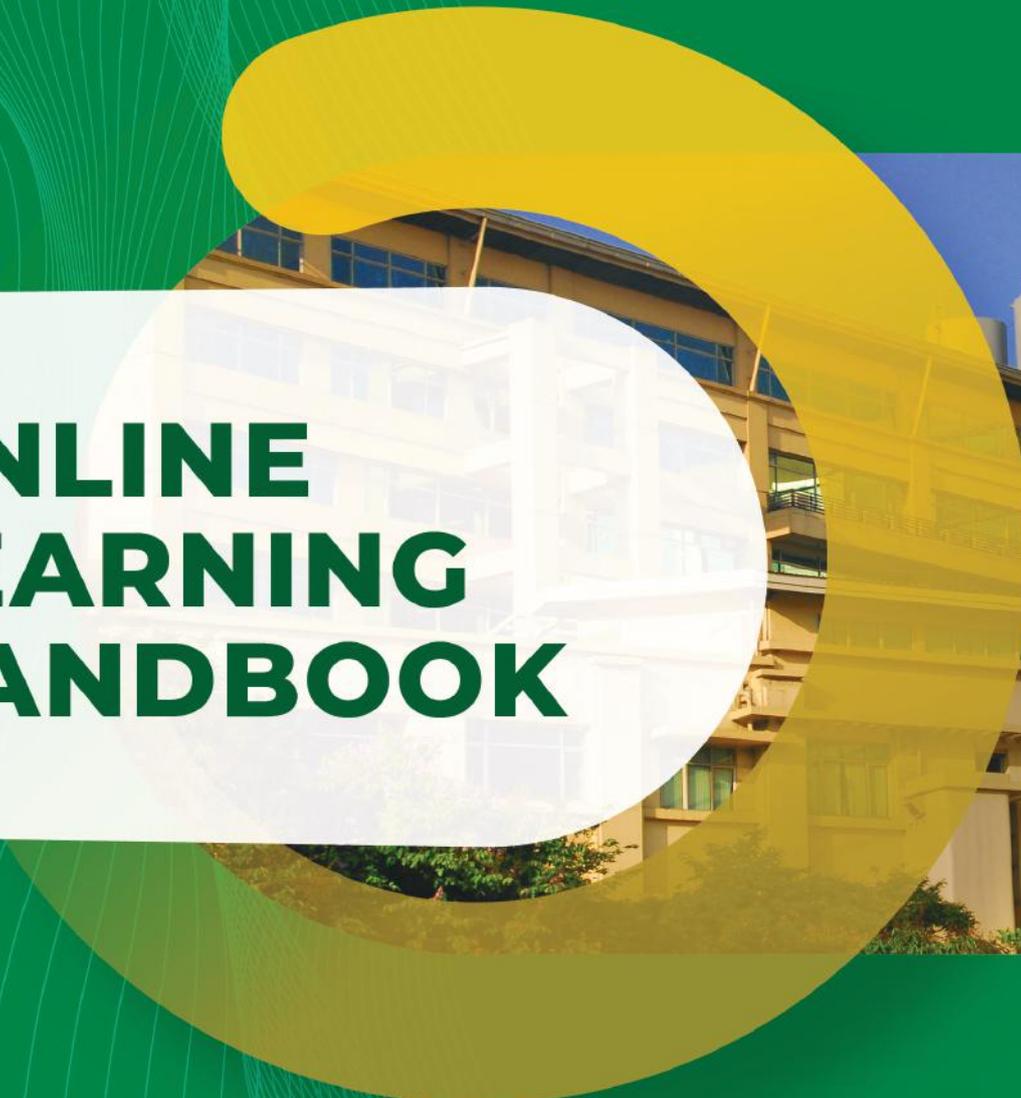


FAR EASTERN UNIVERSITY



**ONLINE
LEARNING
HANDBOOK**

**Committee on Online Learning Handbook
Institute of Education**

PREFACE

The FEU Online Learning Handbook is an initiative of the Institute of Education (IE) supported by the Academic Affairs Office (AAO) and the Center for Learning Enrichment and Research for Students (CLEARS). The handbook is written as a prime resource for faculty members to assist them in their preparation, implementation, and evaluation of their online classes. Due to the disruption caused by the COVID19- pandemic in schools and colleges, this handbook is written to provide practical solutions and strategies with sound pedagogical principles in conducting and evaluating online classes. However, much of what is written in this handbook is useful to any faculty who would like to venture into online learning even beyond these trying times.

The handbook is divided into three parts:

- » Part 1 presents the overview of Online Learning, its context, benefits for both faculty and students, the FEU's model of online learning, and the official Learning Management System (LMS) of the university.
- » Part 2 presents the procedures for preparing and conducting online classes. It is subdivided into three important parts.
 - Preparations for online classes
 - Facilitating online classes with emphasis on instructional design models
 - Strategies in assessing students' learning in online classes.
- » Part 3 expounds on how to address technical difficulties during online learning. It presents other education technology tools that can help both faculty and students in teaching and learning.

The writing of this handbook is in support of FEU's commitment to provide quality teaching and learning to its students. Ultimately, this handbook may provide assistance to the administrators, faculty members, the students and their parents in all of FEU's member schools.

Harold John D. Culala
Dean, Institute of Education
Far Eastern University

CONTRIBUTING AUTHORS

Harold John D. Culala is a faculty in the IE Undergraduate Programs under the Curriculum, Teaching, and Learning (CTL) area and currently the Dean of the Institute of Education.

Joseph R. Jintalan is a faculty in the IE Undergraduate Programs under the CTL Learning Area and currently the Program Head of the Undergraduate Programs of the Institute of Education.

Leo G. Cabanza II is a faculty in the IE Undergraduate Programs under CTL Learning Area.

EDITORS

Maria Teresa Trinidad P. Tinio is the Senior Vice President for Academic Affairs of FEU and a faculty of Language and Literature Department of the Institute of Arts and Sciences.

Joventina Destura-Madriaga is the Director of the Center for Learning and Enrichment and Research for Students and a faculty of IE Undergraduate Programs under Language and Literature Education Learning Area.

LAYOUT

Mary Jane Corillo

Mary Joy You-Flight

Reyjohn Mark Sangcap

TABLE OF CONTENTS

01 TEACHING AND LEARNING ONLINE: AN OVERVIEW 4

- » What is online learning? 5
- » What are the benefits of learning online? 6
- » What are the benefits of teaching online? 7
- » What is the model of online learning in FEU? 8
- » What is Canvas? 17

02 PREPARING FOR ONLINE TEACHING 20

- » Preparing to teach online (training on Canvas) 20
- » Preparing students to learn online (training on Canvas) 22
- » Structuring an Online Course 26

03 FACILITATING TEACHING AND LEARNING ONLINE 34

- » Teaching and learning activities for declarative knowledge 35
- » Teaching and learning activities for functioning knowledge 39
- » Activities that create community 41

04 ASSESSING STUDENT LEARNING ONLINE 44

- » Assessing and grading declarative knowledge 45
- » Assessing and grading functioning knowledge 46
- » Presentation and Performance-based assessments 46
- » Assessing Collaborative Learning in an Online Environment 47
- » The SpeedGrader as feedback mechanism 48
- » Use of Google Drive for Feedback 50
- » Turnitin use in SpeedGrader 50

05 HANDLING TECHNICAL ISSUES IN ONLINE TEACHING 52

- » Helping Students Troubleshoot Technical Issues 53
- » Other EdTech Tools for Online Courses 54

REFERENCES 60

DEFINITION OF TERMS



ASYNCHRONOUS COMMUNICATION

Sharing of data among individuals without the necessity to respond promptly.

CLOUD-BASED

A storage for digital applications organized and processed from remote servers hosted via the Internet.

DECLARATIVE KNOWLEDGE

Content knowledge resulting from research. It is the kind of knowledge obtained from books and declared by teachers in their lectures.

DISCUSSION BOARD

An online bulletin board where users can post messages and expect responses.

DISCUSSION THREAD

An exchange of written comments from participants in an online forum.

FUNCTIONING KNOWLEDGE

Knowledge that puts into work the declarative knowledge by demonstrating higher order skills such as analyzing, creating, and evaluating. This kind of knowledge utilizes content knowledge to solve problems, design plans, and make decisions.

GOOGLE DRIVE

Free cloud storage service which allows users to keep, access, and retrieve files online.

LEARNING ANALYTICS

Data generated from collecting, measuring, analyzing, and reporting the student's learning in the online environment.

LEARNING MANAGEMENT SYSTEM

A tool for organizing learning activities and resources. It contains all courses being taught in a particular term as well as the activities therein which constitute the delivery of the school's product.

LIVE CHAT

A form of technology that permits users to interact with one another virtually.

SYNCHRONOUS COMMUNICATION

Real-time sharing of information or knowledge

WEB CONFERENCE

Virtual meeting between two or more users using several platforms in the internet.

TEACHING AND LEARNING ONLINE: AN OVERVIEW

Even prior to the quarantine brought about by the COVID19- pandemic, there had already been an awareness of the need to modify the way we teach and learn, accounting for advances in information and communication technology. FEU had been aware of this and as early as 2012, efforts had been made to develop a comprehensive learning management system (LMS) via Moodle. The extensive use of a learning management system, however, was able to take root only in 2015 through extensive training and promotion and through the adoption of Canvas as the FEU LMS.

Before the 2020 pandemic, the FEU community used the LMS as a platform where readings and other inputs, assignments, assessments, messages, announcements, conferences were hosted and exchanged. Learning analytics and monitoring of engagements were also possible through the LMS. The 2020 pandemic, however, forced us to use the LMS, for the first time, as the exclusive delivery system for teaching and learning. This experience opened new knowledge about online teaching and learning readiness, student openness to and ability for online learning, assumptions about the effectiveness of the LMS learning platform, and assumptions about the similarity and differences between online and face-to-face learning.

This handbook is therefore intended to define online learning, describe its relation to effective teaching and learning, and articulate policies and guidelines related to its implementation.





What is **online learning**?

Online learning is a faculty-delivered instruction which immerses students into interactivity through the use of the internet and technology-assisted methods. It requires designing of pedagogy that facilitates students' engagement as active and reflective learners. This is done by creating courses that allow students to interact online and use their content-knowledge to demonstrate different skills relevant to their program. It is highly dependent on the process that takes place using technology rather than solely on the availability of technology. While modality is changed, online learning as a process still adheres to quality standards of teaching and learning. Adapted from the course design standards of the National Education Association (2006), the following characterize online learning:

» **INSTRUCTOR-LED**

An online teacher facilitates classes in a virtual environment by identifying expected learning outcomes, planning and implementing online teaching-learning activities, and providing timely assessment and feedback mechanism. Further, the teacher assures success in a virtual environment by making sure students stay on task.

» **STUDENT-CENTERED**

Students in an online class can utilize their acquired base-knowledge, combine it with new information, and arrive at a synthesis. They engage in activities that allow them to co-create knowledge along with their teacher and fellow students.

» **ALLOWS COLLABORATION AND MAXIMIZES PARTICIPATION FLEXIBILITY**

To allow co-creation of knowledge among members of the class, online learning fosters a community through small-group activities and team projects that promote collaboration and maximize participation. Provision for flexible student engagement is done through synchronous and asynchronous approach.

» **DEVELOPS 21ST CENTURY SKILLS**

Online learning fully utilizes the virtual environment to capacitate students to demonstrate 21st century skills, primarily information and communication technology skills and critical thinking skills.

» **REQUIRES CLEAR AND CONCISE COURSE DESIGN**

Expectations from students are clearly articulated in online learning. Teaching-learning activities, as well as assessment and feedback mechanism, are strictly aligned to the course expected learning outcomes, and specific set of directions on how to navigate all available virtual resources are provided to students.

» **IMPLEMENTS VARIED AND MEANINGFUL ACTIVITIES**

Online teaching-learning activities should be varied to address differences in students' learning styles and to accomplish both the course and program expected learning outcomes. For example, asking students to use graphic organizer would make sense if one of the target learning outcomes is for them to organize and navigate information. Likewise, online presentations are appropriate if the desired learning outcome is to develop students' ability to articulate understanding and foster critical thinking skills.

» **INCORPORATES BEST PRACTICES**

Online teaching-learning is research-informed. Course planning and implementation as well as assessment incorporate best practices based on recent findings in studies on pedagogy.

Online learning can be done synchronously or asynchronously. Synchronous approach (e.g. live chat and video/audio conferences) requires both the teacher and the learners to be online at an appointed time. On the other hand, asynchronous approach (e.g. discussion forum, assignment submission) allows students to complete a coursework at their own pace but within a given timeframe.

The success of online learning, whether synchronous, asynchronous, or the combination of both, is not solely dependent on the quality of electronic content but rather on the interactive nature of the courses whose success rests on the students' independent and collaborative work, on the proper moderating and assessing of interaction, and on the choice of appropriate technology by the teacher. This kind of learning situation is where learners engage with course content, with the teacher, and with fellow students, through which they become active and reflective learners.



What are the **benefits of learning online?**

The educational opportunities brought by learning online include the following:

» **INCREASES ACCESS TO INFORMATION**

Online learning increases access to information and enables formation of communities despite physical distance. It also allows students access to global learning resources.

» **DRAWS OUT STUDENTS' BASE KNOWLEDGE AND INTERESTS**

Through the technological tools used in the virtual learning environment, online learning engages students by drawing out their base-knowledge and interests. It further caters to different learning styles and helps students to become versatile learners.

» **MAXIMIZES COLLABORATION**

Online learning promotes collaboration to maximize interactivity allowing students to be more active participants in their learning process by co-constructing knowledge with their teacher and co-learners. One example of learning management feature that allows collaboration is an LMS-integrated OneNote where a group of students can work on a common output and view other members' contribution to the tasks.

» **ALLOWS FLEXIBLE PARTICIPATION**

Students who need more time to process information are given ample time through asynchronous participation in online learning activities. Thus, more students are able to join the conversations as these online learning activities do not require real-time responses, but rather provide a timeframe for students to participate. Threaded discussions are examples of these activities.

