

A Guide on Conducting Online Classes

- CONSIDERATIONS, TOOLS AND STRATEGIES FOR DIGITIZATION

This material is prepared by ILC Diliman

For questions and clarifications, please open a ticket at ILC Helpdesk (helpdesk.ilc.upd.edu.ph).

Things to consider in an Online Class

Flexibility of Online Learning

□ A lecture or activity in an online class may be classified as...

Synchronous

or

Asynchronous



Source: <https://elearningindustry.com/synchronous-vs-asynchronous-learning-can-you-tell-the-difference>

Flexibility of Online Learning

❑ A lecture or activity in an online class may be classified as...

❑ Synchronous

- ❑ Realtime interaction – the interaction between the teacher and students happens at the same time. Synchronous lecture (e.g. video conferencing) is the best way to simulate a “face-to-face” learning experience in an online classroom.

❑ Asynchronous

- ❑ Learning on-demand – Students watch video lectures, read relevant materials, and do activities at their own pace and time. Teacher prepares activities and resources in advance and instructs students to do a list of tasks within a reasonable timeline.

Preparations...

Before you decide on conducting a video conference or any online class strategy, don't forget to consider the following:

- ☐ Plan ahead the contents and/or activities
- ☐ Keep it organized
- ☐ Choose a platform, consider availability of technology/tools
- ☐ Access to Internet and devices (smart phones, PCs, laptops)

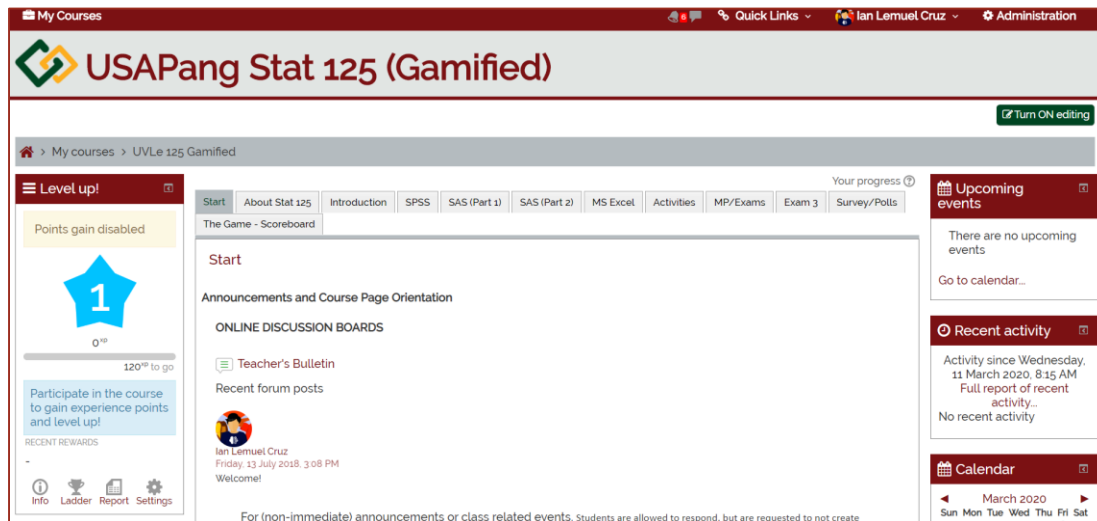
#1 Plan ahead the contents and/or activities

A simple way to plan your activities is to revisit your syllabus, check the outline of topics, and assess how each part can be conducted online. Below is a simple template:

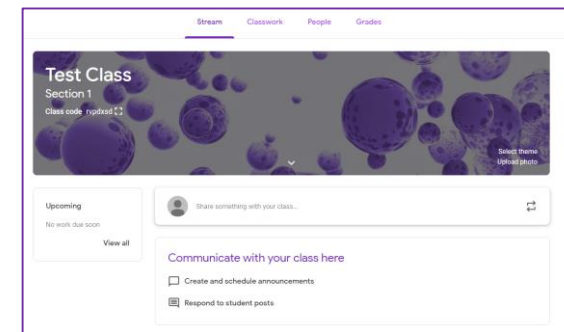
Approximate time to finish	TOPIC	Method of Delivering Content	Platform and/or Applications	Online Activity or Assessment
2 hours	How to use teach online classes?	Reading Material, and a Video Lecture	UVLe	Q & A Forum: Reflection; Assignment: submit a sample online class instruction plan
1 hour	How to use Zoom ?	Reading Material for initial instruction, and Video Conference (live demonstration)	UVLe, Zoom	Assignment: submit video recording of a video conference via Zoom

#2 Keep it organized, Choose a platform

Choose a platform that can serve as an organized repository of online activities and resources. Consider a learning management system (e.g. UVLe) or an online classroom (e.g. Google Classroom).

