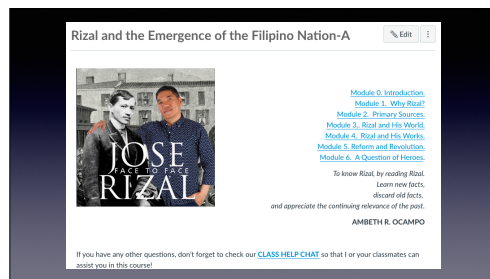


I almost backed out from this Webinar after seeing how technically superior the Canvas platforms of previous speakers are compared to mine. Mine is very simple and I can only hope that you may find something useful from my experience.

I did not have the time to complain about the shift to online learning and by diving in, exploring Canvas, by trial and error i realized i was not sinking but swimming in the new platfom in time I learned to ride the crest of the wave. I entering the next semester more confident than the last. It's the same stage fright I go through everytime I enter a classroom and meet a new class for the first time.

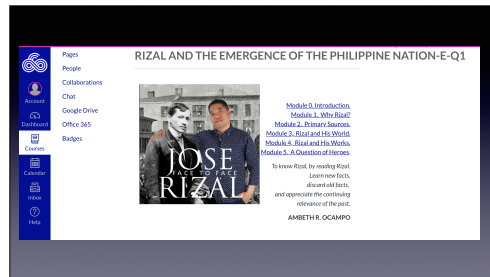


The Pandemic turned my world round, even if we return to campus I doubt if I will be allowed to hold a magisterial class of over 100 students in an enclosed space. Even if Ayala Museum opens again I doubt if we can have the 700-seater History Comes Alive lectures as we have done so in the past decade.



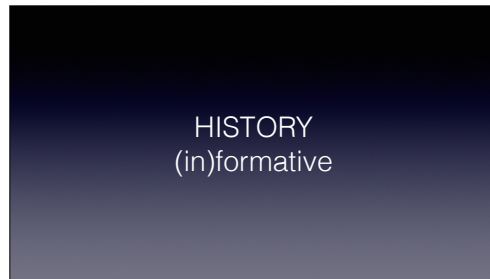
My Home page is very simple just a photo and modules. Designing the course from online delivery, I know my content, but the medium is different, I had to study it and master it to adapt Things are not as simple as lecturing as one used to in a normal classroom. I had my slide deck on Keynote and thought it was a breeze, it wasn't. First you talk to a laptop camera instead of a lecture hall, its hard to pace the lecture without

student reaction, verbal cues, questions, laughter. In a live classroom you can make mistakes, but in a recording mispronunciation, hesitation, dead air is magnified so I had to keep recording and reading from a script to get it right. A friend said I was too hard on myself. I replied that stage fright was respect for my work and my students.

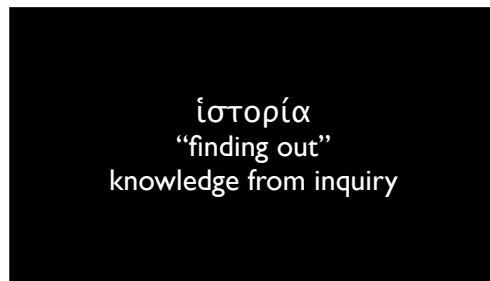


When I taught in Tokyo, their semester is 13 meetings, once a week for 90 minutes that is practically half my Ateneo contact time. Cutting down on content to the most essential is something I have been thinking about for some years now. And I had planned to lecture on Tuesdays and have discussions on Thursdays. Online learning pushed the plan forward. When I first designed the course I had 7 Modules, 6 when i actually taught the course and now down to the recommended 5 trimming the fat off content and keeping what was essential to the end goal. That goal transcended more than knowing about Rizal but more importantly allowing the students to practice the historical method that can be broken down to four components: Research, Analysis, Reflection, and Presentation. Competences that are useful to any student in and out of school. The choice of homepage photo: is meant to put the students at ease, to introduce myself and underscore intimacy with my subject. One of the weapons in my teaching toolkit is humor, deployed well on the first day of class or the opening modules it is effective in bringing down the barriers students bring to the course, when I make the class laugh on the first day I connect and get the students to lay down their arms, take off their armor insuring that any lesson or point I make will hit its mark both in the head

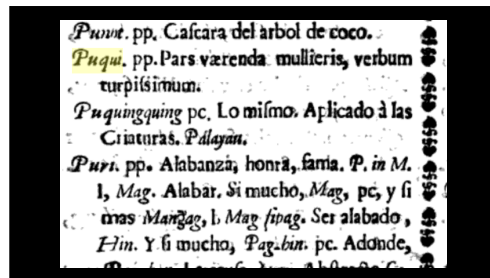
and the heart. Years of teaching History has Whenever I am invited by schools to give a talk on “how to make history interesting” reply that out that History is about life and the human condition. It is interesting by nature. If students find History boring the issue is not the subject or content it is the teacher. One becomes a relaxed storyteller by practice—lots of it.



