USJ-R

IMPLEMENTATION OF
Flexible Learning
Guidelines

Effective Academic Year 2020-2021

Interiority **N**ationalism **S**ervice **P**ioneerism
Integrity **R**eliability **E**xcellence

University of San Jose-Recoletos

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USJ-R GUIDELINES ON THE IMPLEMENTATION OF FLEXIBLE LEARNING

Effective Academic Year 2020-2021

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I. RATIONALE

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) has developed a Global Action Programme to create a new set of Sustainable Development Goals as a blueprint for a sustainable world (UNESCO, 2014). SDG number 4: Quality Education, promotes inclusive and action-oriented programs to fight against emerging catastrophes, enabling academic institutions to develop a continuing program for learning by embracing inclusivity by utilizing varied modalities and learning approaches and integrating Information and Communication Technology (ICT).

As the modern view suggests, 21st-century teachers must embark on change by providing students with new opportunities to learn. With that, educational technology reinforces situated learning and social constructivism (Ford & Lott, 2011). Such a theory connotes that the learners' experiences effectively enable their development and interests (Bada & Olusegun, 2015). Situated Learning Theory suggests that educational technology can provide long experiences in virtual environments (Bell, Maeng & Binns, 2013). Industry 4.0 highlights creative and exciting lesson interactions using various technology tools through varied, flexible learning modalities. The integration of ICT in classes provides new pedagogy for the teaching and learning process as part of the educational paradigm shift (Singh et al., 2019).

The Corona Virus Disease 2019 (CoVid-19) negatively impacts biodiversity, economy, society, and most especially in educational institutions and learners. Presidential Proclamation No. 922 placed the country under the state of Public Health Emergency. To help fight the spread of COVID-19, the Inter-Agency Task Force (IATF), Department of Health (DOH), and other National Government Agencies (NGAs) collaborate with the Local Government Units (LGUs) for minimal movement among people. Hence, this results in the prohibition of face-to-face or physical classes among all educational institutions. Distant flexible learning using

varied modalities integrating ICT is then encouraged to be an alternative for teaching and learning delivery.

Given these conditions, and guided by "Caritas et Scientia," the University of San Jose-Recoletos continues to serve the community through its already existing "Virtual USJ-R" program by using various technology tools in the "new normal." Adhering to CHED's minimum requirements for flexible learning and the University's academic program's internationalization, USJ-R migrates and shifts all its operations, services, and classes online. The University implements flexible learning using MODIFIED HYBRID LEARNING modality powered by its own Adelante Learning Management System (LMS). Carrying out its mission of "Quality Christian Community-Oriented Education," USJ-R continues to address the learning community's needs. Its remote facilities and highly competent and well-trained teachers shift to "Flexible Teaching-learning Modalities." Equipped with print and digital educational resources, the University caters to the students' needs wherever they are in the country. USJ-R continues to build its mission by providing a quality education for the people here and beyond.

II. DEFINITION OF TERMS

For purposes of these guidelines, the following terms are defined:

1. **Adelante Learning Management System (LMS)** is a learning management platform used by the University.
2. **Augustinian pedagogy** is a teaching method based on the necessary formation process that carries a responsibility towards life. The process gives equal importance to form the will, spiritual, intellectual, and moral dimensions. It is founded on love, which serves as the leading force for its process and development. Love enthralls and inspires any activity to learn, giving it meaning and leads towards man's aspiration – come closer to God's love.

3. **Asynchronous** refers to learning events that do not happen at the same place and simultaneously.

4. **Blended learning** is a modality of educational delivery that combines traditional classroom-based instruction and online learning approaches.

5. **Copyright infringement** refers to a violation of the copyright of an individual or organization.

6. **Faculty/Teacher** is an individual who provides instruction in USJ-R. A believer in man and his possibilities; considers oneself a mediator. From a friendly, humane, and sympathetic perspective, arouses the dialogue that leads the student towards knowledge and truth. The faculty's/teacher's mission is based on the absolute belief that love empowers knowledge and empowers love.

7. **Flexibility** refers to offering choices in the educational atmosphere and tailoring a given course to address individual students' needs.

8. **Flexible learning** is the design and delivery of courses, programs, and learning interventions that address learners' unique needs in terms of place, pace, process, and learning products. It involves using electronic/digital and non-digital/non-electronic technology. It covers face-to-face learning and out-of-classroom learning modes of delivery or a combination of methods of delivery. It ensures the continuity of inclusive and accessible education when traditional teaching modes are not feasible, as in national emergencies.

9. **Formative assessment** refers to the various ways teachers use to evaluate students' learning needs and academic progress during a lesson, unit, or course.

10. **Intellectual Property Right (IPR)** is the right given to individuals over their minds' creations, including copyrights, patents, utility models, and trademarks.

11. **Learning Management System (LMS)** refers to software tools designed to manage open and distance learning services. It provides three main user functions - teacher, student, and administrator. It is a system aimed

at managing online learning services, e.g., the provision and management of course content, students' enrollment, and grading.

12. **Modified hybrid learning** emphasizes the utilization of synchronous and asynchronous tools to encapsulate teaching and learning not necessarily through face to face but through virtual interaction.

13. **Most Essential Learning Outcome (MELO)** refers to statements that specify what students will know, do, or demonstrate the outcomes upon completing a course or program.

14. **Online learning** refers to synchronous or asynchronous learning environments using different digital/electronic devices with internet access. Students can be anywhere to learn and interact with faculty/teachers and other students.

15. **The online learning approach** refers to correlative assumptions dealing with online teaching.

16. **Online learning methodologies** refer to the series of related acts or procedures performed by both teachers and students online to attain the lesson objectives.

17. **Online teaching and learning strategies** refer to the teacher's art of devising and employing online learning to achieve the course outcomes.

18. **Open Educational Resources (OER)** are educational materials introduced with a free license or public domain. Anyone can legally and freely copy, adapt, use, and re-share these resources. These materials include audio, video, animation, projects, curricula, tests, and assignments.

