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MEMORANDUM CIRCULAR NO. 48
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T O: All VSU Faculty Members and Teaching Staff
R E: Preparation of Online-Ready Courseware and Creation of Virtual Classroom as Outputs of Faculty During the Extended Quarantine Period Due to COVID-19 Pandemic

Starting May 1, 2020, all faculty members and teaching staff are hereby directed to prepare online-ready courseware and virtual classroom as outputs during the extended quarantine period due to the COVID-19 pandemic.

Please be guided by the following instructions and information provided by the **Committee on Online-Ready Instructional Materials and Classroom Design**:

Where to start?

1. First prepare your online-ready courseware. These may be an instructional module, a laboratory guide, a workbook, or a combination of any of these, encoded as a Word file. You will also prepare supplemental learning resources such as PowerPoint presentations, video clips, movie clips, reading assignments, etc. depending on the course you are teaching. You also need to prepare assessment tools like long exams, quizzes, problem sets, etc. Since time may not be sufficient, teachers may prepare a courseware containing lessons covered until the midterm only, that is if only one faculty is making it. If two or more faculty are developing the material, the courseware should be a complete set.

It is recommended that only one courseware should be prepared per subject. If the course is taught by more than one teacher, all the teachers will divide among themselves the tasks to prepare the courseware, but they will create separate virtual classrooms. If the course is a lecture-lab, taught by only one teacher, only one courseware and virtual classroom will be prepared. If there are many lab instructors teaching the same lab, all of them will contribute to the development of one common courseware, but each one will have their own separate classrooms.

2. Have your materials reviewed by the Instructional Materials Review Committee (IMRC) of the department serving as the Technical Review Panel (TRP) who shall look into the technical content of the material. Once approved by the IMRC, the IM will be edited by an editor(s) appointed by the MMDC (may be recommended by the department).
3. Participate actively in a webinar on how to start a virtual classroom using Moodle to be conducted by the DCST or Google Classroom to be conducted by the DevCom/Web Team, how to upload instructional materials into the classroom and how to run your classroom. Additionally, it may help to access videos and webinars on YouTube and other internet sources on how to go about these things. The department may as well organize an echo training-workshop to be facilitated by some VSU faculty who have attended a similar training or may have already been running their own virtual classrooms.

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4. Test-run your virtual classroom.

What is an online-ready courseware or learning guide?

It is a student-centered learning guide especially designed for distance learners that can be uploaded into a virtual classroom or printed, for students to easily learn and understand the lesson even without the teacher physically present to discuss it. One quick way to deliver the lesson to distance learners is by uploading videos of the professor discussing the lesson. However there are limitations: a) some students may have unstable, limited, or no access at all to internet connectivity, b) the teacher may lack the technical expertise and equipment to record clear sharp videos, c) the teacher may be "camera-shy" or not comfortable talking in front of a camera, and d) the electricity supply may not be always stable.

To address the aforementioned problems, a written text of the discussion in the form of a well-organized student-friendly learning guide or courseware can be prepared. This can be uploaded onto the virtual classroom. Hard copies can also be printed and sent/mailed to students who have problems with internet access. An added advantage of this is that it can easily be edited and improved as the need arises and published credited to the author(s).

Embedded within the learning guide are images, flowcharts, graphs, tables, etc. that could enhance learning. To check on the students' progress in understanding the lesson, guide questions and links to PowerPoint presentations, reading assignments, video clips and other learning resources related to the topic, as well as examinations and other assessment tools, and references are used.

How do we know that an online/distance learning guide is well-done?

It is considered well-done when while reading the material, the student does not feel like he is reading a lecture hand-out or a chapter of a textbook or some bulleted information on PowerPoint slides, where information is usually stiff or straight-forward. He should feel like he is "listening" to his professor discussing the lesson, explaining the concepts, making analogies, clarifying points, describing images, deriving formulas, interpreting graphs, citing applications, giving examples, giving instructions, etc. in order to make sure the students understand well the topic.

What is the format and content of the courseware? (Based on BOR Res. No. 50 s. 2012)

The content of the courseware should be divided into units based on the logical order of the lessons, as reflected in the course syllabus. Below is the outline for each courseware:

1. Instructional Module. Instructional modules are intended as learning guide for students. Each module should be composed of, but not limited to, the following:
 - a. Unit number and title
 - b. Lesson overview of 2-3 sentences
 - c. Learning objectives
 - d. Module requirements
 - e. Discussion (lesson proper)

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- f. Module Evaluation/Assessment (Questions should be designed to measure higher-order thinking skills)
 - g. Instructions to submit the answers to the questions
 - h. Additional resources
 - i. References
2. **Workbook.** Workbooks are designed to provide a more interactive and highly participatory learning. It should be composed of the following:
 - a. Unit number and title
 - b. Lesson overview of 2-3 sentences
 - c. Learning objectives
 - d. Questions and learning tasks
 - e. Instructions to submit answers to the questions
 - f. Additional resources
 - g. Reference
3. **Laboratory Manual.** A laboratory manual is designed to provide students with the steps in conducting laboratory and field experiments or exercises. Laboratory manuals should be organized into laboratory exercises. Each exercise should be composed of the following:
 - a. Exercise number and title
 - b. Introduction
 - c. Objectives
 - d. Materials
 - e. Procedure
 - f. Answer spaces (composed of guide questions and answer spaces)
 - g. Additional readings (optional)
 - h. References (listing of references will follow the format used in the Annals of Tropical Research)

What are the elements of the courseware?

Each component of the courseware (instructional module, workbook or laboratory manual) should include the following parts:

1. **Front matter** - includes:
 - a. Title Page (title of the instructional material, name of the author, and year of publication)
 - b. Foreword (some information about the instructional material, acknowledgment and some information about the author)
 - c. Table of Contents
 - d. List of Appendices
 - e. List of Tables
 - f. List of Figures

Front matter pages will use small Roman numbers located at the center bottom page.

2. **Body** - composed of the main content of the material
3. **End matter** - composed of appendices and index, if any



Timeline

Week	Activity	Responsible Person(s)
May 1-15	Preparation of courseware	Faculty
May 18-22	Technical Review of Courseware	Dept IMC (TRP)
	Webinar on Creation of Virtual Classroom	DCST, Web Team
May 25-29	Completion of Virtual Classroom and Submission of Completed Courseware	Faculty

Note:

For those who already have their coursewares, they may participate in a webinar which will be conducted by DCST on May 4-8.

These guidelines were discussed and approved by the VSU Board of Regents during its 1st Quarter Meeting (via Zoom Conference) on 28 April 2020.

For strict compliance.


EDGARDO E. TULIN
President