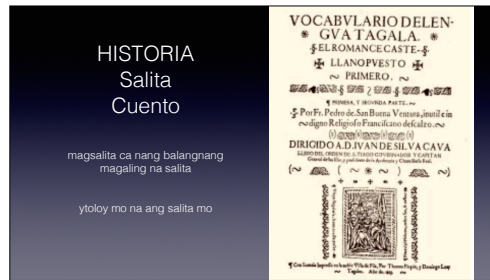
History is often experienced as rote memorization of dead facts where students are drilled on: who, what, when, and where that comprise the informative part of the subject. Sometimes the lesson is too focused on the informative they forget the more important questions, HOW and WHY, that make the past relevant to the present. One must remember that our courses, are not just informative but formative as well.



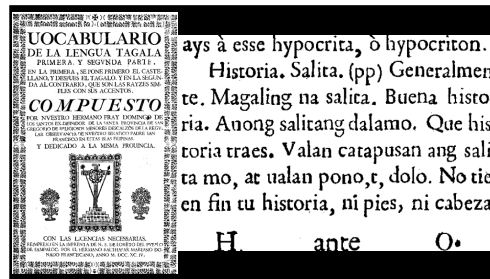
I often start with definitions and in this class go back to the Greek root word HISTORIE that may sound like the modern word for history but actually means “finding out” or gaining knowledge from inquiry



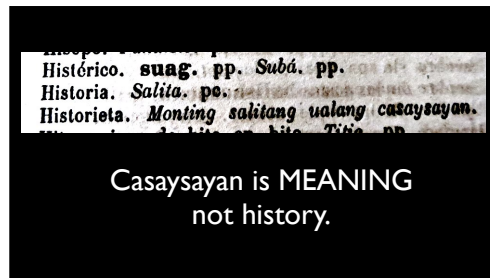
This being a course on Primary Sources I do a survey of printed Tagalog dictionarios and vocabularios from the 17th to the 19th centuries. I have been fascinated by these since I was a freshman under Doreen Fernandez writing a paper on swear words and discovering that anatomical terms were not rendered from Tagalog to Spanish but Latin. For example puqui is rendered as “ the female member, a very vulgar word.”



I look up historia starting with the first known one compiled by Fr. Pedro de San Buena Ventura and printed in Pila by Thomas Pinpin and Domingo Loag, Tagalos in 1613 It is a masterpiece of early Philippine printing and contains more than words translated from Tagalog to Spanish, but also words that depict the 17thC world, things around them, occupations, food, metalworking, agriculture etc. And here the Spanish historia is rendered as salita that we know today as “word” but in its original sense was a spoken word, a narrative, a cuento or story



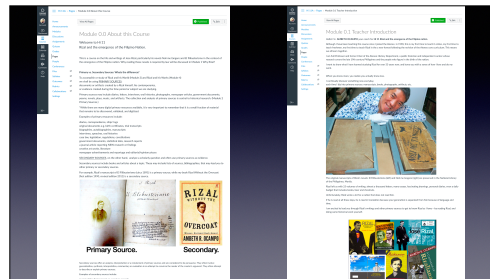
1794 Hlstorya (History) Salita (Narrative) this dictionary provides example of usage: Good story Magaling na salita; What news do you bring Anong salitang dalamo and Your story has no end, and no beginning or end Vulcan catapusan ang salita mo at ualan ponot dolo.



