

FAQs on Teaching-Related Concerns in the First Semester AY 2020-2021

The following Frequently Asked Questions (FAQs) serve as guide in preparation for remote mode of delivery of teaching and learning in the first semester AY 2020-2021. These are based on memos and guidelines released by the Office of the Vice President for Academic Affairs (OVPA) and Office of the Vice Chancellor for Academic Affairs (OVCAA).

On Course Packs

1. Why prepare course packs?

A course pack (also 'coursepack') is a compilation of course readings and other materials that is given to students at the beginning of the term/semester. It is intended to ensure that all students have access to the core learning resources for the course.

Use of course packs is not unique to remote learning. Many faculty members teaching face-to-face prepare course packs and make these available to their students (usually by giving them a master copy to photocopy for themselves).

In remote learning, a course pack is essential as the primary means of delivering the course content. It is intended to support guided independent learning, which is one of two components of effective learning (the other component is interaction and dialogue). Because students will be studying on their own for the most part, the course pack for remote learning is more comprehensive than a course pack for use in face-to-face classes — i.e., the course pack for remote learning includes not only the course readings (e.g., journal articles, book chapters) and multimedia resources (e.g., video lectures, screencasts, simulations) but also study guides for each set of readings and activity and assignment guides.

The complete course pack is given to students studying remotely before the term begins to

- enable students to plan their study time for each course (i.e., when to study and how many hours to allot to each set of readings and each activity or assignment, when to participate in collaborative learning activities, how much time to allot to doing an assignment); and engage in self-paced learning; and
- allow the faculty (i.e., the teacher handling the course) to focus on monitoring student progress, scaffolding learning as and when needed, and providing timely feedback to students who are learning remotely (i.e., not in the same physical space as the teacher).

2. What should be included in the course pack?

According to the checklist prepared by the UP System Committee on Remote Learning, the course pack should contain the following:

- Detailed course guide with a horizontal syllabus
- Learning resource/s per study unit
- Study guide per study unit
- Activity guides
- Assignment guides

Materials related to the preparation of the course pack are available in the Course Redesign for Remote Learning hosted in UVLe. Email ilcdhelpdesk.upd@up.edu.ph for instructions on how to access these materials.

3. Should all the contents of the course pack be finished and available to students on the 1st day of class?

Ideally, yes. Because the 1st semester is shorter (14 instead of 16 weeks), courses need to be planned ahead of time and conducted efficiently. If the course pack for each course is already with the student on the 1st day of class, this will enable (1) students to see how much work they need to put in and apportion their time and (2) the teacher to focus on monitoring student learning during the course implementation.

Course pack should be ready by 1 September 2020 and uploaded in UVLe before the start of classes on 10 September 2020. For faculty preparing more than 2 full course packs, they may make available the first half of the course pack for these courses by 1 September 2020 and the remainder by 16 October 2020.

4. If I plan to give quizzes or exams to students, should they be included in the course pack?

No. Quizzes or exams (e.g., midterms, finals) may be administered and given to students based on the schedule set in the syllabus. However, guidelines for assignments, graded activities, and other major requirements such as final papers should be available to the students at the beginning of the semester so they can properly manage their time in accomplishing these requirements.

5. How will students access the course pack prepared?

This depends on the remote learning capabilities of the students. Ideally, course packs should be accessible in three modes:

- Learning Management System (e.g., UVLe, Google Classroom)
- USB flash drive
- Printed copy of contents of course pack

6. How will I know the preferred mode of my students to access my course pack?

Students were asked to answer a remote learning readiness survey via CRS during pre-enlistment. Results of the survey are now accessible to the faculty through the class list or through the class enlistment module on CRS. Students' answers to the survey are reflected in the class lists of all courses offered in the first semester AY 2020-2021.

7. What will happen to students who did not enroll and answer the survey?

The University will reach out to students who did not enroll and answer the survey to better know their situation and to be able to extend assistance to them.

8. If some students opt to have the course pack delivered to them, how do I send it to them?

Now that logistical resources for the printing and delivery/distribution of course packs are allotted to the degree-granting units (please refer to Memorandum OVPA No. 2020-93 and 93-b), colleges are requested to come up with guidelines on how the faculty may use these resources (e.g., set up a mechanism where handling of printing and delivery/distribution of course packs via courier services is centralized; another mechanism would be to track students and discuss delivery/distribution of course packs with LGUs).

9. Do I need to submit my course pack to the OVCAA?

No. The contents of your course pack will not be checked by the OVCAA. The task of monitoring the successful completion of course packs is assigned to the academic unit. The academic unit may opt to form an *ad hoc* committee for this and use the course pack checklist as guide.

