***\*Note-*** *This very basic planning matrix example and template allows IDs and instructors to organize course goals/objectives, resources, formative activities, and assessment activities while also considering demands on their own time, DEIA equity and inclusion preparations, and the use of AI as planned or mitigated.*

Planning Matrix: DEIA and AI Considerations

# A2111: Our Interactions with Animals

1. Course Mode: Online only
2. Course goals:

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| **Course goals (as laid out in the program description/course catalog)** | **Related objectives** | **Module introduced** | **Module Assessed** |
| Ex: Differentiate between common household pets. | Identify physical characteristics of dogs.  Identify behavioral characteristics of dogs. | 1 | 1 – formative activities  (discussion, H5P activity)  3 – Unit Exam |
|  | Identify physical characteristics of cats.  Identify behavioral characteristics of cats. | 2 | 2 – formative activities  (discussion, H5P activity)  3 – Unit Exam |
|  | Identify physical characteristics of ferrets.  Identify behavioral characteristics of ferrets. | 3 | 3 – formative activities (discussion, H5P activity)  3 – Unit Exam |
| Differentiate between wild animals native to Texas |  |  |  |
| Compare behavior characteristics of pets vs. wild animals. |  |  |  |

1. Number of students anticipated: 20
2. T/A: No
3. Any unique characteristics about the students? (Freshman, Sophomore, Junior, Senior, Mix, Graduate student (Master’s, PhD), non-traditional, FirstGen, GenEd class, program class, etc.)
4. Writing intensive: Not officially.
5. Textbooks required: None, articles only.

7a. For student purchase: None.

7b. OER: All reading and video material are provided free to students.

1. Are modules time-based or topic-based? Each module lasts 1 week.
2. Any other notes that help with planning?
3. Planning Matrix

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| **Module Title** | **Objectives** | **Readings/Videos, etc.** | **Formative Activities** | **Summative Evaluation** | **DEIA considerations & Plans** | **Feedback plan/**  **Additional Notes** | **AI use**  **----------------**  **AI Concerns/Plans** |
| **Give the lesson a unique title.** | **Identify the course goal and the associated objectives tied to this lesson.** | **Identify reading and video, etc. resources you want to provide students for knowledge intake. \*Consider adding links, if relevant. Avoid downloading PDFs when possible for general access as this violated copyright. Work with disability services on campus to make material at those links accessible for all.** | **These exercises should help students to process information learned. They may be for grades (usually of lower weight) or simply be completed/non-completed, or even optional. Identify if/when “optional”.** | **This is the activity (exam, project) that is usually of heavier weight in the course total. These activities measures student success of knowledge intake and the various skills they can do with that information.** | **Diversity, Equity, Inclusion, and Accessibility considerations.**  **Students come from a variety of backgrounds, experiences, physical or mental limitations, etc. that may interfere with their ability to be successful in meeting the objective. Think about if/how these student characteristics may need to be mitigated.** | **Use this space to consider your time on this task in addition to student time. Use the column for any additional notes about your plans.** | **AI must be addressed. Will you allow it at all? Will you build the use into your plans?**  **If you won’t allow it at all, will you use a detector like Turnitin?** |
| The Defining Characteristics of Dogs. | 1. Identify physical characteristics of dogs. 2. Identify behavioral characteristics of dogs. | 1. Read “All About Dogs” 2. Watch video, “Everything to Know about Dogs”. | Discussion board – Tell stories of dogs you know who have exceptions to the typical characteristics. What, how, examples. Then, connect with others and their stories when responding to peers. (see rubric) | Unit 1 Exam – Create a children’s game about dogs vs. cats vs. ferrets. | Some students may have never interacted with a dog. – **Arrange for possible visit with local rescue as needed.**  Learners may not be able to hear videos well. **– provide captions. Make sure PDFs are accessible for screenreaders.**  Learners may not be able to read (visual impairment) or process readings (learning disability) – **Provide audio-based alternatives provide captions** | Monitor discussion board. | No AI for discussion board. **Grade on content (see rubric), not mechanics. Will use Turnitin for detection.** |
| The Defining Characteristics of Cats. | 1. Identify physical characteristics of cats. 2. Identify behavioral characteristics of cats. | 1. Read “All About Dogs” 2. Watch video, “Everything to Know about Dogs”. | Create a Venn Diagram comparing characteristics of dogs/cats. | Unit 1 Exam – Create a children’s game about dogs vs. cats vs. ferrets. | Some students may have never interacted with a cat. -– Arrange for possible visit with local rescue as needed. | Grade within 1 week. | No AI. **Will not use Turnitin for detection.** |
| The Defining Characteristic of Ferret. | 1. Identify physical characteristics of ferrets. 2. Identify behavioral characteristics of ferrets. | 1. Read “All About Dogs” 2. Watch video, “Everything to Know about Dogs”. | Add to your Dog/Cat Venn diagram with an additional circle for ferrets.  Drag/drop H5P activity to identify characteristics of dogs/cats/ferrets. | Unit 1 Exam – Create a children’s game about dogs vs. cats vs. ferrets. | Some students may have never interacted with a ferret. - – Arrange for possible visit with local rescue as needed. | Formative – Venn Diagram: Grade within 1 week.  --H5P – auto-graded.  Unit Summative – Grade within two weeks. | Formative  – Venn Diagram - No AI allowed.  --H5P – N/A  Exam/projects – Students input the learned information to generate game ideas. Reflect on how useful AI was with peers. |
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