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The ANIMO strategy

AlterNative Instruction with Mastery Class Options

DLSU-D Senior High School
School Year 2020-2021

The Covid19 Pandemic and the New Normal

The Philippines ranks 9th in the world and 2nd in Asia as far as at-risk level to Covid19 pandemic is concerned¹. The “predictive-monitoring” model predicts a 100% end to the pandemic on the worldwide scale of around December 2020².

Aiming to provide safety measures standards, such as the mandatory wearing of masks and social distancing, and monitoring of schools and learning institutions, the “New Normal for the Workplace and Public Spaces Act of 2020” has been filed in Congress³.

Learning Continues

DepEd’s “Learning Continuity Plan (LCP)” allows private schools to implement flexible learning schemes. This means that in the event that full in-campus meetings are not possible within the school year, different learning modalities can be implemented by private schools in consideration of the students’ health, safety and well-being during the New Normal⁴.

OVCAR’s “Caring for What Matters (CWM): A DLSU-D Design Framework” aims to provide a clear and workable formula for DLSU-D to come out better and stronger in the midst of the COVID-19 pandemic.

Teaching-Learning Vision

Faithful to its Vision-Mission of becoming a meaningful resource for Church and Nation, DLSU-D 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 that the University envisions its graduates to exhibit.

Shaping from the impression of the New Normal paradigm, LCP, CWM, and the Teaching-Learning Vision, De La Salle University-Dasmaringas High School implements the ANIMO Strategy.



The ANIMO Strategy.....

is characterized as a responsive, innovative, flexible, and collaborative learning package. It combines the well-established blended learning modality of DLSU-D High school with the online class primarily allotted for the teacher-student interactions (Alternative Instruction) and the mastery class options which “humanize” the students’ virtual learning experience through support mechanism that goes beyond academic requirements. Such are directed to achieve an integrative formation of students as the trademark of a Lasallian education.

1. Prominent Features

1.1 Flexible Learning Modalities

Mixture of learning modalities where all students - both with stable and limited (data only) internet accessibility, are accommodated using home-based (online and printed modules) and in-campus approaches.

Description	Online session	In-campus session
Session focus	Lecture/discussion; assessments; consultation	laboratory work, face-to-face consultation, output presentation
Learning mode	Self-paced and class-paced	Class-paced
Teacher:student ratio	1: ≤40	1:≤20 (split section)
Assigned checker	Academic Coordinator	Faculty checker
Learning environment	Home-based	Assigned classrooms

1.1.1 Online Session

- (a) This is carried out with defined schedule specifically in teachers’ uploading the online materials and students’ accomplishing and/or submission of required assessments.
- (b) The sessions, which are primarily done using SchoolBook and/or MS Teams are conducted for the following purposes:

Discussion/Lecture

- Scheduled synchronous discussion using powerpoint, videos, and other materials that can be used by teachers and accessed by students real time. Synchronous discussions are recorded and catalogued in the Learning Resources Center (LRC).
- Asynchronous lecture using teacher-prepared materials which are not limited to online modules/handouts, videos, links that teachers uploaded and subsequently downloaded by students.

Assessment

- **Formative assessment** consisting of unscored *short topic exercises* and graded **discourse assessment** (attendance, recitation, consultation)
- **Summative assessment** consisting of graded **gateway** and **integration** assessments (final output).

Consultation

- Online individual and/or class consultation of students with subject teachers during the class session
- (c) Sessions are mainly facilitated by the subject teacher and in some instances by collaborative subject teachers.
 - (d) Students’ engagement is at least 90% of the total number of hours required for the course subject. Online sessions can be both self-paced or class-paced.

1.1.2 In-Campus Session

- (a) This is carried out following a schedule and only when condition allows.
- (b) The sessions, which primarily done inside an assigned room, are conducted for the following purposes:
 - Optional Discussion
 - This will be utilized to clarify major takeaways from the given online materials or laboratory activities for subjects with laboratory component (science, food, computer).
 - Final Output Presentation
 - This is the final output derived from the integration assessment which is equated to the final major exam.
 - Consultation
 - This refers to individual and/or group face-to-face consultation of students with subject teacher/s.
- (c) Sessions are facilitated by individual subject teacher and participated by assigned split section (20 students or less per classroom).

