Cura Personalis during COVID-19: Student and Faculty Perceptions of the Pedagogy of Compassion

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Abstract. In early 2020, the COVID-19 forced schools, colleges, and universities to close their campuses and shift 1.5 billion learners from the face-to-face mode of instruction to online learning. The abruptness of the shift took a toll on students' mental and emotional health. In response, educational institutions prioritized the use of compassion-based teaching and learning policies and approaches in order to create environments in which students can continue to thrive. This paper describes how the Ateneo de Manila University in the Philippines implemented its own brand of compassion-based teaching, *cura personalis* or care for the entire person. We discuss the circumstances that motivated the emphasis on compassion, the teaching and learning practices that enacted compassion, and the tradeoffs or costs to the institution. We found that the pandemic made it difficult for students to concentrate on their studies, were less engaged, and were fearful and anxious. Teachers therefore focused on students' emotional wellbeing by conducting regular check-ins, just to find out how they were, and relaxed assessment requirements. As a consequence, teachers had to greatly reduce the scope of their subjects and deprioritize academic rigor. It is in this context that recommendations are made to balance emotional and academic wellbeing.

1 Introduction

In early 2020, the COVID-19 pandemic forced schools, colleges, and universities to close their campuses and shift 1.5 billion learners from the face-to-face mode of instruction to online learning (UNESCO, 2020 April 20). How countries, institutions, and individuals coped with this sudden, radical change has been the subject of recent research. The literature on education during COVID-19 covered numerous sub-themes, including high-level assessments of educational environments based on institution- or country-level data (e.g. UNESCO, 2020 April 20), recommendations for ensuring academic continuity (e.g. Huang et al, 2020), pedagogical strategies for better effectiveness (see Tsang et al, 2021), experience reports or case studies (e.g. Basilaia, Dgebuadze, et al, 2020), the impact of the new format on teachers and students (e.g. Basilaia & Kyavadze, 2020), and others.

One of the sub-themes that emerged in this context was compassion as a pedagogical strategy. The suddenness of the lockdowns had caught everyone unprepared. In response, teachers adopted an Emergency Remote Teaching (ERT) approach, in which what used to be face-to-face lectures were delivered instead using video conferencing or other contextually appropriate platforms. ERT is sometimes called "panicology," a conjunction of "pedagogy" and "panic" (Vandeyar, 2021), to denote the haste with which the change in mode occurred and the anxiety it caused. ERT and its accompanying panicology highlighted the need for schools to rethink the way teaching and learning took place online. To address the pandemic's strain on mental and emotional health, it became necessary for universities to switch their emphasis from excellence to compassion. The purpose of this case study is to show how one university in particular, the Ateneo de Manila University in the Philippines, enacted its core institutional value of *cura personalis* or care for

the individual person to help its community survive and thrive under COVID-19. Case studies are often used in the exploration of contemporary phenomena within their actual contexts. It is a method for investigating a situation or an environment by using sources of data, such as interviews, that are otherwise unavailable in historical studies (Rowley, 2002). This work is an attempt at understanding how a culture of *cura personalis* played its role in a learning setup restricted by a rarely-happening, large-scale pandemic. It aims to answer three main questions:

- What were the circumstances that motivated the emphasis on compassion?
- What specific teaching and learning practices enacted this emphasis on compassion?
- What were the tradeoffs or costs? "

2 Review of Related Literature

In this section, we elaborate on the impact of COVID-19 on students' mental and emotional health and how this prompted institutions to adopt compassion as a pedagogical strategy. We will also describe the Ateneo de Manila University and its core value of *cura personalis* to introduce the context of this case study.

2.1 **Impact of COVID-19 on Mental and Emotional Health.** COVID-19 brought with it many stressors that wore on students' mental and emotional health. The most obvious of these was the fear of catching the virus. Students expressed fears over their own health, and international students in particular worried about the health of their families who were far away (Sahu, 2020).

Students' home circumstances also tended to be a source of stress. To continue their studies remotely, students needed access to computers and the Internet. Unfortunately, many students reported that the students had connectivity issues that were serious enough to inhibit their in-class participation (Means & Neisler, 2020). Many students also reported that they had difficulty finding quiet spaces to work at home (Means & Neisler, 2020). Finally, some students experienced conflicts between their academics and their other home roles and responsibilities. Some students from rural families specifically had to work to earn money (Belay, 2020). Other children, girls particularly, were expected to do more household chores such as babysitting, cooking, cleaning, shopping, and caring for sick family members (Belay, 2020).

Even under the best of circumstances, adjusting to ERT was taxing. ERT differs from online learning, which Bates (2020) defines as "a form of distance education in which a course or a program is intentionally designed in advance to be delivered fully online". In online learning, course materials, activities, and teaching methods are chosen and designed to maximize the affordances of the instructional mode. ERT, on the other hand, does not have the benefit of a planning stage. Rather, it is characterized by rapid response, adjustment, and accommodation to the extent possible. Thus, the transitional months were marked with trial-and-error, uncertainty, and confusion among teachers and students alike (Pokhrel & Chhetri, 2021).

