

Synchronous Course Design for the Pandemic and Beyond

The role of flipped and blended courses

QM Connect LX - October 27, 2020

Steven R. Crawford, Ed.D.

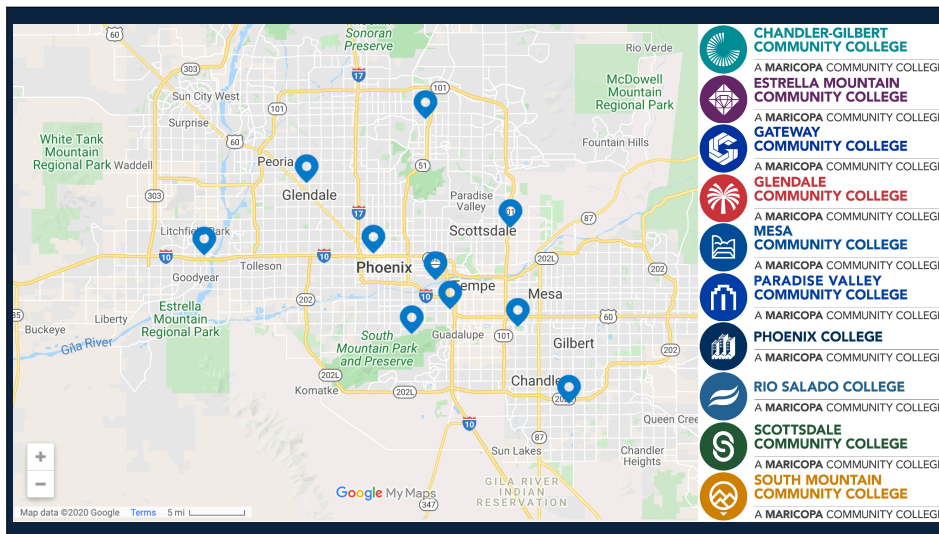


District Director,
Maricopa Center for Learning and
Innovation

steven.crawford@domail.maricopa.edu
@DrSRCrawford



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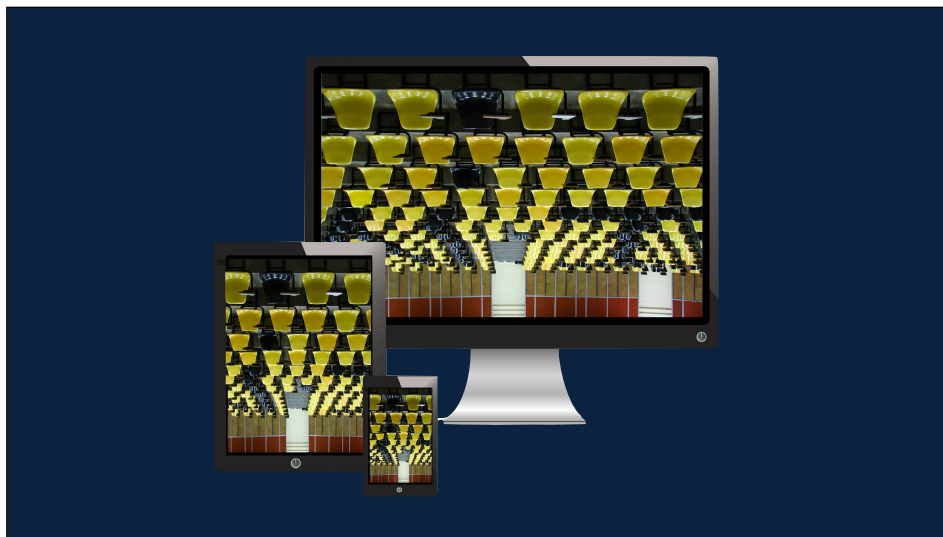
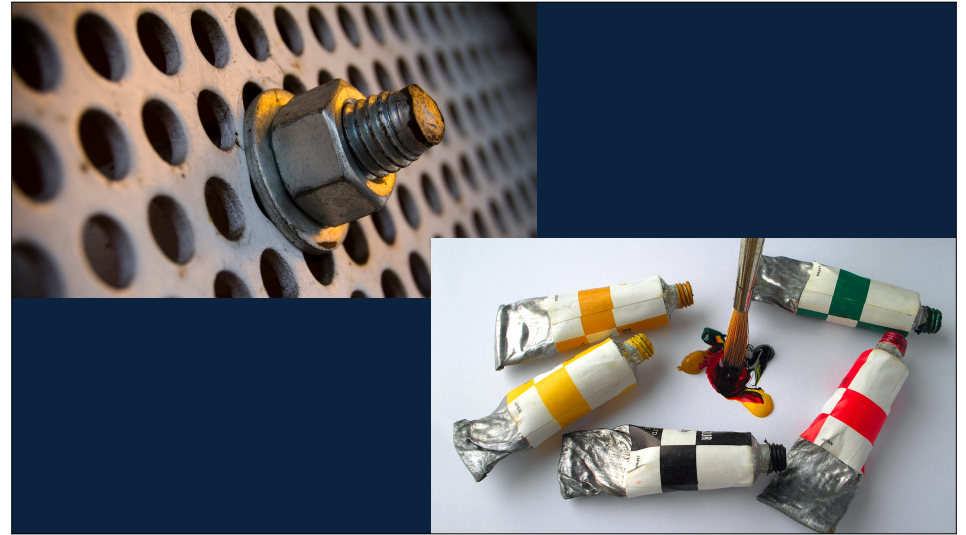