19. **The student** is an individual studying in USJ-R. A lover of truth and therefore pursues it from his restlessness and responsible freedom. Humble and receptive, but conversant and participative. Begin one's journey in self-knowledge to direct his life and transcendence.

20. **Summative assessment** evaluates students' learning, skills acquisition, and academic achievement after completing a defined instructional period.

21. **Synchronous** refers to an event of learning in which a group of people is engaged in learning simultaneously in any form, whether it is online or meeting physically.

III.   GENERAL GUIDELINES

In line with the Vision, Mission, and Goals (VMG) of the University of San Jose-Recoletos (USJ-R) and adherence to CMO No. 4, s. 2020, the "Guidelines on the Implementation of Flexible Learning" set by the Commission on Higher Education (CHED), Department of Education (DepEd), Legal Education Board (LEB), Technical Education and Skills Development Authority (TESDA) and other related government agencies, USJ-R shall:

1. consider from the perspective that a flexible learning-teaching design is rooted in students' needs. Its main objective is to provide learners with the most flexibility on the learning content, schedules, access, and innovative assessment, making use of digital and non-digital tools;

2. continue to exercise their judgment/academic freedom to deploy available flexible learning and other alternative modes of delivery in place of in-campus learning/face-to-face modality. The exercise of discretion by USJ-R and its faculty/teacher must be reasonable, transparent, and the delivered content are outcomes-based validated;

3. adopt flexible learning that complements outcomes-based education, which allows flexibility in employing various means of delivery and assessment as long as they can show the achievement of the set learning outcomes for each program;

4. review all the curricular offerings in terms of learning content, and make the necessary adjustments or modifications in the course

contents/requirements, determine alternative options in the design, pedagogy, and assessment mechanisms that students may avail through various modalities;

5.   enliven the curriculum with gospel values, exemplify the Augustinian charism and Josenian core values - Interiority, Nationalism, Service, Pioneerism, Integrity, and Reliability (INSPIRE) - in the pursuit of its vision, mission, and goals based on an integral process aimed at bringing to light and energizing through the cognitive force of love all the latent potentialities in the student;

6.   decide on the most viable form of flexible learning and teaching that can be utilized based on their capability, existing condition, national government agency guidelines, and local government unit advisories;

7.   establish means for student and teacher engagement communication, which may include Short Message Services (SMS), electronic mail (email), chat instant messaging, and other means whichever is convenient, appropriate, and available to ensure personalized, effective, efficient, and timely mentoring and feedback mechanisms;

8.   provide mechanisms to inform and orient learners on the learning system to be implemented, which may be in the form of course packages for students and accessible online and offline. Course packages may include course syllabi, study guides, learning activities, the available repository of learning resources, schedule of lessons/consultations, assessments, monitoring of students engagement, and mechanics of submission of requirements, grading system, feedback portals, student support systems, and the like, to assist students in managing their study time and maximizing their learning; provide methods and procedures for the transition of Flexible Learning in disseminating to all its

stakeholders which may be in the form of the policy document (e.g., primer, guidebook), implement mechanisms for students to receive/access digital course packages/instructional materials through digital platforms;

9. encourage the optimum use of technology to support learning and teaching:

   a. Determination of the technology level of students in delivering the programs;

   b. Provision of a multi-media or learning resource center to technically support to faculty members in developing IT-enabled and IT-related instructional materials;

   c. Access/Utilization of electronic library or available OER as a reference in various flexible learning pedagogies and disciplinal content; and

   d. Utilization of the Adelante Learning Management System (LMS);

10. implement and explore grants or support capacity building programs for administrators, faculty, and staff on transitioning to flexible learning;

11. ensure that health and safety protocols are maintained at all times and establish a means to remind students, faculty/teachers, and other school personnel of the health and safety protocols through a display of digital reminders;

12. explore partnerships with relevant agencies and organizations to strengthen or complement existing resources, infrastructure, or connectivity to ensure undisrupted learning of the students; and

13. join/form consortia/coalition/networking to facilitate capacity building programs and sharing of resources.

IV.   IMPLEMENTING POLICIES AND PROCEDURES

These implementing policies and procedures provide the details on how to implement the general guidelines mentioned above fully.

1.   Requirements and Qualifications for Flexible Learning

Table 1
**Requirements and Qualifications for Flexible Learning
for Faculty/Teacher and Student**

Areas of Concern	Faculty Member/Teacher	Student
a. Teaching and Learning On Facilitating Flexible Learning	The faculty/teacher *a.1* attended the training in Adelante LMS; *a.2* can facilitate online learning (Technology Enhanced Learning); *a.3* has access to e-learning resources; *a.4* has the competencies in managing virtual learning environments; *a.5* can navigate varied Learning Management Systems and technology tools; and *a.6* is mindful of the ethical standards in virtual learning environments.	The student *a.1* has been given orientation on Adelante LMS; *a.2* can interact with online learning (Technology Enhanced Learning); *a.3* has access to e-learning resources; *a.4* is mindful of the ethical standards in virtual learning environments; and *a.5* can navigate varied Learning Management Systems and technology tools.

b. Technology Requirements	*Hardware:*
	    At least has a Desktop/ Laptop (5 years old or less)
		Hardware:
		    At least has a Smartphone (android/ IOS)

c. Internet Connection	*c.1. Minimum Speed:*
	    Five (5) Megabits per second (Mbps)
	c.2. Minimum Data Allocation:
	    30 Gigabytes (GB) allocation per month
		c.1. Minimum Speed:
		    One (1) Megabits per second (Mbps)
		c.2. Minimum Data Allocation:
		    15 Gigabytes (GB) allocation per month

2. Categorization of Learners according to Availability of Devices, Internet Connectivity, and Level of Digital Literacy

2.1 At the start of the class, students will be required to answer the Categorization of Learners Survey *(Appendix 1)* to determine their technology access for flexible learning. The survey result will be used as a basis for the faculty/teacher to select appropriate methods, approaches, and possible interventions suitable to students' needs to achieve optimum learning.

