

03 JUNE 2020



AteneoBlueCloud

Online education the Ateneo way



WEDNESDAY WEBINAR ON
ADAPTIVE DESIGN FOR LEARNING

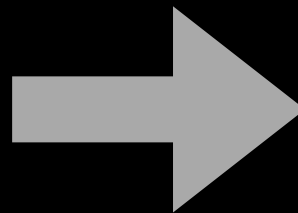
3 SHIFTS

FACE-TO-FACE

SESSIONS/WEEKS

**KNOWLEDGE
SKILLS &
ATTITUDES**

**CONTACT
TIME**



ONLINE

MODULES

COMPETENCES

**LEARNING
TIME**

MODULES



Modules based on

LEARNING OUTCOMES (COMPETENCES)

ESTIMATED LEARNING TIME

COMPETENCES



A competence is what we hope our students will acquire at the completion of a course so that they can use the knowledge, skills, and attitudes that they have learned beyond the classroom.

It is competence that differentiates successful learners from those who are not. Not only should successful learners master the target knowledge, skills, and attitudes, but they should also—more importantly—be able to draw from their repertoire of knowledge, skills, and attitudes selectively and wisely so that they are able to use them effectively in dealing with the challenges they face in the real world.

COMPETENCES



For example, a history student who knows all the important historical figures, dates, and events in the French Revolution would have acquired the target knowledge of the course. But a desired competence in history could be the ability to evaluate whether a historical account is a sound interpretation given all the available sources, even if incomplete or even contradictory.

COMPETENCES



A philosophy major may have mastered enough knowledge and skills to explain the convergences and differences between the metaphysics of Aquinas and Heidegger. A competence, however, would entail the capability to use one's understanding of the major philosophers to evaluate the contribution and impact of Heidegger's thoughts in the history of thought.

COMPETENCES



An example of a competence in Chemistry would be the ability to design an experiment that can verify—or falsify—a hypothesized relationship between two variables. Now, a Chemistry student will need to be able to distinguish between independent and dependent variables—that's certainly essential knowledge. He will need to have acquired the skill to calculate mass or balance chemical equations. But these knowledge and skills, while necessary to the competence, are not enough. The competence of an experimental mind entails much more.

COMPETENCES



A medical student may have mastered enough knowledge and skills about the symptoms of a wide range of infections and their remedies, but such knowledge would still not constitute a proper competence. Rather, a competence that one would hope medical students would acquire is the ability to draw from this set of knowledge and skills in examining a patient, to prescribe an appropriate treatment based on a plausible and defensible diagnosis, and to revise the earlier diagnosis based on the patient's response to the treatment.

COMPETENCES



For example, a Law student who has mastered all the Philippine laws in relation to Property would have acquired the target knowledge of a course on Property Law. But a desired competence in Law could be the ability to analyze the facts of a given case involving property disputes, apply the relevant legal principles, and formulate the proper legal opinion.

COMPETENCES

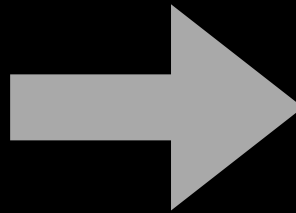


A Business student may have mastered all the skills required to compute for liquidity ratios, profitability ratios, debt ratios, and efficiency ratios, but a competence in Finance requires more than the sum of all these skills: A worthwhile competence would be the ability to assess the financial strength of a company by picking the ratios that would be relevant to its industry, as well as calculating these ratios--but also interpreting them and understanding their interconnectedness.

LEARNING TIME

**CLASS
HOURS**

CONTACT TIME



**LEARNING
HOURS**

LEARNING TIME



LEARNING TIME

The estimated amount of time that the student is “on-task” ...

- not with the teacher
- not online
- not even onscreen



LEARNING TIME



Given this definition, learning time would include the following student tasks:

- reading an assigned reference material
- watching or listening to a live or prerecorded lecture
- participating in a discussion (whether synchronously or asynchronously)
- working on an individual task or group project
- taking an assessment

In short, when we design online learning, we are no longer focusing on the amount of time that the learner is in contact with the teacher, but on the amount of time the learner is engaged in any form of learning experiences and tasks. In an online class, taught/contact time diminishes in significance because of the desired shift to **learner-centeredness**.

For now, we are recommending that you estimate **48 to 60 learning hours per three-unit course**. That means about **8 to 10 hours for every module** if a course has six modules.

Q&A



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