1.1.3 Additional Provisions

- (a) Students with limited internet access
 - Students with limited internet access (data only) are allowed to use the downloaded teacher-prepared printed modules to replace the online session.
 - The in-campus sessions can be optionally used by qualified students (subject to verification) to secure the printed modules and submit required assessments.
- (b) In the event that local and/or national declaration does not permit students to attend in-campus sessions, the following shall be observed:
 - Final output presentation by students shall be creatively done online.
 - Representative (parent or qualified relative) of qualified students with limited internet access will be allowed to secure printed modules and submit required assessments to subject teacher/school personnel in the campus following a schedule.

1.2 Modular Course Design

Programmed to facilitate a more stressed free and focused learning environment but mindful of the course hours requirement of DepEd for SHS, the modular course design divides the subjects for the semester into two sets, the first being completed during the first half of the semester, while the latter being completed during the second half. This also goes with scheduled self-care days to help each student maintain a sound mental health and healthy relationship with oneself.

Description	First Semester		Second Semester	
	Term 1	Term 2	Term 3	Term 4
Date covered	Aug 24 – Oct 31	Nov 3 – Dec 19		
Semestral subject offering	50% (half)	50% (half)	50% (half)	50% (half)

Note:

- The implementation of the modular course design for the first semester shall be subject to thorough evaluation before its continued application during the second semester (Terms 3 and 4).

1.3 Mastery Class Options

Mastery class is a student support mechanism that aims to provide individual or group-based learning activities to help students achieve a high level of understanding of the lessons and of themselves amidst various learning environments - virtual campus, residential/home, physical campus. Offered under a more relaxed and casual condition, mastery class is a service that students may avail of outside their class schedule or during their free time. Scores obtained by participating students shall be recorded as bonus points.

2. Collaboration

The ANIMO strategy promotes collaboration which is collectively defined by the specific role assigned for each school stakeholder.

Stakeholder	Expected role in the program
Administration	<ul style="list-style-type: none">• Provide necessary trainings to teachers and students on the effective utilization of virtual (LMS) and physical learning spaces in school• Oversee the smooth implementation and regularly assess each strategy component for appropriate improvement• Proactively respond to feedback and offer timely advice to all stakeholders, if needed• Provide the necessary support mechanism for the strategy• Modify procedures and processes in support of the strategy implementation
Teachers	<ul style="list-style-type: none">• Creatively develop the prescribed e-learning and printed modules.• Resourcefully develop online and in-campus teaching strategies complimenting the strategy• Collaborate with co-teachers and immediate head (AC and subject moderator) to ensure that the enumerated competencies are achieved• Attend to the needs and queries of students and parents regarding teaching-learning process• Observe teaching and consultation hours both online and in-campus meetings
Students	<ul style="list-style-type: none">• Manage time effectively in order to actively participate both in online and in-campus meetings• Develop and follow daily routines in attending and completing school tasks• Provide timely feedback to teachers during consultation hours with subject teachers and homeroom adviser• Spend self-care days productively and observe proper netiquette.• Manipulate the LMS and other online platforms needed.
Parents	<ul style="list-style-type: none">• Establish son's/daughter's daily routines in order to help him/her reach optimum learning experiences at home• Assist the learner to access online tools and/or secure printed learning modules to be accomplished at home• Provide suitable home-based physical learning space where son/daughter can conveniently study• Monitor son's/daughter's online activities and school announcements using the Schoobook account• Provide constructive feedback to improve the program and/or queries about the teaching-learning process

3. Support System

3.1 Learning Resources Center

- Timely guidelines and reminders with respect to available online materials (including recorded synchronous discussions) and links shall be posted by the LRC via school homepage, SchoolBook and the official FB. If face-to-face transaction is not possible, the FB page and the LRC link in the University webpage will also be utilized to answer queries of students and teachers from 8:00am to 5:00pm using the chat features of both platforms.
- Borrowing and/or returning of books using the established LRC procedure will be accommodated during the students' scheduled in-campus sessions. This means that the LRC shall be open twice a week.

3.2 Concerns on the Use of Technology

- Queries on portal and/or email account can be emailed at helpdesk@dlsud.edu.ph while those related to the LMS at cilp@dlsud.edu.ph or thru the Jivochat which can be found at the lower right of the Schoolbook page.

3.3 Student Wellness

- The Student Wellness Center (SWC) continues to give online (school hours, 8am- 5pm) and face-to-face (when the campus is open for in-campus sessions, 8am-5pm) services. These include but not limited to: individual inventory, interviews (initial, career, routine, exit), consultation, career and psychological assessment, case management, growth sessions, among others.

