



ARCHAEOLOGICAL STUDIES PROGRAM

University of the Philippines

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UP-ASP Remote Learning Guidelines

First Trimester 2020-2021

(As of 03 July 2020)

As the University transitions to a blended learning approach due to the global pandemic, there is a need to come up with a template for the UP-ASP that is tailor-fit to the needs its graduate students as well as the capacity of the faculty and administration. This template will be guided by compassion but at the same time with the objective that learning takes place. The template is guided by the principle of academic freedom of the faculty in terms of their course delivery. The template aims to help the faculty transition to blended learning format. The UP-ASP will be able to efficiently deliver learning online with its blended learning template. The UP-ASP has a parallel trimestral (graduate) and semestral (undergraduate) calendar. While the third-trimester calendar (AY 2019-2020) was directly impacted by the global pandemic requiring the revision of course syllabi, the incoming first trimester (AY 2020-2021) allows us to formulate a whole new adjusted course syllabus which is a better fit given that face-to-face meeting is disallowed. This guideline will hopefully allow us to deliver learning efficiently while bearing in mind the pandemic situation and uneven capacitive learning situation that it created among our students.

The following guidelines are based on the recommendation on several documents on remote learning including the document of the UP Diliman Return to Work Guidelines: Post ECQ Guidelines, Office of the Vice Chancellor of Academic Affairs 2020, OVPAA Memorandum No. 2020-68 Academic Plans for AY 2020-2021 and Timetable for Dialogues with Faculty, Students, Staff and Concerned Parents of the UP Diliman Ad Hoc Committee to ensure the safety of UPD personnel when essential and priority work resumes after the Enhanced Community Quarantine (ECQ). Excerpts from the first installment of the RemOAT and Interactive Learning Conversations of the Office for the Advancement of Teaching (Science and Technology Cluster, 02 July 2020) was also included.

For your information here is a detailed list of preparations undertaken for remote learning this AY 2020-2021 taken from OVPAA Memorandum No. 2020-68 Academic Plans for AY 2020-2021:¹

- Physical and Academic Infrastructure

- To address the required physical infrastructure for remote learning, UP is currently undertaking the following initiatives, among others:
- Maintaining its institutional subscription to ZOOM for faculty meetings, webinars, workshops, synchronous classes, student group work and interactions;
- Discussing with telecommunication companies (TELCOs) the procurement of gadgets and Internet connectivity for financially challenged students;
- Launching fundraising initiatives and resource generation campaigns for alumni and private sector donations for computers and laptops for students;

¹ Excerpt from OVPAA Memorandum No. 2020-68 Academic Plans for AY 2020-2021 and Timetable for Dialogues with Faculty, Students, Staff and Concerned Parents Maria Cynthia Rose Banzon Bautista 19 June 2020, 7 pages

- Providing support for Internet connectivity, computer loans and/or subsidy for the faculty;
 - Studying possible support for TELCOs' educational data packs for students; and,
 - Exploring the use of television and radio airwaves as an alternative to the internet especially in areas with poor signals or internet connectivity.
- The following ongoing initiatives lay down the academic infrastructure for remote learning:
- Piloting in the First Trimester/ Semester AY 2020-2021 the implementation of an in-house developed Library Services Platform and Discovery Service to replace the existing Library System (iLib) that will feature a union catalogue of print and electronic resources of all CU libraries and a centralized patron database;
 - Subscribing to Databases/Collections for all CUs;
 - Subscribing to Open Athens (remote access platform) for each CU;
 - Procuring a Learning Management System (LMS) to supplement the CU LMS (e.g., UVLE) if deemed necessary;
 - Projecting the upgrade and enhancement of the UP LMS; and,
 - Curating and making local and international online educational resources available.
 - The schedule of webinars/workshops on the LMS that will be utilized by the CUs will be announced at a later date.

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What now follows is a detailed breakdown of the guidelines for remote learning.

