17 JUNE 2020

AteneoBlueCloud

Online education the Ateneo way

ADAPTIVE DESIGN FOR LEARNING

WEDNESDAY WEBINAR ON

ADL STUDY CIRCLE: QUESTIONS + TIPS

Attendees are now viewing questions 468 of 642 (72%) voted

Not started yet	(28) 6%
Module 0	(11) 2%
Module 1	(23) 5%
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Module 3	(209) 45%
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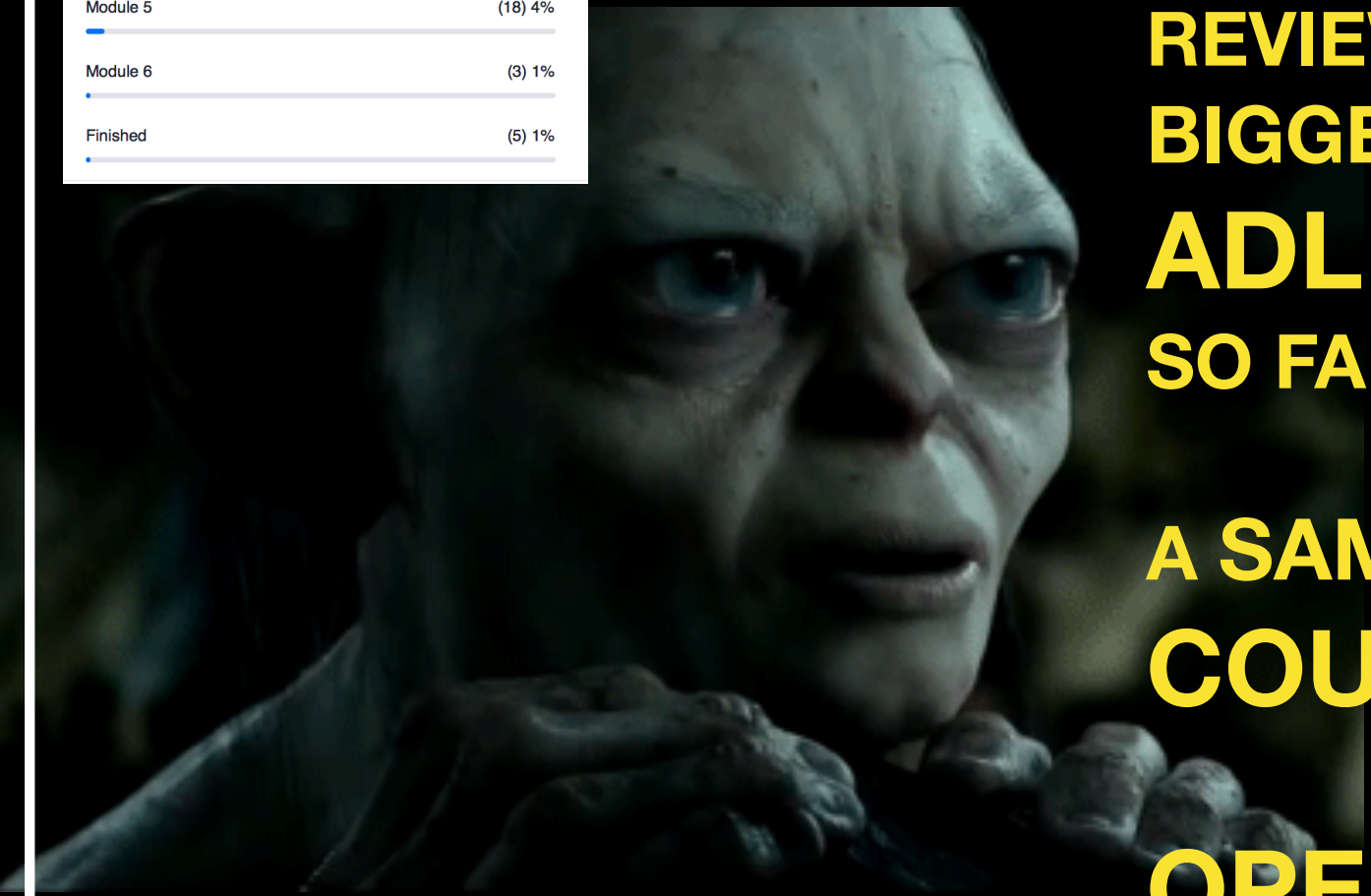
WEDNESDAY WEBINAR ON