» **PROVIDES FLEXIBILITY OF FEEDBACK**

Online learning is supported by communication channels that allow learners to view detailed and specific feedback from the teacher. The feedback mechanism may be asynchronous to benefit learners who may have logistic concerns. Emails, inbox messages, and annotations are examples of these channels.



What are the **benefits of teaching online?**

Teaching online offers the following opportunities:

» **EXTENDS ACCESS TO RESOURCES**

Through online modalities, teachers are given access to professional and scholarly resources that they can use in their classes. The EBSCO hosting feature is an example of this extended access.

» **PROMOTES PROFESSIONAL LEARNING COMMUNITIES**

Since interaction in online learning can be recorded, the faculty may share practices that can be replicated by their less experienced members through peer mentoring, a practice that creates professional learning communities among teachers.

» **ALLOWS WORK FLEXIBILITY**

Just like students, teachers are able to enjoy the convenience of teaching online at selected hours for as long as they do it within the specified timeframe and still effectively facilitate interactivity among students. The calendar feature of Canvas is a tool that helps teachers achieve flexibility in their schedule of online teaching.

» PROVIDES OPPORTUNITIES TO INNOVATE

Teaching online provides opportunities to re-think ways of teaching and to adopt innovative modalities in teaching traditional courses mainly through the use of technology-assisted methods. Such modalities also facilitate giving of feedback and computing student grades.



What is the **model of online learning in FEU?**

The university follows a model of online learning that blends face-to-face instruction and online learning using Canvas, its official learning platform. A blended learning model may mean a number of things. It may mean a blend of classroom meetings with online learning or it may mean full online learning with a blend of synchronous and asynchronous class engagements. During a pandemic, full online learning that combines synchronous and asynchronous learning will be adopted. Otherwise, a combination of classroom and online learning will be adopted, though a number of full online classes may be offered.

The essential difference between online learning, whether partial (blended) or full, whether synchronous, and especially when asynchronous, is the demand on the student for more independent and disciplined learning. Going online does not mean the mere transplanting of the traditional classroom into an e-conference or webinar. It means that some of the learning will have to take place outside of the classroom. While learning, even in a traditional setting, often does happen outside the classroom, with an online arrangement, it will happen even more. The usual teacher-presence/supervision of 3 hours a week and 54 hours a semester may be reduced to half of that or even less. Students who elect to participate in online learning have to embrace their own agency and locus of control as learners; they have to embrace fully the idea of active learning.

Most of what is explained here are the best teaching and learning practices that apply whether engagement happens online or in the classroom. Nevertheless, since online learning demands more independence from the students, teachers have to be more deliberate and clearer about course dynamics and assessment procedures.

ROLES OF INSTRUCTOR ONLINE

In any environment, face-to-face or online, the roles of faculty remain the same as the goals of learning fundamentally stay the same. However, there are certain tasks peculiar to the virtual learning environment. The Hanover Research Council (2009) identifies areas in the instructional process where the role of online teachers are couched: (1) planning and development; (2) teaching in action; and (3) student assessment and data evaluation. The teacher's roles can be categorized into the following:

» INSTRUCTIONAL DESIGNER

Planning and developing the course is crucial to the success of online learning, central to which is the teacher's choice of sound pedagogical principles and appropriate technology. Thus, the faculty should attend to the following tasks:

- *Allot ample time for course planning before the semester begins.*

Developing online courses can be time-consuming due to the technical preparations involved on top of the organization of course components like learning outcomes, tasks, and assessment activities. In the absence of adequate preparation for the said course components, the learners may become confused or may lose interest in the course.

- *Carefully identify the course expected learning outcomes.*

Designing the online course is anchored primarily on the expected learning outcomes and secondarily on the availability of technological tools. Thus, the faculty should ascertain how the course learning outcomes can help achieve both the program and university learning outcomes. The course learning outcomes should indicate a demonstrable student behavior/performance in a specific context.

- *Properly organize the course topics.*

Course topics may be organized by modules or by reading materials following spiral progression of concepts. The tasks in each topic should be bunched up into reasonable parts to help students manage their time in self-paced and collaborative learning.

- *Create contexts and teaching-learning activities that will allow students to demonstrate the expected learning outcomes.*

A situation or context is a combination of circumstances for which a set of teaching-learning activities is created. One example of a situation is a lecture which may include activities like video-streaming, note-taking, question storming, and think-aloud modeling. While video-streaming can be a situation for students to acquire base knowledge, the ensuing teaching-learning activities allow students to demonstrate the expected learning outcomes by applying their acquired base knowledge.

- *Design assessment tasks for each teaching-learning situation.*

Assessment activities are designed to determine whether students are performing and achieving the expected course outcomes. Identifying which of the tasks are formative or summative, graded or not graded, reinforcement or enrichment, will help teachers in organizing the course and guide students in managing their time. Of importance in planning assessment tasks are the rubric to be used as basis for grading as well as the feedback mechanism.

- ***Choose appropriate technological tools.***

Assessing which technological tools and learning management system features can support the conduct of teaching-learning activities is needed to ensure that the use of any technology in the course has a clear purpose. The right choice of online tools and features puts to good use the teacher's and students' time and skills.

- ***Practice reasonable chunking and spacing of assignments and assessments.***

Chunking assignments and assessments into manageable pieces with clearly articulated timeframe creates a space for students to receive feedback from the teacher before they proceed to the next part of the module.

- ***Design reinforcement modules.***

Asynchronous learning may not be suitable especially for the underperforming students who need more guidance from the teacher. Therefore, it is necessary to develop reinforcement modules for synchronous mode of learning.

- ***Allow flexibility in course design.***

This gives the teacher enough time to address unforeseen technological or logistics problems.

- ***Prepare a course information booklet (CIB)/outline.***

The course information booklet/course outline serves as the teacher's and students' course guide. It should include the expected learning outcomes, topics with the corresponding learning materials, teaching-learning activities, assessment mechanism, and assignment due dates. Class policies also form part of the CIB. These can include web etiquette and the policy on academic integrity.

- ***Communicate instructional plan to the students.***

All plans to be actualized in the online course should be communicated to the students. This will clarify expectations from the beginning and will ensure that both students and faculty agree on how the class will be delivered. Class orientation can be done synchronously and asynchronously in different forms of electronic content (e.g. video conferencing, video upload, created FAQ page).

» **COURSE FACILITATOR**

The presence of a teacher in an online class is needed to mitigate many students' unwillingness to engage in online learning. Different learning management system features and other communication channels can be tapped to increase teacher's visibility and consequently cultivate motivation and higher levels of

affective learning. The following tasks are to be carried out in facilitating online learning:

- **Articulate to students how the online course will be carried out.**

Emphasizing the essentials of the instructional design to students will ensure that they know from the start what to expect from the course. It also allows students to negotiate with their teachers on certain elements of the course. Other information related to online learning that a facilitator should explain to students include the following:

- a. Difference between online learning and the traditional classroom.**

It is important to emphasize the amount of time needed for taking an online class and the importance of working independently. For instance, since tasks in online classes are mostly written, students should allocate additional time to type comments in discussion forums. This is different in a traditional classroom where students can just raise their hands and voice out their comments.

- b. Difference between online and face-to-face communication.**

The faculty should explain to students the difference between communicating online, especially asynchronously, and communicating face to face. Consultation details and setting up of communication channels should be discussed to students at the start of the semester. This will help them identify the means of communication available to them.

- c. Extensiveness of reading and writing in an online course.**

Because most class assignments are done in the written format with no opportunity for class questions, teachers should explain class assignments thoroughly in online courses. They should impress upon students the importance of being careful readers in order to ensure that they understand the instructions and assignments posted.

- **Moderate teaching-learning activities using students' baseline knowledge.**

Teachers should pick activities that are within the students' background knowledge. Ideas may be processed with the teacher facilitating discussion sessions or through dialogue via synchronous and asynchronous methods to deepen students' learning experience. Discussion questions should be varied and arranged according to level of complexity.

- **Facilitate group activities to encourage collaboration.**

Teams of students with diverse backgrounds may be created to encourage cross cultural interaction. Teachers may provide learning materials that invite different views to allow students within the group to discuss conflicting perspectives. In preparation for the interactions, the teacher should be ready with guided-discussion questions ranging from interest- and attention-getting questions to expression- of- criticism questions that would guide students on the flow of their online group activity.

- ***Monitor students' progress.***

The learning management system has features that enable teachers to track the progress of students. These features allow the teacher to identify who among the students have not logged in or have not been on-board for a certain period, in which case, the teacher may contact these students to verify if they are experiencing technical difficulties.

- ***Identify communication mechanisms with students.***

Teacher-student communication online learning can be written or oral, synchronous or asynchronous. Outside of the learning management system, communication channels like emails, SMS, and other channels can also be used. Aside from communicating instructions, resources, and feedback, teachers may also reach out to students to remind them of appropriateness of language in virtual communication. This, however, should be done using non-discriminatory/non-offensive language and seriously considering cultural diversity.

- ***Communicate to appropriate departments/units for concerns which need specialized attention.***

The faculty must be sensitive to students experiencing cyber anxiety. If such case occurs, the teacher should communicate to the Guidance and Counselling Office for further advice. Similarly, students with violations of the academic integrity policy should be referred to the Student Discipline office.

- ***Answer students' queries about technology used in the course.***

Despite the teachers' best effort to provide clear instructions, queries on the technology used in the course may arise from some students. Hence, they should be able to address those basic issues or refer them to the Information Technology System (ITS) or Educational Technology Department if the problem is highly technical.

» **COURSE ASSESSOR**

The teachers' role as course assessor in online learning is also crucial in shaping students into active and reflective learners. Central to this role is the giving of feedback which can make or break the students and can usher them as they journey from one phase of learning to another. Thus, in the course of assessing learning, teachers do the following:

- ***Provide multiple opportunities for graded assessments.***

Multiple assessment activities should gather information on students' progress with respect to the target learning outcomes. These activities may be in the form of formative and summative assessments. Note, however, that summative assessments are built from the formative assessments. Hence,

formative assessments should provide opportunities for students to develop and enhance the skills needed to perform the summative assessment.

- ***Be clear about due dates.***

Online learning may have a self-paced learning component, but the teacher should still set deadlines primarily to keep students on track and secondarily for them to avoid procrastination. It is advised that a deadline be set for each assessment activity to allow time for feedback.

- ***Provide criteria for grading.***

Teachers should ensure that students understand how they will be graded. A clear rubric indicating the expected quality of the task should be presented to students before the start of any assessment activity. The rubric may also be used to give credit to students' online engagement (not necessarily in synchronous activities), but the teacher should ensure that students are given equal opportunities to maximize their participation. This can be done by clarifying the parameters and standards of the online engagement.

- ***Provide polite and timely feedback.***

Assessment without feedback renders it futile. The latter is an essential by-product of assessment and evaluation as it informs students where they are situated in demonstrating the expected learning outcomes. But feedback should be constructive. Teachers should avoid humiliating remarks so as not to demotivate students. Feedback should also be timely to help students improve where it is necessary, and for them to be ready for their learning of the succeeding skill sets. Furthermore, teachers are tasked to provide not only quantitative but also both general and individual qualitative feedback. General qualitative feedback are insights for improvement for the whole class to reflect on, while individual qualitative feedback provides specific details for areas that a student needs to work on.

- ***Do a regular review of instructional design.***

Consistent review of the instructional design gives teachers insights on the quality of their teaching and ensures that the program standards are being met. Thus, teachers should review their teaching-learning materials and methods periodically and should be open to students' feedback.

LEARNERS' TASKS AND RESPONSIBILITIES

As online learning also advocates self-paced learning and asynchronous mode of communication, the development of students' independent learning skills and time management skills is central to the course content. It should be known, though, that many students may not readily exhibit skills needed to carry out fully their role in online learning. Below are the students' responsibilities:

- **Practice independent learning skills.**

Through the teacher's guidance, students are expected to engage in extensive reading and writing activities in an online course. Then, they are supposed to use their baseline knowledge obtained from engaging with the course content to interact online and demonstrate relevant skills. Thus, independent learning skills need to be practiced and meaningfully applied by students. Doyle (2008) lists the following independent learning skills:

- a. Analyzing the task**

This includes clearly understanding the goals of the task, identifying its timeline, breaking it into manageable chunks, and making connections between sets of tasks.

- b. Identifying resources and planning actions**

Once the goals of the task are known, the students may proceed to gathering of learning resources followed by planning of actions on how the resources will be used in completing the task.

- c. Taking action based on planning**

This is where students actualize the plan by bringing and using learning resources together and implementing the plan. This also entails self-monitoring how the task is being done and updating the plan as needed.

- d. Assessing actions and revising plan**

Once the task is completed and the entire plan is done, students reflect on the entire process of accomplishing the task and think of a better approach the next time a new learning task will be accomplished.

- **Acquire baseline knowledge.**

In the process of independent learning, students should actively engage themselves with the course content for them to be able to take part in relevant conversations with their teachers and co-learners. Though experience is admittedly a form of baseline knowledge, reading and going over other learning materials give them more opportunities to participate in meaningful teaching-learning activities and online dialogue. Thus, students are tasked to:

- a. Evaluate the quality of sources of information.**

One extremely important skill that a learner should develop is the ability to evaluate the quality of sources of information. They should be able to recognize credible and relevant references, lest they end up as prey to fake or questionable ideas and information.

- b. Make reading a habit.**

Reading is at the core of learning; it allows learners access to the ideas of society's greatest minds. It is a tool for success in school. Hence, it is an essential learning skill for all students. However, readers can only enjoy the

full benefits of reading if their goal for reading is clear enough at the start. Then as they read, they should be able to discriminate between important and less important/unimportant information in the material.

c. Properly organize information.

The ability to organize information from learning materials leads to improved ability to solve problems and answer questions. Students should be able to map information, recognize relationships of ideas such as similarities, differences, or association of concepts and organize them into written reports and other outputs as may be required by the course facilitator.

d. Engage in teaching-learning activities.

Content knowledge gained from reading and other learning resources should be used by students to demonstrate the targeted skills (Weimer, 2013) and to engage in different teaching-learning tasks. Student-led discussions, web resources discussions, and case study analysis are some of the activities that they can engage in to practice their independent learning skills.

e. Be familiar with technology.