A) Definition of Important Terms

- 1) **Synchronous Learning**- kind of learning that happens in real time. This means that you, your classmates, and your instructor interact in a specific virtual place, through a specific online medium, at a specific time. In other words, it's not exactly anywhere, anyhow, anytime. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures (TheBestSchools.org).
- 2) **Asynchronous Learning**- happens on your schedule. While your course of study, instructor or degree program will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you can access and satisfy these requirements within a flexible time frame. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms (TheBestSchools.org).
- 3) **Blended Learning**- blends both synchronous and asynchronous modes of content delivery with opportunities for face to- face interactions.
- 4) **Formative assessment**- These are low-stakes requirements that primarily monitor student learning. Faculty can give as many small but frequent opportunities for students to demonstrate what they learned. These are often all-or-nothing or easily graded tasks. Consistency of effort applied is rewarded. Examples include concept maps, short reflection statements, comments on a classmate's forum post, short exercises, chapter outline, lab reports, answers to prompt questions, among others.
- 5) **Modular**-A module can be defined as a unit, chapter, topic, or segment of instruction. It is a standard unit or instructional section of your course that is a "self-contained"

chunk of instruction. A week is a common module length, but it can be shorter or longer depending on the content and your teaching style (boisestate.edu).

- 6) **Summative assessment-** These are high-stakes requirements that evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. These are often less frequent and occur at major milestones during the semester, like midterms and finals week. Outputs are assessed by their correctness, depth and breadth of knowledge, and ability to integrate information. Examples include written or oral exams, reflection papers or essays, research papers, critiques, literature reviews and student prepared slide decks, among others.

B) OVCAA Guidelines On Teaching Related Academic Policies And Functions²

1. Teaching-Related Activities and Support

1.1. Guidelines and policies for Midyear 2020 and 1st Trimester AY 2020-2021 include the following:

1.1.1. Regardless of the lifting of the ECQ, there will be no face-face or residential classes in the short or medium term.

1.1.2. Adjusted course requirements can take the form of an examination. Alternative forms of summative assessment (e.g., reflection paper or critical analysis) can be considered instead of exams.

1.1.3. Synchronous classes can be conducted for the limited purpose of levelling of expectations, clarifications, overall guidance and summation. Synchronous online

² Ovcaa Guidelines On Teaching Related Academic Policies And Functions excerpt from the document *UP Diliman Return to Work Guidelines: Post ECQ Guidelines*, Office of the Vice Chancellor of Academic Affairs 2020: pp. 4-7

meetings shall not impact grading and, to the extent possible, be recorded and disseminated for the benefit of all concerned students.

1.1.4. Within the general framework and rationale of the BOR resolution, completion of laboratory, and other similar courses shall be determined by units offering the courses. ASP is free to redesign the course and explore alternative ways and options to facilitate the completion of courses remotely.

1.1.5. The ASP is free to redesign fieldwork courses and explore alternative ways and options to facilitate its offering. ASP can explore reducing the number of hours required without sacrificing the minimum competencies needed in their offered courses. Some can contact their partner institutions to explore giving students the option to work from home.

1.1.6. The ASP shall decide on the conduct of online (a) Thesis and dissertation proposal and defence and (b) qualifying/comprehensive exams subject to appropriate arrangements following University rules and guidelines.

1.1.7. The University shall adopt alternative modes of instruction, requirements and assessment methods consistent with its mandate as the National University committed to honour and excellence and shall consider the extreme conditions confronting students and faculty.

1.1.8. The ASP shall determine the parameters for the assessment of their students' academic performance, likewise, considering the current crisis.

1.2. The following are highly suggested teaching strategies that fit a remote learning context. ASP Faculty shall determine which strategy will work best to attain their non-negotiable learning competencies. The type of teaching strategy or content delivery

should be explicitly stated in the “Remarks” column in Computerized Registration System (CRS).

