MEMORANDUM   **June 1, 2020**

I pray that our collective experience this second semester and shared desire for better learning will help prepare us for SY 2020-2021.

This coming school year, we will be embracing a CARE-CENTRED MODEL FOR ONLINE LEARNING that will lead to a more inclusive and humanizing learning experience for all learners. The course design framework is a product of inputs coming from several consultations (from student, faculty, and parent representatives) that were consolidated and deliberated upon by the Admin A&R management committee. It also attempts to respond to the results of the End-of-the class survey which was participated in by 3000 students.

This is a combination of online and scheduled onsite campus meetings for student consultation and laboratory work (once conditions allow), with provisions for home-based modular learning, as alternatives for students who do not have any means of online connection. This is in line with the flexible learning mode that the Commission on Higher Education highlights in its advisory.

Classes will begin on September 14 for college (including the graduate school) and August 24 for high school (junior and senior high), while the school year will open on August 1 to provide more time to equip us, as we breathe life to this model for online learning. The class opening was a middle ground from surveys coming from the college student sector which preferred September and the parent sector which opted for October, when asked what month they feel they would be ready to start SY 2020-2021. For the HS, it followed the DepEd advisory regarding opening.

Between now and the opening of classes, we will be calling on the different sectors to help us develop the policies, guidelines, and programs that will allow us to create a better and care-driven learning environment for all.

Drawing primarily from the experiences of our students, we would like to focus on key areas where care needs to be strongly manifested: course pacing, instructor presence (including interaction and feedback), assessment, and technical, academic, and administrative support.

Simultaneously and interrelatedly, we will be holding institutional capacity building measures and module development activities.

We have practically three months (June, July, and August) to breathe life to all these plans. Admittedly, we would heavily rely on our community spirit to allow us to turn the challenges that we will encounter along the way into great opportunities for DLSU-D.

As you wait for specific information, may I suggest that we focus on the grades of our students, review the recorded webinars recently held, and envision ourselves enjoying our new learning paradigm? Attached is the DLSU-D Course Design Framework for 2020-2021 – CARING FOR WHAT MATTERS, for your reference.

Thank you for your attention.

CARING FOR WHAT MATTERS
DLSU-D Course Design Framework for 2020-2021[1]

Teaching-Learning Vision

Faithful to its Vision-Mission[i] of becoming a meaningful resource for Church and Nation, De La Salle University-Dasmarinas advocates a technology driven and care centered teaching-learning experience aimed at challenging students to understand the world and authentically respond to its needs. This is achieved by creating a flexible, reflective, and collaborative space, whether online or onsite, that will help unleash the students' Animo - innate talents, skills, and compassion for others - and develop the attributes[ii] that the University envisions its graduates to exhibit.

1.0 Modality

DLSU-D shall embrace a CARE-CENTRED MODEL FOR ONLINE LEARNING[iii] that will lead to a more inclusive and humanizing learning experience for all learners.

This is a combination of online and scheduled onsite[2] campus meetings for student consultation and laboratory work, with provisions for home-based modular learning, as alternative[3] for students who do not have any means of online connection. This is in line with the flexible learning mode that the Commission on Higher Education highlights in its advisory.[iv]

In the case of DLSU-D, it subscribes to NEO LMS, locally known as Schoolbook as its official learning management system, complemented by the features of Microsoft Office 365 like Teams, plus other program-specific educational tools of the colleges.

The CARE-CENTERED MODEL is characterized by a strong student support in terms of pacing, instructor presence (including interaction and feedback), assessment, and technical, academic, and administrative support.

1.1 Pacing[v]

The classes shall follow a schedule to assure students of needed time to attend to their lessons. A time management policy[4] shall be put in place to make sure that the students will have the chance to attend to their lessons, enjoy the support services that will be made available for them, and most importantly, spend time with family and friends.

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[1] The implementation of the framework shall be evaluated through a multi sectoral monitoring team and commissioned research projects. The observations of the multisectoral monitoring team shall be taken up as a regular monthly item in the A&R management committee meeting; while the research projects are seen to be completed at the end of the school year as a major planning data for the following school year.

[2] Once conditions allow

[3] Target date of release of the Implementing Rules and Regulations (IRR), identifying qualified students, is on or before July 10, 2020.

[4] Target date of release of the IRR is on or before July 10, 2020.

The schedule will follow the normal scheduling system[5] with each class completing a session equivalent to 54 hours, divided into 27 hours each which is composed of the following[6]:

Activities[7]	Period
- synchronous activities (e.g. chats, video conferencing, live streaming)	4.5 hours (accumulated or one time)
- asynchronous activities (13.5 hours)	13.5 hours
• individual or group tasks (e.g. forum/discussion board, wiki, group presentation, vlogs, blogs, etc.)	*minimum of 2.25 hours*
• formative assessments	*minimum of 1.5 hours and maximum of 4.5 hours*
• self-paced reading	*minimum of 2.25 hours*
- onsite activities (consultation/laboratory work)	3 hours
- online summative assessment	minimum of 1.5 hours and maximum of 3 hours
- self-care/me-time[8]	3 hours

NOTE: During the self-care/me time, the student has his or her time to maximize. He may also choose from the buffet of support services that the University offers online. He or she can also opt for an alone time.