Only when students are familiar with the available technology can they use the online medium to their advantage. Being at home with the technology used in the course keeps them connected to their teacher and co-learners and allows them to always be on task.

■ **Manage time for learning.**

Students should manage their time to be able to comply with course requirements within the given timeframe. This can be done by setting one's goals and priorities and using tools such as a timetable or a calendar.

■ **Maximize participation flexibility.**

Online learning supports self-paced learning, but flexibility of participation still works within a given timeframe and does not mean limitless time to do the learning task. Thus, even in asynchronous setting, the student should work towards maximizing participation.

■ **Stay on task.**

Several notification features in an online learning management system can remind students of the tasks they are supposed to accomplish. To stay on task, it is necessary for them to avoid the many distractions during online learning, on top of which is the prolonged presence in social media.

■ **Constantly anticipate feedback.**

Receiving feedback in synchronous and asynchronous methods is essential for learners to know their progress with respect to the target outcomes of the course. Feedback inevitably brings success in learning as it identifies areas that need improvement in the students' learning process.

- **Reflect on one's learning.**

Exploring the learning experience is a form of deepening learning. It promotes understanding of how one learns, how the learned concepts can be applied, and affirms or refutes previously held information.

- **Provide feedback to teachers.**

Learners should also provide feedback on the course content and the teacher. They can freely articulate suggestions on how course delivery can be improved. This will prompt the teacher to continually enhance the course design and thus lead to their optimal learning.

- **Follow online course etiquette.**

Communication in online learning is largely through written text, so it is crucial to follow stipulated course etiquette to avoid confusion and misunderstanding between and among participants.

PEDAGOGY

Teaching in the virtual environment entails the following tasks for the teacher:

1. Emphasizing quality outcomes and specifying learning results

Establishing clear and appropriate expected learning outcomes, and identifying what knowledge, skills, and attitude are embedded in these results, serve as a backbone of designing instruction for online learning. Moreover, the tools or technologies to be used are supposed to support delivery of activities that would allow students to meet the specified learning results.

2. Emphasizing quality outcomes and specifying learning results

Online learning rests on the use of technology but of equal importance is how students are able to use their cognitive processes to achieve the learning outcomes. The online medium, along with its tools and resources, serves as the learning environment where students are able to draw out insights and combine it to their baseline knowledge to synthesize new information and find new ways of solving problems and finding solutions (Willingham 2009).

3. Providing a safe climate for online learning

Reassurance and support are given to online learners to increase their level of motivation to learn. Students' concerns on cyberculture anxiety and clarifications on expectations and online web etiquette should be properly communicated and addressed to assure them of clear policy, structure, and direction of online learning. Students should be part of the collective process of establishing goals and agenda for the course.

4. Making students think through teaching-learning situations

Learning activities should allow students to build on what they already know and use it to demonstrate their thinking and learning skills. Along with experiences, students' baseline knowledge is built from reading and analyzing learning resources. This baseline knowledge is reinforced, clarified, and becomes deepened understanding through their cognitive engagement with the online activities.

5. Drawing out from students' discovery and knowledge construction

A deepened understanding (achieved through interactivity with content and with other participants) helps the student to reconceptualize and therefore connect new learning with the old. This interconnected knowledge fosters learners' cognitive growth.

6. Encouraging interactivity and collaboration between online participants

Since students' baseline-knowledge changes through experience and from their understanding of learning resources, interactivity and collaboration in both synchronous and asynchronous platform promote deep learning as they allow students to articulate their thoughts and view conceptual similarities and differences necessary for constructing and re-conceptualizing knowledge. Moreover, interactivity provides opportunities for learners to deliberate on the task at hand and therefore develops their decision-making skills necessary for their growth as thinking professionals.

7. Making students responsible for their own learning

Independent learning in the online platform allows students to do self-monitoring and regulation by reflecting on how they learn or how to improve their learning.

8. Providing timely feedback synchronously and asynchronously

Through regular feedback using a variety of online communication tools, students are given baseline information on where they are situated and where they are supposed to be headed in relation to the course learning outcomes.



What is Canvas?

Canvas is FEU's official learning management platform. This is an online application that includes various teaching and learning tools. Notwithstanding the availability of other platforms (i.e. social media), the University recommends that all class-related instructions are done on Canvas.

Canvas provides a virtual learning environment which allows teachers to employ a variety of approaches through its featured applications and through integration of other web services and information systems. Just like any other virtual learning environment, Canvas allows running of all or part of a course through its various tools that provide functionality in learning management.

Synchronous learning, where faculty and students meet on Canvas during a designated time, can be facilitated using the following tools:

- a. Live chat
- b. Audio and video conferencing
- c. Timed quizzes
- d. Shared multimedia presentations and online slide shows

Asynchronous learning, which is self-paced, can be facilitated on Canvas using the following tools:

- a. E-mail
- b. Threaded discussions
- c. Announcements
- d. File attachments

The following are other tools available in Canvas:

- » **Account profile** allows teachers and students to upload their picture and provide their relevant personal information.
- » **Announcements** provides notifications to students and can be used to issue reminders or clarify certain tasks to be done.
- » **Assignments** allows online submission of assigned tasks. This tool is accompanied by built-in plagiarism review to allow teachers to verify the similarity index of students' submissions. A comment and an annotation feature are included as well in checking assignments in the form of file entries.
- » **Calendar** allows students and teachers to organize and view previous, current, and upcoming learning tasks for the course. This is helpful for students to anticipate workload and manage their time effectively.
- » **Chat** allows teachers and students to communicate synchronously or asynchronously through text messages. This is similar to social media type of chatting.
- » **Collaborations** allows students to work with their peers towards accomplishing assigned tasks and gives the teacher an opportunity to monitor the progress of their activity.
- » **Conferences** allows students and teachers to communicate synchronously via video- or audio-conferencing.

- » **Discussions** allows students to participate in online dialogue asynchronously. This works well in deepening students' understanding and maximizing participation.
- » **EbscoHost** allows teachers and students to access scholarly references that can be used for learning in the course.
- » **ePortfolios** allows teachers to display and discuss significant submissions and experiences in the course. This can be helpful in making students reflect on their progress.
- » **Files** allows students to view and download all course materials uploaded by the teacher.
- » **Grades** allows both teachers and students to view learning progress in terms of accomplished course requirements.
- » **Inbox** allows teachers and students to communicate asynchronously similar to email messaging.
- » **Modules** allows teachers to design and organize different teaching and learning activities in a sequential order. This is very helpful in instructional designing.
- » **New analytics** allows viewing and tracking of course participants' performance in assigned tasks. This is useful for teachers to monitor students' engagement in the course.
- » **Pages** allows teachers to create electronic content for students' use (Course Homepage; FAQ page). Likewise, the pages can be linked to other Canvas features and web services outside it.
- » **People** allows viewing of participants in the class. This feature can also be used by teachers to form groups for online activities and assignments.
- » **Quizzes** allows teachers to create an array of quiz types to assess students' learning.
- » **Syllabus** provides an overview of the course by showing the course description, activities, and requirements.
- » **SpeedGrader** is the built-in tool in assignment feature which allows teachers to provide annotations on students' submissions.

PREPARATIONS FOR ONLINE TEACHING

Preparing to Teach Online (training on Canvas)

Conducting an online course is not just adapting the traditional classroom context to another medium. Its preparation is not only limited to the improvement of computer literacy among teachers. Indeed, familiarity with video conferences, design and uploading of quizzes, posting of announcements, etc., does not constitute the totality of online teaching. For improved and effective engagement in the virtual environment, teachers must also create learning modules based on certain pedagogical principles such as the ones listed below:

- ✓ *Understand the language of online learning.*
- ✓ *Establish the context of online learning.*
- ✓ *Create a collaborative online environment.*
- ✓ *Communicate effectively.*



UNDERSTAND THE LANGUAGE OF ONLINE LEARNING

Teachers should familiarize themselves with the online infrastructure and the various learning tools of Canvas. Understanding the functions of its features is necessary to support the online course design. The Canvas LMS features allow the following:

- » Customizing user profiles
- » Writing emails and posting announcements
- » Utilizing collaborative workspaces like the Discussions and Collaboration features
- » Customizing contents in the Syllabus, Pages and Modules features
- » Conducting discussions using web conferencing tools
- » Accessing cloud-based materials
- » Recording and uploading audio and video files
- » Creating online quizzes and assignments
- » Navigating the said features via mobile or tablet devices



ESTABLISH THE CONTEXT OF ONLINE LEARNING

In FEU, this comes in the form of a comprehensive course information booklet or CIB and a shortened version of the CIB which we call a course outline. The CIB is usually uploaded on to Canvas and made available to all the students. The shortened course outline is usually prepared and printed out for distribution to the class on the first day to use as a guide for introducing the course to the students.

The CIB for an online course, much

like a CIB for a traditional course, should contain the course description and learning outcomes, the list of reading materials, planned learning activities and required assessments with clear criteria, the rules of engagement, and the policy on academic integrity. A list of sample assessments would also be helpful in making the students understand how they will be measured in accomplishing mastery of the learning objectives.

Online courses are different from traditional courses in that communication in online courses is mostly written and asynchronous. It is necessary, therefore, for the CIB for an online course to be more detailed and it should contain adequate examples. A course outline for an online course need not be prepared unless the teacher plans to have a synchronous meeting to give an overview of the course.



CREATE A COLLABORATIVE ONLINE ENVIRONMENT

Teachers must design a course that fosters online community, an environment that encourages students to be interactive with their teacher and peers. The following are guidelines for establishing a collaborative online environment:

- » Create graded and ungraded threaded discussions in Canvas where students can work with their teacher or their peers asynchronously.
- » Schedule conferences with students to facilitate virtual class meetings.
- » Use Canvas's announcements feature to help students keep track of the recent developments in the course.
- » Have routine interactions with students through emails to provide

them constant individualized feedback on their learning performance.



COMMUNICATE EFFECTIVELY

Online communication in learning management systems is different from the face-to-face engagement in physical classrooms. It is explained in the Guide to Teaching Online Courses of the National Education Association (2006) that written online communication lacks visual and oral cues that give context to the listeners/readers to interpret the speaker's messages. Therefore, teachers should be aware of the possibility of virtual miscommunication. Their use of appropriate language is a must.

For smooth online communication, the teachers should practice the following:

- » Make it a habit to read the message before sending. Ensure that it contains enough context for the reader. Review if it is comprehensible enough. Check if there are any grammatical errors, vague, and confusing statements.
- » Communicate in an encouraging tone. The tone of the message must be supportive. It must encourage students to respond positively. It must not appear as sarcastic or impatient. The message should be empathetic. Teachers should emphasize that students are free to ask questions if there is anything to clarify about the message. They should also set rules for using abbreviations and emoticons.

PREPARATIONS FOR ONLINE TEACHING

Preparing Students to Learn Online (training on Canvas)

Promoting independent learning.

Other students may initially perceive that learning online is “easier” in contrast to learning in a physical classroom. In reality, the workload is considerably heavier as the learning environment requires students to learn additional tasks such as habituating themselves with the learning system and covering learning materials on their own. Such learning conditions may be challenging to the majority of the students. It is therefore necessary for teachers to give students guidance on how to better navigate their learning in an online environment. Students will thrive in an online environment if they develop intellectual maturity, learning skills, and awareness necessary to function as independent learners. The following are guidelines for helping students prepare for online learning:

- ✓ *Consider the circumstances in which the student’s study.*
- ✓ *Describe where students can ask for help.*
- ✓ *Clearly explain student responsibilities.*
- ✓ *Provide opportunity for developing independent learning skills.*



CONSIDER THE STUDENTS’ LEARNING CIRCUMSTANCES

Contrary to Prensky’s (2011) assumption that the current generation of learners are digital natives, not all students are adept in using technology for their learning. Although technology is pervasive in the day-to-day activities of students, some are still relatively new to the online learning environment. It would be helpful to understand under what circumstances the students are learning. What resources do they have at home? What devices do they have access to? How much expertise do they have in using their devices? How stable is their internet connectivity? Do they have available parental support? What distractions do they encounter in doing their tasks? This would be a good opportunity to encourage students to be creative by using what resources they have in their homes.



DESCRIBE WHERE STUDENTS CAN ASK FOR HELP

Unlike physical classrooms, there is limited opportunity for class questions online. Students should be given various means to quickly relay their queries to the teacher. The teacher may do the following practices:

- » Instruct students how to use the canvas inbox for sending personal concerns and questions. Provide a Student Support section in the course outline. It should contain detailed directions on the contact information for technology and academic support services.

- » Provide worksheets with instructions on how to handle technical tasks required for completing the course work. This should also contain definitions of computer terminologies and skills.
- » If necessary, create self-help discussion forums where students could view questions and comments posted by other students regarding the course activities.
- » Utilize the canvas announcement feature to give the class a summary of their concerns and questions.



CLEARLY EXPLAIN STUDENT RESPONSIBILITIES

Clarify with students what their responsibilities are in the online classroom. Emphasize that being responsible for managing learning is not a burden passed on to them by their teachers. Accepting responsibilities serves as an opportunity for students to organize their learning and reflect on what conditions are appropriate in helping them as learners. The more responsibilities the teacher gives to students, the more likely they become independent learners.

As online learners, students are expected to be engaged and competent in performing these basic and complex online tasks:

- » Acquire course materials. Students must obtain the necessary course materials. This involves downloading and storing learning materials such as the syllabus, reading materials, video and audio files in their desktop computer/laptop/tablet/mobile devices.

- » Learn the course modules. Students are responsible for covering each of the learning modules in the course. This includes reading extensively learning materials such as the outline and academic articles, watching video and audio modules, etc.
- » Attend and participate in class. Students have to 'attend' the online components of the course. Attending in an online class could be defined as logging into Canvas regularly and actively participating in the course activities (e.g., conference, quizzes and discussion forums) required by the teacher.
- » Organize and manage schedule. Students must be organized in and must pay serious attention to managing deadlines for their course assignments, quizzes and projects.
- » Communicate online. Students have to utilize all the various means of communication to keep in touch with their teacher and fellow students.
- » Troubleshoot technical issues. Students must learn how to troubleshoot any technical issues that may arise in their learning set up.
- » Fulfill tasks with academic integrity. Students must observe professionalism and honesty in carrying out their academic projects and assignments.