The categories are the following:

2.1.1 High-level Technology - has complete access to the world- wide web through various technology tools for learning such as laptops, mobile phones, tablets, or desktop.

2.1.2 Mid-level Technology - has access to the world-wide web using mobile phones as a source for searching the information.

2.1.3 Low-level technology - has limited to no access to technology. Students in this category are advised to enroll upon the return of actual face to face learning as university courses demands high level and mid-level technology requirements.

2.2 To assist the students based on their categories, each school/department must design its flexible teaching and learning schemes. These technologies will facilitate students' learning in achieving the outcomes intended for every course. Appendices 2, 3, and 4 are the reference guides of suggested designs.

Table 2
Flexible Learning and Teaching Schemes

Categories	Availability of Devices	Internet Connectivity	Level of Digital Literacy	Approaches
High-level Technology	Laptops; smartphones; tablets; desktops	Fast	Proficient	Online and offline activities; more on online activities
Medium-level Technology	Mostly available smartphones	Slow	Advanced	Online and offline activities
Low-level Technology	Some smartphones or no technology	Low or no Internet connection	Beginner	Self-instructional modules/mostly offline activities

3. Facilitating Effective Online Teaching and Learning

Facilitating online teaching and learning needs the same energy and willingness from the faculty/teacher. However, it will require their utmost patience and resourcefulness on the technology tools to use. The faculty/teacher must serve as an initiator of the flexible curriculum. The best way to facilitate effective online teaching and learning is to use effective and efficient approaches, procedures, and technology tools and applications to assist the faculty/teacher in the online, flexible, and blended learning modalities.

Here are the key components of classroom management and procedures to guide the faculty in facilitating classes in an online setting:

3.1 Online Semester Terms

USJ-R flexible modality continues to adhere to the usual semester terms – Prelim, Midterm, and Finals, which

will be scheduled by the Vice-President for Academics and the University Registrar. Each term still concludes with an evaluation administered through online/flexible means in the new normal. Out of the number of learning hours expected in a semester, part of it must be dedicated to synchronous virtual meetings with the students to foster personalized engagement despite learners' distance from the faculty/teacher.

3.2 Most Essential Learning Outcomes (MELO)

Part of scheduling concerns is the faculty's entire plan for the semester. While planning for the courses to be handled throughout the whole semester, the faculty/teacher must identify the MELO in each course. The identification of the MELOs assists faculty/teacher in determining the outcomes that must be achieved extensively by the students during the semester. The MELO must be from the set of program/course intended learning outcomes.

3.3 Synchronous Virtual Learning Arrangement

All faculty/teachers shall observe the minimum and maximum number of virtual learning sessions with students per week, as determined by the respective deans/principals. This scheme gives both the teacher and students ample time to perform other offline activities. Simultaneously, meeting virtually, they share needed instructions and competencies and clarify essential concepts *(Appendix 2).*

Alongside the Adelante LMS, Microsoft Teams, Google Meet, Zoom, Messenger Rooms, and Skype are the most common applications for education-related purposes. The faculty/teacher should use visual means to present the day's outcomes or topics during the virtual class.

3.4   Asynchronous Virtual Learning Arrangement

   The remaining learning hours of the week's classes on a particular course will be dedicated to the students' asynchronous academic work. The faculty/teacher must set weekly lesson activities and tasks that the students can flexibly do.

3.5   Social and Emotional Online Learning Climate

   Along with the academic requirements, the students' social and emotional states are also critical and should be given due consideration. While transitioning to the new normal, one should be mindful of the world crisis everyone faces. With this, the faculty/teacher must advocate for a desirable online learning climate through the following procedures:

3.5.1   The faculty/teacher must assure students that their well-being is equally essential and complete output and tasks.

3.5.2   While the school has set standards; the teacher must understand every student's unique situations.

3.5.3   The faculty/teacher must be sensitive to the students' academic, behavioral, and emotional problems during this crisis and must not pass judgment. The faculty/teacher must take appropriate steps to assist and refer the student to the Student Development and Placement Center (SDPC) for counseling.

3.5.4   While students are expected to participate in the synchronous activity, they may be excused for valid reasons for absence. However, teachers give other activities/requirements for students to make up for their absence.

3.5.5 When assigning asynchronous tasks to the students, the faculty/teacher must ensure that students can reasonably perform these within the course's time.

3.5.6 The faculty/teacher may set deadlines for graded activities. However, work submitted beyond the deadline may still be accepted and graded by the faculty/teacher if they can provide valid reasons.

3.5.7 Should there be signs of cyberbullying or discrimination; the faculty/teacher should stop right away. The Student Affairs Office should also be informed whenever there are cases where teachers cannot settle immediately.

3.5.8 The faculty/teacher and students must strictly observe the guidelines and provisions set under the Anti Sexual Harassment Act (RA 7877) and Safe Spaces Act (RA 11313).

4. Rules and Discipline

4.1 Behavioral Expectations

Students and teachers must observe proper conduct during online classes as stipulated in the student and faculty manuals, respectively.

4.2 Academic Integrity

Everyone must observe academic integrity by avoiding all intellectual dishonesty forms and adhering to the University's intellectual property policy.

4.3 Online Classroom Rules

The faculty/teacher shall set classroom rules in synchronous and asynchronous modes for students to follow, to maintain a positive and respectful learning climate in an

online setting, and to minimize disruptions along the way. The rules must likewise conform to the Student Manual.

For synchronous virtual classes, faculty/teacher must decide on rules about when to speak or engage, turn on and off the microphones and videos, and when internet connectivity is low.

For asynchronous activities, the faculty/teacher must set rules on what students can post in-class chat, including guidelines on group/individual work, submissions, and examinations.