1.2 Instructor presence[9] (including interaction and feedback)[vi]

The Instructor should assume an ***active role***, online and onsite. This is manifested in the following:

- synchronous interactions[vii], especially at the start of a new online course, where the instructor can set a positive atmosphere, establish a connection, provide a tone of encouragement and respect, and share a bit of him or herself with students while maintaining an aura of professionalism.
- promptness in giving feedback
- clarity of the communications

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[5] Target date of release of the IRR, integrating the loading of faculty, is on or before July 10, 2020.
[6] DLSU-D HS has its own counterpart as found in its ANIMO strategy for learning.
[7] Target date of release of the IRR, together with the syllabus format, is on or before July 10, 2020.
[8] Target date of release of the IRR is on or before July 10, 2020.
[9] Training programs shall be released in a separate document.

- continuous and open dialogue with students via attendance to students queries, emails, chat, etc.

The instructor needs to be *flexible*. This is can be seen through the following:
- provision for deadlines with lifelines[10] and the option to resubmit assignments prior to final grading
- Provision for self-paced learning[11]
- Exhausting all means to connect with students, even involving parent or relatives of parents, if necessary[12]

The instructor needs to be **prepared to elevate the learning** of students towards his or her maximum potential. Proper training[viii] should be set for the following:
- affective/emotional element of online learning
- timely communication with learners, and personalized feedback
- monitoring of student performance to improve teaching methodology and delivery of lessons
- management of questions (e.g. through FAQs)
- preparation of online modules
- quality interaction: teacher-student, student-student, student-content, student-interface
- facilitating active engagements in causes related to Church and Nation-building

The instructor needs to be prepared for scheduled onsite consultations and laboratory work[13].

NOTE: The University's computer facilities shall be open for the use of the instructors. A strict schedule system shall be implemented in observance of physical distancing and other safety precautionary measures.[14]

1.3 Assessment[15]

There will be two kinds of assessment – formative and summative

Formative assessments are evidence that students engage and participate. These may come in the form of their participations in discussion forums or accomplishing exercises and tests, etc. that are primarily meant to bring them to reflect on their abilities either as a group or individually, as far as the lessons are concerned.

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[10] Target date of release of the IRR is on or before July 10, 2020.
[11] Target date of release of the IRR is on or before July 10, 2020.
[12] Target date of release of the IRR, mindful of the ethics that must be observed, is on or before on July 10, 2020
[13] Target date of release of the IRR is on or before July 10, 2020.
[14] Target date of release of the IRR is on or before July 10, 2020.
[15] Target date of release of the IRR is on or before July 10, 2020.

The following are their characteristics:
1. Asynchronous
2. Scored but with minimum weight
3. Short
4. Limited attempts
5. Gateway (completing one before going to the other)

Summative assessments are opportunities for learners to apply their knowledge and skills and identify where they lack understanding. They come in the form of case studies, proposals, or creative outputs, etc.

The following are their characteristics:
1. Scored
2. Generally, output-based (but mindful of the preparations for licensure exams)
3. Limited attempts
4. Individual or group work
5. With component for peer assessment
6. Interconnected (summative assessments**)**
7. Option for onsite assessment, if conditions allow
8. Not required to be departmental
9. Should it entail large scale outputs that will consume more time, summative assessment must be broken down into mini outputs through-out the semester as part of the asynchronous activities

Computation of final grade shall be as follows:

Mid TERM (1/2)	Final TERM (1/2)
Summative assessment: 40 to 60% Class standing: 60 to 40%	Summative assessment: 40 to 60% Class standing: 60 to 40%
FINAL GRADE = 100%	

Note: Class standing covers asynchronous and synchronous activities as detailed in the item on pacing.

1.4 Technical, academic, and non-academic support[ix][16]

The following fall under technical, academic, and administrative support:
1. Gadget loan to address equity and access[17]
2. Guidance in using Learning Management System and other technological tools
3. Strategies for independent learning in a virtual environment

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[16] Support programs shall be released in a separate document.
[17] In coordination with the Office of the Vice Chancellor for Mission, External Affairs, and Advancement.

4. Advisory centers and retention task force where students can go for help (e.g. sharing sessions, peer coaching/mentoring programs, online resources including 24/7 access to session recordings) outside their class time
5. Team of dedicated technicians, involved in step-by-step instruction and trouble shooting
6. Creation of new support partnerships (between students and parents; between students and industry/ students from other HEIs)
7. Health and safety protocol inside the classrooms and inside the campus

2.0 Student

The DLSU-D student is expected to release the Animo from within and use his or her innate skills, talents, and compassion for others, to further understand and respond to the needs of society.

To achieve this, the University has identified attributes that students are envisioned to genuinely exhibit after graduation, whether in the virtual or physical world.

