

Supporting UP Manila Faculty in Online Learning

(Adapted from 12-Step Roadmap for Rapid Transition to Online Learning by the Academy of Active Learning Arts and Sciences)

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STEP 1: Confirm what technology is available to you and your students at school and at home.

- Virtual Learning Environment (Moodle) at <http://vle.upm.edu.ph>

Faculty who need courses created in the VLE can email the Interactive Learning Center at upm-ilc@up.edu.ph.

Faculty who are unable to access the VLE can email the Information Management Service at ads-admins@post.upm.edu.ph.

The VLE has many tools but the following may be particularly useful now. Descriptions below are from <https://moodle.org/> and you can go to this website for further instructions. You can take a look at Dr. Isip Tan's "10 things you can do with the UP Manila VLE" video [here](#).

1. [BigBlueButton](#): An open source web conferencing solution for online learning that provides real-time sharing of audio, video, slides, whiteboard, chat and screen. It also allows participants to join the conferences with their webcams and invite guest speakers. For a quick rundown of all these features and a video demo of Big Blue Button, Click [here](#)
To set up your virtual class, just follow the steps provided [here](#).
2. [Quiz activity](#): Allows the teacher to design and build quizzes consisting of a large variety of question types including multiple choice, true-false, short answer and drag and drop images and text. These questions are kept in the question bank and can be reused in different quizzes.

[How to create quizzes on VLE using Word Processing Apps](#)

[How to attach photos on your quiz](#)

[Formatting guide for equations using TeX on VLE](#)

3. [Assignment activity](#): Provides a space into which students can submit work for teachers to grade and give feedback on. Student submissions are together on one screen of your course. You can require them to submit one or several files and/or to type text essays. It is possible to have them submit work as a group. Assignments can have deadlines and cut off dates - which you can also extend if necessary.
4. Upload/link resources for students to view and download. Check out UPOU videos [here](#). You can also try Googling for other open educational resources (OER) like this [one](#).
 - a. [How to upload files](#)
 - b. [How to embed Youtube videos](#)

- Zoom

Zoom is a communications software that combines video conferencing, online meetings, chat, and mobile collaboration. Zoom users can choose to record sessions, collaborate on projects, and share or annotate on one another's screens, all with one easy-to-use platform. Zoom offers quality video, audio, and a wireless screen-sharing performance across Windows, Mac, Linux, iOS, Android, Blackberry, Zoom Rooms, and H.

Faculty who wish to use Zoom may contact IMS at ims@post.upm.edu.ph.

- Vidyo

Vidyo is another communications software tool that allows users to make point-to-point calls or multipoint video conference meetings from their desktop machines, tablets and smartphones, H323/SIP equipped meeting rooms and from traditional phone lines. It provides “rooms” in which one can invite people to remote meetings and also provides a way for the recording of such meetings. Aside from videoconferencing, it also allows livestreaming.

Faculty who wish to use Vidyo may contact IMS at ims@post.upm.edu.ph.

- Google classroom

When you log in to your UP email, you can click on the block of nine dots beside your name in the upper right hand corner. Scroll down and click Classroom. A short video introduction can be found [here](#).

- Meet (Google Hangouts advanced features which due to COVID-19 is available until July 1, 2020)

When you log in to your UP email, you can click on the block of nine dots beside your name in the upper right hand corner. Scroll down and click Meet. Cheat sheet [here](#).

The following tools have been tried by Dr. Isip Tan and are available for free. For sample teaching videos and tips, see her blog post [here](#).

- Screencast-O-Matic

On your web browser, go to <http://screencast-o-matic.com/>. It is free to use if your video length is 15 minutes or less. Use this to record screencast lectures, that capture your talking head and your lecture slides. Short intro video [here](#).

- FlipGrid

On your web browser, go to <http://flipgrid.com>. A short introduction to this video discussion platform can be viewed [here](#). Click [here](#) for a short tutorial for teachers.

- TedEd Lesson

On your web browser, go to <http://ed.ted.com/educator>. You can create a TedEd lesson by adding interactive questions, discussion topics and more to your favorite TED-Ed Animations, TED talks or any video on YouTube. A short tutorial is available [here](#).

- Edpuzzle

On your web browser, go to <http://edpuzzle.com>. Edpuzzle allows you to embed either open-ended or multiple-choice questions, audio notes, audio tracks, or comments on a video. A short tutorial for teachers can be viewed [here](#). Dr. Isip Tan made a quick demo video too which can be seen [here](#).

- iPad or iPhone. Open your presentation and record screen with audio, to make a quick teaching video. Instructions can be found [here](#).

STEP 2. Identify and test your online hub.

- Whatever online platform is used, please ask students to confirm access.
- Prepare options for those who can't get online access.

STEP 3. Explain to students how to operate in the online environment.

- Prepare a short video explaining your hub.
- Brief students on how to use teaching materials.
- Teach students how to interact with preclass work.

STEP 4. Establish clear expectations for students' responsibilities during the remote learning period.

- Tell student what to expect and what you expect
- Set time tables for remote assignments.
- Plan for students who complete pre work but don't understand the topic.

STEP 5. Maintain essential relationships with students.

- Communicate more frequently and use multiple channels.
- Keep communications clear and simple.
- Publish class times for group work and office hours.
- Create an online forum for students to leave messages.
- Encourage students to connect and engage with you and their peers.
- Provide opportunities for students to check in with you.

STEP 6. Make sure assignments students do alone are at lower levels of Bloom's taxonomy

- Chunk media into bite-sized portions.
- Label all pre-class media.

STEP 7. Adapt your assessment process.

- Assess formatively using online tools.
- Have spontaneous conversations with students online.
- Have students create videos.

STEP 8. Use the opportunity to support personalized learning.

- Give students more choice in how they learn.
- Create videos, audio, slides and other media.

STEP 9. Get student feedback.

- Plan regular check-in times with students to get feedback.
- Create an anonymous feedback forum for blind surveys.
- Adapt as necessary.

STEP 10. Keep parents informed.

- Probably not as important in the university setting.

STEP 11. Connect, collaborate, share and get support.

- You are not alone. Reach out to others for support.
- You can email the ILC at upm-ilc@up.edu.ph, Dr. Iris Thiele Isip Tan at icisiptan@up.edu.ph or Mr. Al Merca at abmerca@up.edu.ph.
- You can tweet Dr. Iris Thiele Isip Tan too [@endocrine_witch](https://twitter.com/endocrine_witch).

STEP 12. Seek additional support from other educators worldwide.

It is free to register for the AALAS 12-step roadmap for rapid transition to online learning [here](#), to access more materials.