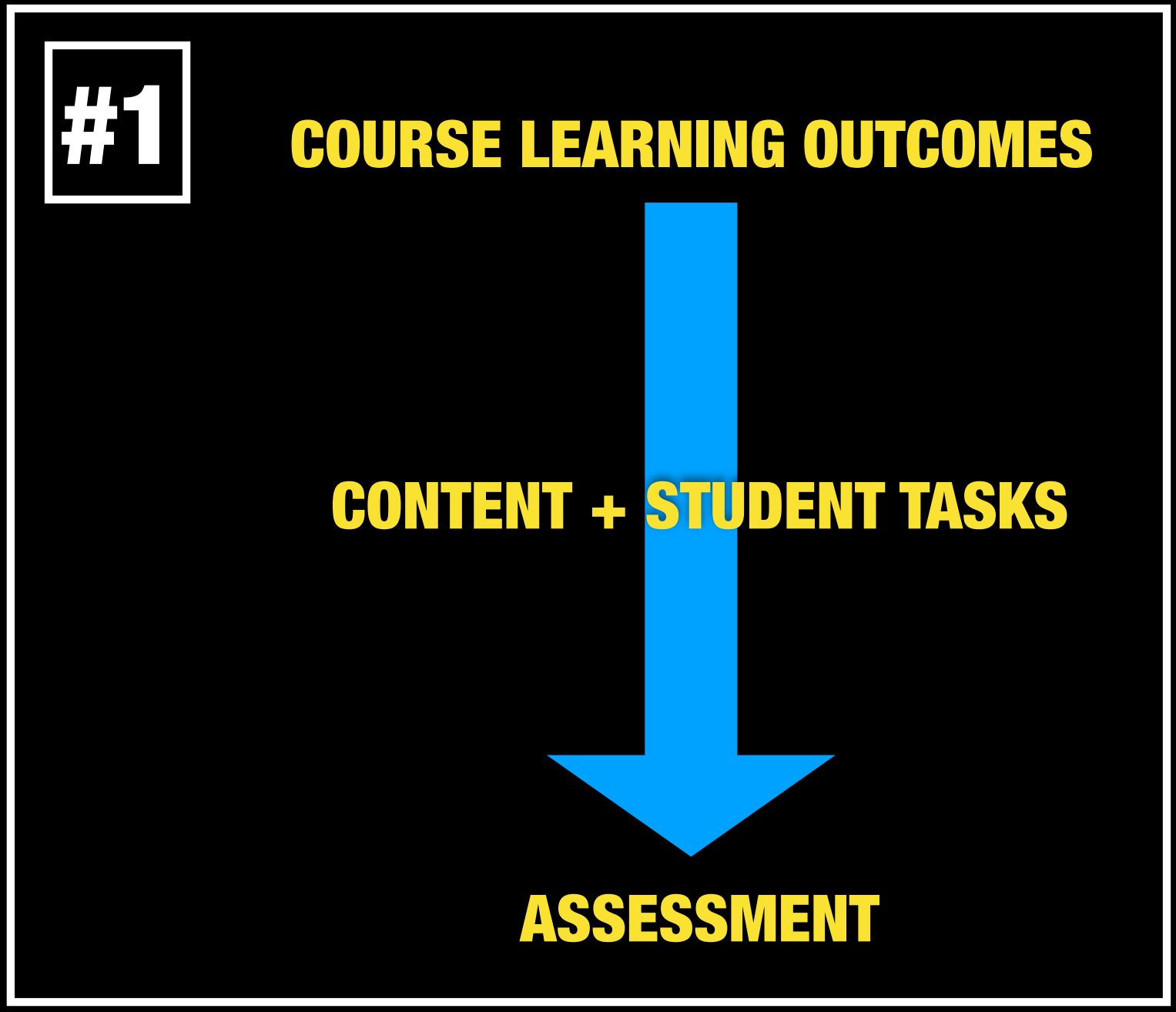
ADAPTIVE DESIGN FOR LEARNING



REVIEW OF THE BIGGEST ADL IDEAS SO FAR

A SAMPLE COURSE DESIGN

OPEN FORUM



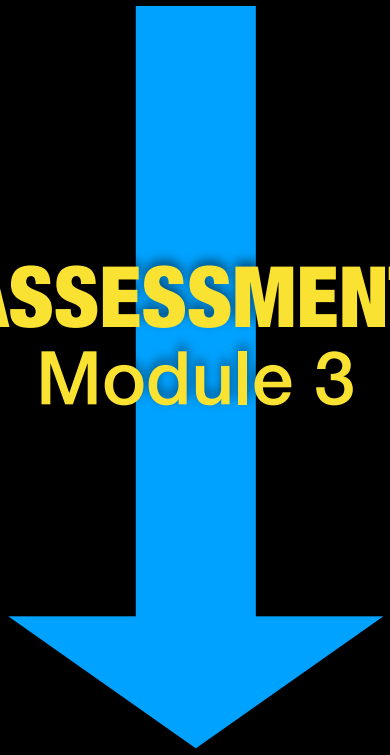
BACKWARD DESIGN PROCESS

#1

COURSE LEARNING OUTCOMES
Module 2

CLARIFIES WHAT THE LEARNING OUTCOMES LOOK LIKE IN TERMS OF WHAT STUDENTS CAN DO

FOCUSES THE TEACHING: PRIORITIZES THE CONTENT & GUIDES THE DESIGN OF LEARNING EXPERIENCES



ASSESSMENT
Module 3

EVIDENCES of LEARNING or FORMATION

CONTENT + STUDENT TASKS
Modules 4 & 5

BACKWARD DESIGN PROCESS

EXAMPLE

Physical Education

ATTITUDE as Learning Outcome: **EXEMPLIFY A COMMITMENT TO COLLABORATION, TEAMWORK, AND SPORTSMANSHIP**

ASSESS-MENT	ESSAY ON A PERSONAL EXPERIENCE OF COLLABORATION, TEAMWORK, & SPORTSMANSHIP.	A COMPETITIVE GAME WHERE STUDENTS ARE ASSESSED BY TEAMMATES & OPPONENTS ON COLLABORATION, TEAMWORK, & SPORTSMANSHIP
LEARNING OUTCOME	REFLECTION ON THE IMPORTANCE OF THE 3 VALUES IN SPORTS	APPLICATION OF THE 3 VALUES IN AN ACTUAL GAME
LEARNING EXPERIENCES	READINGS, LECTURES, VIDEOS ON THE 3 VALUES	PRACTICE GAMES WITH FEEDBACK ON SKILLS AS WELL AS 3 VALUES

COMPETENCE

A “higher-level” learning outcome

An **application** of the key KNOWLEDGE, SKILLS, and/or ATTITUDES

vs. COMPETENC**Y**, which is a SKILL

is not the **ASSESSMENT**

Is considered **essential** & **central** to your discipline or profession

*Would look good on your **resume***

#2

#2

COMPETENCE

An application of the key KNOWLEDGE, SKILLS, and/or ATTITUDES

What kind of **APPLICATION**?

- Entails key **KNOWLEDGE, SKILLS, &/or ATTITUDES** of the course—as well as KSAs from the discipline/profession and other life skills (e.g., collaboration, critical thinking, creativity).
- The application is **COMPETENT**: Can you describe what competent application looks like?
- The application is **REAL-WORLD** (or **AUTHENTIC**): The application is suited beyond the classroom. It resembles what we do in a **game** more than in **drills**.