4.4   Teacher Organization

4.4.1   Setting Up of E-Class

The Adelante LMS is used to facilitate the delivery of instruction in a flexible learning environment. Teachers must update their electronic classes regularly through the LMS. Likewise, the faculty/teacher must attend meetings/feedbacking sessions with the Ed Tech Champions to address LMS concerns.

4.4.2   Routines

Because of the online setup of the classes, using routine activities is more useful than ever. Routines speed up the teacher's delivery of instruction and students' learning. These routines intertwine with the class rules.

The routines that the faculty/teacher must decide to set for the class may include the following:

- starting and ending the class with a prayer
- checking students' attendance

- asking and answering a virtual class question
- assessing students' performance
- giving peer feedback and receiving own feedback
- collecting outputs from students

4.4.3 Course Syllabi

The course syllabi must include online delivery modes and processes used in the class.

4.4.4 Instructional Technique

As USJ-R adopts synchronous and asynchronous delivery modes, the teachers are free to decide on the use of varied teaching strategies, which may include the following:

- Direct Instruction/Lecture
- Case Study
- Debate
- Discussion
- Student-led Discovery
- Experiential Learning
- Academic Games or Composition
- Brainstorming
- Drill and Practice
- Independent Study
- Collaborative Learning

The methods mentioned may be integrated into the lesson development using the modified hybrid learning approach, whether synchronous or asynchronous *(Appendices 3 & 4)*.

5.   Assessment

5.1   Formative and Summative Online Assessment

Teachers must conduct formative and summative online assessments to determine whether the expected outcomes are achieved. Before considering formal assessment, the faculty/teacher must ensure that the module content's flow is not just presenting content but also facilitating its learning. During constructive learning by the students, the faculty/teacher can do formative assessments. The summative assessment may be given once ensured that students understand the module. Some guidelines teachers may consider in each type of assessment are:

Table 3
Formative and Summative Online Assessment

Formative (along the process of learning)	Summative (end of the learning process, graded)
• Stop at specific points to check for understanding, try some exercises, and reflect on students' learning. • Allow some time to share observations and reporting of the learners' insights. • Allow learners to compare their prior knowledge and new learnings after reading a section of the module. • Use the forum or quiz features of the LMS for these formative activities. It allows students a higher degree of participation in the activities. • Regulate formative activities during virtual class to ensure that only essential questions are tackled. • Give straightforward feedbacking within the limited time allotted.	• Choose the appropriate type of summative assessment (objective, subjective, or performance type) aligned with the course/lesson outcomes. • Cover essential concepts of the module only. Prepare rubrics for the subjective type or performance type to guide the students on the assessed expectations and criteria. • Provide feedback to the students based on the results of summative assessment.

5.2 Grading

  The Grading System must adhere to the University Manual and the standards and guidelines set by each school/department.

6. <u>Communication</u>

  Communication is crucial in the online delivery of classes because of the flexibility of schedules. At the beginning of the semester, schools/departments must create an open communication channel with its students to the schools/departments to facilitate smooth-sailing endorsements of subjects.

6.1 Communicating Announcements

  The faculty/teacher must set a routine in disseminating announcements, reminders, and updates.

6.2 Follow Up and Consultation Time

  The faculty/teacher must have a designated schedule during the week to follow-up and consult with students.

7. Integration of Non-Academic Formation Programs

  As a Recollect institution, the University aims for the holistic formation of Josenians inspired by St. Augustine's pedagogical approach to forming a person's mind and heart. The following are the offices that collaborate to take care of students' spiritual, psycho-social, discipline, and socio-civic formation:

   a. Campus Ministry Office (CMO)
   b. Student Development and Placement Center (SDPC)
   c. Student Affairs Office (SAO)
   d. Athletics Office (AO)
   e. Non-Formal Education and Community Outreach Program (INFECOP)

These offices shall work hand in hand with the Academic formation offices to achieve the school's vision, mission, and goals.

8. **Adelante LMS Team**

The team comprises the LMS Administrator, Assistant LMS Administrator, Ed Tech Champions, SIS Support, and IT Support. The school board appoints the team members and is under the supervision of the Vice-President for Academics.

8.1 Adelante LMS Administrator

The LMS Administrator ensures stable LMS operations and performs the following functions:

8.1.1 Sets-up LMS org units;

8.1.2 Creates user accounts for faculty and students;

8.1.3 Bulk creation of courses based on Student Information System (SIS) course offerings;

8.1.4 Bulk enrollment faculty and students to course offerings from SIS enrollment data;

8.1.5 Creates college course template for bulk course copy to course offerings;

8.1.6 Manages roles and permissions; grants access to deans and chairs for monitoring courses offered in their respective schools/departments;

8.1.7 Coordinates with the external LMS provider on URL masking/vanity URL;

8.1.8 Provides technical support to faculty and students to address issues/concerns escalated by the Ed Tech Champions; and

8.1.9 Generates relevant reports based on log data.

8.2 Assistant Adelante LMS Administrator

The Assistant LMS Administrator assists the LMS Administrator in the operations and has the following specific functions:

    8.2.1 Takes charge of the institutional email concerns for faculty and students. Coordinate with IT Support Service personnel in the creation of USJ-R email addresses;

    8.2.2 Assists the faculty members in content creation and migration;

    8.2.3 Manages User Accounts – checks if all accounts were enrolled to org units and accommodate concerns related to changes to user account details and user authentication (login issues, password resets, and the like); and

    8.2.4 Sets – up MS Teams PLC for each school/department.

8.3 Ed Tech Champion

The Ed Tech Champion has the following functions:

    8.3.1 Ensures that all faculty members of assigned schools have activated their respective institutional email addresses;

    8.3.2 Assists and monitors faculty registration to the external LMS provider to access "Guided Training" inclusive of self-guided content and instructor-guided training webinars on instructor tools/workflows;

    8.3.3 Assists faculty in content creation and migration;

    8.3.4 Manages Adelante LMS helpline for teachers through MS Teams PLC to address concerns/issues on LMS;

8.3.5 Manages Adelante LMS helpline for students through Facebook (Fb) page to address concerns/issues on LMS; and

8.3.6 Manages homepage for assigned schools and departments; display announcements and relevant information about the school/department.

