

CULT

stipulated 23 March 2020 deadline for the submission of revised syllabi in OVPAA Memorandum No. 2020-35 which is now lifted. In addition, faculty members and officials are encouraged to share creative strategies or thoughts on how to move forward by email with their Vice-Chancellors for Academic Affairs cc vpaa@up.edu.ph

In the course of calibrating courses, the faculty may take the following considerations into account:

- o The University's education site subscription to ZOOM will be available within the next few days. This will enable the UP System faculty, staff and students to host and attend formal and informal meetings, classes and webinars even after the projected mid-April end of the lockdown as long as they have *up.edu.ph* addresses, gadgets and access to the internet. The epidemiological pattern of the disease suggests that it may peak around May and begin its decline thereafter. However, the period of decline will not necessarily imply a return to normalcy in the next few months.

OVPAA Memorandum 2020-31 and 2020-35 directed the faculty to utilize UP's learning management system and other platforms for uploading learning materials, assessment tools and student submissions, and interacting with students. The period of suspension is also a time to further enhance the use of these platforms in preparation for the lifting of the suspension of classes.

The suspension is also the time for the faculty to get to know each of their students more and take their situation into account when calibrating their courses.

- o There are different types of technology-supported learning activities, from low-tech options (e.g. Q&A via SMS, printed worksheets) to online activities (e.g. blogs, online quizzes, discussion fora, webinars), that may be utilized given the varying conditions of our campuses and students. The Webinar Series that UPOU is offering to the faculty of other UP Constituent Units will discuss these and general principles in the design of technology-supported learning.
- o In the face of the COVID-19 pandemic, Universities worldwide confront the same challenge of enabling learning in the midst of disruption, albeit under different conditions depending on the level of development of their societies. Recommendations of fellow academics on how to deal with the crisis are worth noting. Consider, for instance, some of the tips of University of Washington Professor Penas on Pedagogy in Time of Epidemic that is available at <https://docs.google.com/document/d/12HaENU4tIZZYC16d4neyIDF3TAs6DEi15aYuw500P7M/mobilebasic>:

1) Prioritize: What do students really need to know for the next few weeks? This is really difficult, and, once again, it means that the quality of teaching and learning will suffer. But these are NOT normal circumstances.

2) Stay in contact with students, and stay transparent. Talk to them about why you're prioritizing certain things or asking them to read or do certain things. Most of us do that in our face-to-face teaching anyway, and it

improves student buy-in because they know content and delivery are purposeful.

3) Make assignments lower or no stakes if you re using a new platform. Get students used to just using the platform. Then you can do something higher stakes. Do not ask students to do a high stakes exam or assignment on a new platform.

- o There are also various online discipline-specific resources that faculty can explore, such as the STEM video education library of the Journal of Visualized