

## Extension Program Design: Facilitating Teaching and Learning Template

**Purpose:** To assist you in determining the best use of time in your course and ensure maximization of learner engagement. This document will also help you avoid overfilling your course given the time allotted and inform others of the course structure and their roles. The examples provided in the cells may or may not be relevant to your learning situation; feel free to keep, delete, or adapt them as necessary. There is a blank template on page 2 below.

**Steps to complete this template:**

**Step 1:** Determine the Total Learning Time for teaching and learning less non-instructional time, such as the course introduction, breaks, evaluation, and summary or closing. Enter this number in the **Total Learning Time** field.

**Step 2:** Review the completed Outcome-Based Extension Design Template for the course, then populate the “Activity” and “Purpose” columns.

**Step 3:** Allocate the time necessary for each activity in the “Time” column.

### Considerations for estimating time:

- Be sure to leave enough time for introducing the process and allowing for possible questions.
- For active learning you can estimate the time to be about three times as long as it would take you or twice the time of an expert level learner.
- If using discussion or reflective thinking, ensure adequate time for learners to contribute and listen to others.
- For online learning experiences allow two to three extra minutes for each technology transition.

**Step 4:** Fill in the Instructor and Learner Roles.

**Course:** \_\_\_\_\_ **Course Date:** \_\_\_\_\_

**Instructor(s):** \_\_\_\_\_ **Total Learning Time:** \_\_\_\_\_

Time	Activity	Purpose	Instructor Role	Learner Role
x min until start	Conversation.	Participants engage with other learners and instructors.	Welcome people and offer name tags.	Meet new people and connect with others.
Time: ____ (3-5 min)	Welcome learners and if time, do introductions, share a relevant story, or use a fun icebreaker.	Generate interest using a “hook” to connect existing knowledge with the learning.	Create a connection with learners and promote curiosity.	Engage as they are willing and able.
Time: ____ (2 min)	Share the intended outcomes and purpose of doing active learning.	Develop a shared vision and ground rules that support participation.	Link outcomes to the learners’ lives. Recognize their life experiences.	Ask questions and comment on the plan.
Time: ____ (2-5 min)	Existing knowledge activation.	Connect prior experience with new information.	Share a video, image, or example.	Reflect, think-pair-share, or brainstorm.
Time: ____ (x min)	Mini lecture with time for questions and comments.	Share essential knowledge for the learning activity.	If using slides, increase visual elements and reduce text.	Ask questions and add their experiences.
Time: ____ (x min)	Learning activity with assessment with time for instructions.	Activate new knowledge and assess learning progress.	Provide clear instructions, supportive guidance, and encouragement.	Engage in the active learning process.
Time: ____ (x min)	Whole group discussion.	Share relevant knowledge and new insights.	Develop guiding discussion questions. Facilitate sharing by more learners.	Contribute new thinking and insights.
Time: ____ (x min)	Break			
Time: ____ (x min)	If time, additional cycle of knowledge construction, learning activities, and discussion. Ideally build			
Time: ____ (x min)	Reflection and/or course evaluation.	Allow learners to consider the implications of their learning. Gather feedback.	Explain the value of reflection and uses of the evaluation data.	Consider how the learning applies to their lives.
Time: ____ (x min)	Summary and comments.	Review the big ideas and next steps.	Make it safe and fun to share how learning will be applied.	Share insights and make suggestions.
End time				

