate areas. This entire time, you will continue to be able to view your site in the Client Studio, and suggest any additional changes or corrections you would like to have done.

vi.   At this point, we attend to the final details and test your web site. You should test things such as the complete functionality of forms or other scripts, we test for last minute compatibility issues (viewing differences between different web browsers), ensuring that the site is optimized to be viewed properly in the most recent browser versions.

vii.   Once the final approval is received, it is time to deliver the site. You should upload the files to your server – in most cases, this also involves installing and configuring Word Press, along with a core set of essential plugins to help enhance the site. Here quickly test again to make sure that all files have been uploaded correctly, and that the site continues to be fully functional. This marks the official launch of your site, as it is now viewable to the public.

viii.   The development of your web site is not necessarily over, though. One way to bring repeat visitors to your site is to offer new content or products on a regular basis. Update the information on your web site.

Advantages of Web Design Development

i.   Hosting a static website is also cheap.

Disadvantages of Web Design Development
i.   Webmasters need to have knowledge of *HTML*/*CSS*/Photoshop and among others to keep their websites updated or they need to hire a website design agency for maintenance of their website.

ii.   Static websites are not interactive - website visitors cannot search within your website or interact with website owners.

4.0 Conclusion

The following conclusions should serve as guidelines for the facilitators/teachers:

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i. The teacher should consider computer proficiency of the students before embarking on the practical training.
ii. The condition where the practical training is to be executed influences rate of assimilation of the students.
iii. The teacher should consider the simplest method of teaching to be adopted for effective learning.

5.0   Practical Assignment

As a student of Agricultural Science in the Faculty of Agricultural Sciences in National Open University of Nigeria:
1. Enumerate the procedures for designing a web site.
2. Design a web site that showcases the various departments in your faculty.
3. Design a web site for an oncoming agricultural science exhibition scheduled to hold in the Faculty by end of this semester.