10. Is there an incentive for preparing a course pack?

“Since this is the first time most faculty members will be preparing course packs, an honorarium of Php 9,000.00 will be given for every **complete course pack** prepared for a 3-unit course, pro-rated among faculty involved in the preparation. The units, which will recommend the honorarium of faculty members, are enjoined to ensure the completeness of the course packs.

When more than one faculty is involved in the preparation of the course pack, the honorarium will be pro-rated based on the number of faculty who collaborated, with each faculty receiving not less than Php 3,000.00. However, the total honorarium paid for a course pack should not exceed Php 15,000.00. In instances when more than five faculty are involved in the preparation of a course pack, then the Php 15,000.00 will be pro-rated among the faculty.

In instances when the faculty still needs to fulfill the required total load credit (TLC) for the semester, a credit unit incentive of 1.5 unit per course pack prepared for a 3- unit course may be applied, subject to the approval of the academic unit and contingent on the available faculty resource vis-a-vis courses that need to be offered for the semester. The credit course incentive may not be used for deloading or for overload.” (Source: Memorandum OVPAA No. 2020-92)

11. Are lecturers included in this incentive system for course pack design?

“Lecturers who are involved in the preparation of complete course packs may be given honorarium commensurate to their involvement in the course pack preparation as outlined above.” (Source: Memorandum OVPAA No. 2020-92)

On Campus Visits

12. Can I go to the campus to record lectures or video tutorials in our laboratory or office? Can I go to campus to access a more reliable internet?

This depends on the kind of community quarantine that will be imposed by the national and local government in the next few weeks. If mobility will be allowed, then faculty may visit their labs and/or offices to develop their learning resources and access university resources subject to UP Diliman-approved protocols. Strict health guidelines should be developed per unit such that physical distancing will be followed, health checklist forms will be accomplished, and the number of faculty at a given time and place will be minimal.

13. Can I teach this 1st semester while I am unfortunately stranded abroad?

Since we are delivering our courses remotely (and this includes online teaching and learning), our colleagues from abroad who are either stranded or prevented from returning to the Philippines due to the pandemic may still be given teaching load. It is technically possible for them to teach their courses purely online from abroad on condition that:

- a. a report for duty is submitted online (this is allowed due to the situation);
- b. the department/institute endorses this arrangement to the Dean, OVCAA and OC for

approval until the situation becomes normal.

If letter b is approved:

- c. the courses they will offer will be uploaded on CRS with a note that it will be taught purely online (so that students are informed of the mode of delivery before they enroll in the course/s);
- d. the courses to be offered have been prepared (or redesigned) for remote (or online) teaching;
- e. course packs are submitted to the department/institute by 1 September 2020; and
- f. they will return to the Philippines as soon as the health situation permits, flights become available, and it is safe to travel back to the country.

On Academic Policies

14. Will the Student Evaluation of Teachers be implemented during the 1st semester?

Yes. The revised and University Council-approved SET will be used starting 1st semester AY 2020-2021. The results of the SET for AY 2020-2021 will only be used for developmental purposes (e.g., improving online/remote teaching and learning). The results will not be used for decision-making on faculty promotions, awards, tenure, and appointments.

15. What is the ideal class size?

Based on the post-ECQ guidelines released by the OVCAA on June 8, colleges and units are encouraged to determine the optimal class size that allows the faculty to properly supervise students in a remote learning context. Bear in mind that smaller class sizes might mean more sections need to be offered to meet course demands. Additional sections can be distributed to lecturers or part-time faculty. Individual faculty can also opt to offer more sections of a similar course, provided that they are able to properly manage remote classes and that their aggregate teaching load for the 1st and 2nd semesters of AY 2020-2021 will not exceed 36 course credit units. (4.2.1 *Required Teaching Load*, UP Faculty Manual)

The post-ECQ guidelines are available here: <https://upd.edu.ph/wp-content/uploads/2020/04/OVCAA-Guidelines.pdf>

16. What is the minimum teaching load for the 1st sem?

Based on the post-ECQ guidelines released by the OVCAA on June 8, faculty are reminded that the minimum total load every semester is 12 units but the faculty may be allowed to spread their teaching load provided that they satisfy the required 24 units total load in an academic year. The minimum teaching load can be partially satisfied by any of the following

authorized academic activities: graduate studies, research and creative work, extension work, and administrative work.