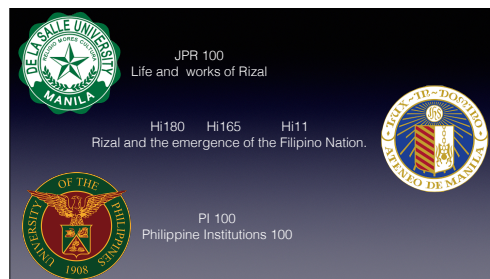
By 1860 historia is still rendered as salita not kasaysayan, but the clue was in another word, historietta, defined as a small story with no meaning.



kasaysayan as history is relatively recent and does more than just the Spanish historia that is rooted in story or narrative kasaysayan is both narrative and sense or meaning. History is a narrative that has meaning that is relevant. It is both informative and formative.

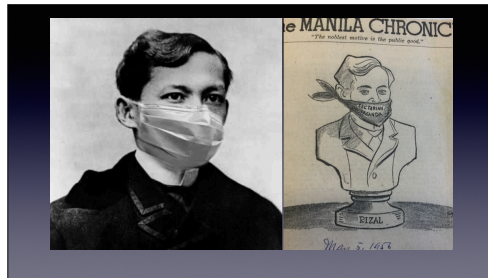


I have been teaching Hi 165 or the Rizal course since I joined the Ateneo in 1998 (and before that I taught the course first in DLSU, then UP Diliman, San Beda and even Sophia in Tokyo) what made the last intersession different aside from teaching online was that I was teaching an old course revised for the new curriculum as Hi 11 that is now offered to freshmen and sophomores rather than juniors and seniors. As a course on primary sources I used a photo of myself with primary sources in this case the originals of the Noli and Fili. Most teachers hold off from putting themselves in front of the camera, they don't want to sound boastful, but in the many years I have been teaching I realized that students appreciate knowing their teachers are experts in their field, if possible someone who has written on the subject, who lives and breathes the subject



In 1983/when I took the Rizal course/it was Hi 180/ when I joined Ateneo in 1998 to teach it was Hi 165/ and now it is Hi 11// Having taught this course in Taft/ Diliman/ Mendiola/ and even Tokyo I realized the difference lies not in course number and title/ but in focus and presentation// Ateneo was in breach of the law/ with Hi 180 and 165 being a general Ph history course with Rizal thrown in. Everywhere else/ Rizal is a 3 unit course/ separate

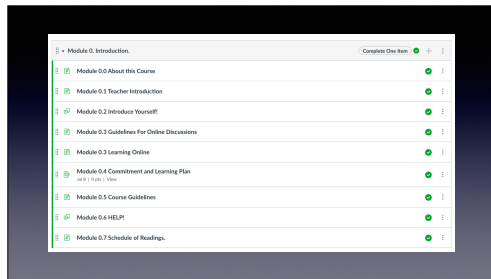
from Phil Hi or Lit//One would think/ with or without the law/ Ateneo should have a Rizal course in its core curriculum simply because Rizal is its most outstanding alumnus,/Under the revised core curriculum Hi 11 a course on primary sources is finally compliant with the Rizal law. The fatal flaw in the Rizal Bill is that it did not prescribe content nor delivery. Depending on the Department that handles the course it can be taught as either history or literature/ The Law did not prescribe the required Rizal biography nor the required translations of the novels/ leaving much to the competence and discretion of the professor//



I mix old and new visuals to create new meanings in the images and work on them. In explaining the legal basis for the Rizal course I show pictures from 1956 when the Rizal Law was debated in Congress. We live in the 21stC/Rizal lived in the 19thC /How Rizal is remembered or forgotten/ depends on his relevance. In 2020 Rizal wears a facemark, in 1956 he wore a muzzle/. How do I make Rizal relevant to students who expect to be bored, who think the course is irrelevant and useless.



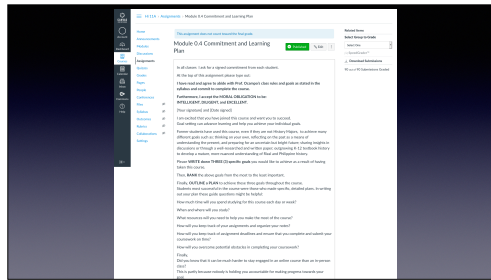
I ask the students to list down heroes from the top of their head and probe further: why are our heroes all male, old, and dead? Why do we speak of heroes or heroism in the past tense? Do we still have heroes today? Why are they hard to find? Maybe they come in a different shape and form? Which Rizal do we want: the guy with a winter coat from an archival photograph or the gym-toned one with gelled hair and better glasses?



