

Blended (Hybrid) Learning Decision Making Matrix

Table 2. Decision-Making Matrix

Factor	Key question	If yes, then . . .
Content		
	Is content mastery a goal of the course?	Support online and F2F, with meaningful assessment.
	Is content engagement a goal (i.e., introduction, reinforcement)?	Primarily utilize online activities and discussions.
	Do learners need additional and/or immediate explanation of content, or do they have questions about online content?	Use F2F time to explain and discuss.
	Do learners need additional or in depth resources and information?	Make these resources available online.
	Would learners benefit from understanding basic concepts before engaging with the content?	Provide readings, lectures, videos, etc., to students before F2F meetings.
	Could learners benefit from peer reviews of their work?	Use peer review functions online to allow time and depth of feedback.
	Is the content intensive or requires a deeper understanding?	Allow time online for learners to engage with content and F2F time for questions and discussion.
	Is little or no discussion needed to engage with and understand content?	Provide content, resources, and assessments primarily online.
Context		
	Do learners need frequent or synchronous communication?	Use F2F and/or synchronous online methods; supplement with online supports.
	Is group work a requirement?	Group work can function F2F or online; give groups F2F time to interact and plan.
	Is it acceptable for learners to be passive participants in the course?	Rely on online structures for passive requirements such as watching videos.
	Are interactive tasks technology-mediated?	Leverage LMS capabilities.
	Do students need independent time to practice tasks?	Use asynchronous assignments or leverage LMS capabilities.
	Is immediate feedback important?	Provide feedback F2F through discussion or individual interactions.
	Do learners need extended time to engage with discussions and projects?	Continue work started F2F online.
Learners		
	Do learners have particularly busy or inflexible schedules?	Create flexibility with asynchronous online components.
	Are learners technologically skilled?	Group work can function F2F or online; give groups F2F time to interact and plan.
	Is relationship-building and/or personal revelations a goal(s) of the course?	Leverage F2F time.
	Do learners need time to reflect upon and organize content and ideas?	Utilize online journaling and reflection tools.
	Are learners overly passive in discussions?	Require and track participation online.
	Are learners self-directed in their acquisition of course content?	Make content available online.

Note. F2F = face-to-face; LMS = Learning Management System.

McKenna, K., Gupta, K., Kaiser, L. M. R., Lopes, T. P., & Zarestky, J. (2020). Blended learning: Balancing the best of both worlds for adult learners. *Adult Learning*, 31(4), 139-149. <http://dx.doi.org/10.1177/1045159519891997>