The post-ECQ guidelines are available here: <https://upd.edu.ph/wp-content/uploads/2020/04/OVCAA-Guidelines.pdf>

17. What is the regular study load for undergraduate students for the 1st semester?

The regular load for undergraduate students is 12 units based on Memorandum OVPAA No. 2020-92.

18. Does this mean that students enrolled in 12 units this 1st semester AY 2020-2021 may still qualify for graduation with honors?

Yes.

19. Will our unit be required to undergo curricular revision if there will be changes in the sequence of courses offered due to the program redesign we conducted?

No. The program redesign should only affect sequence of course offerings, not major changes such as, but not limited to, the removal or addition of courses and the change in the number of units of a course.

20. Can we offer two-semester or sequence courses (i.e., prerequisite course and the course that requires the prerequisite) during the same semester?

If this situation is inevitable, then a split-sem approach is recommended. The prerequisite course can be taught during the first 7 weeks, followed by the succeeding course in remaining last 7 weeks. Note that courses offered using the split-sem approach have to be taught for 7 weeks with the same number of hours allotted for the course had it been taught for one whole semester.

21. But what about coupled courses (i.e., a course with an integrated lecture and laboratory components) where one is a prerequisite of the other? Can they also be offered in the same semester?

If this situation is inevitable, a split-sem approach is also recommended. For instance, the lecture component of Course A can be discussed in the first 7 weeks of the sem and the laboratory component of Course B can be discussed in the last 7 weeks of the semester. This way, the issue on prerequisite is addressed. Students will enroll in both courses with full units. At the end of the first semester, the grades will be deferred until students finish the

lab component in the second semester.

The same arrangement will be applied to the second semester, that is, the lab component of Course A will be handled in the first 7 weeks of the second semester and the lab component of Course B will be taught in the last 7 weeks of the second semester. It is only after the second semester that students will be given their grades in both courses and these grades will be reflected in the first semester wherein they enrolled both courses. The academic unit offering these courses to be handled in this manner should formally communicate their plans to the OVCAA, copy furnished the OUR.

Other Questions or Concerns

22. Does the faculty have legal responsibility over their students in a remote learning setting under the principle of *in loco parentis*?

Please see attached opinion of the UPD College of Law (COL) on the concept of *in loco parentis* as prepared by Atty. Michael L. Tiu, UP institute of Human Rights, Lecturer of COL in Torts and Damages. (File name: COL Opinion)

23. Are there guidelines that can be used by the faculty on copyright?

Please see attached Memorandum No. OVPAA 2020-91 on guidelines for using or incorporating copyrighted works into course packs for the first semester AY 2020-2021 with FAQs regarding faculty copyright over course packs. (File name: OVPAA Memo 91)

24. How do we access library resources of UP Diliman?

Please see attached guidelines and assistance for faculty and students to access library resources in UP Diliman released by the University Library. (File name: UL Guidelines)

25. Which office do we ask for specific remote learning concerns?

You may send an email to the following UPD offices for your specific remote learning concerns:

Concern	Office-in-charge	Email
Use of library resources	University Library (UL)	library.updiliman@up.edu.ph
UVLe technical support	Interactive Learning Center Diliman (ILCD)	ilcdiliman@up.edu.ph
UP mail/webmail	University Computer	cc.upd@up.edu.ph

	Center	
Academic policies	Office of the Vice Chancellor for Academic Affairs (OVCAA) Office for the Advancement of Teaching (OAT) Office of the University Registrar (OUR)	ovcaa.upd@up.edu.ph ovcaa.oatdiliman@up.edu.ph admin.our@upd.edu.ph
Student Well-being	Office of the Vice Chancellor for Student Affairs (OVCSA) UP Diliman PsycServ UP Health Service (UPHS) Office of Counselling and Guidance (OCG) College of Social Work and Community Development (CSWCD)	ovcsa.upd@up.edu.ph psycserv.upd@up.edu.ph uphspublichealth.upd@up.edu.ph ocg.updiliman@up.edu.ph cswcdocs.upd@up.edu.ph
Student concerns	Office of the Vice Chancellor for Student Affairs (OVCSA)	ovcsa.upd@up.edu.ph
General Education (GE) courses	General Education Center (GEC)	gec_ovcaa.upd@up.edu.ph
National Service Training Program (NSTP) concerns	National Service Training Program (NSTP) Office	nstp.upd@up.edu.ph
Field Activities concerns	Office of Field Activities (OFA)	ofadiliman@up.edu.ph
International Faculty and Student Mobility and Exchange Programs	Office of International Linkages (OIL)	international.upd@up.edu.ph