About the Course

Under the USAID's Opportunity 2.0 Program, **Course 1: Developing ALS 2.0 Learners** is the first of the series of capability building initiatives to strengthen national and local ALS systems through the professional development of the ALS implementers. The goal is to build and strengthen the competencies to enable them to largely contribute to the achievement of the DepEd ALS 2.0 Five-year Strategic Roadmap.

Course 1: Developing ALS 2.0 Learners is a self-paced online course specifically designed for ALS implementers. Piloted in the 15 sites of the USAID's Opportunity 2.0 Program. It is offered via the INNOTECH Flexible Learning Management System (IFLEX). The course is co-developed by SEAMEO INNOTECH and Miriam College and is offered for free. Successful course completers will earn 6 academic units.

The course is anchored on the teacher's standards and the results of the learning needs survey for the ALS implementers, namely: ALS Teachers/DALSCs, ALS Master Teachers, EPSAs, and ALS Focal Persons. It focuses on expanding the creativity and analytical thinking practices and tools among the ALS implementers to strengthen their pedagogical repertoire. It will engage them in active learning exchanges, activities, and reflections promoting 21st-century ideas, understanding of, and responding to the ALS learners' diverse needs.

COURSE 1
Developing ALS 2.0 Learners

ALS 2.0 Program is an online course anchored on the teacher's standards and the results of an intensive study for all ALS implementers in the Opportunity 2.0 Program covered sites.

ALS 2.0 PROGRAM

Course Objectives

Terminal Objective:
At the end of the course, ALS implementers will develop projects in the form of a lesson plan, activity within a lesson, a learning resource, integration of ICT tools in a lesson, or a project of their choice that can be implemented in their local context. The project is a translation of the learning gained from the program and is meant to enhance the development of 21st-century learning skills among ALS learners.

Enabling Objectives:
The terminal objective can be achieved through the following enabling objectives:

1. Develop a greater understanding of the ALS 2.0 learners
2. Analyze the impact of the changing educational context on ALS
3. Develop the design thinking skills and mindsets to be applied in the ALS context
4. Integrate project-based learning
5. Integrate ICT tools in ALS teaching-learning
6. Design appropriate ALS learning environment

Course Framework

The course is based on the *Laro, Likha, Linang* (LLL) framework, which is a localized framework for project-based learning developed by Miriam College Henry Sy Sr. Innovation Center. This is enhanced by the design thinking process which underpins the entire LLL framework.

Laro or playful learning entails activities that allow students to ask, engage and try without fear of failure. *Likha* or create allows students to create, develop and build their own projects. *Linang* or enhance gives students a chance to enrich their work to come up with a product or service that is truly relevant and meaningful.

LARO
Inspiration for playful learning
Ask, **engage**, and **try** without fear of failure

LIKHA
Ideation
Create, **develop**, and **build** your own project

LINANG
Iteration
Enrich your work to come up with a **product or service** that is truly **relevant and meaningful**

The Learning Journey

Module 1: Understanding the ALS 2.0 Learners

Promoting a greater understanding of the current generation of ALS learners is critical for learner-centered teaching. This requires understanding relevant technological and pedagogical content knowledge (TPACK) so ALS implementers can examine the vital factors that either contribute to or hinder the holistic development among ALS learners. ALS implementers need to enrich their teaching repertoire as they seek to elevate the instructional quality and the well-being of learners.

Module 2: Leveling Up ALS for Industry 4.0

Examined in this module are the current issues affecting education and its impact on the teaching and learning dynamics. Significant insights in this module will allow the ALS implementers to develop appropriate instructional mechanisms and strategies on educational planning, delivery, and assessment.

Module 3: Redesigning ALS 2.0 Learning Experiences

This module aims to redefine the learning experiences to allow the ALS learners to take ownership of their learning through the project-based learning (PBL) and design thinking (DT) experience.

The Design Thinking approach is a strategy in problem-solving to foster the development of 21st-century skills and mindsets. PBL is an instructional methodology to engage learners to solve real-life problems, creative thinking, and lifelong learning. Both are innovative anchors in preparing ALS learners to thrive in a local and global context.

Module 4: Integrating ICT Tools in ALS

This module focuses on the analysis and actual use of different ICT-based tools including the use of radio, television, and the Facebook platform to enhance the teaching-learning process. It also aims to guide ALS implementers to model and teach about safe, ethical, and responsible digital citizenship.

Module 5: Designing ALS Learning Environments

This module focuses on the analysis, construction, and evaluation of pedagogical and andragogical strategies fit for the 21st Century ALS learning environment. An enabling learning environment entails the alignment of the social, pedagogical, and physical elements to attain positive educational outcomes.