Mutual accountability is also a crucial component for making students take responsibility for learning online. Weimar (2002) explains that the student's decision to learn can only be influenced and not controlled by the teacher. Therefore, it is necessary for teachers to make students understand the logical consequences of their decisions. What would happen if students do not check their emails constantly? Can they

effectively participate in discussion forums if they fail to do the reading? What are the consequences if they seldom communicate with their teachers and peers? Teachers are encouraged to ask students to reflect upon questions like these to encourage awareness of student learning accountability. Imposing only disciplinary consequences e.g., point deduction gives only a superficial understanding of the consequences of their decisions. When disciplinary consequences are emphasized more than the logical consequences, the classroom will turn into a token economy where students will have the tendency to rely on extrinsic motivators to perform in their class (Weimar, 2002). For instance, some students would not see the need to give comments in a discussion thread if participation is not graded. Student's responsibilities must not simply be stated in the class orientation. They should constantly be reiterated by the teacher.



PROVIDE OPPORTUNITY FOR DEVELOPING INDEPENDENT LEARNING SKILLS

To foster an independent learning climate, students should be given plenty of opportunities to experience firsthand learning. Doyle (2008) defines firsthand learning as the capacity of students to convey the information they have acquired from their class activities or from a personal experience to the learning task. This allows students to develop essential skills like solving a problem, efficiently performing a research task and evaluating information in meaningful ways. In an online learning environment, learning opportunities must also help students become proficient in soft skills such as digital literacy and communication skills. The

following are activities that encourage independent learning:

» **Discussion thread activities**

Discussion threads in Canvas are useful for helping students articulate their ideas with their teacher and other students. It involves students extensively reading and writing (via comments) on posted ideas. This also gives the students the opportunity to think what information they want to convey, evaluating whether the information they have is coherent and accurate. In assisting students, the teachers may forecast an additional time for students to post their ideas and provide some recommendations on what to do to acquire additional context for their ideas.

» **Research-based activities**

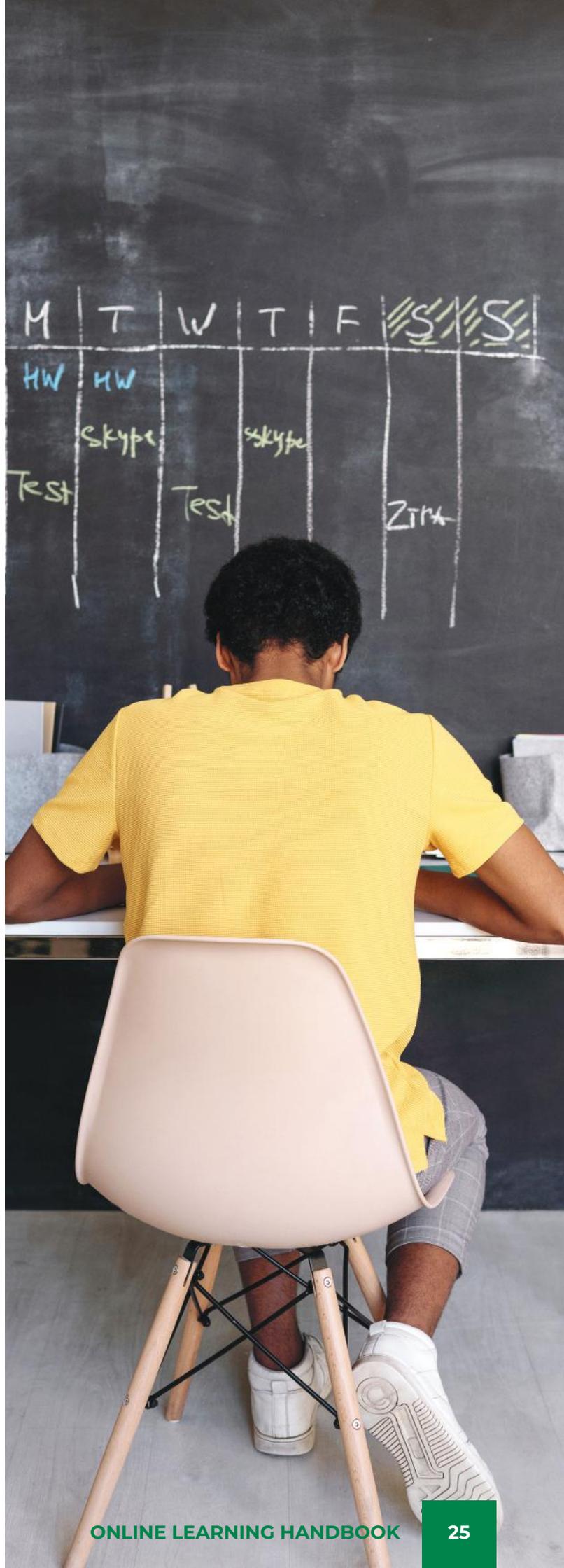
These types of activities help students find and organize information and let them understand what is necessary and what is not in doing the given tasks. Furthermore, research-based activities engage students to solve for problem-based situations. The teacher could support the students in these kinds of activities by tasking them to evaluate dynamic and analog learning materials on their own and have them relate to a real-world context. For instance, in a Philippine history course, the teacher can ask students to evaluate the usefulness of learning the accounts of the 1902 Cholera epidemic and relating them to the current COVID19- pandemic by identifying talking points in the narratives that are still evident today. Further support to students could include conferences or PowerPoint presentations that would demonstrate to students how to do proper research.

In these types of tasks, students can practice independence when they are encouraged to decide on their own what to study and what goals should be accomplished.

» **Project-based activities**

Project-based or investigatory activities engage students in smaller tasks which may entail the use of multimedia to do audio-visual presentations (e.g., vlogs, visual storytelling, video essays). The teacher can support students in these tasks by assigning enrichment activities that would allow them to further explore the topic. For instance, after creating a video essay, they may be assigned to watch a TED talk with a related theme to deepen their understanding of the subject in the video essay.

As teachers carry out these activities, they must realize that not all students will have the same learning speed. The online platform may not be appropriate to students who are underperforming. As such, teachers should scaffold their learning by creating flexible tasks with varying levels of difficulty to cater to both performing and underperforming students. For the sake of underperforming students, teachers may break down learning tasks into smaller, manageable parts and create reinforcement activities to help them attain some degree of progress. Also, if a student ranks poorly in one assessment, the teacher could customize the learning experience using Mastery Paths in Canvas for additional and relatively easier assessments for that particular student.



Structuring an Online Course



DESIGNING THE COURSE EXPECTED LEARNING OUTCOME (CELO) FOR ONLINE LEARNING

A Course Expected Learning Outcome (CELO) is a well-structured and clear statement that indicates the objective of the course. It includes what students are expected to know about, and what they should be able to value at the end of the course. Designing CELOs is important as it guides both teachers and students to understand what learning materials should be used, pedagogical strategies to be applied, learning activities to be accomplished and types of assessments to be required.

A meaningful and effective CELO should have the following characteristics:

- ✓ Must be observable and measurable. Learning outcomes should be able to demonstrate learning requirements such as the specific knowledge, skill or behavior for the course.
- ✓ Must be written in a language comprehensible enough to students. It should also be short, preferably written in one sentence stating a clear context.
- ✓ Must be student-centered as the outcomes should focus on what knowledge and skills could be performed by the student and not on what the teacher aims to teach.
- ✓ Must clearly indicate how the students will apply the learned knowledge and skill in the real world.

Examples of Course Expected Learning Outcomes:

- » Appraise the value of a certain work of art.
- » Articulate solutions to ethical issues through critical analysis of cases and use of different ethical frameworks.
- » Recommend solutions to present day problems based on their understanding of the root causes and of future scenarios implied in their readings.

Bloom's Taxonomy (See Figure 1) should be used as a framework for articulating expected learning outcomes. In the university, students are expected to be able to do more than just reporting declarative knowledge (Biggs & Tang, 2009), or memorizing and understanding a given information. They should be able to demonstrate skills

within the cognitive level in Bloom's, to include skills such as applying the given information to new and varied situations, organizing and drawing connections to an existing knowledge, and evaluating the relevance of a given topic.

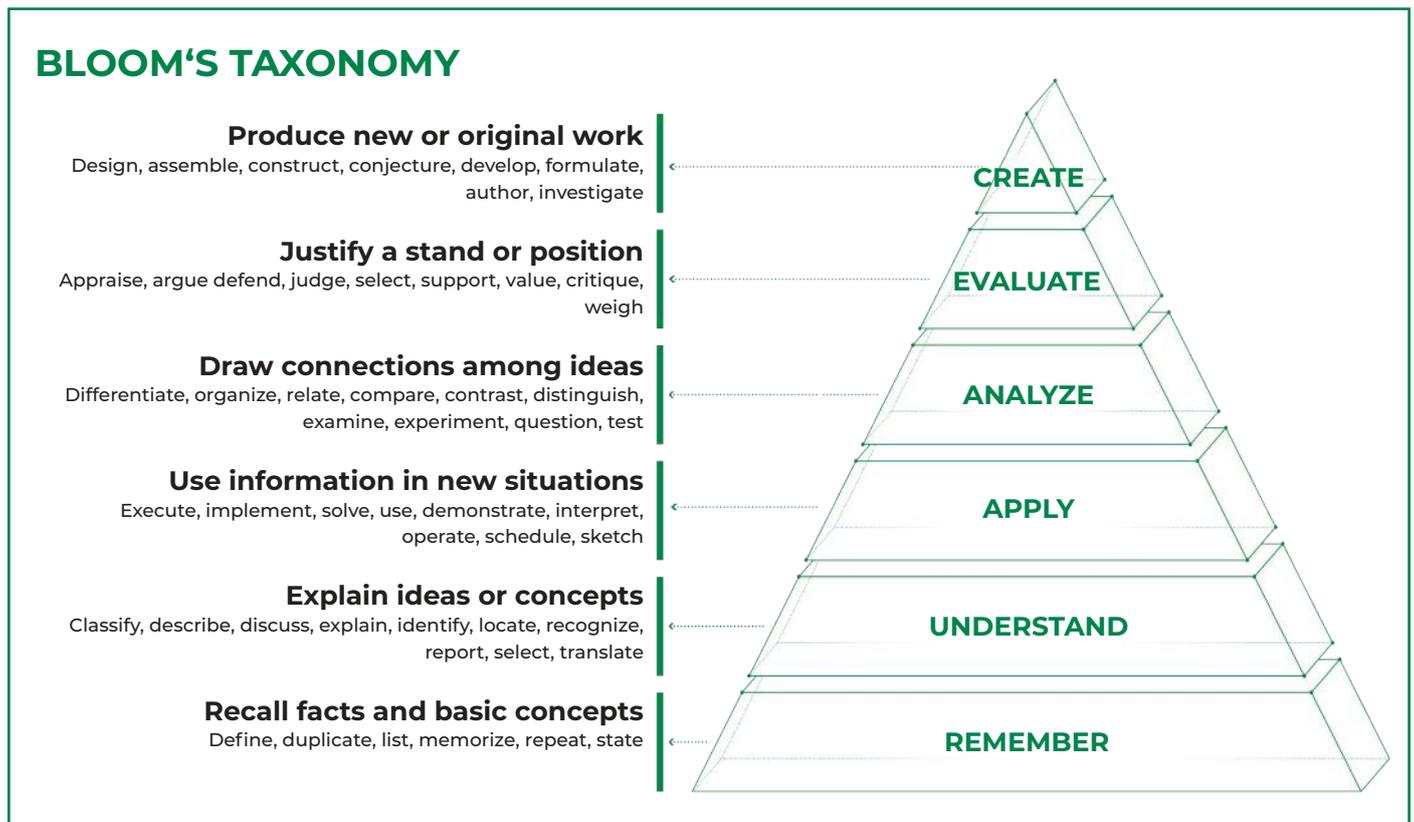
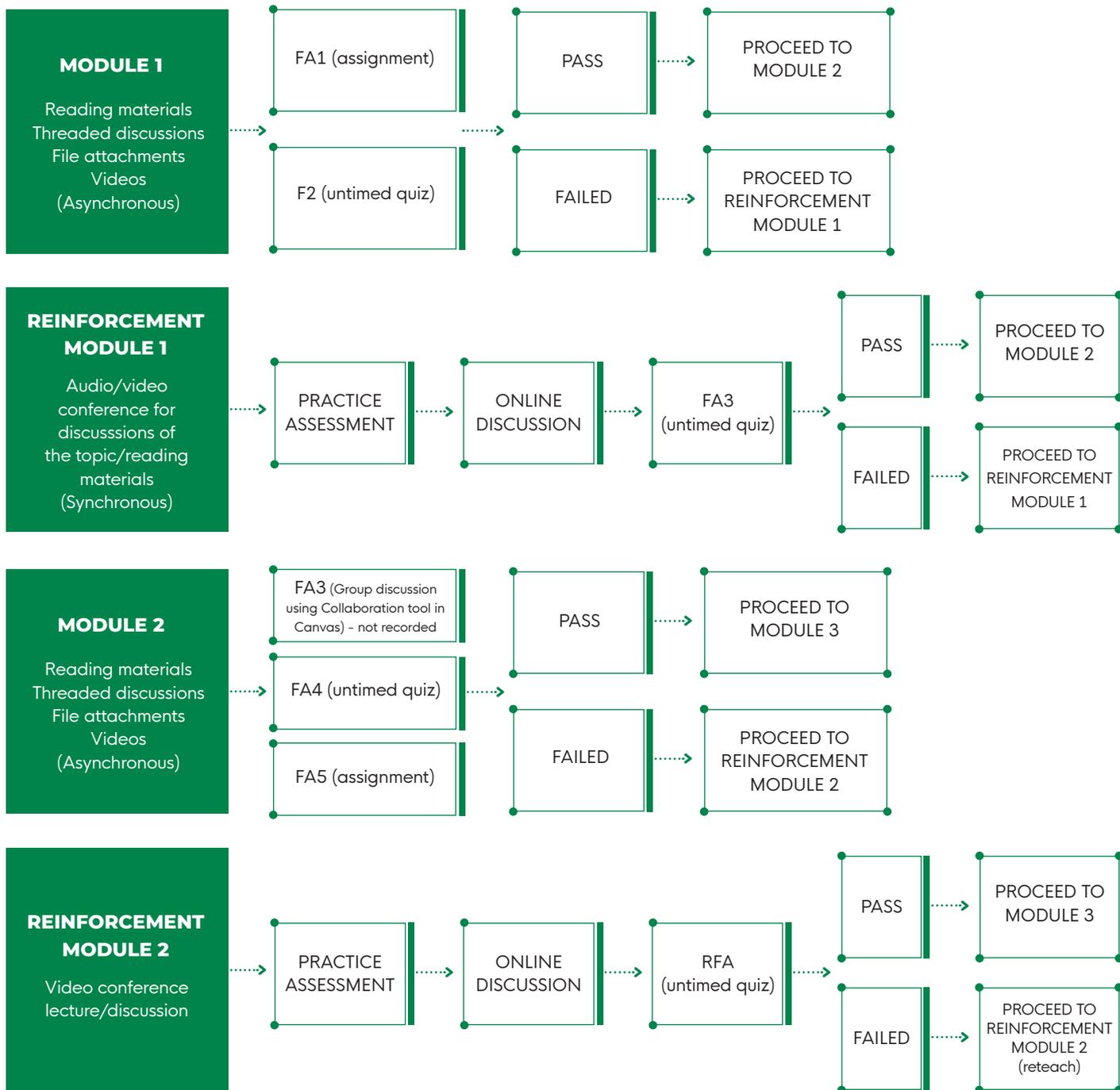


Figure 1. Bloom's Taxonomy. From Vanderbilt University Center for Teaching, by P. Armstrong, <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>



PLANNING THE INSTRUCTIONAL DESIGN

Preparing for online teaching and learning entails careful planning of instructional design. It helps teachers organize class activities and significantly reduces afterthought activities which normally cause students' cyber anxiety. The following diagram is a recommended instructional design (dynamic learning materials) for combined synchronous and asynchronous learning.