1.2.1. Completely independent learning or individualized instruction: There will be very few virtual contact sessions between teacher and students. A teacher will meet with students at least twice during the semester: one session at the beginning of the semester to clarify expectations and one session for feedback at the end of the semester. Students can work on their pace. They can be given all the modules at the beginning of the semester, which contains all assigned texts (e.g., textbook, readings), learning materials (e.g., videos, slide deck, podcasts) and tools for assessment for each topic (e.g., exercises, quizzes).

1.2.2. Blended learning (if the health situation permits): This teaching strategy can have more structure. This blends both synchronous and asynchronous modes of content delivery with opportunities for face to- face interactions. (Not allowed during the First Trimester 2020-2021, see section C.1.1)

1.2.3. Remote learning: Probably the most flexible mode of content delivery and can require minimal technical demands for both faculty and students. Faculty can devote one session during the week for students to learn a material and another session for discussions via email, FB groups, chat, forum, SMS messaging, phone calls, etc. Similar to completely independent learning, students can determine their pace in engaging with the material. Based on surveys, faculty can conduct the entire class exclusively through email.

1.3. All required texts or reading materials should have soft copies (e.g., e-books available in the library, journal articles, pdf of chapters, etc.). All reading materials should be stored in a shared drive.

1.4. Encourage team teaching, especially for faculty members who are unable to completely carry out remote instruction.

1.5. Encourage harmonization of course content and requirements for similar courses. Faculty members teaching the same course are encouraged to work together in designing the course. If possible, assign course coordinators to facilitate designing the course and ensure that content and requirements are fit for remote learning.

1.6. Whenever appropriate, integrate opportunities for reflection on the implications of the pandemic on a topic or lesson. Allow students to take a step back and reflect on the relevance and ultimate value of their disciplines and study programs during and beyond a pandemic situation.

1.7. Design a syllabus that covers around 10 to 12 major topics. Identify which topics and competencies are non-negotiable or “must know/ have.” Faculty can opt to have one topic per week. Avoid cramming too many topics in a week and for the whole course duration so there is enough space for adjustments. Keep in mind that: (a) students have other courses; (b) faculty members have duties other than teaching; (c) both faculty and students require rest; (d) too much time spent in front of the screen in a day is unhealthy; (e) remote learning does not mean more free time now than before for everyone; and (f) there will be unforeseen disruptions. Note that the First Trimester will consist of 14-week excluding the examination period.

1.8. The grading system for Midyear Term 2020 and AY 2020-2021 reverts to the numeric grading system. Policies on grades, including giving INC, DRP, 4, and 5, before the 2nd Semester AY 2019- 2020, can be implemented starting Midyear Term 2020. Reverting to the usual grading system and policies can give the faculty sufficient basis to assess students’ performance for the whole course duration. Giving a numeric

grade implies that (a) students have satisfactorily complied with all the course requirements, (b) the quality and correctness of outputs can be assessed, and 6 UP Diliman Return-to-Work Guidelines (c) the rubrics or criteria for evaluation are clear to both faculty and students.

1.9. Course requirements and assessment tools have to fit a remote learning context. The types of assessment to be used will depend on the course goals and learning objectives. Assessment tools can range from any evidence of engagement with the material to outputs with a stricter scoring system. Two types of assessment (<https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>) can be provided:

1.9.1. Formative assessment: These are low-stakes requirements that primarily monitor student learning. Faculty can give as many small but frequent opportunities for students to demonstrate what they learned. These are often all-or-nothing or easily graded tasks. Consistency of effort applied is rewarded. Examples include concept maps, short reflection statements, comments on a classmate's forum post, short exercises, chapter outline, lab reports, answers to prompt questions, among others.

1.9.2. Summative assessment: These are high-stakes requirements that evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. These are often less frequent and occur at major milestones during the semester, like midterms and finals week. Outputs are assessed by their correctness, depth and breadth of knowledge, and ability to integrate information. Examples include written or oral exams, reflection papers or essays, research papers, critiques, literature reviews and student prepared slide decks, among others.