Additionally, the student, to thrive in an online environment must demonstrate the following[18]:

1. Proper netiquette
2. Knowledge of the learning management system
3. Self-discipline, diligence, and commitment to meet the minimum standards set
    a. Active participation 4-6 days a week
    b. Time management skills to complete the tasks
    c. Collaboration with others
4. Self-awareness to monitor and evaluate progress and experiences
5. Create new knowledge in response to the needs of the Church and Nation
6. Effective communication skills
7. Tact and initiative to speak up, if concerns arise

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[18] Orientation programs shall be released in a separate document.

3.0 End Notes

[i] https://www.dlsud.edu.ph/aboutDLSUD/visionMission.htm

[ii] *DLSU-D Institutional Learning Outcomes 2017-2018*

DLSU-D Graduate Attributes	Descriptors
1.God-centered	a) Creates an environment where the experience of God is lived and shared b) Practices honesty, fairness, truth and integrity in all aspects of life (personal and professional lives) c) Observes and maintains ethical standards in dealing with the different stakeholders d) Integrates Christian perspectives and values in all undertakings e) Manifests humility and respect in relating with other people
2. Patriotic	a) Manifests a deep sense of nationalism by integrating history, arts, and culture in their daily lives b) Participates responsibly and collaboratively in the discussion and resolution of issues within local, national, and international contexts c) Engages actively in political, social, economic, and cultural transformation for nation building d) Brings pride and honor to the community and the country Patronizes locally produced products and promotes them globally
3. Socially Responsive	a) Demonstrates concern and compassion for the plight of the vulnerable and marginalized sectors of society by participating meaningfully in the process of social transformation b) Engages in ecological advocacies as responsible stewards of God's creation c) Continuously works in solidarity with people and institutions to effect liberating action d) Brings forth awareness and deeper understanding of social realities Manifests spirit of volunteerism through social actions that improve communities
4. Globally Competitive	a) Takes progressive responsibility for own learning and development b) Promotes critical and creative thinking, self-knowledge and self-mastery c) Is committed to rise above mediocrity

	d) Shows dedication, commitment and love for work to attain exceptional results e) Exhibits innovativeness and creativity in various contexts
5. Professionally Competent	a) Possesses leadership qualities of **C**ompetence, **H**onesty, **A**ccountability, **R**esponsibility and **T**ransparency (CHART) b) Effectively communicates in various forms of media c) Strives to be at the top of their chosen fields d) Effectively works and collaborates in a multi-disciplinary team e) Adapts to changes in the workplace, local society and global community

iii Designing with care: Towards a care-centered model for online learning design. DOI 10.1108/IJILT-10-2019-0098
https://www.emerald.com/insight/2056-4880.htm

Connecting theory and practice: Reviewing six learning theories to inform online instruction.
https://www.emerald.com/insight/2046-9012.htm

iv CHED COVID-19 Advisory no. 7, May 24, 2020

v Online Learning Is Not Flat: An Analysis of Online Learning That Promotes Interactivity

Research in Learning Technology 2016, 24: 29366 - http://dx.doi.org/10.3402/rlt.v24.29366

Supporting students to succeed in open and distance learning in the Open University of Sri Lanka and Universitas Terbuka Indonesia. www.emeraldinsight.com/2414-6994.htm

vi University Faculty's Perspectives on the Roles of E-Instructors and Their Online Instruction Practice

Research in Learning Technology 2018, 26: 2047 - http://dx.doi.org/10.25304/rlt.v26.2047

Assessment of the online instructor. Academy of Educational Leadership Journal, Volume 15, Special Issue, 2011

Investigating critical success factors in online learning environments in higher education systems in the Caribbean. Information technology for development 2018, vol. 24, no. 3, 582–611
https://doi.org/10.1080/02681102.2018.1476831

The experience of international postgraduate students on a distance-learning programme. DOI: 10.1080/01587919.2018.1520038 10.9743/jeo.2017.14.2.3

Online learning for social justice and inclusion: The role of technological tools in graduate student learning. www.emeraldinsight.com/2056-4880.htm

vii Assessing Quality Dimensions and Elements of Online Learning Enacted in a Higher Education Setting

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at George Mason University

Assessment of the online instructor. Irene S. C. Parietti, Felician College David M. Turi, Felician College. Academy of Educational Leadership Journal, Volume 15, Special Issue, 2011

viii Blended Learning for Quality Higher Education: Selected Case Studies on Implementation from Asia-Pacific. ISBN: 978-92-9223-564-2 (print version) ISBN: 978-92-9223-565-9 (electronic version)

[ix] Supporting students to succeed in open and distance learning in the Open University of Sri Lanka and Universitas Terbuka Indonesia. www.emeraldinsight.com/2414-6994.htm

An investigation of the variables that predict teacher e-learning acceptance by Juliette Attis, Liberty University Blended Learning for Quality Higher Education: Selected Case Studies on Implementation from Asia-Pacific. ISBN: 978-92-9223-564-2 (print version) ISBN: 978-92-9223-565-9 (electronic version)