

Keys to Change: Unlocking Adaptive Pedagogy Together

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What are anchor points?

Everything is connected. Anchor points help us—educators and facilitators—pause, reflect, and see how individual sessions connect to the broader arc of faculty agency and pedagogical transformation. They're stopovers on a journey, moments to link what we experienced to PRME values, the learning agenda, and the skills we're building together.

Choose Your Door: Meeting Faculty Where They Are

Differentiation isn't just for students—faculty benefit from multiple entry points too. Providing both a fresh start and a build-on-existing option gave participants agency and eased adaptation.

- "I am currently updating and rewriting modules for a programme that is outdated, so I am wanting to embed PRME principles across the programme specification and module requirements. A holistic approach for an entire programme. Would that be acceptable?"
- "I don't teach this semester, but can adapt lesson plan. The implementation I can do between January and March next year. Is that possible?"
- "What if one wish to adapting a session for faculty training (basically faculty become learners)—would it fit as well?"

Keys Come in Many Forms: Tools, Exploration, and Modular Design

Faculty gain confidence with ed-tech through hands-on use. Flexible design that allows varied pacing and easy workarounds keeps exploration open. Faculty shifted to ChatGPT when Miro AI failed, and the team slowed Kahoot when it moved too quickly. Barriers became bridges.

- "My students LOVE Kahoot!!!"
- "I don't have the AI option as on the free version [of Miro], so put it into ChatGPT and still got a nice lesson plan."
- "Can we have access to the wheel after the workshop? It provides lovely ideas!"

Open Doors Together: Peer Learning as Scaffold

Adaptation works best together. Peer matching and shared problem-solving created a rapid community of practice that reflects the collaboration PRME Pedagogy encourages.

- "I really like the exercise it made me think deeper of other possibilities."
- "Students are looking for some magical moments and things they didn't know before. Something which surprises them and makes them think."
- "This is wonderful - great inquiry."

How Does This Connect to the Learning Agenda?

Faculty agency grows when we design for choice, access, and community. The ADAPT session embodied all three: differentiated pathways honored readiness levels, modular tools accommodated diverse needs, and peer collaboration scaffolded adaptation. When faculty experience learner-centered design as learners themselves, they're equipped to bring it to their students—opening doors not just to new pedagogy, but to new ways of being in the classroom.

Walk Through the Threshold: Tips for Bringing This to your Practice

- **Honor starting points:** Not every learner (student or faculty) begins at the same place. Offer multiple entry points to the same outcome.
- **Make tools work for you:** Don't let a single tool become a barrier. Offer alternatives, extensions, or workarounds.
- **Build in peer support:** Small-group reflection, regional cohorts, or mentor-mentee pairs turn adaptation from lonely work into collective growth.
- **Design for the margins:** When you accommodate the needs of those who struggle most, everyone benefits.