1.9.3. Whatever assessment tools are employed, faculty should provide regular feedback regarding students output.

1.10. The Student Evaluation of Teachers (SET) can be administered in AY 2020-2021 for students to give feedback on their teachers. The revised and shorter SET can be administered. As an alternative, the UP Open University SET can be adapted if the revised SET is deemed inappropriate for remote learning.

2. Faculty are reminded that the minimum teaching load every semester is 12 units. The minimum teaching load can be partially satisfied by any of the following authorized academic activities: graduate studies, research and creative work, extension work and administrative work.

2.1. Refer to OVCRD guidelines on what counts as extension work for AY 2020-2021.

3. ASP will determine the optimal class size that allows the faculty to properly supervise students in a remote learning context.

3.1. Bear in mind that smaller class sizes might mean more sections need to be offered to meet course demands. Additional sections can be distributed to lecturers or part-time faculty. Individual faculty can also opt to offer more sections of a similar course, provided that they can properly manage remote classes and that their aggregate teaching load for the academic year 2020-2021 will not exceed 36-course credit units.

4. Teaching-Related Support and other OAT Functions.

4.1. The OAT can provide the following kinds of support to help the faculty in their shift toward remote learning.

4.1.1. Instead of a Teaching Effectiveness Course (TEC) during the Midyear Term 2020, OAT can facilitate online town halls or consultative meetings for each academic cluster, in recognition of each unit's diverse needs. The idea is to provide a space where faculty can collaborate, call suggestions from faculty themselves, and provide as many options to the academic clusters. The online discussions will be open to all faculty. Resource persons can be invited to briefly discuss key ideas on types of assessment, crafting workable syllabi and handling student concerns. More time can be devoted to answering questions and sharing of best practices.

4.1.1.1. A roadshow of these consultative meetings can be conducted upon request of units or colleges.

4.1.2. OAT compiles and/or comes up with digital resources (e.g., podcasts, see 4.12.2.2) and solutions (e.g., technical, pedagogical; see 4.12.2.1) related to the principles, Post-ECQ Guidelines 7 guidelines and strategies on remote learning. This can be in partnership with, but not limited to, the Interactive Learning Center, UPOU and DZUP.

4.1.2.1. Upon the consent of resource speakers, OAT can widely disseminate to the faculty recorded sessions from previous TECs that can be useful given the current context.

4.1.2.2. OAT can encourage the faculty to use episodes of DZUP programs, particularly those in the RadioIskool block (programs from 4-7 pm), as a supplement to their lessons. An archive of the episodes can be found in <https://bit.ly/DZUPpodcasts>

4.1.2.3. The OAT and/or OVCAA website can serve as a repository for remote learning resources and solutions.

4.2.. OAT can prepare templates and online forms, as needed.

C) Academic Plans for AY 2020-2021 and Timetable for Dialogues with Faculty, Students, Staff and Concerned Parents³

1. Mode of Teaching and Learning in the First Trimester AY 2020-2021

Putting the safety of our students, faculty, and staff first, the University is adopting remote learning and/or the blending of remote and face-to-face learning for AY 2020-2021 if the public health situation allows.

1.1. Courses in the First Trimester AY 2020-2021 will be delivered exclusively **REMOTELY**. Any exemption from this policy must be approved by the CU Chancellor, subject to strict compliance with the guidelines set by the country's Inter-Agency Task Force (IATF) and Local Government Units, and the CUs, as well as the situation of students in the class a unit, endorses for exemption.