The instructional design illustrated above shows the organization of teaching and learning for combined synchronous and asynchronous model. It can be noted that modules consist of dynamic learning materials for different activities. The organization of these materials and activities is in such a way that learning is built from base knowledge, progressing from one activity to the next. Further, assessment activities are directed either towards the next module or towards a reinforcement module to ensure the learners' grasp of concepts and demonstration of skills.



WRITING THE COURSE INFORMATION BOOKLET (CIB)

There is no marked difference between an online CIB and a traditionally structured CIB. Both need to be very clearly written, well-organized, readable and complete. However, there is a lack of convenient face-to-face opportunities to clarify instructions and explain discussion points thoroughly in the online platform, so the online CIB should contain adequate explanations and examples.

For the students, the CIB is an important document that serves as their roadmap as they navigate the course. Therefore, the CIB should be written in a learner-centered tone. Palmer, Bach, and Streifer (2014) developed a rubric that assesses the degree to which a syllabus could become learner-centered. The criteria consist of the following aspects:

- » Explicitness or Implicitness of the learning goals & objectives
- » Adequate alignment of assessments with objectives
- » Logically articulated sequence of course schedule
- » Tone of the online environment: positive, respectful and inviting

The rubric should emphasize the expectations and responsibilities of students. Learning activities must be manageable and flexible to both students and teachers in consideration of any technical problems that may arise. Guidelines on students' participation should be clearly laid out in order to compensate for the lack of urgency to engage in an online learning environment.

Having a complete CIB at the beginning of an online course is crucial in establishing a proper mindset for the students. Teachers must take note that there are some students who balance their schoolwork with either their family or work. These types of students are less likely to benefit from a syllabus that lacks evident planning.

The details of the CIB are the following:

Online CIB Chart

Facilitator Information	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Complete name<input checked="" type="checkbox"/> Contact information, availability for synchronous communication.
Course Information	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Name of the document<input checked="" type="checkbox"/> Course title<input checked="" type="checkbox"/> Course code and section<input checked="" type="checkbox"/> Semester and year<input checked="" type="checkbox"/> Course description and status<input checked="" type="checkbox"/> Purpose of the course and prerequisites

Course Objectives, Learning Outcomes and University learning principles

- ✓ Course Expected Learning Outcomes
- ✓ FEU Core Competencies
- ✓ FEU Student-centered teaching and Learning Culture
- ✓ FEU General Education Curriculum and Principle
- ✓ Delivery methods

Online learning environment

- ✓ Discussion of what it means to be in a learning environment, definition of online participation, teacher and student responsibilities:
- ✓ An outline of the minimum technical skill requirement (if necessary)

**Assessment methods
FEU Policy on Academic Integrity**

- ✓ Explanation of the grade criteria and its components of the total grade; how to view scores in assignments, quizzes and graded collaborative outputs
- ✓ Criteria for a passing grade
- ✓ Instructions on how to submit assignments, take quizzes and access collaborative tools (e.g., discussions and collaborations feature), what kind of files the teacher will accept (e.g., document format such as filenames and number of pages)
- ✓ Description of class participation and how it will be assessed.
- ✓ Policies for academic integrity and late submissions
- ✓ List and sample model of graded assessments
- ✓ List of rubrics. The teacher may upload the rubrics in the Files and instruct the students to download these in their devices.

Learning content and activities

- ✓ List of reading materials (including online links to web articles)
- ✓ Description of how online classes will be organized, types of activities.

Course Outline and Schedule

- ✓ Weekly schedule of topics with the required readings, assignments and quizzes with deadlines (Deadlines must be flexible to anticipate any technological issues)
- ✓ Scheme of Work and list of important dates

Student Support

- ✓ Contact information for student support for academic concerns such as the student's Program head office.
- ✓ Contact information for student support concerning mental disability accommodations such as the Guidance counselling office



PLANNING FOR ONLINE DISCUSSIONS USING DISCUSSIONS FEATURE IN CANVAS

1. Establish guidelines for the activity.

Before the start of the discussion, teachers should prepare a clear and specific set of instructions about what engagement will happen. Instructions on the type of discussion activity and the kind of posts expected from students should be explicit.

The discussions may be conducted based on the following:

- » **Course readings:** The teacher may create threaded discussions around assigned readings with guide questions given beforehand. Students' comments may be in the form of answers to pre-reading activities, and interpretation/evaluation of the reading material.
- » **Web field trips:** Links may be provided for students to access, and then they go back to the discussion to report their observations.
- » **Problem-solving:** The teacher may present a problem then assign small groups to work together and suggest solutions.
- » **Case Study:** Students may work independently on a common case and share their ideas in the discussion thread.
- » **Cooperative debate:** The teacher may create multiple discussion threads where two groups could present their perspectives on a certain issue. Then the entire class may synthesize the activity by arriving at a consensus relating to the discussion points.

2. Consider the pedagogical focus for having online discussions.

Online discussions are the best way to get students to actively participate in the class. Since many students are possibly not used to online discussions and may therefore be hesitant to participate, the teachers need to underscore the importance of the online discussion. They may opt to grade the discussions but with some caution as many students tend to become too dependent on such extrinsic motivation.

3. Facilitate during discussions.

In any learning situation, teachers should not see themselves as the higher source of knowledge. Certainly, they provide instructions for an activity, but they should at the same time be sharing in the discussion as the students' co-participants. In the process, however, they should steer the discussion towards the right direction in a manner that does not diminish student engagement.

4. Create effective discussion questions.

Effective discussion questions are those that make the students see the purpose of learning. These questions should be clear, open-ended and should encourage students to further elaborate and evaluate their ideas.

Table 1. Different question types

Convergent Thinking	Divergent Thinking	Evaluative Thinking
<p>Usually begin with:</p> <ul style="list-style-type: none"> » Why » How » In what ways... 	<p>Usually begin with:</p> <ul style="list-style-type: none"> » Imagine » Suppose » Predict... » If... then... » How might... » Can you create... » What are some possible consequences... 	<p>Usually begin with these words for phrases:</p> <ul style="list-style-type: none"> » Defend » Judge » Justify... » What do you think about... » What is your opinion about...
<p>Examples:</p> <ul style="list-style-type: none"> » How does gravity differ from electrostatic attraction? » How was the invasion of Grenada a modern day example of the Monroe Doctrine in action? » Why was Richard III considered an evil king? 	<p>Examples:</p> <ul style="list-style-type: none"> » Suppose that Caesar never returned to Rome from Gaul. Would the Empire have existed? » What predictions can you make regarding the voting process in Florida? » How might life in the year 2100 differ from today? 	<p>Examples:</p> <ul style="list-style-type: none"> » What do you think are the advantages of solar power over coal-fired electric plants? » Is it fair that Title IX requires colleges to fund sports for women as well as for men? » How do you feel about raising the driving age to 18? Why?

Reprinted from “Generating and Facilitating Engaging and Effective Online Discussions” by the University of Oregon Teaching effectiveness program, n.d., *Discussion Board Blackboard 9.0*, p.5



USE OF COLLABORATION FEATURE IN CANVAS

The Collaboration feature in Canvas is a web-based tool that allows teachers and students to access and use Google docs whose function is similar to that of Microsoft Word. The key difference is that the former allows as many as 50 users to work on the same document simultaneously. The creator of the document has the option to authorize the collaborators to view or edit the shared document. With Google Docs, teachers and students can save documents which automatically becomes visible to anyone who opens them. The tool is useful for doing collaborative outputs as it can assimilate, centralize and recover said outputs. Since users can recover files with ease in Google Docs, it is also convenient for tracking or managing outputs in the canvas system for grading and archival purposes.

The Canvas collaboration tool can be used to:

- » Copy and paste notes that everyone can access. This includes annotations and lectures from previous class activities.
- » Share a bullet-point list or agenda. For synchronous class activities or meetings, teachers and students can create a checklist of what do in their scheduled learning engagement.
- » Present a text-based whiteboard or schedule that everyone can see and refer to later. Google Docs particularly allows students to communicate what they understand about the discussion and the teacher to note what students have understood.
- » Assess performance of students in groups.



FACILITATING TEACHING AND LEARNING ONLINE

Facilitating teaching and learning involves enhancing learners' capabilities by encouraging participation, mutual understanding, and shared responsibility. Hence, facilitation makes use of teacher's expertise not in declaring content-knowledge but in creating a learning environment that supports the learners' thinking process and in allowing them to develop learning skills and self-awareness. This process values content as a vehicle to demonstrate the mentioned skills and puts premium to teaching by engaging students in meaningful learning activities.

While the modality of online learning is different from face-to-face, the goals of learning are basically the same. Thus, successful facilitation of online teaching-learning activities is still rooted on principle-based planning of instructional design and on proper selection of appropriate technology-assisted methods. The succeeding sections will discuss key points on the facilitation of online class:

- ☑ *Teaching and Learning Activities for Declarative Knowledge*
- ☑ *Teaching and Learning Activities for Functioning Knowledge*
- ☑ *Activities that Create Community*

TEACHING AND LEARNING ACTIVITIES FOR DECLARATIVE KNOWLEDGE



Declarative knowledge refers to content knowledge which came as a direct result of research and is subjected to rules of evidence. It is the kind of knowledge found in books and declared by teachers in their lectures. Leinhardt, Young, and Merriman (1995) refer to it as abstract, conceptual, and dealing with labeling, differentiating, elaborating, and justifying. Examples of this kind of knowledge include knowledge of historical event, medical terminologies, and principles of economics. Biggs and Tang (2009) also emphasize that students' understanding of this kind of knowledge can be assessed by providing them opportunities to declare it back using their own words and examples.

Learning declarative knowledge relies on understanding rather than on memory. As such, designing of instruction for learning declarative knowledge should emphasize what students should do to demonstrate their understanding. The learning outcomes should contain an appropriate demonstrable verb (e.g. explain, articulate, exemplify) indicating how understanding of the declarative knowledge can be demonstrated in a specified context. It is important to note, however, that demonstration of understanding should focus on the students as they are the ones learning it. A careful review of established learning outcomes must be done to ensure that observable behavior or understanding would be actualized by students and not merely reception of declared knowledge from teachers.

Since declarative knowledge is heavily content knowledge or knowing facts or information which are seemingly static, teaching-learning activities should allow students to associate declarative knowledge with images and actions. These activities should entail students' use of most of their senses rather than just listening to a teacher-led lecture. For example, asking students to map out concepts from their reading and to share and compare them with the work of their peers would more effectively result in their understanding of the content as they are able to engage with it and associate it with the interaction they made. Furthermore, as they can engage with the content and with others, students on their own will be able to meaningfully structure their declarative knowledge base which is necessary in developing higher forms of thinking.

Biggs and Tang (2009) believe that teaching-learning activities for declarative learning can be managed by the teacher, by groups, or by individual students. A successful teaching-learning situation is highly expected with a combination of the managed activities listed below:

- » Teacher managed – tutorials, assigned readings, concept mapping, essays
- » Teacher managed but with active student participation – peer teaching, peer assisted study sessions, interactive work in class, group work
- » Student managed – collaborative learning groups, chat rooms
- » Individually managed – reading, searching the web, listening to a lecture



ATTACHING VIDEOS TO ONLINE LECTURE

Lecture in this context is not a teaching-learning activity but rather a teaching-learning situation consisting of combined teaching-learning activities. The goal of lecture is to expose students to the most recent developments in research on the field and thereby be used by students as baseline to interpret and construct their own knowledge on the later process of learning. Since information from required readings may be 1 or 2 years outdated, activities within a lecture situation should make students compare and update information, share insights, and think how this information can be applied. An online video, for example, should not make declaration of the same knowledge that can be found in books and required readings but instead expose new development in the field. Moreover, the experience gained by students while listening to the online video should be treated instrumental in establishing their declarative knowledge base but not a demonstration of their understanding. In this case, an online video should be accompanied by other teaching-learning activities that will give several opportunities for students to demonstrate not memory but understanding.

Since videos are essential in the conduct of online lecture, the following are some points that teachers need to take into consideration.

- » **Purpose of the video.** Just like all learning materials used in the course, videos to be used in online lecture should support the expected learning outcomes. they should be

used to update students of recent developments in the field which may not be written in books and their required readings.