8.4 Adelante LMS SIS Support

The SIS support provides access to relevant SIS data by generating pre-formatted csv files for bulk tools management.

8.4 Adelante LMS ITSupport

The IT support writes a script to retrieve enrollment data from SIS, provided database connection, and configures the server to use adelantelms.usjr.edu.ph as the main URL to access the LMS and email notifications using the USJ-R domain address.

9. **Orientation for Faculty and Students**
    9.1 **Faculty/Teacher Orientation**

    The chairs/deans/principals of the different schools shall provide orientation to their faculty/teachers. The orientation includes the following:

    9.1.1 Number of units load and class density;

    9.1.2 Additional qualifications to handle flexible learning modalities;

    9.1.3 Faculty/Teacher's devices and minimum internet connection required for flexible learning;

    9.1.4 Use of school facilities/internet subsidy;

    9.1.5 Number of hours allocated for virtual learning environment (e.g., virtual face-to-face using Microsoft Teams, Zoom, Google Meet, and the like);

9.1.6 Utilization of Adelante LMS; and

9.1.7 Available guides facilitate the delivery of programs through online learning (e.g., Netiquette for Students/Teachers *(Appendices 5 & 6)*, and the like).

9.2. Students Orientation

The students shall be given orientation on the following:

9.2.1 University Vision, Mission, Goals, and Core Values

During the opening of classes, all teachers shall conduct subject-class orientation, including the Vision, Mission, Goals, and Core Values of the University.

9.2.2 Understanding Flexible Teaching-Learning

At the start of the semester, the students are given a session to understand modified hybrid teaching-learning in the flexible teaching-learning environment.

9.2.3 Adelante Learning Management System

A session is given to students on the Adelante Learning Management System at the beginning of the semester.

9.2.4 Course Requirements and Class Rules

All faculty/teachers shall provide proper and appropriate orientation to all students enrolled in the class at the start of the semester, summer classes, or academic year. Among others, it includes the following:

   a. Minimum hardware and internet connection requirements;

   b. Categorization of learners for differentiated learning activities;

c. Class rules and policies including netiquette;

d. time allocation for virtual face-to-face sessions;

e. Modes of delivery;

f. Submission of requirements;

g. Assessments and evaluation; and

h. Academic/Other forms of support (e.g., e-resources, Helpline, and the like).

V. SUPPORT SERVICES FOR TEACHERS AND STUDENTS

USJ-R shall provide support services to both faculty/teachers and students. Among others, these services include the following:

1. Capability Building for Faculty/Teachers

All teachers shall undergo training on the following:

1.1 Flexible learning anchored on the Augustinian Pedagogy; and

1.2 Utilization of the Adelante LMS.

2. Technical Support for Faculty and Students

2.1 LMS Helpline

A virtual helpline is available to support faculty/teachers and students on LMS problems and concerns.

2.2 Technical Assistance for External LMS

According to the terms and conditions of the service agreement, USJ-R shall be given the necessary technical support for LMS use.

3. **Monitoring/Evaluation for Faculty/Teachers**

There shall be periodic monitoring, evaluation, and feedback on instruction delivery by the faculty/teacher.

4. **USJ-R Virtual Services of Offices/Departments**

The faculty/teachers and students can also avail of the following virtual services:

4.1 E-library and other available Online Educational Resources (OER) as references in various online flexible learning pedagogies and disciplinal content;

4.2 Innovation and Technology Support Office (ITSO) services on Patent Search, Patent and Utility Model Application Drafting, and other Intellectual property (I.P.) protection-related services.

4.3 Quality Assurance software (like Grammarly and Turnitin) and other software for data analytics for research and publication undertakings; and

4.4 Virtual services of all non-academic offices.

VI. ENHANCING THE COLLABORATION WITH OTHER INSTITUTIONS AND THE GOVERNMENT

USJ-R is open to collaboration with other HEIs, government agencies, industry partners, and other institutions to ensure high-quality instruction. Among others, the collaboration includes differentiated learning and effective learning outcomes in a flexible learning environment. Among others, the collaboration may involve discussion and sharing of flexible learning modalities, self-directed/regulated learning, scientific and technological support, spiritual, socio-civic, psycho-spiritual, and psycho-virtual support.

VII. SECURITY MEASURES AND COMPLIANCE

1. **On Copyright Infringements**

   Everyone is expected to observe academic integrity based on the guidelines stipulated in the University's Intellectual Policies.

2. **On Cyber Safety**

   In recognition of the vital role of information and communications technology, especially in this "new normal," the University provides a conducive environment to the application and development of information and communications technology as well as the necessity of protecting the confidentiality and integrity University's systems, networks and databases stored therein from misuse, abuse, and illegal access.

   The University shall likewise help protect all administrators, faculty, employees, students, and other stakeholders against cyber-attacks and threats. The University shall carry out the provisions on the individual prohibited and punishable acts under the Revised Penal Code and the Cybercrime Prevention Act of 2012 (R.A. No. 10175), Anti-Child Pornography Act of 2009 (R.A. No. 9775), and the Anti-Photo and Video Voyeurism Act of 2009 (R.A. No. 9995).

