



## Adaptive Design for Learning (ADL)

### ANNOUNCEMENT

To: Institutions in the United Board network  
From: United Board for Christian Higher Education in Asia (United Board)  
Re: Adaptive Design for Learning (ADL)  
Dates: September 1 – November 31, 2021

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March 16, 2021

We are pleased to inform you that the United Board for Christian Higher Education in Asia (United Board) is offering a faculty development opportunity through the Adaptive Design for Learning (ADL) online course offered by Ateneo de Manila University's Institute for the Science and Art of Learning and Teaching. The ADL online course for institutions in the United Board network will be on September 1 – November 30, 2021.

ADL is an online certificate course for educators who are preparing for online teaching – e.g., designing a new online course or redesigning an old course for online teaching. It aligns with the main objectives of the Whole Person Education Academy (WPEA), i.e., facilitating whole-person learning and teaching and designing a person-centric learning environment. The course includes six asynchronous modules and five synchronous webinars. Course takers are expected to participate in discussion boards and submit individual assessments and projects, including a course syllabus and 2-3 modules on an online platform. After the completion of the ADL course, course takers are expected to submit reflections and action plans to the United Board.

The United Board will cover the ADL course fee for the selected applicants. Selection will be based on the need and purpose of educators and their institutions and the quality of the application.

Online registration is now open at <https://forms.gle/emFidjiYqLebdPQR9> with the deadline on **May 31, 2021 (Monday)**. Shortlisted applicants will be invited for an interview in June–July.

## Curriculum Overview

The ADL online course is modular and self-paced. Participants will proceed at their own pace to complete each module. Here is a description of the modules and learning outcomes:

<b>Modules</b>	<b>Learning Outcomes</b>
<p><b>Module 1:</b> (Est. learning time: 8 hours)  <b>APPLYING ADAPTIVE DESIGN PRINCIPLES</b>            This module provides participants with an overview of the 5 principles of adaptive design for learning: Adaptability, Active and Interactive Learning, the 3 Cs of online learning, Asynchronous &gt; Synchronous, Modularity.</p>	<ul style="list-style-type: none"> <li>• Understand the 5 principles of Adaptive Design for Learning.</li> <li>• Apply the ADL Principles to your design project.</li> </ul>
<p><b>Module 2:</b> (Est. learning time: 8 hours)  <b>PLANNING COMPETENCE-BASED MODULES</b>            This module introduces participants to competences and distinguishes them from knowledge, skills, and attitudes.</p>	<ul style="list-style-type: none"> <li>• Define your course learning outcomes in terms of Competences.</li> <li>• Plan competence-based modules.</li> </ul>
<p><b>Module 3:</b> (Est. learning time: 8 hours)  <b>DESIGNING ASSESSMENTS FOR ALIGNMENT</b>            This module provides content for participants to reflect on how much their assessments provide evidence of learning and encourages the design of authentic and formative assessments.</p>	<ul style="list-style-type: none"> <li>• Construct effective online assessments that provide valid evidence of student progress.</li> <li>• Plan formative assessments to offer helpful feedback.</li> <li>• Create effective rubrics for the evaluation of learning.</li> </ul>
<p><b>Module 4:</b> (Est. learning time: 8 hours)  <b>DESIGNING CONTENT FOR ENGAGEMENT</b>            This module provides research-based guidance on evaluating and creating multimedia content for learning.</p>	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of digital learning resources.</li> <li>• Curate and create engaging digital learning materials to present content.</li> </ul>
<p><b>Module 5:</b> (Est. learning time: 8 hours)  <b>DESIGNING FOR ACTIVE &amp; INTERACTIVE LEARNING</b>            This module introduces participants to various pedagogical approaches to promote student engagement and empowerment.</p>	<ul style="list-style-type: none"> <li>• Apply appropriate design strategies suited to your learning outcomes.</li> <li>• Create engaging digital experiences that provide opportunities for active and interactive learning.</li> </ul>
<p><b>Module 6:</b> (Est. learning time: 8 hours)  <b>DESIGNING FOR ADAPTABILITY</b>            This reinforces the principle of adaptability through practical guidelines on how to ensure equitable access for students.</p>	<ul style="list-style-type: none"> <li>• Strengthen the adaptability of your course.</li> <li>• Consider the 3 Rs for online class management.</li> <li>• Evaluate your course design using the ADL Design Rubric.</li> </ul>

Here are sample videos and an ADL demo video:

- [Activating From Context](#)
- [3 Cs of Online Learning](#)
- [ADL Demo Video Link](#)

### Schedule Overview

Week	Activity
Week 0 (1 week before start)	Webinar # 1: Course Orientation MODULE 0: INTRODUCTION
Week 1 and 2	Module 1: (Est. learning time: 8 hours) APPLYING ADAPTIVE DESIGN PRINCIPLES
Week 2	Webinar # 2: Starting with the Whole Person
Week 3 and 4	Module 2: (Est. learning time: 8 hours) PLANNING COMPETENCE-BASED MODULES
Week 4	Webinar # 3: Designing Competence-based Modules (2 hours)
Week 5 and 6	Module 3: (Est. learning time: 8 hours) DESIGNING ASSESSMENTS FOR ALIGNMENT
Week 6	Webinar # 4: Aligning Assessments (2 hours)
Week 7 and 8	Module 4: (Est. learning time: 8 hours) DESIGNING CONTENT FOR ENGAGEMENT
Week 9 and 10	Module 5: (Est. learning time: 8 hours) DESIGNING FOR ACTIVE & INTERACTIVE LEARNING
Week 10	Webinar # 5: Aiming for Empowerment and Engagement
Week 11	Module 6: (Est. learning time: 8 hours) DESIGNING FOR ADAPTABILITY

### Modality

- **Asynchronous (semi self-paced) Modules**  
A new module will be published every two weeks. Participants can go through them at their own time and pace. Within the modules, they will participate in individual discussion forums.
- **Synchronous Webinars**  
Participants will be invited to attend synchronous webinars. These will be situated within the course run and aligned to the topics taken up in the asynchronous modules. These webinars will serve as a way for participants to clarify misconceptions and consult instructors directly. The webinars are:
  - A. Webinar # 1: Course Orientation
  - B. Webinar # 2: Starting with the Whole Person \*\* (2 hours)
  - C. Webinar # 3: Designing Competence-based Modules (2 hours)
  - D. Webinar # 4: Aligning Assessments (2 hours)
  - E. Webinar # 5: Aiming for Empowerment and Engagement (2 hours)

*\*\* Since the ADL focuses on academics, this webinar provides an opportunity for participants to consider other important aspects of online education, such as students' psychological and spiritual formation.*

## Eligibility

Applicants must meet the following criteria:

- Be under 50 years old at the time of application.
- Currently employed full-time at an institution in the United Board network.
- With at least 2 years of service at the home institution.
- Proficient in listening, speaking, reading, and writing in English. The course will be conducted in English.
- An educator who needs to prepare/redesign a course for online teaching.

## Application

A complete application shall include:

- Online application: <https://forms.gle/emFidjiYqLebdPQR9>
- Endorsement from the institution head or senior management

Application will be closed on **May 31, 2021**. Shortlisted candidates will be invited for an interview. Announcement of application results will be made by the end of July 2021.

## Contacts

If you have questions of clarification regarding the program or eligibility of your institution, please contact *Ms. Connie Cheung*, Program Assistant, at [ccheung@unitedboard.org](mailto:ccheung@unitedboard.org) and/or *Dr. Hope Antone*, Director of Faculty Development at [hantone@unitedboard.org](mailto:hantone@unitedboard.org).