- » **Length of the video.** Watching videos requires sustained level of listening, so it is recommended that it be limited to 15 or 20 minutes. A prolonged unchanging activity like listening may lower students' concentration and unnecessarily consume the time intended for other teaching-learning activities anchored on the attached video.
- » **Access to the video.** It is advisable that the videos be accessible at any time to allow students to listen to lecturers at their convenience.



TEACHING-LEARNING ACTIVITIES TO COMPLEMENT VIDEO MATERIAL

As mentioned in the earlier part of this section, watching a video alone does not allow demonstration of understanding by students. Thus, activities that would allow students to organize and structure their own declarative knowledge base are needed to accompany the attached video. Below are some teaching-learning activities that can complement a material on video.

- » **Readings and annotation.** Readings can be tied to a video to allow students to compare and organize information by annotating the reading and then pointing out similar or opposing ideas shared in the video. An activity sheet may be provided for this purpose.

» **Guide questions or work-along exercises.** Students should be provided with guide questions whose answers can be obtained from comparing information between the reading and the video. These guide questions can be posted as part of the instructions for the video. Alternatively, an activity sheet can be posted where students can write their answers.

» **Note-taking and think-group-share.** Students may be asked to take note of important points from the video. Students may be instructed to watch the video twice, one for comprehending its content and one for note taking. Then, students may be asked to group themselves and discuss their notes with their peers online (messaging, chatting, videoconferencing, discussion page etc.). Setting of groups may be done through the grouping feature on the People option in the learning management system.

» **Think aloud and Insight sharing.** Allowing students to share what they understood online may come in different forms. This can be through setting up discussion page or group chat where students can post insights and allow others to seek and resolve clarification, or through video-/audio-conferencing where participants may share their understanding and questions on the material synchronously.

» **Student-led tutorials.** Groups of students may be assigned different questions about the learning material. Then, each group is given time to present and other groups clarify points that they do

not understand. The teacher runs the last few minutes of the class to clarify unresolved concepts. This can be done synchronously through conferencing feature or asynchronously through a combination of student-video presentation upload and discussion forum.



USE OF ASSIGNMENT FEATURE IN CANVAS

To ensure that the Assignment tool in Canvas serves its purpose, teachers should pay attention to the following aspects:

» **Purpose of assignment.** Assignments should be clearly mapped onto specific expected learning outcomes. They can be a form of diagnosis of learners' comprehension of the learning material, a tool which learners use in interacting with others, a summative task which assesses students' cognitive growth, and/or a reinforcement which clarifies concepts and improves learners' understanding.

» **Relevance of assignments.** Assignments discussed in this section are those that allow demonstration of understanding of declarative knowledge, which is better understood when used in meaningful learning activities. As such, assignments should be connected to other teaching-learning activities that enable students to exhibit higher order thinking skills like creating, analyzing, and synthesizing.

- » **Complexity and Timeframe.** The size of assignments in an online class should be manageable and should allow students to accomplish the work within a reasonable timeframe. When deadlines are set and properly communicated, students are able to smoothly transition from understanding declarative knowledge to demonstrating functioning knowledge.
- » **Instructions and rubric.** Definite instructions and criteria for grading are necessary to guide students on how to go about the tasks and how their performance in each will be evaluated. Since online learning instructions are mostly in the written form, they should be clear enough for students to understand with less or no help from the teacher.
- » **Type of questions.** Questions in a class may be divergent or convergent. Divergent questions are probing questions that cultivate reflection. On the other hand, convergent questions are those that require definite answers and are most helpful in demonstrating declarative knowledge. These questions can be considered high order questions when used to initiate independent learning and interactivity between students. For example, a discussion forum on a convergent question may clarify understanding of concepts through social construction of knowledge as students contribute in answering the question and agree on structured declarative knowledge emerging from the discussion.
- » **Interactivity.** Increased engagement with the content gives learners more opportunities to understand it. Aside from the previously mentioned activities, the following are recommended assignments to promote engagement with content and/or other participants in online learning.
 1. **Short essays** - Students may write brief answers to questions based on a given learning material. This can be assigned through assignment feature and may be annotated by teachers during checking.
 2. **Concept maps** - Students may be asked to organize information. A concept map may be used by students to present central ideas and sub-concepts from the learning material.
 3. **Learning partners** - Students may be grouped and allowed to first share their insights on the material before they share it to the whole class online. This allows comparison and discussion of understanding of the learning material. Submission of the combined insights may be assigned by setting the assignment by group.

TEACHING AND LEARNING ACTIVITIES FOR FUNCTIONING KNOWLEDGE



Functioning knowledge is the application of declarative knowledge in real contexts through the higher order skills of analyzing, creating, and evaluating. It utilizes content knowledge to solve problems, design plans, and make decisions. An example of functioning knowledge is the professional decision making in the field of business, healthcare, fine arts, social works, and other professions.

There are two models in educating learners on functioning knowledge. The traditional model is to first build a strong foundation of declarative knowledge and then provide opportunities for learners to apply what they have learned from making decisions in practical context. In the other model, learners are first presented with the context (e.g. situational problems in the workplace) before they build their declarative knowledge base to solve the problem. Both models provide meaningful learning experience utilizing declarative knowledge. This contributes to the development of lifelong learning since the more declarative knowledge is used through functioning knowledge, the more learners are engaged in meaningful and independent learning experience.

Below are teaching-learning activities for functioning knowledge:



CASE-BASED LEARNING USING CANVAS

Case-based learning projects may be used as a teaching-learning activity for expected learning outcomes intended for application of concepts in real-life contexts. Case-based projects illustrate particular issues about the course, the profession in general, and may address part or whole of the learning outcomes in the course design. It involves presentation of the case to the students and requires them to carry it out. Conduct of this requires:

- » **Presenting the case.** Documents in the form of narratives detailing information on real-life situation (e.g. court proceedings) shall be provided to students. Further, teaching-learning activities that will encourage teacher-student and student-student interaction may be done to draw out
- » **Carrying out the case.** Students may assume a professional role to address the case. Students then use their declarative knowledge base to make decisions on the case and enact plans that lead to the expected learning outcomes. Outputs to be produced by students about the case should be clarified by teachers.
- » **Working on the case as a group.** Case-based learning may require a great deal of collaboration as plans for and decisions on the case are based on deliberated actions applying declarative knowledge. Working as a group also simulates interaction in the context of the

case being studied. Using the collaboration feature of the learning management platform will allow students to work on a single document and monitor changes in the learning output.



GROUP WORK ON CANVAS

Group work, which promotes student-to-student learning interaction, does not only work well in elaborating known content but in forming standards for judgment and interpretation, reflecting at a given position, and applying theory to practice. To ensure success in a group work, the following concepts need to be taken into consideration:

» **Knowledge base of students.**

Students must have adequate schema so they can contribute to the discussion and towards accomplishing the learning task.

» **Size of the group.** A large group size may lead to 'social loafing' or the tendency to put less effort to the task and be highly dependent on other members of the group. A small group size has an advantage, but an optimal size still depends on the nature of the task and the dynamics of the group. Random assignment of group members may be done to promote intercultural exchange. Members of the group may be set through the People option in the learning management platform.

» **Type of questions.** Questions that probe students' experiences and allow them to generate new ideas and reflection are preferred in group activities intended to exhibit functioning knowledge. Thus, teachers should learn the art

of questioning to prevent aimless discussion of students in a group. For high-level questions requiring longer time to process, students may be allowed to do the work asynchronously.

» **Presentation and group submission.**

Submission of outputs may be assigned by group through the assignment setting in the learning management platform. Likewise, the collaboration feature may be used to allow group of students to work on a single output and monitor their progress and the other members' contribution. In case of group presentation, grouped students may present synchronously or asynchronously.

» **Group dynamics.** Interaction between group members largely depends on the purpose of the group task which may be any of the following:

- 1. Brainstorming groups** - In here, students generate ideas relating to the task and synthesize these ideas as a group.
- 2. Syndicate groups** - Each group is assigned a unique task which is part of a larger project or case study. The teacher guides students in formulating and consolidating the conceptual structure emerging from each group.
- 3. Problem solving groups** - Individual members draw different hypotheses on the incomplete part of the problem presented. The group then constructs a conclusion by deliberating on the different aspects of data based on the individual hypothesis.



USE OF CONFERENCE FEATURE IN APPLIED COURSES

The Conference feature of the LMS should be used sparingly to connect to students. It should not replicate what has been communicated in the online video intended for lecture nor should it reiterate what is already in the learning material. It is an avenue for teachers and students to interact, a way of motivating the learners as they are able to share their constructed ideas and see the persons they have been interacting with, face to face, during the asynchronous conduct of the course. Below are some reminders in relation to online conference:

- » **Encourage dialogue.** Dialogue in online conferences is a form of learning. It allows social construction of knowledge through exchange of analysis, interpretation, and judgment between the teacher and the students. It also promotes free and critical learning as students draw out their ideas during prompted discussions.
- » **Encourage students' contribution.** Online conference should encourage and acknowledge students' contribution. While a plenary online conference may allow selected students to represent their group, participation by everyone can still be maximized by conducting multiple conferences with scaled down number of participants.
- » **Identify areas of agreement and disagreement.** Online conferences are a venue for discussing disagreements and confusions. They provide the teacher and students a platform to address concerns regarding an activity or the course in general and serve as a setting for

class negotiations and consultations.

- » **Promote understanding between teacher and students.** Since response is immediate and classroom issues are addressed real time in an online conference, conflict between the teacher and the students is lessened, if not prevented.
- » **Provide feedback.** Online conferences may be used to provide a general feedback for the whole class or a specific feedback for a group of students. This feature may be used to clarify certain comments from the teacher which some students may not readily understand.

Salmon in Biggs and Tang (2009), suggested five stages in the conduct of computer-mediated conferencing:

1. Make sure that all participants can go online and provide technical support if available.
2. Start building a sense of group and community through online socialization.
3. Guide students in navigating and organizing information.
4. Provide opportunities for students to share ideas.
5. Use self-critical and reflective strategies that will promote students to be responsible of their own learning.

The *Conference* option of the LMS allows teachers to set the date for an online conference and allows students to join when it commences. It also allows uploading of a presentation for students to view during the conference. The conference may be recorded for students who may want to review the conversations or for those who missed to attend the session. Recording should, however, be done with the consent of the participants.

ACTIVITIES THAT CREATE COMMUNITY



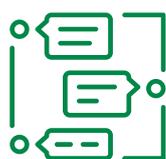
Interaction forms the foundation of a community. In the educational context, dynamic but respectful interaction forms the community to which students feel they belong, motivating them to do their best as they learn and work together productively with others. Interaction in this community is structured and monitored by the teacher all throughout the course. It becomes meaningful as it leads to students' generation of new information that they can interpret and reflect on.

Online learning environment should make students feel that they are responsible for their own learning. It should promote cooperative, collaborative, and supportive atmosphere to allow social and experiential construction of knowledge. The following should be considered in creating activities to build community in an online class:



STUDENTS' COGNITIVE ENGAGEMENT

Discussions that merely ask reiteration of course material do not promote students' cognitive engagement. A case study, student feedback on a completed activity, reaction to a reading, and other activities that draw out critical responses are more effective in promoting meaningful interaction.



OPPORTUNITIES FOR EXCITING INTERACTION

Stimulating meaningful discussions may be done by making students react to novel or unpopular viewpoints or by asking thought-provoking questions. These, however, may create traffic in conversation which the online teacher should be able to manage.



STUDENTS' RESPONSES

Students should be encouraged to freely express themselves, but they should be reminded of the proper etiquette in online discourse.



STUDENT-TO-STUDENT INTERACTION

To maximize student-to-student interaction in an online class, the following may be taken into consideration:

- 1. Teacher's intervention.** Teachers are to monitor the progress of students' communication and may intervene as needed to stimulate the discussion. Students should be encouraged to discuss among themselves and teachers should limit responding to every comment.



INSTRUCTOR-STUDENT INTERACTION

Several tasks may be carried out to enhance teacher-student interaction.

- » Teachers are to make themselves available for students' concerns and queries. They may explore different ways on how they can communicate with students (e.g. email, inbox messaging, chat box, announcement, scheduled consultation conference).
- » Teachers should respond to students' individual questions and in a timely manner, may it be in a discussion group or in a consultation setting.
- » Students should be provided timely and consistent feedback on their work so that they can improve in the process.
- » Students may be assigned as group leaders for disseminating information and monitoring of the group's progress.
- » Since online class mostly uses written communication, teachers should maintain a nurturing tone by, for example, avoiding texts unnecessarily written in all uppercase letters and special characters or punctuations that suggest annoyance, frustration, or anger.
- » Private communication channels (e.g. email, inbox messaging) should be used for comments on individual student work or contributions.

2. Learning partners. Students may be grouped with peers having varying levels of experience in the use of technology or based on the nature of the learning task. This would provide support to some students within the group.

Student-to-student interaction may be facilitated online through synchronous and asynchronous methods. Conferencing and chat box may be used for synchronous activities while the discussion feature may be used for asynchronous tasks.

In asynchronous discussions, students may be allowed to view the comments of their peers but only after they post their own insights. This may be done to avoid frustration of some students whose comments may just be repeated by those who post similar views after them.

Teaching-learning activities that facilitate discussions among students may vary based on purpose. They may have students generate inquiries, respond to questions, or synthesize ideas. Some examples of these activities are as follows:

- 1. Knowledge Forum.** Students generate their own problems and questions and then allow other students to give their comments. Teacher's intervention may be limited to providing reflective prompts.
- 2. Bulletin Board.** Students post their work and respond to questions from other students. Reflective questions on how they conceptualized their work may be asked.
- 3. Discussion Forum.** Students discuss, compare, and synthesize ideas related to a thought-provoking question anchored on the learning material and on the context provided.

ASSESSING STUDENT LEARNING ONLINE

Assessment is a component of teaching-learning. It serves to demonstrate whether the intended learning outcomes are achieved. It also helps the teacher decide on appropriate intervention measures. It serves as basis for formative or summative feedback with reference to the established course learning outcomes.

Formative assessment provides feedback for ones' improvement during learning, while summative assessment provides information on how well students have learned the course learning outcomes after the teaching episode is concluded. Both forms of assessment are crucial in helping students progress in learning.

