



UNIVERSITY OF MAKATI

TBL HUB

TECHNOLOGY-BASED LEARNING HUB

TABLE OF CONTENTS

2

BACKGROUND AND
RATIONALE

3

GOALS AND
OBJECTIVES

5

DEFINITION

6

FRAMEWORK

12

CONTENT AND
IMPLEMENTATION

19

EVALUATION

20

EFFECTIVITY

21

SOURCES AND
REFERENCES

22

TBL TEAM LEAD
MEMBERS

UNIVERSITY OF MAKATI FLEXIBLE LEARNING PROGRAM POLICY DRAFT

I. BACKGROUND AND RATIONALE

This year, the entire world slowed down as the number of COVID-19 cases surged. When the World Health Organization (WHO) declared the COVID-19 outbreak a pandemic, cities and even entire countries were placed on quarantine through strict lockdown measures. The world's economy took a steep plunge as many businesses were forced to shut down, resulting in millions of people losing their jobs and primary sources of income. Regardless of age, race, gender, and socioeconomic status, almost everyone in the world was forced to stay home. This health crisis came so unexpectedly that no one in the world was ready and prepared enough for its impact.

The education sector was in a very critical state due to the disruptions brought about by this emergency health situation. The conduct of on-site classes in educational institutions all over the Philippines was immediately suspended to avoid and limit the risks of virus transmission and infection. Together with the declaration of President Rodrigo R. Duterte that traditional in-person classes will resume only when vaccines are made available to the public, educators are confronted with the challenge and task of how to continue learning and instruction beyond the usual face to face setup. Thus, the need to explore contemporary and innovative teaching and learning modalities has become more urgent than ever.

The University of Makati acknowledges the differences in distance learning capacity and capability of our learners, particularly during this time of distress. Students are situated in diverse learning conditions, and the availability of varied, flexible teaching and learning options enables the institution to respond to students' needs and right to quality education. This also allows students to choose which learning modality is most convenient and best suited for them.

It is also an excellent opportunity for the University of Makati to develop new learning systems and strengthen existing ones aligned with the goals of the emerging fourth industrial revolution (Education 4.0) and adapt to the fast-changing needs of the 21st Century learners. As pointed out by UNESCO's Assistant Director-General for Education, Stefania Giannini, "We need to come together not only to address the immediate educational consequences of this unprecedented crisis but to build up the longer-term resilience of education systems."

II. GOALS AND OBJECTIVES

The University of Makati's Flexible Learning Program is the institution's call-to-action in transforming its instructional system and delivery in response to the germane needs of our learners, faculty, and other pertinent stakeholders during the current emergency health crisis. Any shifts in learning delivery will be in accordance with existing policies and recommendations from the national government and the many rudiments of the New Normal.

The primary goal is to provide the learning institution and its academic community with the opportunity and the means to re-evaluate, re-imagine, re-configure, and eventually revolutionize its teaching and learning models and standards towards more context-based learning solutions that are creative and innovative. This is deemed necessary to better respond to the current demands of setting up a quality educational environment.

In line with this goal, this Flexible Learning Policy aims to:

1. establish a shared understanding of flexible learning by introducing a framework that may serve as a fundamental basis in the observance and the use of flexible learning modality;
2. provide a well-defined, consistent, and appropriate direction in facilitating enhanced yet realistic and achievable forms of instructional delivery;
3. develop the ability to select and use appropriate digital tools and technologies in translating curriculum to instructional materials, including learning activities and in designing and developing suitable assessment and evaluation tools and techniques;
4. create and foster an academic partnership or learning connection between and among students, faculty, parents, and the community towards better communication, coordination, and collaboration to aid the achievement of a more practical, productive, and effective learning process;
5. offer a more dynamic yet straightforward and consistent approach in the choice and use of flexible teaching and learning methods;

6. present opportunities for the development of student-centered and personalized learning programs based on evidence and data relating to their learning needs;
7. promote responsible digital citizenship inside and outside the University's flexible learning platform.

III. DEFINITION

Australia's Deakin University characterized flexible learning as a multi-layered and multi-faceted approach to education. Its purpose is generally to increase opportunities and options available to learners and give them greater control over their learning through various learning modes and interactions.