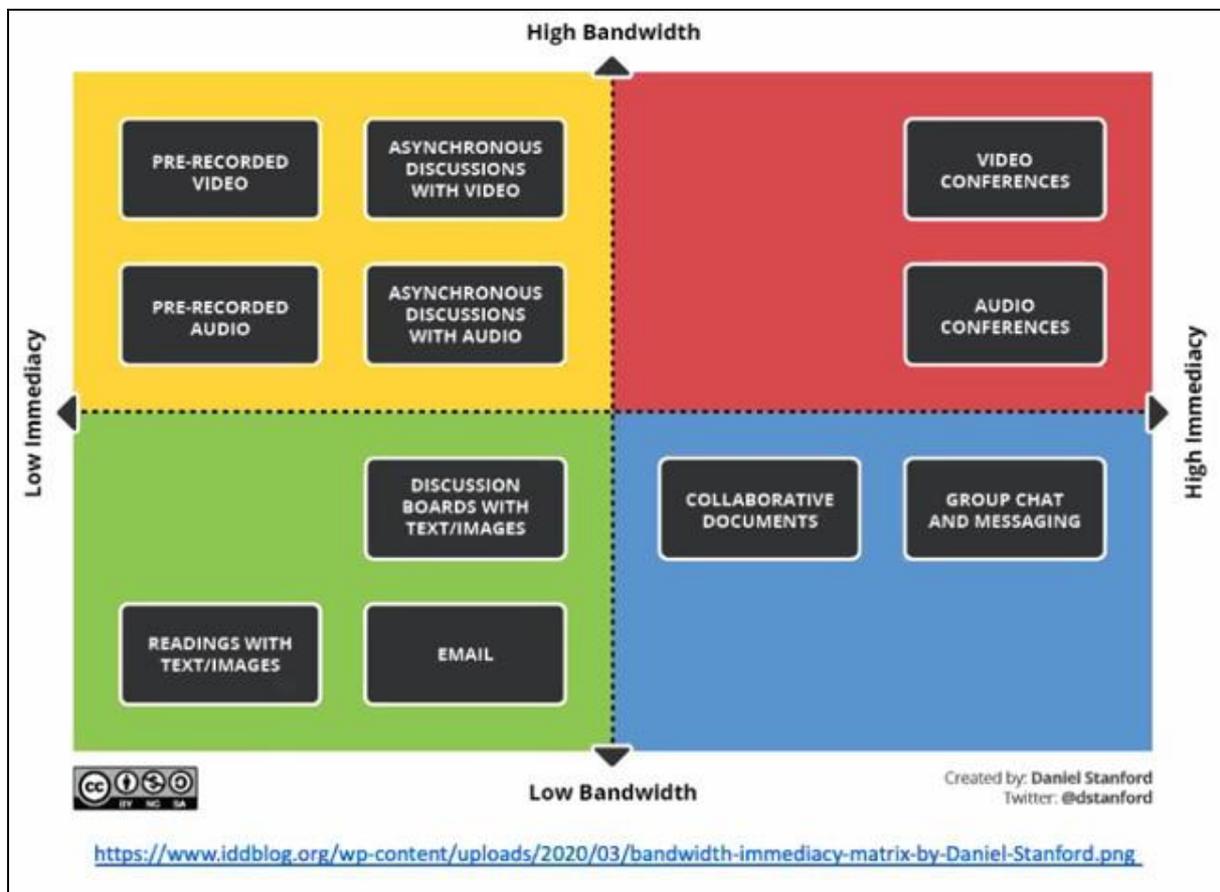
1.2. Remote teaching and learning cover the entire spectrum of asynchronous or non-real-time communication between teachers and learners—from text-based (basic email, FB messenger, Viber group, etc.) to online discussion boards in different platforms (UP's Learning Management Systems (e.g. UVLE, VLE), Canvas, Google Classroom, Edmodo etc.)—and synchronous or real-time communication between teachers and learners (e.g. lectures, webinars and teleconferences using such platforms as Zoom, Google Meet). **To avoid confusing students, the CUs are urged to adopt a uniform LMS or at most two LMSs.**

³ Excerpt from OVPAA Memorandum No. 2020-68 Academic Plans for AY 2020-2021 and Timetable for Dialogues with Faculty, Students, Staff and Concerned Parents Maria Cynthia Rose Banzon Bautista 19 June 2020, 7 pages

1.3. Remote learning is commonly perceived to be inferior to residential learning in terms of quality. This is understandable because Philippine education has traditionally been face-to-face and predominantly lecture-based. However, guided independent study that is properly planned and implemented may be of the same, if not superior quality, to the usual teacher-dependent learning despite its remote delivery.