Indicative Schedule

ALS 2.0 PROGRAM

Date for Access of Learning Materials	Module	Graded Activity
January 17	Module 0: Course Overview	
January 18	Meet and Greet (Synchronous Session)	
January 24	Module 1: Understanding the ALS 2.0 Learners Lesson 1. First and Foremost: ALS Learners in Focus Lesson 2. Research-based Teaching and Learning Strategies for ALS Lesson 3. Independent and Self-Directed Learning Strategies	Learning Tasks #1 to #4 Reflections #1 to #4 (Due: March 6) Graded Output 1 Matrix of Research-based Andragogical Method (Due: March 6) Graded Output 2 Empathy Map of My ALS Learners (Due: March 6)
February 7	Module 2: Leveling Up ALS for Industry 4.0 Lesson 1. The Changing Landscape of the 21st Century Education Lesson 2. Overview and Assessment of the ALS	Learning Task # 5 Reflection #5 (Due: March 6) Graded Output 3 Reflection Paper on Priority Areas for My ALS Learners (Due: March 6)
February 14	Module 3: Redesigning ALS 2.0 Learning Experiences Lesson 1. Welcome to Design Thinking Lesson 2. Redesign the Learning Experience Lesson 3. Project-based Learning and Design Thinking in ALS	Graded Output 4 Learning Experience Ideation (Due: March 6) Graded Output 5 Ideation Feedback (Due: March 6)
February 19 - 27	2 Synchronous Sessions	
February 28 - March 6	**COURSE BREAK**	
March 7	Module 4: Integrating ICT Tools in ALS Lesson 1. Importance of ICT in ALS and in the New Normal Lesson 2. Other ALS Delivery Modalities	Learning Task #6 Inventory of ICT Tools (Due: March 27) Graded Output 6 Integration of ICT in Lesson (Due: March 27) Graded Output 7 Personal Action Plan to Use ICT in ALS (Due: March 27)
March 14	Module 5: Designing ALS Learning Environments Lesson 1. From Physical Space to Social Interaction: Understanding the Learning Environments Lesson 2. A Deep Dive into Design	Graded Output 8 Evaluation of 21st Century Learning Environment Model (Due: March 27) Graded Output 9 Design of Learning Environment (Due: March 27) Graded Output 10 Design Feedback (Due: March 27)
March 21-27	Pitch (Consultation)	
March 30 - April 3	1 Synchronous Session	**PROJECT PRESENTATION**

Learning Elements

This course includes the following learning elements:
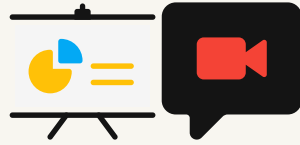
Videos/Presentations

Series of short videos or infographics on topics and ideas on how the teaching and learning strategies can be contextualized to the ALS context

Learning Tasks

Reflection prompts and activity templates on integrating new ideas into the teaching and learning practice

Graded Outputs

Tasks that invite critical reflection, practical application of the topics, and collaboration with co-learners

Discussion Forum

A learning space to discuss and share thoughts, insights and feedback

Live Synchronous Session

A scheduled video conference with the Flexible Learning Tutor

- 100% online

- 108 hours to complete

- facilitated by experienced Miriam College Faculty

- Equivalent to 6 credit units from Miriam College

- International Certificate of Competence

Asynchronous Session

Once the modules are opened, course participants are free to access the learning materials at any time but should accomplish the activities such as

- Watching the videos
- Reading the curated learning materials/ infographics
- Posting in the forum responses and insights
- Submitting the assignments

Synchronous Session

There will be four (4) live synchronous sessions via video conferencing:

Briefing on the course (1 live session)
Module 3 (2 live sessions)
Presentation of Project (1 live session)

The schedule and platform of the video call shall be agreed upon by the class with their Flexible Learning Tutor (FLT).

Grading System

Rating in this course will follow Miriam College's Higher Education Unit (HEU) grading system. Equivalent letter grades will also be used in iFLEX to describe the quality of the learners' work, followed by the Flexible Learning Tutor's (FLT) feedback.

Note that those who missed three of the total number of graded outputs will automatically receive a no credit (NC) rating for the category. Getting two "NC" ratings in any of the course requirements will result in an overall rating of "NC".

In determining the final grades, the FLTs will be guided by the following:

Letter Rating in iFLEX	Numerical Rating	Miriam College Grade	Qualitative Rating
A+	99 - 100	5	Outstanding
A	96 - 98	4.5	Excellent
B+	93 - 95	4	Very Good
B	90 - 92	3.5	Above Average
C	87 - 89	3	Average
NC	Below 87	Below 3	No Credit

Rubrics

Project

A to A+ 96 - 100% Excellent & Outstanding	B+ 93 - 95% Very Good	B 90 - 92% Above Average	C 87 - 89% Average	NC Below 87 No Credit
• All the goals were clear, realistic and completely achieved. Project outcome had a significant impact on a particular field/aspect of practice. • Highly innovative, thorough investigation, sophisticated, contextualized to Philippine Education, particularly to ALS	• Most goals were realistic and achieved. Project outcome had an impact on a particular field/aspect of practice. • Applies original ideas, novel design, insightful, and contextualized to Philippine Education	• Some of the goals were actualized. Project outcome had some impact on a particular field/aspect of practice. • Contains some elements of innovative ideas and design; barely contextualized to Philippine Education.	• Some goals were not realistic. Only a part of the goals were achieved. Project had a minor impact on a particular field/ aspect of practice. • Limited scope, reproduces existing concepts and ideas.	• Goals were not specific, not clear, and unrealistic. The project did not make any contribution to any field or aspect of practice. • Not original, too simple, content is very limited.