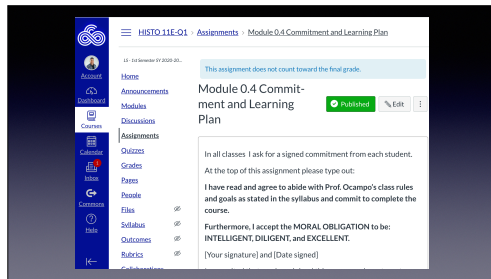
In a classroom and online the first two modules are the most important, they set the tone for the course. From experience, the first day of class is very important. If you don't catch the students then you will have a hard time trying till the last day. By winning them over on the first day, you may falter somewhere in the term but first impressions remain. My tone is light and conversational to put students at ease, my age keeps them respectful, thank God for grey hair that are pretensions to knowledge.

I had 210 students in the last intersession, 105 students in two classes with NO Teaching Assistant. First hurdle was manually enrolling all 210 into the course now solved by Blue Cloud. I wish the Registrar will adapt by opening registration early so that by the first day of class we have our official class lists. Last intersession some students were disadvantaged by being late for a week because the Registrar would not allow them to attend before they had settled the bill. I suggested then that ALL students who signed up be allowed to join the class on the first day, and weeks later those with issues can be placed on READ-ONLY mode, they can continue learning till the end of the term, but will not receive assessment nor a grade. Not allowing these students some concessions go against the Ateneo being a Filipino, Catholic, and Jesuit university.

One good thing I experienced online was that in a regular class the students talk to the teaching assistant, online they communicate directly with me, providing more student contact than I normally would.

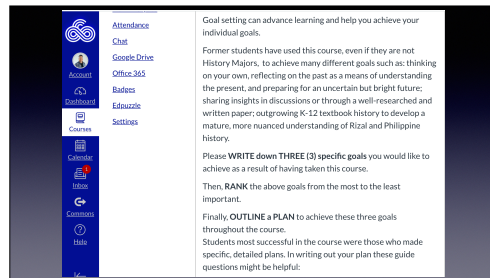


The most important document in Module 0 is the Commitment and Learning Plan.

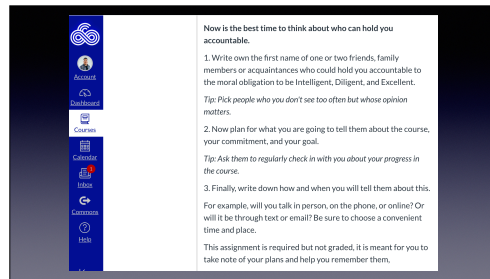


I require my students to sign a commitment to accept the moral obligation to be intelligent, diligent, and excellent. I remind them that if they passed the ACET without pulling any strings they have an IQ of at least 100 so I can demand that they perform well. That if they falter along the way it is not they are stupid but they probably have other problems. I remind them continually that problems are meant to be solved. teaching online in the pandemic made me more patient more lenient with deadlines and i gave them the benefit of the doubt with their excuses that I wouldnt take before

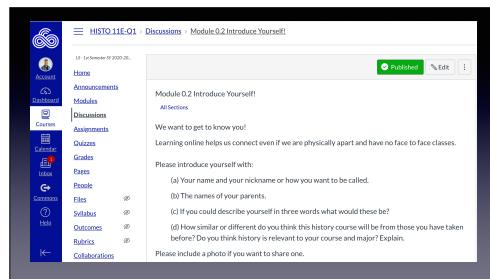




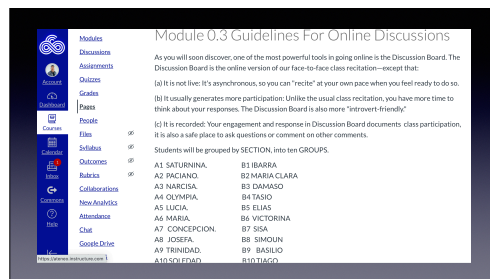
I ask the students to set and rank goals for themselves, then plan how to achieve it: how do they study, resources available, what are the obstacles and how to get over them etc are given in a list



I ask them to find someone who can hold them accountable for these goals and the course.  
 \*Midterm I looked at the analytics and communicated directly with each student who had low engagement/participation and low page views asking them how they were and if they had problems how would we resolve them. I've never done that myself in a normal semester.