3. *On Data Privacy*

   USJ-R shall have an active Data Privacy Committee to ensure adherence to the Data Privacy Act of 2012 (R.A. No. 10173), including the following guidelines:

   3.1. Administrators, employees, faculty/teachers, students, and other stakeholders shall be mindful of the University's protocols in handling personal information;

3.2. Faculty/Teachers, parents, and students shall be given proper orientation on the location of house meetings and general housekeeping rules for using age-appropriate online platforms; if possible:

3.3. The background shall be bland so that there shall be no additional information that can be taken about the location; and

3.4. There is no personal or sensitive data visible during the meeting.

3.5 No administrators, employees, faculty/teachers, and students can upload class discussions on the internet unless permitted to do so by proper authorities. They should not keep recordings of virtual educational meetings unless considered necessary to achieve specific learning objectives. Recordings of these virtual meetings shall be tagged as highly confidential and allowed to be stored only within the specified duration.

3.6 The data subjects shall only use institutional email addresses when using any platform facility of the University. The platform must manage the identification of accounts and log-ins.

VIII.   OTHER RELATED POLICIES

PRE-ENROLMENT EVALUATION, REGISTRATION, AND ENROLMENT

1.   Registration

Students' registration for a particular term (trimester/semester/summer/academic year) is conducted before enrollment according to the respective departments' schedules. New students shall register with the department by accomplishing the

reservation form and paying the corresponding non-refundable reservation fee, which shall be deductible from the enrolment fee.

2.   Pre-Enrolment Evaluation

Before enrollment, all students must undergo the pre-enrollment evaluation through the School Information Service (SIS) portal by logging in to their accounts. Students select the courses they intend to enroll in the following term.

The "officer of the day" evaluates the selected courses, grades, and compliance of the pre-requisite courses.

3.   Enrolment

3.1 New students with approved applications for admission may proceed with their enrollment during the designated schedules.

3.2 Continuing students (old students) must first undergo the online pre-enrollment evaluation by logging in to the School Information Service (SIS) portal at edp.usjr.edu.ph before enrolling during the scheduled enrollment period.

3.3 Transferees shall submit a duly accomplished application form to the Special Admissions Committee (SAC) thru the Student Affairs Office of his intention to transfer.   After approval of SAC's application, the applicant shall log in to the new applicants' SIS portal and proceed to the enrollment process.

3.4 Returnees must first apply for Official Subject Evaluation (OSE) from the Registrar's Office at least one week before enrollment. Submit online the requirements (OSE and Certificate of Good Moral Conduct) school admission committee for evaluation and processing.

3.5   Students who intend to shift to a new degree program must first apply for pre-enrollment evaluation thru their SIS account before enrolling in the desired new degree program.

The enrollment schedules, requirements, qualifications, and the step-by-step guide on the process and other enrollment-related concerns are posted at the USJ-R website and the USJ-R Official Facebook Page.

APPENDICES

APPENDIX 1

Categorization of Learners Survey

Name: _____   Date: _____

Time of Class: _____   Course: _____

Teacher: _____

Introduction: *This evaluation tool assists the teachers/faculty members of the University of San Jose - Recoletos in determining the three types of students based on their internet accessibility and technology availability.*

Instruction: *Kindly answer the following questions by putting a checkmark on whichever statement applies to you.*

1. What is your level of connectivity at home?

_____ **Full access** (can easily open and download videos, join virtual meetings and conferences without connection disruption)

_____ **Limited access** (can open and sometimes download pictures and PDF files, but can hardly join virtual meetings and conferences)

_____ **No access** at all

2. What is your internet connection in your residence?

____ Wired (e.g., DSL, Fiber)

____ Wireless (Broadband, pocket Wi-Fi, and the like.)

____ Cellular Data

3. What gadgets or technology tools are available at home to conduct online classes?

____ Smartphones

____ Laptop

____ Tablet or iPad

____ Desktop

____ Others, please specify

_____

_____

4. What modality of learning will you prefer?

____ Synchronous Learning (learning that happens in real-time in a specific virtual place through a specific online medium at a specific time)

____ Asynchronous learning (learning that happens on a scheduled basis where students are provided contents and learning tasks that they need to accomplish based on their pacing)

____ Modular Approach (refers to a learning delivery where learning takes place when the teacher and the students are geographically remote from each other during instruction. The learners use self-learning modules in print and digital format.)

The Basis for Evaluation:

HIGH-LEVEL TECHNOLOGY	In this category, students are classified as those who have full access to internet connections. They can rely on fast Wi-Fi networks to access, browse, or surf the web using the internet.
MIDDLE-LEVEL TECHNOLOGY	In this category, students are classified as those who have LIMITED access to internet connections. Most of the students under this category do not have their Wi-Fi network. Sometimes, they rely on mobile data in which the speed depends on the location they are in.
LOW-LEVEL TECHNOLOGY	In this category, students are classified as those who do not have access to the internet at all. Students at this level are advised to enroll upon the return of actual face to face learning as courses demand high level and mid-level technology requirements.

APPENDIX 2

ORGANIZATION FORMS OF ONLINE TEACHING

Time	Types of Organization	Technical Means	Learning Resources	Learning Content	Requirements for Teachers and Students	Expected Outcome	Potential Risk
Synchronous Instruction	Live streaming teaching	Live streaming platforms	Existing teaching courseware/ lecture notes	Virtual Face-to-face teaching contents	Teachers should be capable of using live streaming tools for online teaching. Students should be focused for a long time in front of the screen.	Focused teaching in e-classroom	Require adequate network bandwidth, low real-time online discussion, and communication, poor student experience
	Online real-time interactive teaching	Classroom interaction software	Learning materials and guidance questions should be provided before the class	Key and difficult points in teaching	Teachers should be capable of guiding and organizing online interaction. Students should actively communicate with teachers online.	Face-to-face discussion and communication	
	Online self-regulated learning with real-time interactive question and answer (Q&A)	Online learning platform and real-time interactive tools	MOOC's of others or oneself, or self-made courses	Rich learning resources and complete learning activities	Teachers should be capable of producing course resources, such as making videos and designing online learning activities. Students should have strong self-regulated learning abilities.	Improvement of students' self-regulated learning abilities	Students lack a sense of collective belonging, and students with lower self-regulated learning abilities are easy to fail behind.
Asynchronous Instruction	Online cooperative learning guided by teachers	Online learning space, online collaborative learning platforms, and learning analysis tools	Featured websites, databases, and learning tools	Individual activities and group activities, individual task and group task	Teachers should be capable of diagnosing problems based on data analysis results and giving guidance in time. Students should collaborate with others and conduct self-regulated learning.	Improvement of students' cooperative learning abilities	There is a vast difference in learning outcomes between different groups. A few students do not actively participate in it.