Rubrics

Graded Outputs

A to A+ 96 - 100% Excellent & Outstanding	B+ 93 - 95% Very Good	B 90 - 92% Above Average	C 87 - 89% Average	NC Below 87 No Credit
• Submission of a very high quality or almost perfect assignment that comprehensively covers all required tasks and steps, indicating mastery of the concepts and topics discussed in the lesson • Perfectly followed the prescribed assignment format and exceeds the competency standards set in the lesson with no comments or inputs for improvement from the FLT • Completed all the required contents	• Submission of a high quality assignment that comprehensively covers all required tasks and steps, indicating mastery of the concepts and topics discussed in the lesson • Perfectly followed the prescribed assignment format and exceeds the competency standards set in the lesson but with minor (i.e. 1 or 2) comments for improvement • Completed all the required contents	• Submission of a satisfactory assignment that covers most of the tasks and steps required, indicating an average to good understanding of the concepts and topics discussed in the lesson and course activities • Generally followed the prescribed assignment format • Assignment has been resubmitted and already contained the required revisions or inputs from the FLTs • Completed all the required contents	• Submission of a satisfactory assignment that covers most of the tasks and steps required, indicating an average to good understanding of the concepts and topics discussed in the lesson and other activities; • Generally followed the prescribed assignment format • Assignment has been resubmitted but did not contain the inputs, recommendations, or suggestions for improvement • Completed all the required contents	• Incomplete contents or no submission at all • Failure to follow the assignment format • Assignment not substantive enough to reflect learning and competencies

Learning Tasks

A to A+ 96 - 100% Excellent & Outstanding	B+ 93 - 95% Very Good	B 90 - 92% Above Average	C 87 - 89% Average	NC Below 87 No Credit
• Submission of a very high quality or almost perfect work that comprehensively covers all required worksheets, indicating mastery of the concepts and topics discussed in the lesson • Perfectly followed the prescribed worksheet and exceeds the competency standards set in the lesson with no comments or inputs for improvement from the FLT • Completed all the required contents	• Submission of a high quality work that comprehensively covers all required worksheets, indicating mastery of the concepts and topics discussed in the lesson • Perfectly followed the prescribed worksheet and exceeds the competency standards set in the lesson but with minor (i.e. 1 or 2) comments for improvement • Completed all the required contents	• Submission of a satisfactory work that covers most of the worksheets required, indicating an average to good understanding of the concepts and topics discussed in the lesson and course activities • Generally followed the prescribed worksheet • Task has been resubmitted and already contained the required revisions or inputs from the FLTs • Completed all the required contents	• Submission of a satisfactory work that covers most of the worksheets required, indicating an average to good understanding of the concepts and topics discussed in the lesson and other activities • Generally followed the prescribed assignment worksheet • Task has been resubmitted but did not contain the inputs, recommendations, or suggestions for improvement • Completed all the required contents	• Incomplete contents or no submission at all • Failure to follow the worksheets and format • Submitted task not substantive enough to reflect learning and competencies

Rubrics

Forum

A to A+ 96 - 100% Excellent & Outstanding	B+ 93 - 95% Very Good	B 90 - 92% Above Average	C 87 - 89% Average	NC Below 87 No Credit
• Responded to forum within 24 hours • Did not require occasional prompting but generally, demonstrated good self-initiative • Frequently or consistently posted topics related to discussion; • Prompted further discussion of the topic • Cited additional references related to the topic	• Responded to forum within 48 hours • Required occasional prompting but generally, demonstrates good self-initiative • Frequently or consistently posted topics related to discussion; • Prompted further discussion of the topic • Cited additional references related to the topic	• Responded to most posts several days after initial discussion • Limited initiative • Occasionally posted messages or topic • Most posts were short in length and offered no further insight into the topic	• Responded to less than half of the posts several days after initial discussion • Limited initiative • Occasionally posted messages or topic • Most posts were short in length and offered no further insight into the topic	• Did not respond to any of the forum

Eligibility

Computer literate and have easy access to a computer or laptop with internet access

Ability to understand, speak, and write in the English and Filipino language

Commitment to complete the course

Willingness to collaborate and engage in discussions