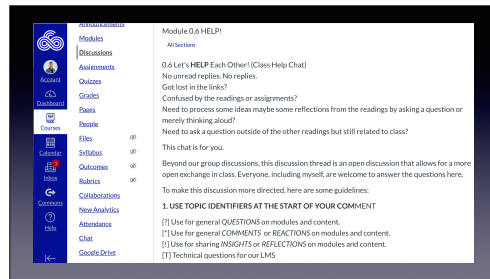


Like all classes one gets a sense of the students and where they are at by asking them to describe themselves in 3 words, asking what they liked/disliked about previous history courses taken. It may be an invasion of privacy but I am at the age when some students are the children of people I went to college with.

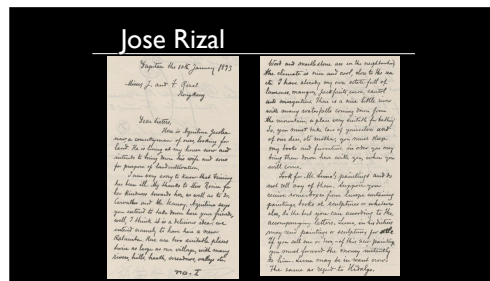


Because I handle the magisterial or supersized classes it was necessary to break it down into ten study groups of ten members each. This method has mixed reviews because some groups are really engaged some are not. Some people work best alone, but online, more than ever, students must be given opportunities to socialize and learn from their peers. The group names are Rizal-related: one class have the names of his brother and

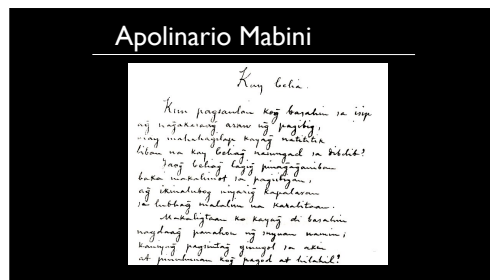
sisters, the other characters in the Noli and Fili



I copied some parts of Module 0 from ADL some, like this Help Chatline, from Dr. Santos a Canvas coach in the History Department. This feature didnt deliver. It wasn't as active as I wanted it to be because students messaged me directly rather than asking in the Chat to help others with the same question.

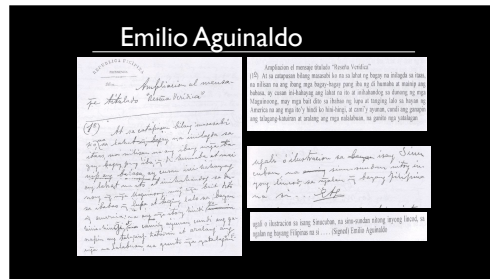


As a class on Primary Sources I provided more than printed texts. I introduced the class to handwritten manuscripts. Rizal wrote mostly in Spanish so I looked for a letter in English so the students had a taste of paleography or reading from old written texts. I also gave them a link to a wonderful article on how the ballpen killed cursive script.

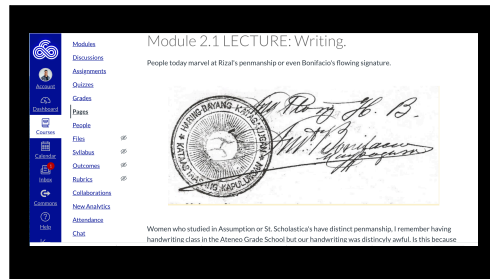


Many students trace their dislike for history with memorization, their like to storytelling. History is indeed storytelling but one needs memory too to make those stories make sense, be relevant, and so impact our lives. Memorization is a skill we have to learn early because our lives depend on it, as one of my colleagues said recently Google is to history, what the calculator is to math. This manuscript not only provides a sense of

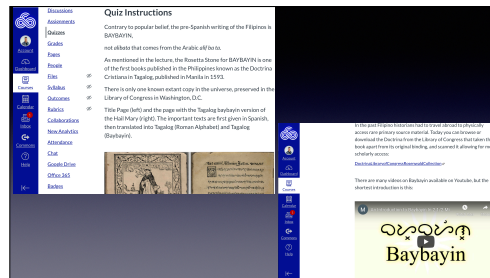
Mabini's fine, almost feminine, penmanship but Kay Celia is from Balagtas. While in exile in Guam Mabini wrote out, for his jailer, the entire Florante at Laura from memory.



