Guidelines on the Conduct of Home-Based Alternative Learning Modalities (HBALMs), SY 2021-2022

These guidelines are intended to provide comprehensive information on the teaching and learning processes within the GSMHS during the COVID-19 pandemic. However, this mode of learning and teaching is applicable to graduate education even beyond this pandemic.

What are Home Based Alternative Learning Modalities (HBALMs)?

HBALMs include online and non-online forms (e.g. printed and recorded materials) in teaching and learning at DLSMHSI. The online format requires every graduate student to have access to the internet to facilitate the online learning process. However, to maximize the learning process and minimize high bandwidth internet requirement, other non-online learning and asynchronous activities shall be designed.

What are the specific examples of learning modalities to be applied in GSMHS?

Students shall be required to produce academic outputs that highlight analytical thinking or outputs that involve assimilation of knowledge to new ideas. This may include writing well-referenced essays, journal article critique papers, case study reports, creating infographics, mind/concept mapping, among others. Student's oral presentation should be limited to topics that involve analysis or synthesis of certain subject matters. Reporting on topics that are 'nice to know', in the graduate level, should be minimized (e.g. extensive oral presentation of signs and symptoms, and management of certain diseases). These learning modalities also minimize high bandwidth internet requirement.

There will be several Webinars to be conducted that aim to supplement students' learning. Experts in a specific field will be invited to be the resource person on a subject matter. This may either be open to the public or exclusive for a particular class.

What are the available resources and support services for HBALMs for graduate students?

The Center for Innovative Education and Technology Integration (CIETI) maintains a Learning Management System called Blackboard. This shall be the primary LMS for graduate students. Students are required to learn on how to use this LMS. Registration to this LMS is necessary and possible only when enrolled. For enrollment and other technical support, you can contact CIETI through various ways, see this link: https://www.dlshsi.edu.ph/academics/center-innovative-education-technology-integration/

Lecturers shall maximize the available video conferencing platforms (Zoom, Google Hangouts, Google Meet, and Microsoft Teams). Blackboard has a built-in video conferencing function called Blackboard Collaborate. Students and lecturer can agree which videoconferencing platform to use in their online class.

Moreover, the Romeo P. Ariniego, MD, AFSC Library maintains various online databases that store journal articles, e-books, and other related online materials. To access this learning materials, an OpenAthens account

is necessary. See this link on the available online resources from the library:
https://www.dlshsi.edu.ph/academics/romeo-p-ariniego-md-library/online-resources/

How does GSMHS provide for appropriate and flexible interaction between faculty and students, and among students?

The primary platform for faculty-student interaction shall be the LMS Blackboard. Although there are other available video-conferencing platforms that can be maximized, students residing in other countries may be prohibited to access some of these platforms. This should be taken into consideration when identifying the platform to use in the class. The social media can also be maximized to facilitate faculty-student interactions.

Moreover, faculty members have flexibility of synchronous and asynchronous teaching depending on the course requirements. Students are also given the opportunity to consult online with their professors upon schedule with the concerned individuals.

Further, the GSMHS shall implement a mentoring program for its students. Each student upon entry into the graduate program shall be assigned a mentor. Some of the mentoring relationships include, sharing and updating of mentees academic status, and referral of related concerns of mentees to the specific unit in the institution. For foreign students, mentoring may also involve the provision of additional information about studying at DLSMHSI, e.g. students' accommodation, transportation and communication, services available for student's well-being. Communication in the mentoring program shall be primarily through online or telephone during this pandemic; in-person is possible when the situation warrants.

Lastly, the Student Council of the GSMHS shall also develop an avenue for students to interact to each other as well as interact with select community members as part of students' community service. This includes online community education project, synchronous online interaction with selected community leaders and asynchronous video documentation of the community situation.

Does HBALMs differ from in-campus activities in terms of quality academic experiences?

GSMHS ensures the attainment of the academic objectives though HBALMs as the in-campus learning approaches. It must be assumed that the expectation of high quality academic experiences are similar for both HBALMs and in-campus activities.

Among the administrative measures of the DLSMHSI to ensure quality education include the use of the 360-degree evaluations or multi-raters feedback for faculty members and ensuring faculty development opportunities in the areas of teaching and research.

What are the expected outputs of students?

Student requirements vary depending on the course. This may include writing a well referenced essay, writing a journal critique, writing a reflection paper (ideally with some justification of claims especially citation) and other requirements. To be effective in developing these outputs, students are required to learn and develop a mastery of the process of academic writing. The GSMHS implements an Academic Writing Support Program (AWSP) through series of workshops that aim to enhance academic writing skills of graduate students.

An ultimate requirement of a masters degree program (academic track) is a masters thesis and a publication; for a masters degree by professional track (non-thesis) is a capstone project with several mini-research projects.

How is the conduct of student research activities?

During this pandemic, each student is encouraged to work on a research project that has a very limited or no face-face interaction with human participants. For primary research, data collection should utilize online methods, telephone or other remote approaches. Conducting experimental and quasi-experimental studies are still possible as long as the study population are non-human. For secondary research, students may conduct any of the evidence syntheses designs, either quantitative synthesis (systematic review, meta-analysis) or qualitative synthesis (meta-ethnography, scoping review, meta-synthesis, meta-aggregation). Desk or document reviews are also possible types of research to be conducted.

How about the assessment tools?

Faculty members carefully identify a tool for assessment that is aligned with learning outcomes and objectives of the specific course. Depending on the specific course requirement (essay, journal critique, mind map, etc.), every course lecturer shall develop a rubric, this shall be presented to the students at the first day of the class. Moreover, lecturers must ensure the provision of timely and appropriate feedback on the students' assessed works as essential process in student learning.

For and on behalf of
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