

## Outcome-Based Extension Education Design Template

**Purpose:** To provide a cohesive structure for the course that will result in an instructional design focused on intended learning outcomes. Working through this logical sequence of elements, you will reveal a purposeful design that meets the real-world needs of learners. Refer to this completed design template when using the Facilitating Teaching and Learning Template. If you are not working in a team, it is recommended that you seek feedback on your design from one or two colleagues.

**To use this template:** Review the guidance and examples for Steps 1-4 provided inside each box. A blank copy of the template is provided on page 2 where you may draft the instructional design for your course.

Course: \_\_\_\_\_ Designers: \_\_\_\_\_

Total Teaching Time/# Sessions: \_\_\_\_\_ Estimated Class Size: \_\_\_\_\_ Course Date: \_\_\_\_\_

Intended Audience: \_\_\_\_\_ Learning Environment: \_\_\_\_\_

Learning Outcomes (STEP 1)	Assessment Tasks (STEP 2)	Learning Activities (STEP 3)	Essential Knowledge (STEP 4)
<p><u>Description:</u> Intended outcomes clearly state what learners will be able to do after the course. You might have a workshop (approximately 1-3 outcomes) or a larger scope program with multiple sessions. For either format, the outcomes do not need to align linearly with tasks, activities, and knowledge. Ideally these components are interconnected and build towards one or more of the outcomes.</p> <p><u>Task:</u> Create a learning outcome statement. Include an action (verb) for the learning activity and a criterion for how the learning will be applied.</p> <p><b>Example:</b> <i>Identify (action) ideal pesticide application conditions in a five-day weather forecasting data and application practices (learning) to reduce the risk of off-field pesticide losses to sensitive sites (criterion).</i></p>	<p><u>Description:</u> Assessment tasks ensure the learners know what good work looks like so they can orient their progress towards the outcomes. <i>This can be an element of one or more activities in Step 3.</i></p> <p><u>Task:</u> Select observable or measurable tasks learners can complete to demonstrate their learning and skills. Options include self, peer, and/or instructor-based assessment. Examples include clicker quizzes or other forms of polling, individual or group work, think-pair-share, and discussion.</p> <p><b>Example:</b> <i>From a map, identify sensitive sites near the farm field.</i></p>	<p><u>Description:</u> Activities help learners move information from short-term memory to longer-term memory and time spent practicing new skills improves transfer to other contexts.</p> <p><u>Task:</u> Develop active learning scenarios using real-world data and information. Examples include problem solving, case examples, role play, demonstration, games, discussion, predictions, and planning or decision-making exercises.</p> <p><b>Example:</b> <i>Integrate site-specific pesticide application management practices with a 3-to-5-day weather forecast that will protect the identified sensitive sites.</i></p>	<p><u>Description:</u> Carefully consider what learners must know to effectively complete the activities. Knowledge categories include factual (e.g., terminology), conceptual (e.g., classifications and categories), procedural (e.g., how to), and meta-cognitive (e.g., self-knowledge)<sup>1</sup>.</p> <p><u>Task:</u> Identify the knowledge that needs to be constructed to effectively complete the learning activities.</p> <p><b>Example:</b> <i>weather vs. climate (factual), probability (procedural), forecasting (procedural), drivers of pesticide drift (conceptual)</i></p>

<sup>1</sup>Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of educational objectives.

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