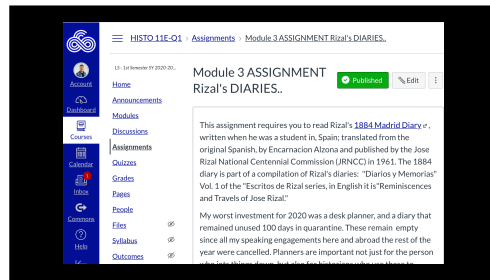
Aguinaldo, the hero all Filipinos love to hate, had the worst penmanship.



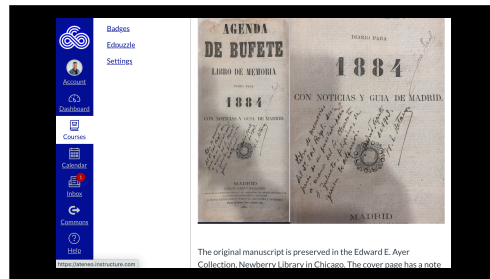
Bonifacio and Rizal the best handwriting. These stray bits of information are useless in themselves but when deployed in the classroom to connect the dots it takes on a life of its own. The real magic of history is not in the data but finding connections.



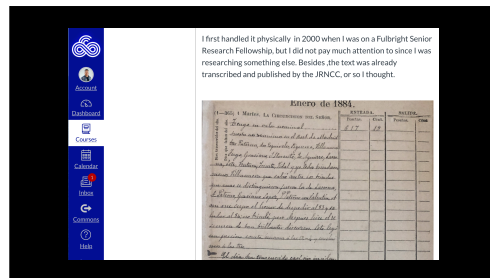
My quizzes were not graded they were designed to help students see if they retained anything from the readings or lectures and thus improve. This quiz asks for their name in Baybayin. The quiz is a lesson in itself with links to the 1593 Doctrina Cristiana in the Library of Congress that is published in Spanish with Tagalog translation both in Roman alphabet and Baybayin. A short video teaches how to write baybayin.



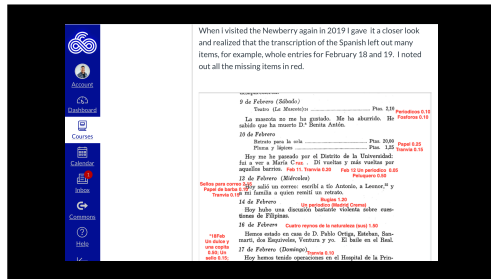
Assignments were both individual and shared with their groupmates for comment. I gave them a link to a scanned document in my Google Drive. Unlike the RL that unnecessarily worries about copyright infringement and forgets its purpose to provide access and support to faculty and students, I take fair use in an educational setting seriously, like hard copies distributed in a classroom. My readings are restricted to enrolled students, only available as a link to my google drive. I never reproduced more than 10% or the core of a book. I also recommended the whole book for students to read or purchase. I wish the RL would make more Filipiniana materials readily accessible and I hope they have used WFH of the last six months to be more proactive in this area.



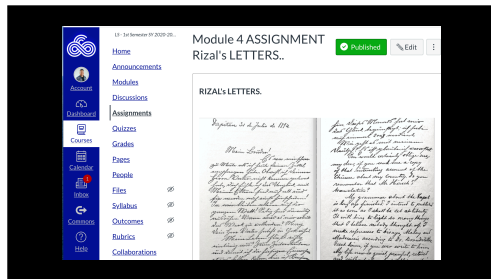
Since the students are supplied with a transcription, translated from the original Spanish, I provided photos I took of the original in the Newberry Library in Chicago in 2019.



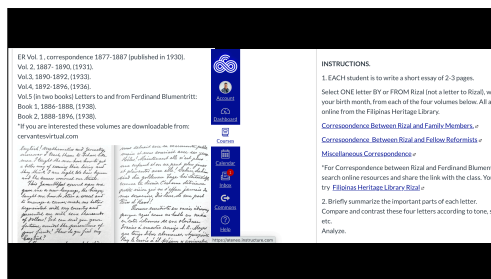
I used it to explain why Rizal's Madrid 1884 diary is sparse compared to others simply because Rizal's planner limited text and Rizal's detailed budget comes from the ledger format of the planner.