It is also not an alternative mode of education but should be considered a driving force that provides learners with increased choice, convenience, and personalization to suit their needs. Students must be provided with options about where, when, and how learning should occur using various technologies that may support the teaching and learning process (Lee & McLoughlin, 2010).

Although flexible learning commonly utilizes educational technology facilities, the Commission on Higher Education (CHED) and Southeast Asian Ministers of Education Organization (SEAMEO) reiterated that it's an approach that is not solely focused on the use of technology. It involves digital and non-digital technology, covers both face-to-face/in-person learning and out-of-classroom learning modes or a combination of instructional delivery methods.

It may also vary depending on the levels of technology, availability of devices, internet connectivity, and levels of digital literacy and approaches.

Flexible learning ensures the continuity of inclusive and accessible education when the use of traditional modes of teaching is not feasible, as in the occurrence of national emergencies such as the COVID-19 pandemic.

IV. FRAMEWORK

The development of the University of Makati's Flexible Learning Program is not only based on the current emergency health crisis we are facing. It is also grounded on the belief that flexible learning is a sound and purposeful educational delivery approach that results in fundamental moves and changes across the many contexts of our times. It integrates traditional classroom-based teaching, online education, blended learning, and even distance education through an assortment of educational pedagogies via means and channels that are most beneficial, advantageous, and suitable to the needs of our students and their changing environment.

In establishing a framework for the delivery of flexible learning, the general aspects of a flexible learning environment and dimensions of flexibility which are often described and discussed in most of the literature on flexible education, are featured. These include but are not limited to time, pace, setting, learning mode, learning styles, content, and even assessment and evaluation.

Choosing which elements to consider must be made within a structure that maintains reasonable and consistent academic standards.

Adapted from Colegio de San Juan de Letran's Flexible Learning Program, the framework presented below highlights the three essential elements of blended flexible learning: (1) connection, (2) content, and (3) context.

1. **CONNECTION** simply refers to how the learning process flows. It is how learners actively engage or interact and keep them focused on the task at hand. It enables the students to maximize learning even outside the confines of a physical classroom. It could be classified into:

a. **On-site** - a type of interaction that occurs within a specified, well-defined physical space. It involves regular face-to-face educational processes and requires face-to-face management and supervision. This connection allows the students to visit the school premises and utilize its learning resources and facilities. Some teaching methods and strategies include:

- i. Laboratory instruction and supervision
- ii. Classroom-held lectures and collaborative activities
- iii. Group activities with limited participants
- iv. Short time-bounded discussions and observations
- v. Consultations

Off-site (Remote) - a type of interaction wherein the teaching-learning process is done through non-physical means. It employs off-site teaching methodologies that utilize a variety of web-based platforms or internet-based mechanisms such as e-mails,

online learning platforms (e.g., Google Classroom, Edmodo, Moodle, etc.). It is considered a more creative and enhanced way of sharing and acquiring new skills, knowledge, and competencies. Suggested methods include:

- i. Learning Management System (LMS)
- ii. Video Conferencing (Zoom, Google Meet, etc.)
- iii. Teleconferencing
- iv. Interactive Online Collaboration and Discussion
- v. Online Messaging Systems / Chat Share Dynamics
- vi. Radio and/or Television Broadcast Learning
- vii. Learning Kits
- viii. Virtual Learning/ Educational Resource Market

1. CONTENT describes a method where students unfold and explore topics in each course. It refers to the substance and/or modality of the teaching and learning process, which are facilitated and supervised by faculty. This element of flexible learning has two modes:

a. Synchronous - refers to a mode of teaching-learning that encourages the simultaneous learning process by the students and the faculty. It requires connectivity through the digital learning space. When critical or significant information is to be cascaded to the students, this content modality is highly encouraged and should be done in a direct, specific, and clear manner. Some methods that can be classified under this mode are:

- i. Video Conferencing and Discussions
- ii. Teleconferencing
- iii. Interactive Online Collaboration and Discussion
- iv. Online Messaging Systems / Chat Share Dynamics
- v. Real-time Online Consultations and Advising
- vi. Live Webinars and Discussions

b. Asynchronous - a mode of teaching and learning that utilizes a non-simultaneous learning process with faculty guidance and monitoring. Students are allowed to direct their own learning pace to encourage independent learning and critical thinking as they go through the learning process, eventually validated and monitored by the teacher or instructor. This mode may not always require internet connectivity and is considered a significant component of blended/flexible learning, particularly in Higher Educational Institutions (HEIs). Some suggested methods are:

- i. Modular Course Packs or Learning Packets
- ii. Chapter Reading Assignments
- iii. Self-Exploratory Learning Paths such as Video Streaming, Audio Streaming/Podcasts, and Research Works
- iv. Radio Broadcast Learning
- v. Television Broadcast Learning
- vi. Virtual Learning/ Educational Resource Supermarket Case Study and/or Decision Analysis Scenarios
- vii. Problem Solving Work Guides
- viii. PowerPoint Slides Lecture / Audio Recorded Study References
- ix. Informative and/or Self-Directed Handouts
- x. Work Manuals
- xi. Specific Workbooks and/or Supplementary Study Materials

1. CONTEXT refers to where the teaching-learning process occurs, whether performed in a digital or non-digital space.

- a. Digital - utilization of a digital space or a web-based platform that often requires digitally wired/internet connectivity.

It is maximized to facilitate educational processes better and faster.

- b. Non-digital - simple and accessible means of learning that does not require internet connectivity nor utilize a digital space such as reading books, modular exercises, practice workbooks, portfolios, etc.

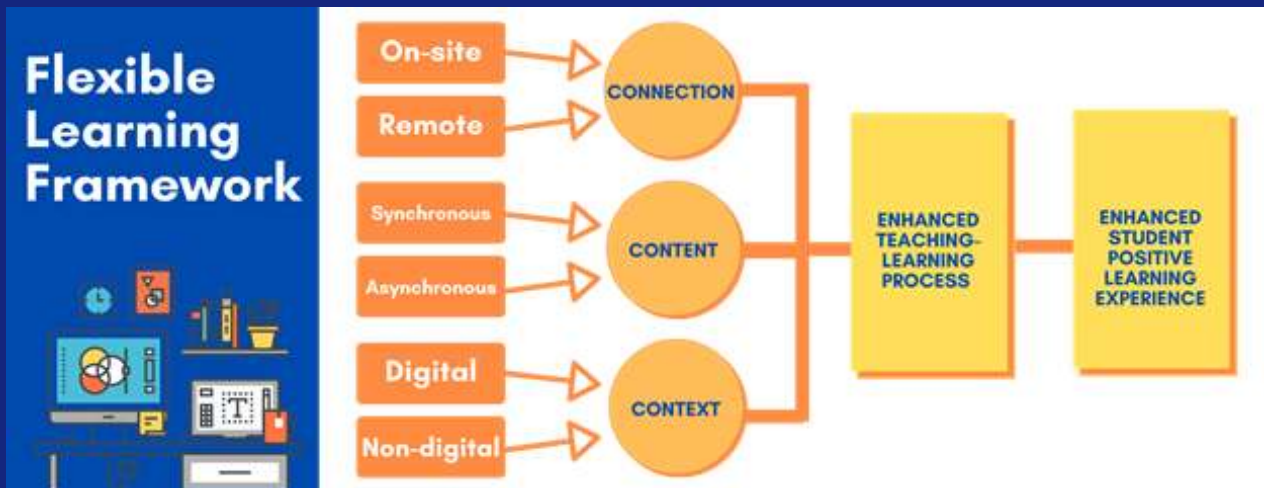


Figure 1. Diagram Representation of a Flexible Learning Framework

To guide the academic community of the University of Makati in using the framework, four teaching-learning models are derived:

Model 1 describes an on-site connection element where physical interaction exists between the students and the faculty. The venue is confined to either a lecture-based classroom setup or a laboratory work scenario.

Model 2 describes an off-site/remote connection with synchronous content in a digital context. It requires no physical learning space interaction but instead uses digital learning platforms and mechanisms that require internet or wired connectivity in facilitating the teaching-learning process.

Model 3 describes an off-site/remote connection with asynchronous content in a digital context. It requires no physical learning space interaction and may or may not require internet or wired connectivity in facilitating the teaching-learning process. This model encourages a self-directed learning pace and an independent critical assessment of the student performing assigned tasks. It highlights the utilization of asynchronous activities that may be done online and/or offline.

