FROM SCALE TO SPECIFICITY:

THE IIE'S JOURNEY TOWARDS ADAPTIVE INSTRUCTION

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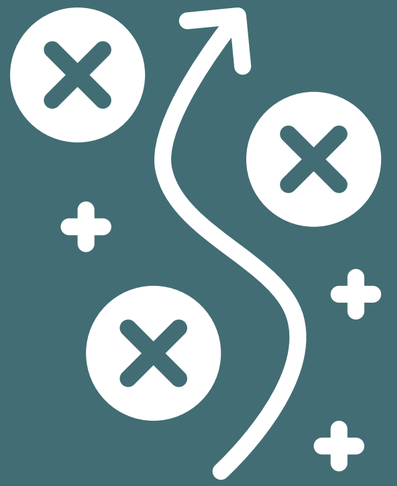
DR MARIO LANDMAN

EXECUTIVE: EDTECH AND INNOVATION

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Adaptive learning.

instruction



Adaptive Input



Personalised Output

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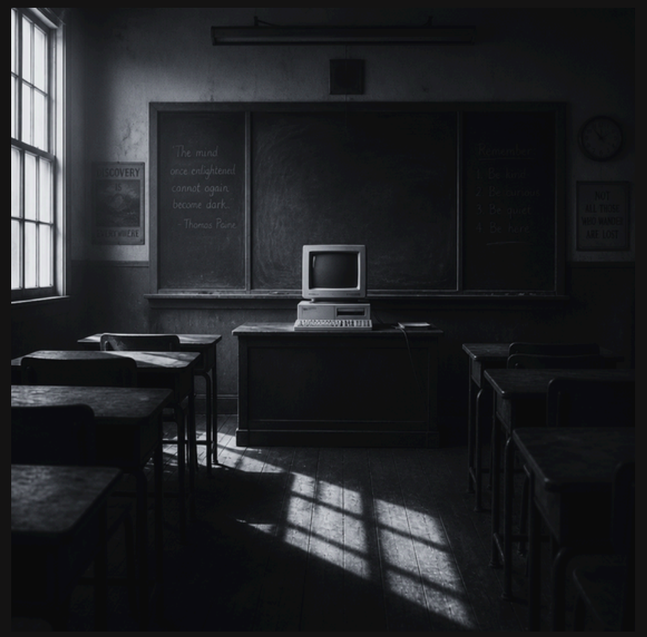
The Evolution of the Idea



2023 - 2024

Focus on Product Capability

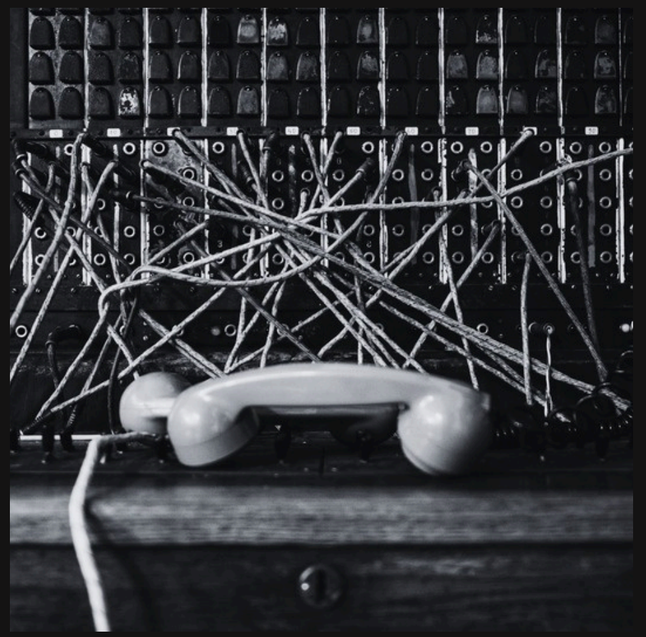
A platform selects content or changes sequence according to learner performance.



2025 - 2026

Focus on Teaching Practice

An educator uses evidence to adjust explanation, feedback, pace or support.



2026, 2027 and beyond

Focus on Institutional Capability

A connected ecosystem (ARC) enables the consistent evolution of adaptive enablement

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Our current definition of Adaptive Instruction

The institution interprets evidence of learner need and changes the next learning experience in a timely, responsible, and educationally meaningful way.



Instructional design that supports personalised learning



Additional / intelligent mechanisms for feedback (Lumi Pro, Lumi Feedback)



Additional/intelligent mechanisms for support



Constant re-evaluation of the delivery methodology to emphasise a balance of learning and assessment

Technology enables the change. Educational judgement gives it purpose.