EXAMPLE

Basic Chinese Language

KNOWLEDGE SKILLS ATTITUDES	1 - CAN READ BASIC CHINESE CHARACTERS WITH CORRECT PRONUNCIATION & TONE. 2 - CAN INTRODUCE THE SELF & DESCRIBE A PLACE. 3 - CAN UNDERSTAND SIMPLE INSTRUCTIONS. 4 - APPRECIATES CHINESE CULTURE.
APPLICATION	TO COMMUNICATE (READ, LISTEN, SPEAK, WRITE) USING BASIC CHINESE
COMPETENT + REAL-WORLD APPLICATION	ABLE TO COMMUNICATE (CAN UNDERSTAND & BE UNDERSTOOD) IN ORDINARY EVERYDAY SITUATIONS

#3

LEARNING TIME

> CONTACT WITH TEACHERS

(Synchronous + Asynchronous)

= ALL ASSIGNMENTS + ASSESSMENTS

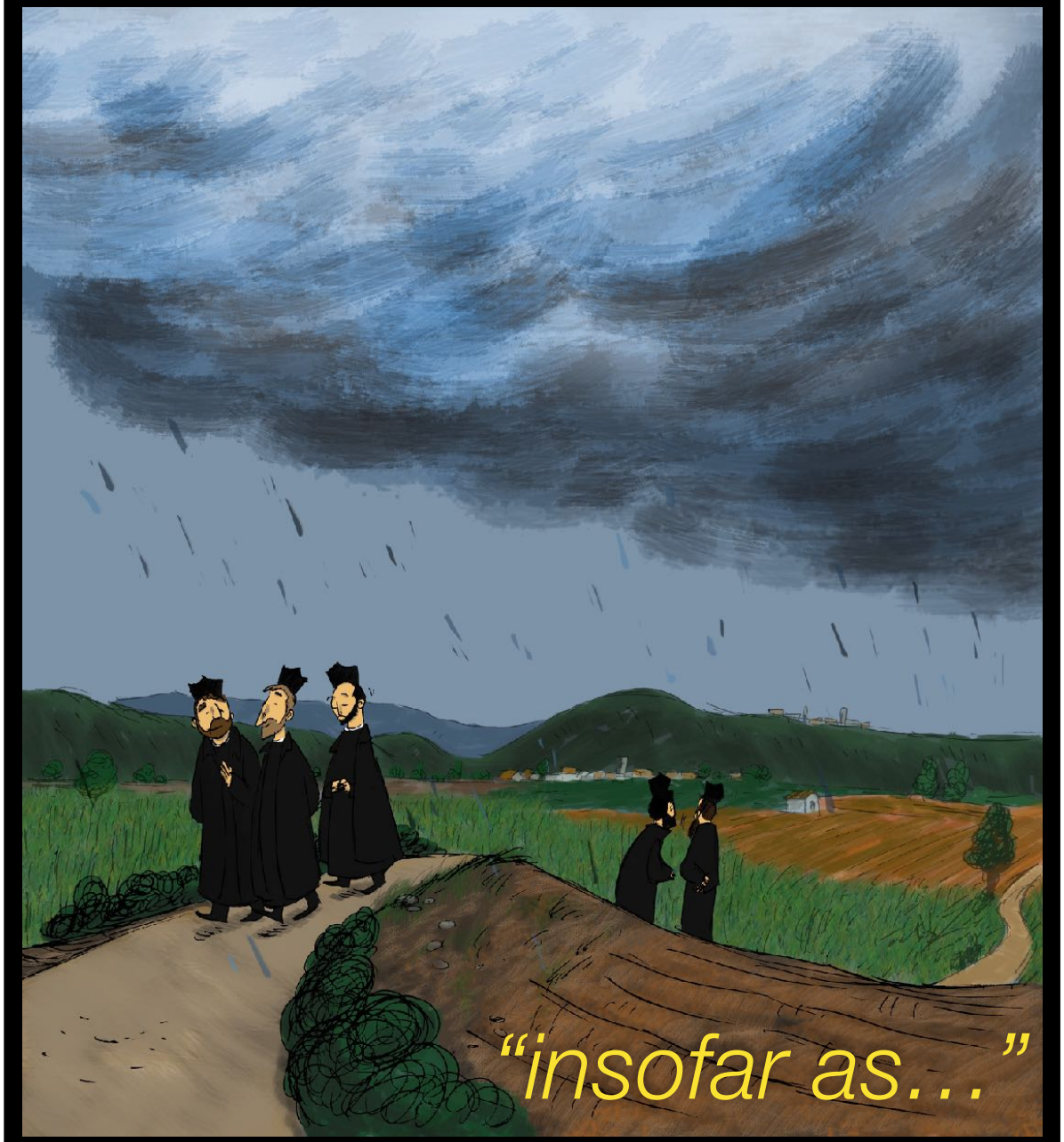
(Lectures, Reading, Discussion, Self-Study, Assessments)

