2022 Adaptive Design for Learning (ADL)

ANNOUNCEMENT

To: United Board related institutions
From: United Board for Christian Higher Education in Asia (United Board)
Re: 2022 Adaptive Design for Learning (ADL)
Dates: 4 July – 30 September 2022

29 April 2022

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), a professional certificate course of the Ateneo de Manila Institute for the Science and Art of Learning and Teaching (SALT Institute). The 2022 ADL for United Board related institutions will run from **4 July through 30 September 2022**.

ADL aligns with the philosophy of Whole Person Education, as shown in its concern for students' total development, active learning and full engagement. The course includes six asynchronous modules and six synchronous webinars. In view of the shift to hybrid/hyflex teaching at some institutions, this year's ADL will include certain strategies in such a setting.

A certificate of completion will be awarded to participants who shall have: (a) submitted all six assignments, including an action plan; and (b) posted at least 3 of 5 module exit tickets. After completion, 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/A5LEDFxeTAQRMb9y8 with the deadline on **31 May, 2022 (Tuesday)**. Shortlisted applicants may be invited for an interview in June. Announcement of application results will be made by the end of June 2022.

Curriculum Overview

Modules	Learning Outcomes
Module 1: (Est. learning time: 8 hours) **APPLYING ADAPTIVE DESIGN PRINCIPLES** 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 > Synchronous, and Modularity.	1. Understand the 5 principles of Adaptive Design for Learning. 2. Evaluate current practices through the lens of the 5 principles of Adaptive Design for Learning.
Module 2: (Est. learning time: 8 hours) **PLANNING COMPETENCE-BASED MODULES** This module introduces participants to competences and distinguishes them from knowledge, skills, and attitudes.	1. Define your course learning outcomes in terms of Competences. 2. Plan competence-based modules.
Module 3: (Est. learning time: 8 hours) **DESIGNING ASSESSMENTS FOR ALIGNMENT** 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.	1. Construct effective online assessments that provide valid evidence of student progress. 2. Plan formative assessments to offer helpful feedback. 3. Create effective rubrics for the evaluation of learning.
Module 4: (Est. learning time: 8 hours) **DESIGNING CONTENT FOR ENGAGEMENT** This module provides research-based guidance on evaluating and creating multimedia content for learning.	1. Evaluate the effectiveness of digital learning resources. 2. Curate and create engaging digital learning materials to present content.
Module 5: (Est. learning time: 8 hours) **DESIGNING FOR ACTIVE & INTERACTIVE LEARNING** This module introduces participants to various pedagogical approaches to promote student engagement and empowerment.	1. Apply appropriate design strategies suited to your learning outcomes. 2. Create engaging digital experiences that provide opportunities for active and interactive learning.
Module 6: (Est. learning time: 8 hours) **DESIGNING CONTENT FOR ADAPTABILITY** This reinforces the principle of adaptability through practical guidelines on how to ensure equitable access for students.	1. Strengthen the adaptability of your course. 2. Consider the 3 Rs for online class management. 3. Evaluate your course design using the ADL Design Rubric.

Here are sample videos and an ADL demo video:
1. [Activating From Context](#)
2. [3 Cs of Online Learning](#)
3. [ADL Demo Video Link](#)

Schedule Overview

Week	Module	Assignment
Week 0 (Asynchronous)	Getting Started with Canvas (Optional) Module 0: Introduction	
Webinar # 1: Orientation (Synchronous)		
Week 1 and 2 (Asynchronous)	Module 1: Applying Adaptive Design Principles	
Webinar # 2: Starting with the Whole Person (Synchronous)		
Week 3 and 4 (Asynchronous)	Module 2: Planning Competence-Based Modules	Assignment #1 Initial reflection about the ADL principles
Webinar # 3: Designing Competence-based Modules (Synchronous)		
Week 5 and 6 (Asynchronous)	Module 3: Designing Assessments for Alignment	Assignment #2 Review your learning outcomes
Webinar # 4: Designing Assessments for Alignment (Synchronous)		
Week 7 and 8 (Asynchronous)	Module 4: Designing Content for Engagement	Assignment #3 Revisit your assessments
Week 9 and 10 (Asynchronous)	Module 5: Designing For Active & Interactive Learning	Assignment #4 Review a curated or created content
Webinar # 5: Designing for Active and Interactive Learning (Synchronous)		
Week 11 (Asynchronous)	Module 6: Designing Content for Adaptability	Assignment #5 Review learning experiences Assignment #6 Reflection and evaluation
Webinar #6: Facilitating Synchronous and Hybrid Learning Environments (Synchronous)		
Week 12 (Asynchronous)		Final deadline for assignments

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 feature experts who will present key ideas on topics aligned to the asynchronous modules. These webinars will serve as a way for participants to clarify misconceptions and consult instructors directly. The webinars are:
  Webinar 1: Course Orientation
  Webinar 2: Starting with the Whole Person ** (2 hours)
  Webinar 3: Designing Competence-based Modules (2 hours)
  Webinar 4: Designing Assessments for Alignment (2 hours)
  Webinar 5: Designing Active and Interactive Learning (2 hours)
  Webinar 6: Facilitating Synchoronous and Hybrid Learning Environments (2 hours)

  *** Webinar 2 provides an opportunity for participants to consider other important aspects of online/blended education, such as students' psychological readiness and mental health.*

Eligibility
Applicants must meet the following criteria:
- Be under 50 years old at the time of application.
- Currently employed full-time at an United Board related institution.##
- With at least 2 years of teaching experience at the home institution, including the past two years of online teaching.
- Proficient in listening, speaking, reading, and writing in English. The course will be conducted in English.
- In need of upskilling/upgrading for hybrid/hyflex/blendflex teaching and are designing courses for such modalities.
  ## An institution can nominate up to three candidates for this course.

Application
A complete application shall include:
- Online application: https://forms.gle/A5LEDFxeTAQRMb9y8
- Endorsement from the institution head or senior management

Application will be closed on **31 May, 2022**. Shortlisted candidates may be invited for an interview. Announcement of application results will be made by the end of June 2022.

Contacts
For questions regarding the program or your institution's eligibility, please contact Ms. Connie Cheung, Program Assistant, at ccheung@unitedboard.org and/or Dr. Hope Antone, Director of Faculty Development at hantone@unitedboard.org.