In the process of designing assessment, teachers should create a clear set of criteria for evaluation of students' performance. These should be clearly communicated to students so they would understand the purpose and nature (formative or summative) of each task.





ASSESSING AND GRADING DECLARATIVE KNOWLEDGE

✓ USE OF QUIZ FEATURE IN CANVAS

The Quizzes tool in Canvas can be used by teachers to assess the level of students' comprehension in relation to the course material. This tool gives the teacher the option to create graded and ungraded assessments. Other options include allowing the students to take the quiz with multiple attempts and customizing the availability to particular a date and time. Quizzes can be designated individually, to a course section, or to every student. With these features the teacher can do the following:

- » **Conduct ungraded quizzes as diagnostic assessments.** Practice quizzes can be used to encourage students to finish a reading before proceeding to discuss the assigned topic.
- » **Create graded quizzes as formative and summative assessments.** Graded quizzes can give students an understanding of how much they know about the course material. They can also serve as review materials before students take another graded assessment. The teacher could also use the scores in graded quizzes as their baseline in providing additional coursework to students.
- » **Administer ungraded quizzes that serve as surveys to collect information and feedback.** Quizzes can be used as exit slips for teachers to better review what teaching methods and strategies could be effective in future lessons.

✓ USE OF RUBRICS FEATURE IN CANVAS

The rubrics feature allows teachers to communicate the learning criteria to students. With rubrics, the assessments of students can be graded fairly and consistently. The tool promotes transparency and clarity of what the learning standards should be. This makes it necessary that the contents of the rubrics are readily available in the student's syllabus or CIB. Furthermore, the tool makes it convenient for teachers to give feedback as it lessens the effort of typing general comments.

A rubric must be aligned to the course learning objectives. It must clearly state the levels of criteria the students need to achieve. The rubrics feature can be used in the following ways:

- » **As a reference tool.** Rubrics can be used to give explicit instructions to help students understand what is expected of them in every learning task. These kinds of rubrics can be customized to not have any score value to impact student grades.
- » **As a grading tool.** Rubrics can be added to graded discussions and assignments. It helps students to understand the pattern of their learning progress. Using points that correspond to a level of criteria, rubrics helps specify what particular aspect the student should address and improve.
- » **As a commentary tool.** Rubrics gives the teacher the option to give general feedback to students with ease. This gives teachers the opportunity to provide specific and individualized feedback to students. It is also possible for teachers to give a free-form commentary to students by adding rubrics in SpeedGrader.



ASSESSING AND GRADING FUNCTIONING KNOWLEDGE

Assessment of functioning knowledge focuses on gathering information on students' performances in real-life professional contexts. The intent is to assess whether learning outcomes directly related to professional theory application, creative problem solving, and lifelong learning are being or have been achieved. Since the professional context is diverse in nature, assessment of functioning knowledge may be approached by students differently but still within the real-life limitation. Assessment of this kind is open-ended where students are free to structure their performances as they best see it (Biggs & Tang 2009). For example, a business plan assigned as a summative assessment may be approached differently by students who draw from varied base knowledge depending on their literature review and discussion insights. But despite the differences, these students will make decisions that are dictated by real life professional context, in this case the business context.

Since assessment of functioning knowledge focuses on students' active demonstration of knowledge in real life, assessment results should be based on and reported with respect to the set criteria. These criteria are used against students' performance through analytic or holistic assessment. While analytic assessment result is gathered from the sum of separated rated components of student performance, a holistic assessment result is derived by understanding the whole performance through its parts. For example, an essay rated based on separate criteria like unity and coherence, concreteness, and accuracy, reports an analytic assessment result as the performance is rated by summing up the independent scores for each criterion. On the other hand, a teaching demonstration rated as a whole by interrelating how each aspect of it contributes to the whole performance is an example of holistic assessment.



PRESENTATION AND PERFORMANCE-BASED ASSESSMENTS

Presentation and performance-based assessments are meant to gather information on functioning knowledge. These are tasks that require students to apply, evaluate, and create outputs related to the identified real-life professional context. The following may be considered as presentation and performance-based assessment:

- » **Student presentation** (e.g. poster presentation). This may be individual or group presentation. In principle, students' work is presented in this assessment and input from peers and the teacher are taken in for deepening discussions.

- » **Reflective journal.** This is a venue for students to record their interpretation of relevant experiences and discuss their significance. It should be clear to students that this journal is not a log of routine events, but a narration and interpretation of significant experiences related to the context of the learning.
- » **Case study.** As mentioned in the earlier section, this illustrates particular issues that students need to carry out. This may address part or whole of the learning outcomes in the course design.
- » **Portfolio assessment.** This allows students to exhibit their best work. This type of assessment fosters self-reflection and may be used to assess unintended curriculum or learning outcomes that are manifested by students but are not within the scope of the course.
- » **Capstone projects.** A capstone project is usually one task that assesses several learning outcomes. Capstone projects may be done through course articulation or the linking of related courses offered simultaneously and requiring a common project that could assess the learning outcomes of the linked courses.
- » **Video segments.** This is a rapid assessment task where students apply and interpret a theory on a scenario presented through video segments.



ASSESSING COLLABORATIVE LEARNING IN AN ONLINE ENVIRONMENT

Group projects and activities in an online learning environment foster cooperation and mutual respect between learners and promote collaborative experience in creative problem solving and decision making. However, when these activities are not processed correctly and when students' understanding of the task is minimal, some challenges may occur. To illustrate, sometimes, students in a group are too focused on their assigned task that they tend to not understand how other tasks performed by other group members contribute to the accomplishment of the project as a whole. It is important that students in a group understand the complexity of the task as well as the idea that members may be performing different tasks but are all contributing to the attainment of the project. The teacher should therefore note that learning outcomes in a collaborative work can be equally demonstrated by learners performing different tasks. Instead of working on aspects of the work where they are good at, students may be assigned where they need to improve on. This will further their learning on the said area and promote collaboration as group members assist one another in the performance of their task as a group.

Since collaborative learning activities can assess the same set of learning outcomes based on varying student performance, the following may be considered for assessment

with reference to the process involved in demonstrating functioning knowledge:

1. **Originality of practice.** This refers to a novel idea put into practice by students or it may also refer to how they synthesize knowledge to come up with creative problem-solving solutions and decision making.
2. **Appropriateness of work.** Appropriateness puts premium on the contextual rationality of the task. For example, if a student's performance carried out the verb (process) 'design' from the expected learning outcome, appropriateness will be assessed by determining if the action fits the real-life context stipulated.
3. **Assessment of the problem.** This deals with how the initial problem or case presented was processed. It includes assessment of how the problem was diagnosed and how information was gathered to evaluate and formulate solution to it.

Collaborative work is highly encouraged but providing additional assessment task to individual members of the group may also be necessary to address the problem related to the extent of their contribution towards accomplishing a given task. In real-life professional setting, collaboration also requires a certain level of independent work to allow reflection on how each task contributes to the development of the whole. This is part of one's self-regulation and reflection on learning and one's progress in it. The following individual assessments may be done as an added collaborative task:

1. **Reflective journal.** This allows individual members of the group to record incidents, reflect on the collaboration, and understand how individual tasks contribute to the development of the whole project.
2. **Self- and peer assessment.** This makes students self-reflect on the quality and evidence of good learning. Further, it cultivates humility as it encourages students to admit their weaknesses and correct their shortcomings in the process of fulfilling the task.



THE SPEEDGRADER AS FEEDBACK MECHANISM

SpeedGrader is an online feature of Canvas that enables teachers to provide feedback to students. Its use should take into consideration the following pedagogical principles of feedback proposed by Hattie and Yates (2014).

1. **Each learner requires unique feedback from the teacher as each of them is on a different skill level.** Feedback should focus on content knowledge and correction for beginners, on improving linking and association of concepts for intermediate learners, and support for self-monitoring and conception of learning for the advanced learners.

2. **Appropriate feedback allows learners to close critical gaps.** These gaps between the current status of learners and the intended learning outcome is narrowed when feedback is used as basis for planning, refining, and rethinking of learning and performance. Thus, any assessment without feedback is of no help to learners.
3. **Feedback is concrete.** While a praise may do little significance in improving one's learning and sometimes give the impression that the task at hand may be so easy, appropriate feedback are concrete statements describing one's work which contribute to the progress of learning. These concrete statements send signals to learners to stay on task as they are made to realize that those tasks are worthwhile and doable no matter how challenging they may be.
4. **Understanding the goal makes feedback work.** Feedback should always be anchored on the established goal of learning. Hence, the learning outcome and the criteria for its achievement should be accurately defined for feedback to be concrete and to work towards a specific direction of learning.
5. **Feedback provides information on what is next.** It gives clear indication of one's progress in relation to the target learning outcome and thus gives students the idea on how to proceed and what to work on.
6. **Feedback is given in a positive and friendly climate.** Feedback works effectively through mutual respect and trust.
7. **Feedback provides information for teachers' recalibration.** Feedback also informs teachers on what is next in terms of remediating or enriching students' learning.

The SpeedGrader has the following features:

- » **Submission details.** The SpeedGrader provides information on the number of students who have submitted their work, including the time and date of each submission, as well as the time the students last viewed their work to read the teacher's comments.
- » **File option.** This allows teachers to view or download the submitted file.
- » **Similarity score.** When Turnitin is enabled in the assignment setting, the SpeedGrader shows the similarity score of the submitted file. A Turnitin's full report on the said file is shown by clicking the similarity score.
- » **Annotation.** This feature allows teachers to emphasize specific part of the submission with feedback on it. This then allows students to view comprehensive and directed comments on certain parts of the work. A download option may be chosen to obtain a PDF version of the submitted task together with the annotated comments.
- » **Comments.** Aside from the annotation, a comment box accompanies the SpeedGrader where students can view the teacher's feedback.
- » **Grade.** This allows the teacher to mark the students' work. Marking is dependent on

the setting of the assignment (letter grade, numerical score, complete/incomplete). Encoded grades in the SpeedGrader are automatically recorded in the Gradebook of the course.



USE OF GOOGLE DRIVE FOR FEEDBACK

Google Drive has the following features that can be used to provide feedback:

- » **Share files and folders.** Teachers may share files and documents containing detailed feedback to students. Likewise, they may share through this feature learning materials which students can use as reference in improving their work.
- » **Active files.** Google drive allows creation of active word document, excel sheet, and powerpoint presentation slide, which can be shared and edited online. This works well for group activities as members can input their contributions in just one file accessible to all members of the group. Both the teacher and the students can provide feedback on the work by clicking on the comment option. Also, comments may be linked to web sources for referencing. It also has a “Resolved” option for students to monitor the progress of their work.
- » **Forms.** Forms can be created to conduct short surveys and consolidate feedback from students. Be it self or peer assessment, feedback allows learners to reflect on their own criteria and evidence of quality learning, thus adding to their learning experience in making informed decision and professional judgment.



TURNITIN IN SPEEDGRADER

Plagiarism is a form of academic dishonesty common in students’ written outputs. As such, increased emphasis on the academic honesty policy is needed to impress to the students the weight of offense in committing plagiarism. However, a formative practice of engaging students in the practice of proper citation and online etiquette, monitoring and providing feedback, and assigning authentic assessment anchored on their personal experiences and interests can be a starting point in creating an atmosphere that would not tolerate plagiarism.

The use of plagiarism detecting software like Turnitin aids teachers in monitoring students written work online. As a plagiarism review software, Turnitin provides the following functions:

- » **Compare student submissions.** Turnitin has several grounds on which to compare student's submitted work. When enabled, Turnitin can compare submissions against student repository, institutional repository, website content, and periodical and journal publications.
- » **Similarity report.** Turnitin automatically provides similarity score which can be set and reported back to the student immediately. Clicking the similarity score will open a new page where a detailed report of the plagiarism review is shown. The detailed report allows viewing of the sources of suspected lifted statements and provides filtering option for excluding quotes and bibliography on the similarity score. Number of words and percentage of similarity can also be set to filter the report.

The following similarity indices from Turnitin are acceptable for submission:

Overall similarity index: < 15%

Similarity from a single source:

Internet sources: < 5%

Journal articles: < 5%

Student theses/dissertations: < 5%

- » **Plagiarism review setting.** When setting up the assignment, enabling the plagiarism review feature will provide several setting options like excluding all bibliographic materials and/or quoted materials in the similarity report. It also provides option for enabling grammar checking and showing of similarity report to students. Teachers should view the similarity report and not just rely on the similarity score. Doing so can help them decide on the intervention necessary for students who need more training on proper citation and documentation.

HANDLING TECHNICAL ISSUES IN ONLINE TEACHING

Addressing students' technical concerns can take up time supposedly intended for online learning. Although some of these concerns may be addressed by the proper departments, it is necessary for the faculty to be able to respond to students' minor concerns because knowing that their teacher is available to assist them increases their level of affective learning in the online course.





HELPING STUDENTS TROUBLESHOOT TECHNICAL ISSUES

Poe and Stassen (2002) provided the following tips on how teachers can help students troubleshoot technical issues:

- » **Suggest alternative means of communication.**
When the primary platform presents some technical issues, alternative channels of communication should be available to students to allow raising of concerns and continuity of learning.
- » **Contact students left behind in accessing requirement.**
Students who fail to access the online learning platform might be experiencing technical issues and may need teacher's assistance.
- » **Make a contingency plan in case of technology failure.**
Make a back-up plan in case technical issues arise in the conduct of online class.
- » **Answer common technological problems.**
Assist students on minor technical issues. Endorse highly technical concerns to EdTech or to the Information Technology System (ITS) Department.
- » **Provide clear and simple step-by-step directions for activities involving sophisticated technology.**
Do not assume that everyone is familiar with the technology being used. Provide clear and specific instructions for the activities.
- » **Avoid overemphasis on graphics and effects.**
Materials posted in the online learning platform should have a real purpose and should aid in the learning process. Heavy graphics and effects might also take time to load and thus delay access to online tasks.
- » **Check posted links regularly.**
External pages and websites do maintenance and update their content. Consistently check posted links if they remain accessible.
- » **Remind students to have backup copy of their files.**
Encourage students to create backup copy of their files in different storage hardwares as digital files are vulnerable to viruses.
- » **Set up an FAQ page.**
Setting up a Frequently Asked Questions Page allows learners to look for answers to common technical issues and saves time for the teacher.