vs. CLASS HOURS or CONTACT TIME

54 HOURS for 18 WEEKS (SEMESTER)	48 to 60 HOURS for 9 WEEKS (QUARTER)
3 HOURS per WEEK	8 to 10 HOURS per MODULE

Why only 48 to 60 hours?

TANTUM QUANTUM



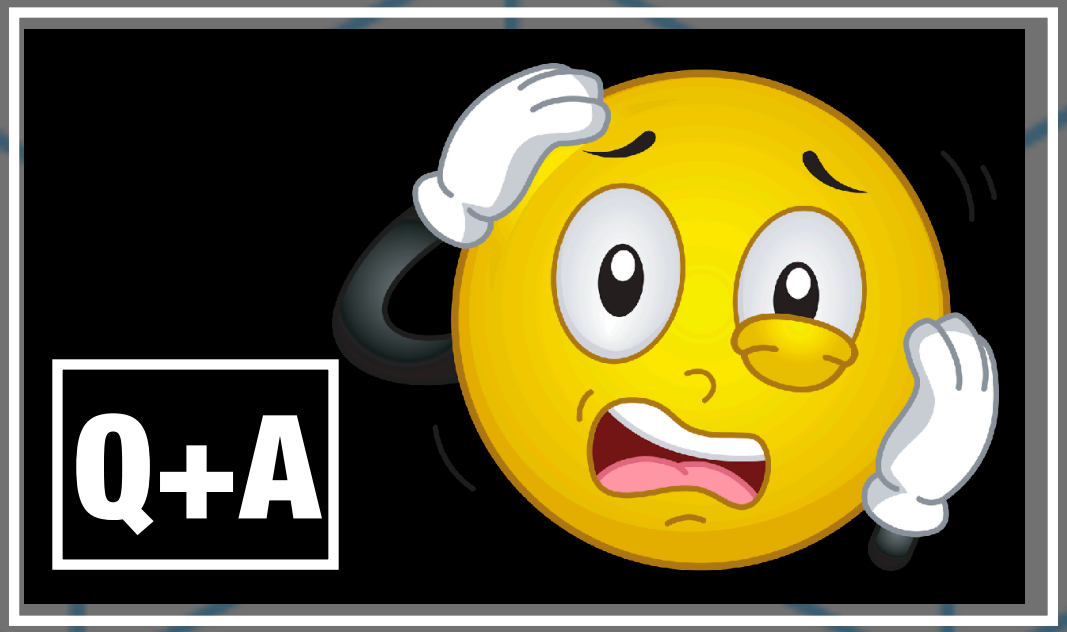
#4

**USE WHAT HELPS.
WHAT DOESN’T…
FEEL FREE
TO TOSS OUT
THE WINDOW.**

ADL IS YOUR CONVENIENCE STORE.

#4

FAQs

- What do I do with the approved course design and course learning outcomes?
- Should we insist on six modules?
- If I'm designing more than one course, how do I submit them?
- How deadly are the deadlines?
- Peer review or self-assessment?

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