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APPENDIX 3

INSTRUCTIONAL AND SOCIAL ORGANIZATIONS OF LEARNING

Instructional Organizations of Learning	Social Organizations of Learning Activities
Lecture Also known as direct instruction. The Direct Instruction teaching strategy mainly focuses on teacher-directed approaches and is the most commonly used teaching method. Here, the content needs to be prepared and organized in advance. Also, the instructor needs to be aware of student requirements for the lessons or sessions. This strategy effectively imparts knowledge to students in a stop-by-step structured way and involves active student participation.	**Independent Study** Independent study encompasses a range of teaching methods that develop student skills like initiative, self-belief, time management, and self-improvement. Students are encouraged to undertake a planned activity under the supervision of a teacher or guide. It also involves group study or learning with an assigned partner. These methods are designed by the teachers carefully to address the specific requirements of a group. A teacher needs to plan the process of feedback collection, monitor performance, and provide the appropriate resources for independent study.
Case Study A detailed analysis is made of some specifics. Exciting event or series of related events so that learners will better understand its nature and what might be done about it. For example, learners in a technology lab might investigate skateboarding war and tear on public works. Another class might look at cases of digital technologies and privacy.	**Cooperative Learning** Learners are grouped into four to six. Sometimes the groups are as diverse or heterogeneous as possible. In such cases, group members are often rewarded for the group's overall success. Student groups might be given a teacher presentation on the division of fractions. They would then be given worksheets to complete. Team members would first help and then quiz one another. Cooperation involves interdependence. Roles and responsibilities are clearly defined but are open for negotiation. This method of collaboration brings with it a strong sense of accountability.
Debate It is a form of discussion whereby a few students present and contest varying views concerning an issue. For example, students could take different positions and debate an issue "Should rights to free speech on the internet be extended to students in schools?	**Collaborative Learning** Students' progress personally while collectively working towards a common goal. Students are accountable to one another and, with appropriate direction, will self-manage this. Learners learn to better work with others having different individual differences (i.e., cultures, styles, and the like.)
Discussion Discussions occur when a group assembly communicates with one another through speaking and listening about a topic or event of mutual interest. To illustrate, a group of learners convenes to discuss what it has learned about global warming.	

Student-led Discovery Students are given responsibility for particular topics and delivery methods. Students can choose how they want to research the material and then present it to the rest of the class in an engaging way.	
Experiential Learning Experiential learning focuses more on activities that require the students to apply their experience to other content. It is more about the process of learning rather than focusing on the content. Students participate in the activities, reflect and share their experiences, analyze, infer the solutions, and formulate plans to apply their learning in new situations. Teachers need to provide the environment for learning and encourage the students to be active. You also need to have back-up plans for activities in case of problems.	
Academic Games Competition Learners compete with each other one-to-one or team-to-team. This strategy determines which individual or group is superior at a given task. Some familiar games are "spelldowns" anagrams, technology trivia, Odyssey of the Mind, or project competition. Commercially available, academic computer games are also prevalent.	
Brainstorming Learners are asked to withhold judgment or criticism and produce many ways to do something, such as resolve a problem. For example, learners may be asked to think of as many ideas as possible to eliminating world hunger. Once a large number of ideas have been generated, they are discussed to see their feasibility.	
Drill and Practice A form of independent study whereby, after the teacher explains a task, learns practice it. For example, after students are shown how to use Ohm's Law, they are asked to make calculations of current, resistance, and voltage. A form of independent study whereby, after the teacher explains a task, learners practice it. For example after students are shown how to use Ohm's Law, they are asked to make calculations of current, resistance and voltage.	

APPENDIX 4

CLASSIFICATION OF LEARNING METHODS FOR DIFFERENT PARTICIPANTS

Participants	Learning Behavior	Cognitive Level	Educational Scenario
Individuals	Self-regulated learning based on video-on-demand live streaming	Lower-level learning	Fast acquisition of factual contents of all disciplines
	Self-regulated learning based on disciplinary tools	Lower-level learning Higher-Level learning	Accurate mastery of factual content of specific discipline and learning of experimental operation skills
	Autonomous and exploratory learning based on learning resources websites	Higher-Level learning	Learning of interdisciplinary. Open and comprehensive themes
	Self-regulated learning based on terminal devices	Lower-level learning Higher-Level learning	Learning of experiential content of skills requiring a high demand of learning scenarios of experience
Groups	Group discussion based on social media//online forums	Higher-Level learning	Learning of controversial topics or open questions, and the acquisition of emotional attitude
	Online group collaboration based on collaborative learning tools	Higher-Level learning	Tasks or topics that can be completed in a short period
	Inquiry learning based on project/topic	Higher-Level learning	Tasks or topics that require a long period to complete, covering a wide range of complex operations
Communities	Collaborative constructions of knowledge based on learning community	Higher-Level learning	Acquisition of complex concepts or cutting-edge knowledge, as well as that of emotional attitude

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APPENDIX 5

STUDENT'S NETIQUETTE GUIDELINES FOR ONLINE CLASSES

A student needs to recognize that certain behaviors in a virtual classroom are expected, especially in communicating or interacting with students and the teacher. The following are the guidelines for online classes:

1. **Attend virtual/online sessions regularly.**

    Be accountable for students' learning. Make sure that all virtual sessions set are available and known to all students. These meetings are essential avenues that help students to unlock difficult concepts or topics and to make clarifications from you regarding the given assignments/tasks. Before starting the session, log in to the virtual room to have ample time to fix technical issues.