3.4 Homeroom

- Scheduled Homeroom meetings are done regularly. The online meetings are intended for consultation, discussion of the provisions of the student handbook, attendance monitoring, review of academic performance and disciplinary records, and dissemination of announcements/information.

4. Student Development

- Major student activities requiring big assemblies and school participation to sports leagues are deferred for the first semester. On the other hand, conduct of online student activities will be governed by the modified procedure which tackles: group accreditation/reaccreditation, proposal submission, lead time, and approval. All queries may be forwarded to: hssa@dlsud.edu.ph.
- The Student Council (SC) shall remain to be represented by the elected officers following an online election set by the student COMELEC. Each class will also be represented by the elected minimal set of officers. Line of communication between the SC and students/administration shall be maintained online.
- Only formation and ministry activities that can be done in a virtual environment will be implemented. Assigned classes will be scheduled for online mass sponsorship.
- Whenever applicable, the conduct of disciplinary hearings and procedures shall be modified for virtual environment.

5. Safety Measures in the Campus

The following safety measures will be implemented for in-campus session/visit as conditions allow. They are subject to modification based on the timely advisory from the General Services Office (GSO).

5.1 Entrance/Exit Area

- Face mask should always be worn upon entry and within the complex. The “no face mask – no entry” policy shall be implemented.
- Body temperature shall be checked using temperature scanner gun. Those with higher than 37.5°C reading shall be requested to stay at the isolation area subject to assessment of the school nurse.
- Hands shall be sanitized using alcohol-based sprays.
- Physical distancing should be strictly observed while in queue.
- Everyone is encouraged to bring his/her own health and hygiene kit (face mask, hand soap, alcohol, eye-protector).

5.2 Visitors with School Transaction

- Prior to visit in the campus, visitors must secure an appointment thru juniorhighsec@dlsud.edu.ph.
- An accomplished Health Checklist form should be submitted to the assigned guard for evaluation.
- Upon entry, visitors will be required to observe applicable items in 8.1.
- Visitors should go directly to the destination indicated in the request of visit. Roaming around to other offices or places within the complex is prohibited.

5.3 Inside the High School Complex

- The complex shall be open from 7am – 6pm only.
- Utility personnel shall maintain:
 - disinfection of frequently handled objects (e.g. doorknobs, handles) at least once every two hours.
 - sufficient supply of clean water and liquid soap inside the comfort rooms for handwashing.
 - disinfection of classrooms, offices and holding area preferably after the last use.
- Everyone inside the complex should:
 - Exercise proper respiratory etiquette.
 - Observe proper physical and social distancing in all areas of the campus (classrooms, comfort rooms, elevator, etc.).
 - Dispose of used masks, tissues and gloves in the designated trash bin.
 - Help prevent possible overcrowding in the stairs, such that the end stairs of the building shall be used for one directional upward (west side stairs) or downward (east side stairs) movement only. Provided that users stay at the right lane, middle stairs shall be used for both upward and downward movement in the building.
 - Follow the safety and hygienic procedures in the school canteen.

5.4 School Service (for JHS students)

- A set of precautionary and safety procedure by the school service provider (in coordination of the GSO) shall be made available for students and drivers concerned to follow.
- School service drivers are requested to stay within their vehicle while waiting for the students in the parking area.

6. Feedback System

- Internal feedbacks from students shall be initially received by the homeroom advisers and channeled to the concerned unit/s using the standard procedure.
- External feedbacks shall be managed by the Information Officer in coordination with unit/s or person/s concerned. Concerned unit/s or person/s should respond or address the concern following a 24-hour turn-around time. Feedbacks may be forwarded to this email address: animofeedback@dlsud.edu.ph

References:

¹<https://www.forbes.com/sites/cognitiveworld/2020/04/13/covid-19-complexity-demands-sophisticated-analytics-deep-analysis-of-global-pandemic-data-reveals-important-insights>

²https://www.biotechniques.com/coronavirus-news/news_predicting-the-course-of-a-pandemic-when-will-covid-19-end/

³<http://www.congress.gov.ph/press/details.php?pressid=11849>

⁴<https://www.deped.gov.ph/2020/04/21/on-the-opening-of-classes-for-sy-2020-2021/>