Model 4 describes an off-site/remote connection with asynchronous content in a non-digital context. It requires no physical learning space interaction and utilizes non-digital learning platforms and mechanisms that do not require internet or wired connectivity to facilitate the teaching-learning process. It highlights the utilization of asynchronous activities that are done offline.

	MODEL 1	MODEL 2	MODEL 3	MODEL 4
CONNECTION	On-site Teaching and Learning	Off-site/Remote Teaching and Learning	Off-site/Remote Teaching and Learning	Off-site/Remote Teaching and Learning
CONTENT	Synchronous	Synchronous	Asynchronous	Asynchronous
CONTEXT	Non-digital	Digital	Digital	Non-digital

Figure 2. Tabular representation of the different teaching and learning models based on the framework for flexible learning

V. CONTENT AND IMPLEMENTATION

As prescribed by the Commission on Higher Education (CHED), the University of Makati shall decide on the most viable form of flexible learning and teaching to be utilized based on the learners' and institution's capability, existing conditions, national government guidelines, and the local government unit advisories. The institution shall review all curricular offerings and make necessary adjustments and modifications in the course/subject contents and requirements. Alternative options for instructional design, delivery, pedagogy, and assessment mechanisms shall be determined, and learning content will complement the outcomes-based education approach.

A. The Role of the Teacher

Faculty are highly encouraged to observe and follow the general guidelines to make the Flexible Learning Program successful in its objective to enhance and improve the new teaching and learning process. In better facilitation of flexible learning, faculty are expected to possess the following characteristics:

1. Facilitative - a faculty who is sensitive and responsive to the students' ideas, needs, and interests
2. Flexible - a faculty who is versatile in the application of the teaching and learning process, equipped with the ability to select different alternative tasks aligned with achieving learning outcomes

3. Creative - a faculty who provides different enriching activities and learning tasks that lead to fulfilling required or desired competencies
4. Compassionate - a faculty who shows empathy to its students by understanding and considering different aspects of possible adjustments and flexibility
5. Communicative - a faculty who has effective and efficient interpersonal skills that allow them to convey feelings and more profound interpretations or applications of the topic at hand

B. Course Plan and Teaching Methodology

Each course's syllabus/course plan across all programs shall serve as a communication and coordination plan between the faculty and the students. The University of Makati expects these educational roadmaps to reflect a strong commitment to scholarly principles and pedagogy in designing and developing course plans. Courses should be consistently delivered and equivalent in terms of fair and equitable workloads, student support for learning, assessment, grade distribution, and feedback on progress. Assessment tasks and associated teaching and learning activities are expected to be aligned with the unit, course, and institutional objectives, which are demonstrably related to the identified learning needs of the students.

Thus, the course plan must be modified to include the following contents:

1. Enhanced content standards, including the declarative and functional knowledge (if applicable)
2. Valid and applicable Institutional, departmental, program, and course intended outcomes aligned to the pathway towards Education 4.0

3. Syllabi may be improved to include enhanced teaching-learning activities and specify the mode of teaching, whether synchronous or asynchronous.
4. Syllabi may also specify the number of hours allotted to synchronous and asynchronous activities.
5. Academic consultations indicated in the course plans/syllabi shall be conducted via means and channels other than a physical setup (online platforms are highly encouraged to be utilized).

In terms of CONNECTION (On-site vs. Off-site/Remote Learning):

1. The conduct of physical classroom-based lectures and on-site or in-classroom activities is indefinitely suspended until an announcement and guidelines have been set by the national government and pertinent health and education agencies in the country.
2. In the event on-site classes are allowed to resume, safety and health standards and protocols set by the university shall be strictly observed. These include physical distancing, health sanitation procedures, and other procedural concerns on physical activities on campus.
3. On-site learning shall be scheduled ahead of time subject to the approval of the University's Management Committee and academic heads and coordinators to avoid crowding in common areas such as corridors, libraries, and canteen.
4. Faculty are expected to provide reasonable guidance in remote learning and instill in students a deeper appreciation for self-directed and independent cognitive learning.

