## Online & Blended Learning Planning Matrices

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## **Rationale for Matrix Development**



- Intensive summer workshops
- Where do we begin?
- What do faculty know?
- What do faculty need to know?



- How do we deliver new information effectively so that it fits within the context of current faculty knowledge?
- How best can we reach faculty to teach them without overwhelming them?

#### **Course Delivery Format**





Source: https://www.friscoisd.org/news/district-headlines/2020/06/11/fisd-prepares-various-scenarios-for-the-2020-21-school-year

#### **5-Step Course Design & Instructional Planning Process**

- 1. Determine a course format
- 2. Determine course technology driven course model[s]
- 3. Align models and formats
- 4. Determine course pedagogy
- 5. Plan course instruction based on technology models and pedagogy

#### **Technology-Driven Course Models**



- 1. Remote Learning
- 2. Flex Learning



- 3. Self-Directed & Self-Paced
- 4. Rotation Schedule
- 5. Lab/Studio Rotation Schedule

#### **Technology-Driven Models Defined T**U



Model	Definition
Remote Learning	Learner and instructor are separated by distance or time and distance.
Flex Learning	Students select learning platform and may switch back and forth at will.
Self-Paced	Students work at their own pace or rate of learning through prescribed curricula.
Rotation Schedule	Students rotate among course platform options.
Lab/Studio Rotation Schedule	Students rotate among laboratory or studio and lecture class meetings.

#### Aligning Technology Models & Formats TU TOWSON



## **Pedagogy Models**



Project-Based Learning
Case-Based Learning
Flipped Classroom
Experiential Learning
Mastery Learning



#### **Pedagogy Models Defined**



Models	Definitions
Project- Based	Students work independently and with others to gain and apply knowledge and skills in a real-world context.
Case-Based	A case-based approach engages students in discussion of specific scenarios that encompass real-world examples.
Flipped Classroom	Students are introduced to content (e.g., audio recordings or videos) in a remote setting, then apply the knowledge and skills in the classroom through practice.
Experiential Learning	Experiential learning refers to student engagement in real-world experiences.
Mastery Learning	Mastery learning enables students to move forward at their own pace as they master knowledge, skills, and dispositions.

#### **Course Design Matrix**



	Project-Based Learning	Case-Based Learning	Flipped Classroom	Experiential Learning	Mastery Learning
Remote Learning	Students complete asynchronous or synchronous group projects	Online course modules begin with a real-world case study	Students prepare for online group learning	Students compete hands- on experiences off- campus	Students move through online course modules based on mastery
Flex Learning	Students select projects based on choice to complete online or F2F	Students work through case analysis either online or F2F	Students prepare for learning online then choose online or F2F applications	Students choose online or F2F applications of course content	Students choose online and F2F course activities based on mastery
Self- Directed & Self- Paced	Students work through projects of their own choice at individual rates of learning	Students complete case analyses at their own rates and paces of learning	Students work online and come to F2F meetings based on readiness	Students work at their own pace through online and community, studio, or lab experiences	Students move through online learning at their own pace based on mastery
Rotation Schedule	Students rotate through modules based on the project development process	Students rotate through online preparation and F2F case analyses	Students rotate between online and F2F class meetings	Students rotate between asynchronous online learning and synchronous applications	Students rotate through F2F and online modules based on mastery
Lab or Studio Rotation Schedule	Students rotate between online preparation and lab or studio work	Students rotate into case resolution testing in labs or studios	Students rotate between online and F2F studio and lab assignments	Students use labs and studios for real-world applications of course content learned online	Students move into labs or studio work after mastery of online learning <sub>10</sub>

#### **Course Planning Matrix**



	Course Design	Active Learning	Assessment	Student Engagement
Project- Based Learning	Course modules support and move students through project development	Student projects are based on current issues, problems, trends, & real-world experiences	Rubrics guide students' work through the project development process	Students work together to complete projects
Case-Based Learning	One or more real- world cases guides instruction and module progression	Students analyze real- world scenarios to transform content to action	Students are assessed on integration of course content and case analysis	Students study cases and post analysis on the discussion board
Flipped Classroom	Student readings, lectures, and demonstrations are viewed prior to class meetings	Students come to class to apply content learned outside of class ahead of time	Formative assessments are used to determine readiness for class meetings	Students conduct peer- group work in the classroom after preparing remotely
Experiential Learning	Course assignments and content reflect real-world experiences or practice	Students work in the community, labs, or studios to apply course content	Student assessments are based on application of content versus rote learning	Students work together to reflect on community experiences
Mastery Learning	Self-paced student modules	Students use real-world applications to demonstrate mastery	Formative and summative assessments	Students are placed in groups for differentiated instruction 11



# Course Design Example

#### Sample



	Course Design	Active Learning	Assessment	Engagement
Case- Based Learning	Develop case studies for each integrated arts area	Students analyze real-world scenarios of ECED- EXEC children	Assess integration of course content and case analysis	Online students study cases and share analysis on the discussion board
Flipped Classroom	Student readings, lectures, and demonstrations are viewed prior to class meetings	Students come to class to apply content learned outside of class ahead of time	Reading reflections determine readiness for F2F sessions	F2F students conduct case analysis discussions in classroom after preparing remotely
Mastery Learning	Students submit case study analysis and reading reflection prior to art activities	Students engage in studio reflection to demonstrate mastery of arts integration	Students have multiple assessments to demonstrate mastery of integrated lessons	Students are placed in groups based on readiness for differentiated instruction

## Sample



	Case-Based Learning	Flipped Classroom	Mastery Learning
Flex Learning	All students work through case analysis online and complete related studio art activity F2F or alternative activity online	Students read text and submit reading reflections prior to coming to class. Students complete case analysis and post discussion responses before F2F activities	Students who do not demonstrate mastery of reading reflection view recorded lecture and complete quiz to demonstrate mastery.
Rotation Schedule	F2F students rotate through studio activities that address case studies on alternate weeks	Students rotate into F2F studio integrated arts activities for application and reflection	Students submit written reflections of art activities OR an integrated arts portfolio to demonstrate mastery.