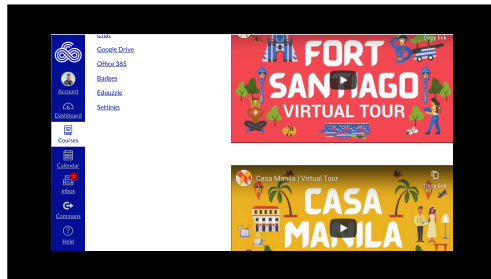
I also showed them notes I took in 2019 proving that you should always validate received texts because the transcription made in the early 20thC and republished many times over actually missed out many items.



In an assignment on Rizal's letters I provided an introduction to the 25-volumes of Rizal's writings and focus on the Epistolario and who it evolved from a compilation in the 1930's to the publication of the Jose Rizal National Centennial Commission in 1961. I also show that by reading an English or Filipino translation you will not see that when Rizal wrote this letter to his friend Blumentritt from Dapitan in 1894 Rizal opened with German, in 19thC German handwriting nobody uses today, in the next page he shifts to English, in another French, in another Spanish, and concludes in Italian.



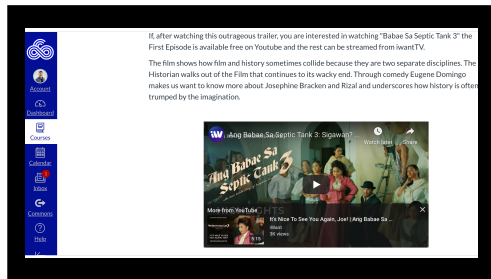
I also provide notes on the issues of compilation, translation, and annotation to show that we should always question texts. Because RL is inaccessible and have very little Filipiniana available online I gave them a link to materials in the Filipinas Heritage Library, the Library of Congress and other sites.



If there is anything the students really missed from the course these Field Trips to Intramuros where the visual aids are larger than life



Looking at the Spoliarium on a smartphone can never replace seeing the real one up close at the National Museum. Here are my students before they were scolded by the Museum guard for “disrespecting” a national treasure. I like to think that by doing a re-enactment they learned a lot, but then that's a point of disagreement between me and museum officials who have to control distractions that disturb other visitors.



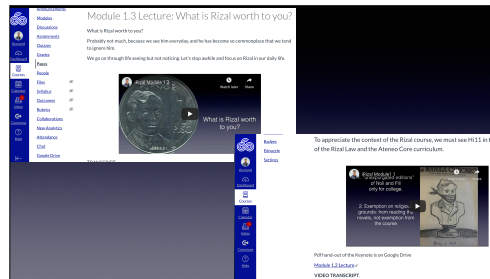
As an aside to a lecture on Rizal in Dapitan I provided a link to a hilarious episode in babae sa septic tank 3 where I appear as myself and counter Eugene Domingo's cinematic license with historical fact. It is a lesson on history and re-presentation, when the historical turns hysterical.



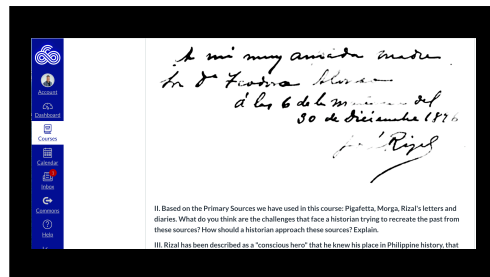
My 90 minute classroom lectures had to be broken down into segments with maximum running time of 15 minutes. Doing this made me rework by lectures whittling it down to focus on the most important points. A pdf of my slides and presenter notes was provided for students limited by low bandwidth or internet load. \*Students claimed they studied better with a hard copy of the slides.

Lecture notes provided links to other sites like the Yale University Library copy of Pigafetta's account of the Magellan expedition. While text is in French I told them to look at the way the MS is presented, to study the crude maps within or even the word-list provided for Cebu not in other editions of Pgafetta.

I noticed that one sounds better when you recorded standing rather than seated.



This term I want to embed each video-lecture and notes in a non-graded Discussion so students can study with each other, react or ask questions about the text.



