

# Adapting Together: Empathizing as We Plan for Change

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**PRME**  
an initiative of the  
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## Empowering Educators Through Design Agency

The Adapt Agency model demonstrates that when educators engage as designers rather than just implementers, they experience significant growth in their teaching self-efficacy. This brief summarizes key findings from our research and offers actionable insights for fostering faculty development in responsible management education.

### Key Findings

- **Significant improvement in teaching self-efficacy:** Statistical analysis shows a meaningful increase from pre-test ( $M = 90.53$ ) to post-test ( $M = 96.33$ ),  $p = .0088$
- **40% of participants showed reliable improvement** in their teaching confidence
- **Medium effect size** (Cohen's  $d = 0.48$ ) indicates practical significance
- **Strong measurement reliability:** Internal consistency measures confirm robust assessment ( $\alpha = .89$ ,  $\omega = .93$ )

### Why It Matters

When faculty members develop as designers of learning experiences, they build confidence in their ability to:

- Create contextually relevant learning opportunities
- Make evidence-informed pedagogical decisions
- Adapt instruction to diverse student needs
- Navigate teaching challenges with creativity and flexibility
- Align teaching practices with PRME values and SDGs

### From Theory to Practice

The Adapt Agency approach draws on theories of adaptive expertise and design-based professional learning. Rather than implementing standardized curricula, educators engage in reflective, iterative processes of design and redesign—developing confidence in their ability to shape meaningful learning experiences.

### Recommendations for PRME Signatories

To foster faculty development that enhances teaching self-efficacy:

**Position Faculty as Designers**  
with creative agency and  
decision-making power

**Integrate Reflective Practice  
with Self-Efficacy Measures**  
to better understand and support  
professional development

**Create Structured Opportunities**  
for collaborative adaptation of  
teaching materials

**Build Communities of Practice**  
where educators can share design  
insights and challenges

**69** participants completed  
the pre-test before the  
Adapt seminar,  
and  
**45** participants  
completed the  
post-test at  
the end of the  
seminar

\*Because some participants did not complete the pre-test, our analysis is based only on de-identified, paired pre- and post-test measures of teacher self-efficacy and pedagogical agency.