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Four stages of Institutional Readiness

The ecosystem first established reach, then added richer evidence, support capabilities and the foundations for personalisation.



Scalable digital learning infrastructure that provides an equitable education experience to all students.



Mechanisms that turn students' activity into evidence that educators can interpret and act on.



Evidence connects to a variety of response mechanisms



Evolution of the students' experience from generic to specific

Each stage is a dependency for the next and each dependency limits the quality of the next one.

Reliable adaptive instruction requires dependable access, valid evidence and a response process that staff can sustain.

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The ARC Ecosystem around the student

Six deeply integrated dimensions

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Evolving core technical infrastructure



Technical capability and professional development



R&D, pilots and implementation

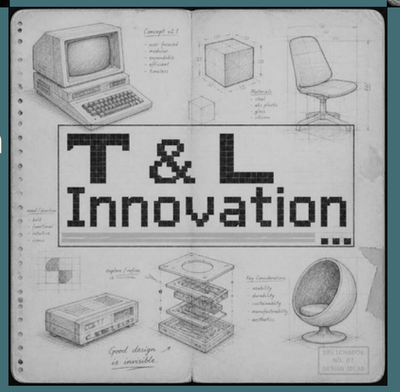




Policy, oversight, and responsible use



Digital literacy for confident participation



Shared practices, research, and partnership

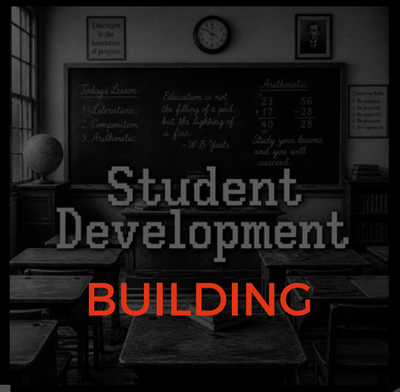
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The current maturity of the ARC Ecosystem

The ecosystem has moved beyond implementation, although each dimension has a different next step.



ESTABLISHED



BUILDING



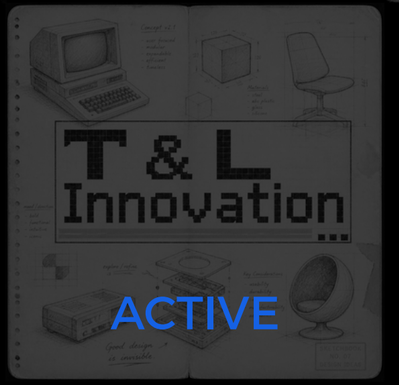
GROWING



INTEGRATING



EXPANDING



ACTIVE

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ARC as an Adaptive Architecture

Adaptation emerges from the connection between these capabilities.



Experience

Creator +, H5P, Lumi Pro



Evidence

Lumi Pro, Lumi Feedback



Interpretation

Performance +, Custom Dashboards



Response

Lumi Tutor, Lecturer and support pathways



Evaluation

Triangulated data informs the next horizon

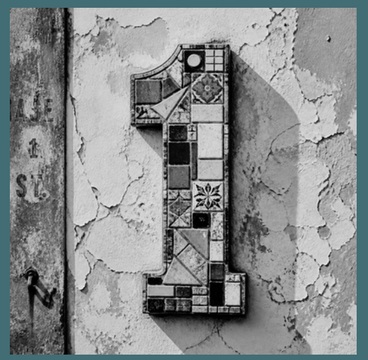
The architecture closes the loop when evaluation influences the next learning decision.

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Design Principles for our Next Phase

The AI strategy places ethical practice, data and faculty development beneath every personalised pathway.

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Pedagogical Purpose

Every adaptive decision should address a defined learning need.



Accountable Judgement

Educators remain responsible for consequential academic decisions.



Learner Agency

Students should understand their options and make meaningful choices.



Evidence Equity

Signals should be valid, contextual and proportionate to the response.



Ecosystem Integration

New capabilities should strengthen ARC and preserve a coherent learning experience.

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What the journey has taught us

Our understanding of adaptive instruction grew because ARC became a space for institutional learning.

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The definition should mature

Implementation expanded our view from product features to institutional capability.



Connection creates value

The ecosystem becomes adaptive when its capabilities inform one another.



Adoption produces evidence

Patterns of use reveal where design, guidance or capability needs attention.



People shape the system

Professional learning and academic judgement determine educational value.



The institution must keep learning

Each intervention should generate evidence for the next design decision.

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THANK YOU!