The Final group assessment was to go over Rizal's last letter to his mother, a sparse note with 22 words, and compare this with a chatty letter he sent his sister where he concludes: "I have filled four pages without really saying anything." The open-ended question was in which letter was Rizal more eloquent and they are graded to the way they argued their side. Many students surfed the internet for materials on Rizal often finding

articles I wrote thus reducing the temptation to plagiarism :)

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## Mid-term kamustahan

Analytics identified Low Participation, Page Views  
Inquired about issues as problems to be solved  
Adjusting to online learning, distractions, etc.  
Need for "Rest Days" pacing of modules, tasks  
Disappointment of not experiencing my class live  
Libraries and Museums considered "nonessential"

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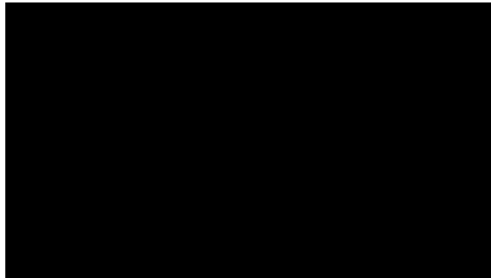
## End of term

Teaching is the same, platform is different.  
Tech support for the asking  
Content has to be revisited, reduced to essentials  
Seeing the course in "StudentView"  
Learning aimed at competences: how to interrogate  
and validate a Primary Source.  
Develop curiosity, finding connections.



Thank you for your patience. I hope what I shared is useful or relevant to your course design.





I think having the 10min lectures short like they are now is really good. Short videos like those would keep people's short attention spans more. They are also very engaging.

Ahead is a long-ish discussion on what I've been hearing from my peers about Histo 11 and online classes in general. If you don't have time to read it here is a TLDR: Generally, we are all struggling trying to adjust to this new learning environment especially since our minds and bodies are conditioned to be in "rest mode" when at home. Weekends might be better reserved for rest days, group works are just as fly as they are in real life (although our groupings might be a bit too big), and an influx of modules can get overwhelming.

Anyways, I would like to address some issues I've discussed with peers or seen being mentioned in social media. This is not to say that I've seen people calling out the class in social media (as I haven't really seen any of that) but rather the general disposition of students towards online classes this semester:

1. While we are trying to adjust ourselves to mentally and physically be present in our classes, it's still hard to focus with online classes because there is no separation between our work and home environment. I think with time we will be able to adjust, but I don't believe that's any time soon. This might be why some of us don't open our module asap, and some tend to lag behind on viewing them. I would like to point out that messaging them to check up on why they've been behind on viewing modules seem to have been working.
2. Learning takes a bit longer as well. Since we've been so used to learning by having professors teach us, learning by ourselves makes processing information alone take a slower pace.

In the middle of the term I used Canvas analytics and individually messaged all students who scored low in Participation and Page Views. I inquired if they had any problems with online learning that needed a solution. One student actually wrote a long review of our course. She said they were coping with adjustment especially the loss of the schedule of a physical class or finding a space to study at home. She said learning online was more challenging

3. I assume we sometimes have submissions and new modules on the weekends to accommodate those with bad internet connection. However, I feel that it takes away the sense of "rest days" for some of us since we end up working on the weekends as well. I would like to suggest skipping Saturdays and Sundays when counting working days for a specific submission.
4. Group works have a mixed reaction. As with onsite classes, groups can be really good or really bad depending on the chemistry of the members. I've heard of some groups that communicate very well and some that barely communicate at all. I understand that our groups are probably big because both Histo 11 sections are big as well but I think communication issues might be because of how big our groups are as well as the fact that we are communicating online barely knowing one another.
5. Some students also mention releasing multiple modules simultaneously cause them to be slightly overwhelmed, although I did notice that our modules seem to be updated in a steadier pace recently. I realize that simultaneously uploading them might be to address slow internet connection speeds of some students but I just wanted to let you know.

Again, I'd like to extend my appreciation for your course and apologies that sometimes we aren't mentally focused enough. I assure you we are trying our best to do what we can with the current situation. I think I can categorically say we all feel bad we weren't able to experience your class in real life but are thankful to have this learning (history and handling online classes) experience with you.

I accepted that no deadlines should fall on Sundays to give them "Rest days" and also to count working days from Monday to Friday only. I noted her concern with group work and am committed to make it work because a minority really had very rich discussions meaning it is possible. On the release of modules I explained that I cannot release all at the beginning because knowing my own experience with online class I will

skim till the end, missing many things in between, and having a false sense of knowing I went through the course content. I set Canvas so that students cant advance to the next module without finishing each bit consecutively

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