Session objectives

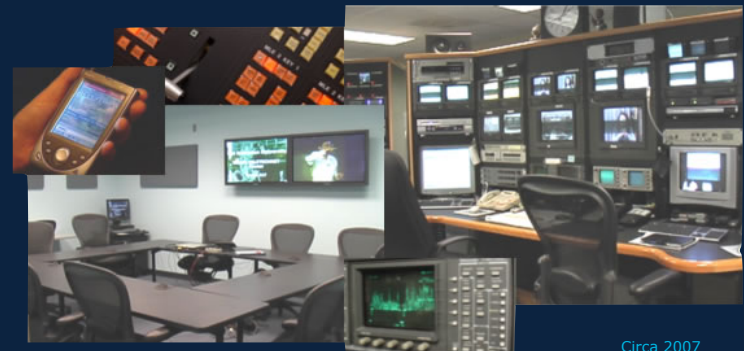
At the end of the session, you should be able to:

- identify the key issues related to flipped and blended learning
- describe how to integrate synchronous and asynchronous components in a blended course
- discuss the key QM Specific Review Standards related to blended course

Key Terms



Virtual classroom



Circa 2007

Examples of asynchronous learning

Examples of synchronous learning

Formative & Summative
Assessment

What do the QM Standards
say about blended learning?

Specific Review Standards

- 1.1 - Instructions make clear how to get started and where to find various course components.
- 1.2 - Learners are introduced to the purpose and structure of the course.
- 1.8 - The self-introduction by the instructor is professional and is available online.
- 1.9 - Learners are asked to introduce themselves to the class.
- 2.3 - Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.
- 4.2 - The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.
- 5.2 - Learning activities provide opportunities for interaction that support active learning.

Reduction of seat time

Traditional face-to-face 3-credit hour course

Classroom Time	Homework Time	Online Time	Total Time
3 hours	6 hours		9 hours

Blended 3-credit hour course (33% reduced seat time)

Classroom Time	Homework Time	Online Time	Total Time
2 hours	6 hours	1 hour	9 hours

Reduction of synchronous time

Traditional face-to-face 3-credit hour course

Synchronous Time	Asynchronous Time	Total Time
3 hours	6 hours	9 hours

Blended 3-credit hour course (33% reduced synch time)

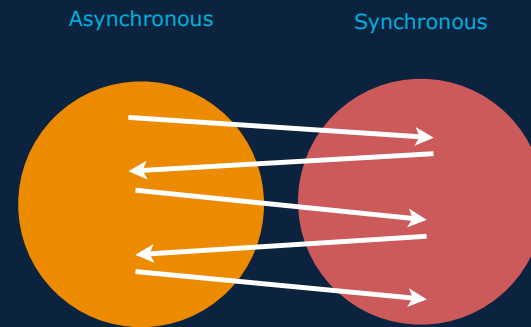
Synchronous Time	Asynchronous Time	Total Time
2 hours	7 hours	9 hours

How does this influence course design?

Approaching synchronous time

- Pre-class preparation (asynchronous time)
- Class time - either via video conferencing or in-person (synchronous time)
- Post-class wrap-up/reflection (asynchronous time)

Creating a course flow between modalities



Purposeful integration

Learning Objective	Activity	Modality	Assignment	Assessment
Use the Instructional Systems Design (ISD) process to develop a unit of training	View video lectures	Asynchronous	1. Demonstrate comprehension of the ISD process	1. Develop a unit of training using the ISD process
	Read over sample plans	Asynchronous		
	Complete knowledge quiz	Asynchronous	2. Develop a unit of training using the ISD process	
	In groups, develop training model	Synchronous		

Course planning chart

Class	Topic(s)	Pre-class Activity	Synchronous Activity	Assignment Due
1	Use the Instructional Systems Design (ISD) process to develop a unit of training	View online lecture	Discuss ISD process	Online quiz (before synchronous time)
		Review ISD process	Form groups and explore training unit topics	Groups submit topic area for training unit
2		Online quiz		
		View online presentation on using ISD process	Develop assessment plan	Submit assessment plan (post-synchronous time)
		Assemble resources to develop assessment plan	Present plan to class	

Resources

Course Assignment Chart for <insert course>

Week	Topic(s)	Pre-class Activity (Asynchronous)	Class Activity (Synchronous)	Post-class Activity (Asynchronous)	Assignment Due
1		•	•	•	•
2		•	•	•	•
3		•	•	•	•
4		•	•	•	•

Resources

Course Integration Worksheet for <course name>

Learning Objective (including Bloom's Level)	Learning Activities	Modality (Synchronous or Asynchronous)	Formative Assessment (Synchronous or Asynchronous)	Summative Assessment (Synchronous or Asynchronous)
			1.	1.
			1.	1.
			1.	1.



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