2. **Observe proper dress code.**

    Wear appropriate attire as if you are attending the class physically. The teacher may request to share your screen through video to engage in the discussions.

3. **Choose a good location.**

    Look for an area conducive to the teaching-learning process, which also provides the best internet connectivity. Likewise, ensure no distractions and inappropriate background within the workspace while the virtual session is ongoing. Make sure that no other individuals are visible on the camera.

4. **Mute your microphone.**

    If there is no quiet place for the virtual session, the teacher should be informed about the situation through the chatbox. In this case, the

microphone should be muted the whole time except when requested to participate.

5. **Engage fully.**

   Focus your attention on the class and be an active learner. Engage in the learning session fully to ensure optimum learning out of the virtual/online session. Avoid side conversations with other individuals through other means of communication.

6. **Stay on topics.**

   Raise questions and comments relevant to the topics at hand and the learning objectives of the day.

7. **Respect opinions.**

   If there is a need to disagree during discussions/interactions, show respect, acknowledge the argument's valid points, and be tactful with your comments.

8. **Use small letters in posts.**

   Do not type your posts in ALL CAPS. You will look like you are shouting.

9. **Observe proper decorum.**

   Whenever there is an opportunity, show courtesy and say the magic words like "good morning," "please," "excuse me," and "thank you."

   At all times, observe propriety in both conduct and appearance (e.g., no smoking, drinking alcoholic beverages).

10. **Reach out to your teachers.**

    Do not hesitate to reach out to your teachers during their designated consultation time. They are always ready to help, even virtually.

11. **Ask permission for recordings.**

    Unless authorized, screenshots and recordings of the virtual session are strictly prohibited. They are tagged as highly confidential. If permitted, the recordings are only for personal consumption and can only be stored within a specified duration.

12. **Request to upload a discussion.**

No one can upload class discussions on the internet unless permitted to do so by the University's proper authorities.

13. **Use the learning platforms appropriately.**

It would be best to interact with other individuals in the virtual classroom environment provided for this purpose. Do not attempt or aid any attempt by another person, to interact with other individuals outside of the virtual learning environment.

14. **Do not share personal data.**

The sharing of personal data of anyone in the virtual class is prohibited. These data include telephone numbers, email addresses, photos, and the like.

15. **Check email and other posts.**

Check your email and other posts regularly for updates. The teacher may have some clarifications concerning the discussion during the virtual session or maybe giving further instructions for the assignment.

16. **Adhere to the University Rules and Regulations.**

In a virtual class, observe proper behavior based on the guidelines stipulated in the Student Manual.

APPENDIX 6

TEACHER'S NETIQUETTE GUIDELINES FOR ONLINE CLASSES

Virtual etiquette or "netiquette" is a code that concerns "good" behavior for any communications or interactions online. Every teacher is expected to observe proper netiquette in conducting online classes. The following guidelines must be observed during the virtual/online classes:

1. **Attend virtual/online sessions regularly.**

    Be accountable for students' learning. Make sure that all virtual sessions set are available and known to all students. These meetings are essential avenues that help students to unlock difficult concepts or topics and to make clarifications from you regarding the given assignments/tasks. Before starting the session, log in to the virtual room to have ample time to fix technical issues.

2. **Observe proper dress code.**

    Wear appropriate attire as if you are attending the class physically. The teacher may share the screen through video to engage the students in the discussions.

3. **Choose a good location.**

    Look for an area conducive to the teaching-learning process, which also provides the best internet connectivity. Likewise, ensure no distractions and inappropriate background within the workspace while the virtual session is ongoing. Make sure that no other individuals are visible on the camera. Other members of the family/household should also be informed to get their support and cooperation.

4. **"Mute" is a NO…NO… for teachers.**

The teacher is expected to have the microphone switched on during the entire duration of the virtual session. He/she is not excused for having a location with many noise distractions. One is accountable for the optimum learning of students in a particular virtual/online session. The location serves as the instruction area where learning must be conducive.

5. **Engage fully.**

Be a facilitator. Engage in the learning session fully to ensure students' optimum learning out of the virtual session. Avoid side conversations with other individuals through other means of communication.

6. **Stay on topics.**

Raise questions and comments relevant to the topics at hand and the learning objectives of the day.

7. **Respect opinions.**

If there is a need to disagree during discussions/interactions, show respect, acknowledge the argument's valid points, and be tactful with your comments.

8. **Use small letters in posts.**

Do not type your posts in ALL CAPS. You will look like you are shouting.

9. **Observe proper decorum.**

Whenever there is an opportunity, show courtesy and say the magic words like "good morning," "please," "excuse me," and "thank you.".

At all times, observe propriety in both conduct and appearance (e.g., no smoking, drinking alcoholic beverages).

10. **Reach out to your students.**

Reach out to your students. Ensure that you are willing to help even virtually. Post your consultation time and make yourselves available during these periods.

11. **Ask permission for recordings.**

Unless authorized, screenshots and recordings of the virtual session are strictly prohibited. They are tagged as highly confidential. If permitted, the recordings are only for personal consumption and can only be stored within a specified duration.

12. **Request to upload a discussion.**

No one can upload class discussions on the internet unless permitted to do so by the University's proper authorities.

13. **Use the learning platforms appropriately.**

It would be best to interact with other individuals in the virtual classroom environment provided for this purpose. Do not attempt or aid any attempt by another person, to interact with other individuals outside of the virtual learning environment.

14. **Do not share personal data.**

The sharing of personal data of anyone in the virtual class is prohibited. These data include telephone numbers, email addresses, photos, and the like.

15. **Check email and other posts.**

Check your email and other posts regularly for updates. The teacher may have some clarifications concerning the discussion during the virtual session or maybe giving further instructions for the assignment.

16. **Adhere to the University Rules and Regulations.**

In a virtual class, observe proper behavior based on the Student and Faculty Manuals guidelines.

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