

ADAPTING ADAPTIVE LEARNING

by:

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Author and consultant Garrison Wynn once held that: “Action and adaptability create opportunity.”

It has been an old cliché that change is the only permanent thing in this world. We constantly see changes as they happen right before our eyes, one after the other, or occasionally many changes happen all at once, and we are constantly inundated with them. Accepting change, on the other hand, might promote adaptation and ultimately open doors to better lives.

This appears to have a lot to do with schooling. There will always be changes in the educational environment. The alterations (changes) brought about by the COVID-19 virus, which began creating chaos all over the globe in 2020, may represent the largest shift in schooling (and education) to date.

Following the COVID pandemic, the teaching and learning process has changed from being primarily conducted in a classroom to a hybrid setting where students are now taught and learning through a variety of platforms. These include online learning, modular distance learning, synchronous and asynchronous learning, and learning that is based on radio and/or television.

We are in some ways moving toward adaptive learning with all of the new teaching and learning strategies we have put in place to address the learning gaps and losses following the epidemic.

"Let's Talk about Adaptive Learning" states that, as opposed to offering a one-size-fits-all learning experience, adaptive learning, also known as adaptive teaching, is the provision of personalized learning experiences that cater to each individual's particular needs through just-in-time feedback, pathways, and resources.

It would likely be more successful if we extended embracing changes by making adaptive learning accessible, since our educational system is already adjusting to changes in the delivery modality and teaching and learning platforms.

The article, "What is Adaptive Learning and Why Does it Matter?" by Lcom Team (2023) cites common types of Adaptive Learning customizations, as such, there is adapted content where content is adapted based on the individual learner's experience. This approach gives feedback based on how the student answers a performance challenge or question.

Another is through personalized sequencing or pathways. This employs the use of key indicators of each learner's progress to access their individual learning pathway. For instance, if a learner is having a problem in a certain content learning area, this platform may add additional practice sheets and delay the teaching of a new learning topic until the previous lesson has been mastered.

The said article also included adapted assessments, which include customizing questions in an assessment based on the learner's responses and level of understanding.

Communication and collaboration are also very important in adaptive learning. Communication and collaboration between the learner and the teacher, the teacher and the learner's parents or guardians, and the teacher and school administrator. These people, being key players in the development of the learners, need to have constant and honest communication and strong collaboration to assist the learner throughout the teaching and learning process.

While we may still be far from realizing the fullness of adaptive learning and how it contributes to better performance and mastery among our learners, taking baby steps may help and gradually lead us to adapt adaptive learning in the near future.

References:

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