OTHER EDTECH TOOLS FOR ONLINE COURSES

The following are online resources that can be linked and/or used to facilitate online classes on Canvas.

- » **Adobe presenter video express** allows recording of video attachment for online lecture. Students may use this software for recorded presentations where they can record themselves while also showing their visual presentations.
- » **Audacity (audacityteam.org)** allows recording and editing of audio content. Students may use this for audio-recorded presentation.
- » **Canva (canva.com)** allows students to design and map out information through drag-and-drop feature.
- » **H5P (h5p.org)** helps teachers create interactive content for their online class. For example, an interactive video built with pop-out quizzes and annotation in the middle can be created through H5P.
- » **iFrame generator (iframe-generator.com)** generates html code to embed a webpage. The generated html code may be used to link and embed webpages to Canvas.
- » **Mentimeter (mentimeter.com)** allows teachers to view students' responses to a poll or short survey. Students submit their answers real-time and publicly.
- » **Microsoft teams** is a Microsoft application that allows chat, videoconferences, calls, and collaboration between people in a group. This may be used for longer communication.
- » **Padlet (padlet.com)** allows teachers to design pages that may serve as bulletin boards, discussion forums, and charts for students. Students can access these pages and post their answers publicly.
- » **PhET (phet.colorado.edu)** offers interactive simulations for science and math concept applications.
- » **Spreaker (spreaker.com)** creates and broadcast podcast.
- » **Yammer** is a Microsoft application and a social networking service for private communication. Discussion forums and chats may be held in yammer.
- » **Zoom** is an online video conferencing application that may be used for course meetings and consultations. For free subscription, Zoom can only allow conferences not exceeding 40 minutes.

By category, the other learning resources for facilitating online classes are:

- » **EdTech Tools:** Kahoot, Mentimeter, Venngage, Quizziz, and Canva
- » **Online Periodicals:** Newspaper and Journals
- » **Productivity Tools:** Office 365 apps, Email, Words, PPT, Excel, Sway, Onenote, and One drive
- » **Video /Audio Streaming:** Youtube, Podcast, and Vimeo
- » **Video Conferencing Tools:** Bigbluebutton, Zoom, Google meet, GoToMeeting, and Webx

APPENDIX

Policy on Online Learning for Summer and August 2020 terms

As the university temporarily moves the teaching and learning modality to Canvas for June and August terms for AY 2021-2020, the Academic Affairs Office has crafted the following policy which will be incorporated in the Handbook for Online Teaching and Learning.

Canvas as FEU's official learning platform

The official learning management platform of FEU is Canvas. This is an online application that provides various tools designed to conduct teaching and learning. While the university understands that there are other available platforms (i.e. social media), it is highly recommended that all class related instructions are done on Canvas.

Model of online learning in the university for June and August terms

1. Modality

All courses offered in June and August terms are delivered totally online via Canvas. Both the students and faculty are expected to have internet connection and a reliable device for smooth online teaching and learning experience.

For June 2020 term, all learning materials are on Canvas. Students should have internet connection and appropriate device before they can enroll. They will be asked to sign a consent form regarding this modality. For those who will be unable to enroll, the Institutes will offer alternatives for the succeeding semesters.

For August 2020 term, students may choose their preferred modality. Learning materials are both available in dynamic and analog forms. Dynamic learning materials can only be accessed through Canvas. Analog learning materials will be couriered to the students in a thumb drive; assessments will be done offline. (See online learning materials section below)

2. Role of faculty

In any environment, face-to-face or online, the roles of the faculty remain the same as the goals of learning fundamentally stay the same. However, here are some reminders that can help you navigate this modality:

- a. Faculty must be able to explain to students the difference between learning online and learning in a traditional classroom. It is important to emphasize the amount of time needed for taking an online class and the importance of working independently. For instance, since online classes are mostly written, students should allot additional time to type comments in discussion forums. This is different in a traditional classroom where students can just raise their hands and voice out their comments to the class.

- b. Faculty must emphasize the extensiveness of reading and writing in an online course. Because all class assignments are provided in written format (except for lectures on video) with no opportunity for students to ask questions, teachers should explain class assignments thoroughly in online courses. It is important to impress on them the importance of being careful readers in order to ensure that they understand the instructions and assignments posted.
- c. Faculty must help students understand that communicating online is different from face-to-face classroom engagement.
- d. Faculty must be sensitive to students' concerns on cyber anxiety. In this case, it is important that the faculty communicates with the Guidance and Counselling Office for further advice.
- e. Faculty must clarify expectations from the beginning of the online class to make sure the students understand how the class will be delivered, what and how the students should deliver and when.

3. Online communication synchrony

The university recommends a combination of synchronous and asynchronous approach to online learning.

Synchronous learning is learning real time, i.e., faculty and students meet on Canvas at an appointed time. The following tools on Canvas can be used to facilitate synchronous learning:

- a. Live chat
- b. Audio and video conferencing
- c. Timed quizzes
- d. Shared multimedia presentations and online slide shows

Asynchronous learning is self-paced. It uses tools that involve time-delayed capabilities online. Canvas can facilitate asynchronous learning using the following tools:

- a. E-mail
- b. Threaded discussions
- c. Announcements
- d. File attachments

It is important to remember that online learning does not intend to replicate face-to-face instruction. It advocates self-paced learning and asynchronous mode of communication.

4. Student's Pacing (self-paced with reinforcement modules for underperforming students)

While the university advocates asynchronous learning, this may not be suitable for some underperforming students. The faculty should be aware that majority of students

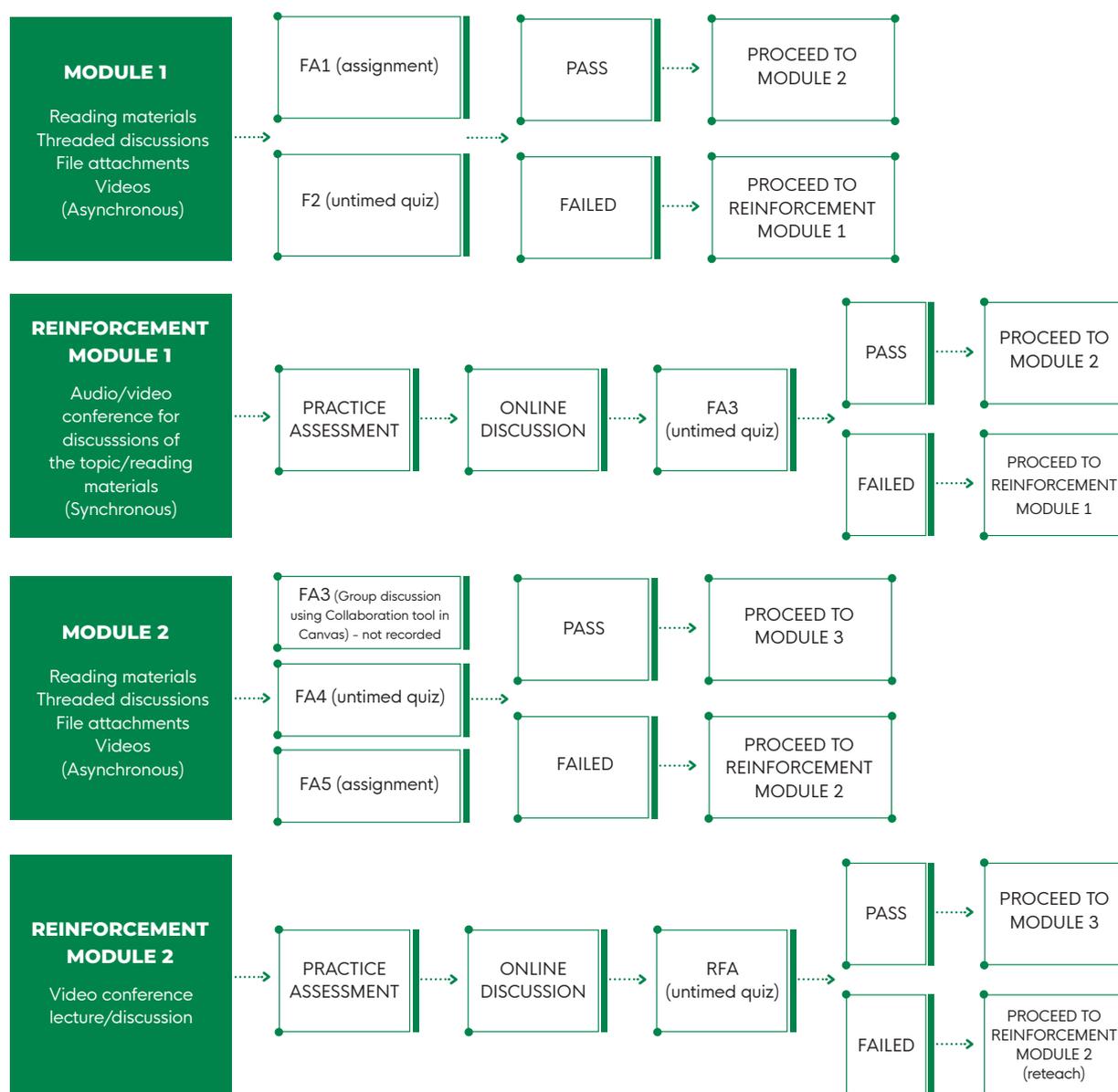
need more guidance in class. Therefore, it is necessary to develop reinforcement modules that will need more synchronous mode of learning. For performing and independent students, they can navigate the modules asynchronously, but for the most, a reinforcement module is necessary. (See preparation of online learning materials below).

Preparation of online learning materials

1. Creating an instructional design

Since the modality for June and August terms is totally online, a clear instructional design is necessary before uploading all instructional materials to Canvas. This helps you organize your class and reduces afterthought activities which normally cause cyber anxiety among students.

Below is a recommended instructional design (dynamic learning materials) for combined synchronous and asynchronous learning. The faculty can make their own design following the fundamentals of combined synchronous and asynchronous learning



The instructional design illustrated on Page 58 shows the organization of teaching and learning for combined synchronous and asynchronous model. It can be noted on this model that modules are consist of dynamic learning materials utilize in different teaching-learning activities. The organization of these materials and activities are arranged in such way where learning is built from base knowledge and progresses from one activity to another. Further, assessment activities are directed on proceeding either to the next module or to a reinforcement module to ensure learners' grasps of concepts and demonstration of skills.

2. Types of learning materials

For August 2020 term, faculty members are expected to prepare two types of learning materials per course.

a. Dynamic learning materials using Canvas

This type of learning material is online and accessible using Canvas. The dynamic learning materials can be both synchronous and asynchronous. Feedbacking in this type of learning materials happens real time.

b. Analog learning materials via courier

This type of learning material is developed for students with limited access to internet. The analog learning materials are self-paced and recommended for highly independent students. Students can access all the modules and assessments without proper feedbacking per assessment. Analog learning materials are couriered (thru LBC, JRS Express, Lalamove, etc.) to the students and in turn, the students will courier back the assessments for grading.

3. Course outline

The course outline should be available to students on the first day of class. It should be posted in the syllabus section on Canvas. The following are some reminders:

- a. Chunk the course outline into sections to organize your topics. It can be divided by modules or by reading materials.
- b. Make sure that assignments and assessments are chunked properly with clear parameters.
- c. Allow time for feedback before students can proceed to the next part of the module.
- d. Provide due dates for assignments and assessments.
- e. Provide multiple opportunities for graded assessments.
- f. Give acceptable credit for online engagements (not necessarily on synchronous activities).
- g. Clarify the roles of reinforcement modules in the outline.

Grading system

The grading system for June and August terms follow the existing policies stipulated in the Policies and Guidelines for Grading and Assessment manual released by the Academic Affairs Office in October 2018. To request a copy, email your respective program heads.

REFERENCES

Biggs, J. B., & Catherine So-kum Tang. (2009). *Teaching for Quality Learning at University: What the Student Does*. 3. ed., reprinted. Maidenhead: McGraw-Hill [u.a.].

De Lima, D. P., Gerosa, M. A., Conte, T. U., & Netto, J. M. (2019). *What to expect, and how to improve online discussion forums: the instructors' perspective* (Vol. 22). N.p.: Journal of Internet Services and Applications.

Doyle, T. (2008). *Helping Students Learn in a Learner-Centered Environment: A Guide to Facilitating Learning in Higher Education*. 1st ed. Sterling, Va: Stylus Pub.

Fry, H., Ketteridge, S., & Marshall, S. (Eds.). (2009). *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. 3rd ed. New York; London: Routledge.

Hattie, J., & Gregory Yates. (2014). *Visible Learning and the Science of How We Learn*. London; New York: Routledge, Taylor & Francis Group.

HRC, The Hanover Research Council. (2009). "*Best Practices in Online Teaching Strategies.*" *Hanaover Research Council*.

Leinhardt, G., McCarthy Young, K., & Merriman, J. (1995). "Integrating Professional Knowledge: The Theory of Practice and the Practice of Theory." *Learning and Instruction* 8–401:(4)5.

National Education Association. (2006). "*Guide to Teaching Online Courses.*" *National Education Association*.

Palmer, M. S., Bach, D. J., & Streifer, A. C. (2014). *Measuring the promise: A learning-focused syllabus rubric. To improve the academy: A journal of educational development*, 36-14 ,(1) 33.

Poe, M., & Stassen, M.L. (2002). "*Teaching and Learning Online: Communication, Community and Assessment-A Handbook for Umass Faculty.*" *University of Massachusetts*.

Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the horizon*, 5)9). *Student Collaborations*. (n.d.). Retrieved May 2020 ,16, from <https://lakeland.instructure.com/courses/1186804/pages/student-collaborations>

Weimer, M. (2013). *Learner-Centered Teaching: Five Key Changes to Practice*. Second edition. San Francisco, CA: Jossey-Bass, A Wiley Imprint.

Willingham, D. (2009). *Why Don't Students like School? A Cognitive Scientist Answers Questions about How the Mind Works and What It Means for the Classroom*. 1st ed. San Francisco, CA: Jossey-Bass.