In terms of CONTENT (Synchronous vs. Asynchronous):

- 1.The conduct of synchronous activities requires simultaneous and real-time interaction between the faculty and the students, which necessitates the utilization of wired connectivity. Faculty are expected to facilitate simultaneous collaboration and interaction among students via video conferencing platforms such as Big Blue Button (available on the Technology-Based Learning Hub), Zoom, Google Meet, Microsoft Teams, just to name a few.
- 2.Synchronous activities must be discussed thoroughly with the students. A consensus between the students and the faculty regarding requirements, schedule, form, and even task objectives is necessary.
- 3.Asynchronous tasks require non-simultaneous performance of activities in the teaching-learning process. These tasks may be accomplished or performed through wired connectivity or simply in a non-wired method such as reading assignments and/or modular work tasks at home
- 4.All activities, wherever synchronous or asynchronous, should be aligned with the intended learning outcomes indicated in the course plan and must be developmentally appropriate for the students to acquire the competency required of the course.

In terms of CONTEXT (Digital vs. Non-Digital)

The Technology-Based Learning Hub (TBL Hub) shall be considered the authorized and official learning management system of the University of Makati. Faculty are encouraged to prepare and upload digital content on this platform and utilize its many features to conduct synchronous and asynchronous sessions.

In terms of CONTENT (Synchronous vs. Asynchronous):

- 1.The conduct of synchronous activities requires simultaneous and real-time interaction between the faculty and the students, which necessitates the utilization of wired connectivity. Faculty are expected to facilitate simultaneous collaboration and interaction among students via video conferencing platforms such as Big Blue Button (available on the Technology-Based Learning Hub), Zoom, Google Meet, Microsoft Teams, just to name a few.
- 2.Synchronous activities must be discussed thoroughly with the students. A consensus between the students and the faculty regarding requirements, schedule, form, and even task objectives is necessary.
- 3.Asynchronous tasks require non-simultaneous performance of activities in the teaching-learning process. These tasks may be accomplished or performed through wired connectivity or simply in a non-wired method such as reading assignments and/or modular work tasks at home
- 4.All activities, wherever synchronous or asynchronous, should be aligned with the intended learning outcomes indicated in the course plan and must be developmentally appropriate for the students to acquire the competency required of the course.

In terms of CONTEXT (Digital vs. Non-Digital)

- 1.The Technology-Based Learning Hub (TBL Hub) shall be considered the authorized and official learning management system of the University of Makati. Faculty are encouraged to prepare and upload digital content on this platform and utilize its many features to conduct synchronous and asynchronous sessions.

2. It is the responsibility of the faculty to evaluate and determine whether the context of the delivery of each topic within the course shall be performed through digital or non-digital means, in consideration as well of the pertinent conditions and circumstances of our learners.
3. Digital learning exposes students to a wide range of networks. Therefore, it is imperative to include social media conduct, online etiquette, and other forms of responsible digital citizenship in all courses/subjects.
4. Non-digital teaching-learning methods such as reading books, answering modules, workbook practice and similar activities are done offline. However, faculty may regularly supervise these learning mechanisms through scheduled online consultations now and then or as agreed upon with the learner.

On FLEXIBLE ASSESSMENTS and GRADING SYSTEM:

1. Performance tasks and other assessment forms shall be designed to be creative, flexible, lenient, understanding, and possess the basic measures for a specific competency.
2. The faculty are expected to provide feedback and base evaluation on criteria discussed with the students before submitting accomplished assignments and activities.
3. It is expected that rubrics shall be provided for all appropriate tasks and should be made transparent to the students so that they may be aware of how they will be evaluated.
4. For synchronous activities, assessments shall not gear towards online aspects and must consider the issues students may encounter (e.g., poor internet connection, limited gadget performance capability, etc.).

5. The grading system for the flexible learning program varies depending on the:
 - a. Nature of the course
 - b. Outputs to be considered
 - c. Modality of the tasks
 - d. Faculty appreciation of teaching and learning process Department/ Program requirements
 - e. Process leading to a Positive Student Learning Experience
6. The grading system maintains the University of Makati's institutional format; however, the structure should be flexible enough regarding the percentage distribution or allocation of the different components. The Higher School ng UMAK (HSU) shall produce specific policies and procedures aligned with the directives of the Department of Education (DepEd).
7. The University of Makati believes in the competency of its faculty and values the spirit of Academic Freedom of its faculty in conducting lessons and molding our students to become highly skilled individuals well-equipped with knowledge.