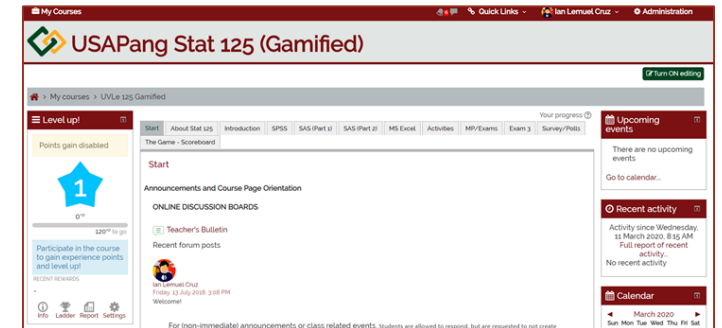


Google Classroom



UPD, UVLê has your back!

- ❑ **University Virtual Learning Environment (UVLê)** is a comprehensive learning management system designed to address the needs of a diverse community like UP Diliman.
- ❑ It's a Moodle site. Moodle is the world's most popular and comprehensive learning platform. It is being used in 190+ countries with 100,000+ sites.



UPD, UVLê has your back!

- ❑ UVLê allows UP Diliman teachers to design online spaces where activities, feedback, content, and other course components can be delivered.
 - ❑ ILC Diliman has been developing UVLê to better fit the needs of the UP Diliman community. Many of the recent developments are feedback-driven:
 - ❑ Having a “Teacher (Basic)” role for beginners, and a “Teacher (Advance)” role to support innovative and/or disruptive online learning ideas.
 - ❑ Automated creation of course pages, enrollment of students, etc. via CRS
 - ❑ Conversion of online quizzes to printable PDF documents
- etc.

FEATURE	UvLê	GOOGLE CLASSROOMS
Course Page Creation	✓ Automated via CRS	✓ Manual through the UP Mail account
Enrollment of Students	✓ Automated via CRS, synced with Class List	✓ Manual Invitation or by self-enrollment
Structure of a course page / online classroom	✓ Modular, with different options for course format	✓ One simple/straightforward modular structure
Content / Resources	✓ Different options – URL, videos, images, files	✓ Different options – URL, videos, images, files
Assignments	✓ Comprehensive features for deadlines, notifications, submission type, grouping, and grading	✓ Basic features sufficient for conducting assignments online.
Forums	✓ Comprehensive, can be used for assessment and/or announcements ✓ Q&A Forum allows recitation-like activity online	✓ Available (“stream”), one forum type only

Quick Comparison

Feature	UVLê	Google Classrooms
Online Quiz	<ul style="list-style-type: none"> ✓ Comprehensive selection of question types (from simple to compounded questions) ✓ Has option for time limit, paging, question bank and randomization, an adaptive mode, etc. ✓ Has a feature that lets teachers print online quizzes into questionnaires 	<ul style="list-style-type: none"> ✓ Enables creating quiz through google forms (question types are limited to the question types of google form)
Other Advance Features	<ul style="list-style-type: none"> ✓ Gamification and/or adaptive learning tools ✓ Peer Evaluation Systems (exchanging files for peer rating) <p>Etc.</p>	
Others	<ul style="list-style-type: none"> ✓ Teachers can easily link other applications (e.g. google drive, google forms, YouTube video, video chatroom, etc.) in a course page. ✓ Learning resources available at the YouTube channel and website of ILC Diliman ✓ Local Tech Support in ILC Diliman 	<ul style="list-style-type: none"> ✓ Well supported by google apps. Linking with other tools is possible too.

Quick Comparison

#3 Check Connectivity (Internet Access)

Before conducting a synchronous lecture or activity, check if you and your students have a stable internet connection.

TIPS: (more details in next pages)

- ✓ Conduct a speed test.
- ✓ Ask your students first 😊
- ✓ Always choose to record the online meeting!
- ✓ Keep the file size manageable for uploading and downloading.
- ✓ Give students a reasonable time to get materials online.
- ✓ Poor internet connection may interrupt your instruction in a synchronous set-up.



#3 Check Connectivity (Internet Access)

Before conducting a synchronous lecture or activity, check if you and your students have a stable internet connection.

TIPS:

- ❑ **Conduct a speed test.** Go to <https://www.speedtest.net/>. Minimum of 4 Mbps download speed and 128 kbps upload speed is typically enough for a small video conference (around 10 participants). A large video conference may require better internet speed. If you have time, test the quality of the stream with your colleagues before using it in a class.
- ❑ **Ask your students first** 😊 Ask if they have a device and internet access at home/dorm. If a significant proportion of your students have poor internet access, teachers are advised to maximize asynchronous lectures/activities.
- ❑ **Always choose to record the online meeting!** Allow your students with poor internet access to catch up by letting them participate asynchronously.

#3 Check Connectivity (Internet Access)

Before conducting a synchronous lecture or activity, check if you and your students have a stable internet connection.