D) RemOAT and Interactive Learning Conversations (excerpts)⁴

1. Determine what remote learning approach to pursue based on the following diagram:



⁴ Clemente, Jose Antonio Presentation “RemOAT and Interactive Learning Conversations” for the Science and Technology Cluster 02 July 2020 Office of the Advancement of Teaching University of the Philippines Diliman

2. In terms of planning content and delivery mode you can consider demo, simulations, audio or video tutorials that are **short** at around 5 to 20 minutes.
3. In terms of planning content and delivery mode you can consider combination of synchronous and asynchronous modes. For example: 1 session for independent work (reading and exercise) plus 1 session for ZOOM/ UVLe discussion forum/ email/ chat for highlighting main points and answering questions.
4. In terms of curating learning resources and designing learning activities and delivery you can consider the following learning resources: readings, textbooks, YouTube videos, video journals or visualized experiments, online or virtual laboratories, podcasts.
5. In terms of curating learning resources and designing learning activities and delivery you can consider learning activities that include a detailed study guide, collaborative output (google docs or slide deck), structured discussion forum, and exercise vignettes, scenarios, cases, special problems.
6. In terms of curating executing assessment please note the following general principles:
 - 6.1. Wide range of course requirements
 - 6.2 regular/ frequent feedback
 - 6.3 Clear and explicit expectations (rubric for assessment and ethical behavior)
 - 6.4 Plan for not just open notes but open everything

E) Further Suggestions

1. The UP-ASP faculty will deliver all his readings in advance (portable, readily printable) at the start of classes, or in a one week in advance scheme to give students time to read and digest the materials. At an agreed-upon time, the faculty will organize a quick synchronous discussion

of the material to be able to assess the comprehension of the graduate students. The faculty will check attendance of this.

2. For courses that are heavy on discussions, the faculty can explore dividing the class in focused groups (FG) and will set up a whole class synchronous meeting wherein representatives per FG will deliver the synopsis main points and discussion points of the assigned reading.

3. Course assessment will focus on competence (higher level OBE standard). This is a triumvirate of knowledge, skills, and attitudes. For the syllabus first page OBE objectives.

4. Courses should strive to be more modular with a structured learning process moving from one segment to the next, the faculty can explore assigning technical working groups who will implement an assigned segment and then demonstrate this to the class in general.

5. Faculty must send UP-ASP a copy of their remote learning tweaked syllabus for filling purposes.

6. Faculty can explore using polling, presentation apps like mentimeter.com slide deck.

Academic freedom is a core principle of UP as an educational Institution and the UP-ASP as a unit. These guidelines are intended to assist faculty in tweaking their syllabus in order to accommodate remote learning guidelines set forth above. The document may also be updated based on the **ongoing/ continuing** trainings, discussions, dialogues on remote learning at the UP system and UP Diliman levels.

F) Further Informative Materials (links)

<http://blog.nus.edu.sg/teachingconnections/category/browse-by-theme/assessment/>

<https://www.openuniversity.ph/>

https://bit.ly/TakingStockAndGearingUPForRemoteLearning_RemoteLearningInAY2020-2021AndBeyond

https://bit.ly/PPT_TakingStockandGearingUPforRemoteLearningAY2020-2021andBeyond

https://bit.ly/TakingStockAndGearingUPForRemoteLearning_MovingForward

https://bit.ly/PPT_MovingForward

UP Diliman Faculty Consultations 25-26 June 2020:

VP Bautista's presentation: https://bit.ly/PlansForAY2020-2021_CUDialogues

AVP Amor's presentation: https://bit.ly/GearingUPForRemoteLearning_CUDialogues