# 2022 Adaptive Design for Learning (ADL)

## Curriculum Overview

<table>
<thead>
<tr>
<th>Modules</th>
<th>Learning Outcomes</th>
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| **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**

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

Application
A complete application shall include:
- Online application: https://forms.gle/A5LEDExeTAQRMb9y8
- 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.