TIPS:

- ☐ **Keep the file size manageable for uploading and downloading.** Always remember that data / internet is costly for some students.
 - ☐ Create several short videos (5 to 15 minutes) or opt for a podcast (if applicable)
 - ☐ Save videos at average quality (360p or 480p), unless the lesson requires better resolution.
 - ☐ Downloading video lectures may consume less data than watching a livestream.

NOTE: In general, it is more difficult to successfully upload/download a single large file than uploading/downloading several small files one at a time.

#3 Check Connectivity (Internet Access)

Before conducting a synchronous lecture or activity, check if you and your students have a stable internet connection.

TIPS:

- ☐ **Give students a reasonable time to get materials online.** Schedule synchronous activities in advance, so students can prepare. Be considerate. Strike a balance between synchronous and asynchronous activities.
- ☐ **Poor internet connection may interrupt your instruction in a synchronous set-up.** If you have poor internet access at home, it is recommended to optimize asynchronous methods.

#4 Check Availability of Tools

Check if you have the tools necessary to deliver an online strategy.

TIPS:

- ☐ **NO VIDEO RECORDING TOOLS?** *Not an excuse...*
 - ☐ **Optimize available materials online**
 - ☐ Check credible and relevant YouTube videos
 - ☐ Check if you can borrow/download some materials from relevant MOOCs (coursera, udemy, canvas.net, MIT Open Courseware, etc.)
 - ☐ **Maximize reading materials paired with online assignments, quizzes, forum, or chat!**

#4 Check Availability of Tools

Check if you have the tools necessary to deliver an online strategy.

TIPS:

☐ **For Video Conferencing:**

- ☐ Laptop – most laptops have built-in microphone, camera, and speakers.
- ☐ Earphones (optional)
- ☐ Video Conference Application (more about this later...)

☐ **For Video Lectures:**

- ☐ **Screencast with Voice Over:** Laptop + Screen recording application (+ earphones)
- ☐ **Video Recording of a Lecture:** Video Camera (phone camera works!)



Other tips/strategies

Find an optimal combination of applications. UVLê, Zoom, and Google Drive will be a good combination for delivering online classes. UVLê shall act as the main platform. UVLê already has sufficient tools for sharing files and creating different online activities (forums, quizzes, assignments, games, etc.). Supplement UVLê with Zoom for Video Conferencing and Google Drive for extra file storage.

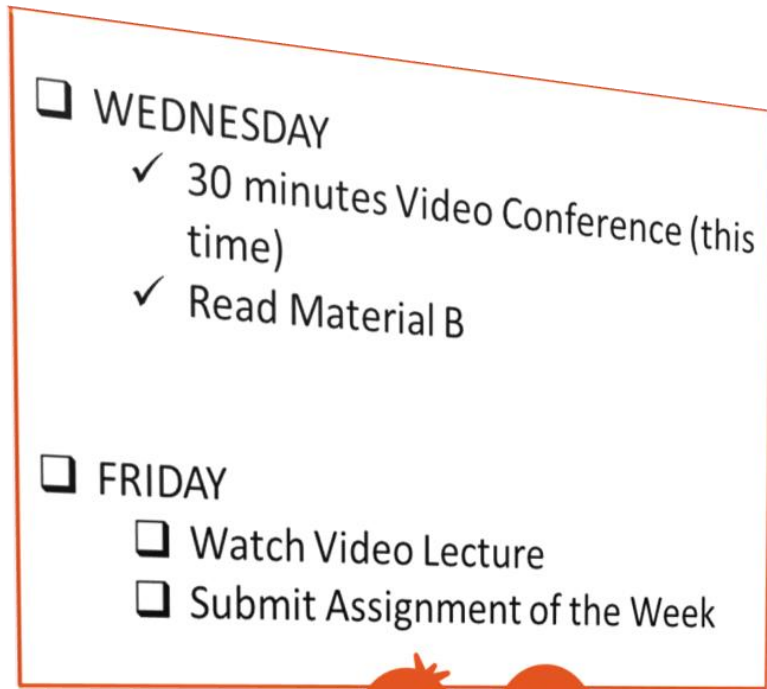
Always prepare a back-up plan!

Other tips/strategies...

❑ TEAMWORK!

❑ Teachers teaching the same course may work together in developing online/digital materials.





Other tips/strategies...

- ☐ Asynchronous learning involves a lot of “self-paced learning”. They will need guidance and support.
- ☐ Guide your students by giving them a weekly checklist or targets. Consider also providing the (approximate) duration of an activity.
- ☐ Keep them motivated or goal-oriented by including an activity in each weekly task.



Other tips/strategies...

- ☐ It is also good to provide trial activities. This is to prepare students on how to use the online platform.
- ☐ Provide a trial online quiz, so students learn how to answer a quiz.
- ☐ Try forums by requiring your students to introduce themselves in the online forum.
- ☐ Provide a trial assignment, so you can check if students know how to upload a file.



Other tips/strategies...

- ☐ Provide support. Open a forum or portal where they can ask questions.
- ☐ Set regular consultation hours – remind your students that you are not online 24/7.