D. The Role of the Parents and the Community

Flexible learning is not just a relationship between the teacher and the students. It must also establish a strong sense of partnership with other stakeholders such as the parents and the community.

Parents are expected to provide the necessary atmosphere at home by providing the learning structure and environment that would encourage and motivate their children to accomplish tasks and activities independently. They are also highly encouraged to monitor the status of their children's academic performance and progress through regular check-ins with them.

They are expected to communicate with the teacher regarding matters and concerns that may affect their children's learning.

It is also necessary that the University of Makati establish strong ties and collaborate with the immediate community in providing support and assistance to the students of the locality need.

VI. EVALUATION

Evaluating the students' flexible learning experience is an integral component of the University's quality assurance processes and procedures. The University expects that the quality of all aspects of its flexible learning activities will conform with all other related policies and guidelines. In line with this, evaluation of the Flexible Learning Program shall adopt a wide range of strategies using both online and offline tools. Data on all aspects of the students' study experiences shall be routinely collected for reporting. They shall be used in the review of courses and the improvement of learning and teaching at the University.

However, it is important to note that nothing in the policy directions articulated here shall imply that teaching and learning at the institution exists in a binary form or that any model of an educational transaction at the University is in any way less adequate than another.

The Technology-Based Learning Hub Lead Team, in partnership with the Office of Curriculum and Instruction and the Office of the Vice President for Academic Affairs (OVPAA), shall be responsible for evaluating this policy. They may wish to seek opinions from other staff, parents, and students about the effectiveness of the policy.

VII. EFFECTIVITY

The University of Makati's Flexible Learning Program shall be made effective on or before (DATE) upon the approval of the University Council and the promulgation by the Vice President for Academic Affairs and the University President. This shall add to the existing policies and guidelines of the OVPAA as to the whole teaching-learning process of the institution.

SOURCES AND REFERENCES

- Deakin University. (2013, May). Introducing Flexible Learning. Retrieved from http://sitios.itesm.mx/va/congreso_academico/documentos/Introducing%20flexible%20learning_Deakin%20Unv.pdf
- Colegio de San Juan de Letran. (2020, June). Flexible Learning Program: A Framework for Letran's Instructional Delivery Platform. Retrieved from Colegio de San Juan de Letran: [https://www.lettran.edu.ph/Documents/Let%27s%20Flex%20Primer%20\(1\).pdf](https://www.lettran.edu.ph/Documents/Let%27s%20Flex%20Primer%20(1).pdf)
- Gleeson College. (2007). Flexible Learning Policy. Retrieved from Gleeson College: <https://assets.cdn.thewebconsole.com/S3WEB5843/images/Flexible-Learning-Policy-2019.pdf>
- Huang, R.H., Liu, D.J., Tlili, A., Yang, J.F., Wang, H.H., et al. (2020). Handbook on Facilitating Flexible Learning During Educational Disruption: The Chinese Experience in Maintaining Undisrupted Learning in COVID-19 Outbreak. Beijing: Smart Learning Institute of Beijing Normal University.
- De Saracho, P. (2019, September 25). The Essentials of Blended Learning. Retrieved from Center for Digital Education: <https://www.govtech.com/education/The-Essentials-of-Blended-Learning-Contributed.html>
- Aspire Public Schools. (n.d.). Blended Learning 101: Handbook. Retrieved from Aspire Public Schools: https://web.archive.org/web/20141021130409/http://aspirepublicschools.org/media/filer_public/2013/07/22/aspire-blended-learning-handbook-2013.pdf#
- Smith, B., & Brame, C. (n.d.). Blended and Online Learning. Retrieved from Vanderbilt's Center for Teaching: <https://cft.vanderbilt.edu/guides-subpages/blended-and-online-learning/>
- Ryerson University. (n.d.). Flexible Learning. Retrieved from Ryerson University Learning and Teaching Office: <https://teachingcommons.lakeheadu.ca/sites/default/files/inline-files/Flexible%20Learning%20strategies.pdf>
- Commission on Higher Education. (2020). Guidelines on the Implementation of Flexible Learning. Retrieved from Commission on Higher Education: <https://ched.gov.ph/wp-content/uploads/CMO-No.-4-s.-2020-Guidelines-on-the-Implementation-of-Flexible-Learning.pdf>
- UNESCO. (2020). Distance learning strategies in response to COVID-19 school closures. France: UNESCO.
- Southern Cross University. (n.d.). LEARNING, TEACHING AND CURRICULUM POLICY. Retrieved from Southern Cross University: <https://policies.scu.edu.au/document/view-current.php?id=93>
- Southern Cross University. (n.d.). FLEXIBLE LEARNING POLICY. Retrieved from Southern Cross University: <https://policies.scu.edu.au/view.current.php?id=00089>
- The University of the South Pacific. (2017, September 12). Flexible Learning Policy. Retrieved from The University of the South Pacific: <https://policylib.usp.ac.fj/form.readdoc.php?id=746>



UNIVERSITY OF MAKATI

TBL HUB

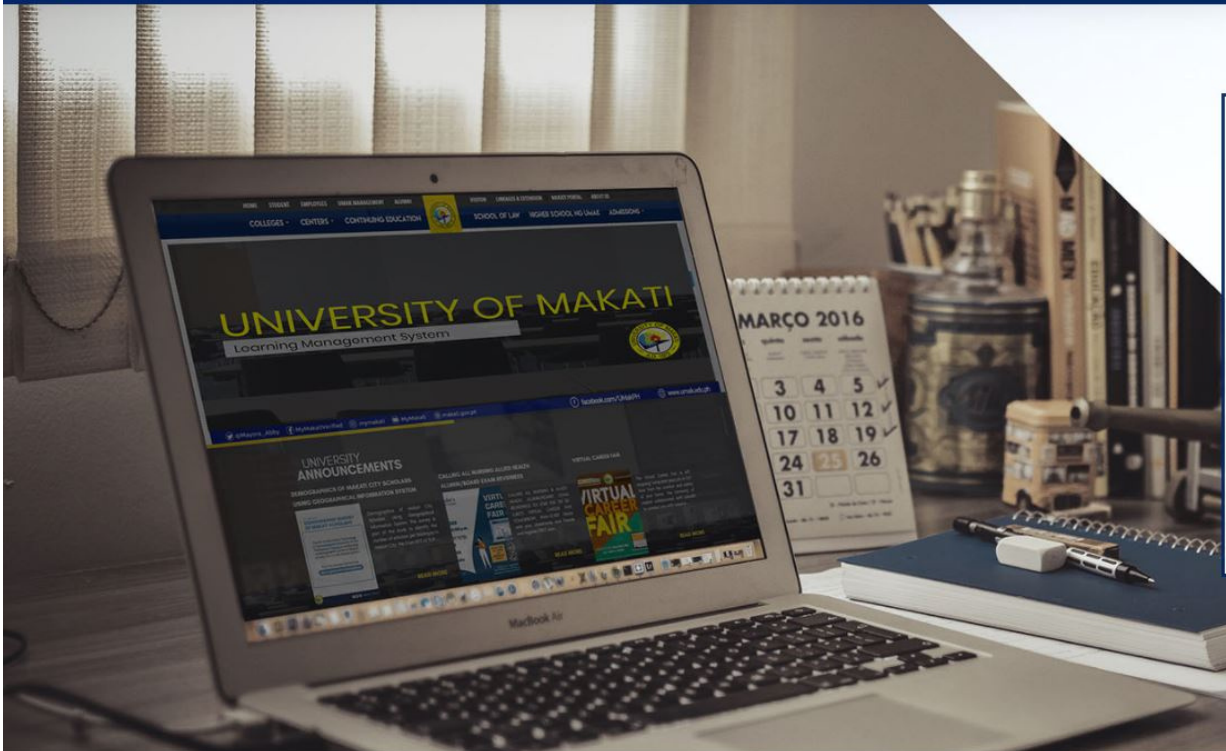
TECHNOLOGY-BASED LEARNING HUB
LEAD MEMBERS



TECHNOLOGY-BASED LEARNING HUB



University of Makati – Technology Based Learning Hub




TECHNOLOGY-BASED LEARNING HUB

JANUARY 2021

KNOW THE ESSENTIALS

University of Makati – Technology Based Learning Hub



PREPARED AND PRESENTED BY
TBL-HUB TEAM



SCHOLASTIC LEISURE BALANCE

TBL HUB
TECHNOLOGY BASED LEARNING HUB