ERT demanded that students exercise greater self-discipline and motivation while studying from home (Arisovnik et al, 2020). The extent to which students could rise to this challenge varied greatly. Students who were already self-driven were able to adjust because they typically did not need much supervision or guidance (Pokhrel & Chhetri, 2021). However, less self-driven students, or academically strong but economically disadvantaged students, were vulnerable and found it difficult to focus. Reduced social contact triggered negative emotions such as frustration, boredom, and anger. In some cases, this led to mental health problems.

Students from the Philippines shared the same sentiments. They worried about being able to access their classes and continuing their studies. They expressed anxiety, fear, and difficulties in concentrating. They expressed concern about the quality of the education they were receiving (Sasot et al, 2020). Furthermore, the Philippines experienced extreme weather events during the latter half of 2020. From October 11 to November 12, eight typhoons entered the Philippine Area of Responsibility. Two of them, Typhoon Vamco and Typhoon Goni, caused widespread damage, disrupted utilities, and claimed human lives. These natural calamities only added to the stress that students and teachers bore, so much so that some demanded an academic freeze until normalcy could be restored (Lalu, 2020).

2.2 **Compassion as a Pedagogical Strategy.** To many school leaders, the foremost priority of the pandemic was the well-being of their communities (Longmuir, 2021) and the guiding principles for ensuring well-being were care and compassion. Caring is defined as a set of relational practices that fosters growth, development, empowerment, and community, among others (Vandeyar, 2021).

The pedagogy of compassion overlaps somewhat with earlier work on the pedagogy of care (Noddings, 1995; Noddings, 2012). In the latter, Noddings (1995) suggests that education be reoriented around themes of care– for self,

for others, for the natural world, for ideas. Implementing this culture of care means making curriculum choices that make students grow, appreciate connections among subject areas, form relationships with others, and cultivate a desire to want to make the correct, moral choice. In online settings, the pedagogy of care manifests as timely feedback, frequent contact opportunities, and personalized comments (Rose & Adams, 2014). During COVID-19, educators who were not prepared to deliver their courses online translated the care they felt for and from their students by fostering a sense of community, sharing personal experiences (whether or not they related to the subject), opening informal lines of communication such as instant messaging platforms, and inviting students to share their own personal stories (Moorhouse & Tiet, 2021).

The two pedagogies have subtle differences, though. Foremost of these is that the pedagogy of compassion assumes the existence of pain and suffering that does not seem inherent to the pedagogy of care. Whereas the pedagogy of care focuses its attention on a student's maximum development through conscientious and personalized teaching, it is the awareness of pain and suffering that triggers compassionate teaching.

Compassion is defined as the recognition of the suffering of others and the decision to take action to alleviate that suffering (Gelles et al, 2020). It has four main components: An awareness of the suffering (cognitive), a sympathetic concern (affective), a desire to relieve the suffering (intentional), and a readiness to help relieve the suffering (motivational). Other studies regard compassion as a three-part process involving noticing another's pain, feeling for the other's pain, and acting in response to the pain (Frost et al, 2006; Kanov et al, 2004). Based on this framework, institutional compassion is said to exist when members of a system collectively notice, feel and respond to pain experienced by members of that system (Kanov et al, 2004). Focusing on institutional responses to suffering among members of an institution allows us to understand how collective proactive, creative, and empathetic actions help bind organizations. The pedagogy of compassion encourages dialogue and an expression of thoughts and feelings that would otherwise be hidden. It calls for warmth, sympathy, and sorrow for people stricken with misfortune and a desire to alleviate their suffering. Educators who practice compassion strive to instill and evoke hope in their students.

The emergence of the COVID-19 pandemic in early 2020 prompted universities to implement the pedagogy of compassion in a variety of ways. Teachers conducted dialogues with students to encourage them to share experiences and reflections (Christopher, de Tantillo, & Watson, 2020). During these dialogues, painful and personal stories were respected and acknowledged, and support was offered (Parfitt, Read & Bush, 2021). This sometimes led to an acknowledgement of common human vulnerabilities and the need for care and compassion for both self and others.

In terms of academic practice, teachers took a more motivational, generous, forgiving, and patient tone with their students, paying attention to individuals' unique circumstances (Vandeyar, 2021). Teachers strove to maintain a strong presence through timely posts on online discussion fora (Christopher, Tantillo, & Watson, 2020). Grading standards and weights were changed to reduce student stress and faculty were more lenient when possible (Bartolic et al, 2021). Students who failed assessments were sometimes given second chances to complete requirements (Vandeyar, 2021).

However, these concessions did not come without a cost. Teachers reported feeling "compassion fatigue" – emotions resulting from knowing about the misfortunes of others and the stress resulting from wanting to help (Figley, 1995 in Yang, 2021). Compassion fatigue expressed itself as burnout, i.e. chronic work-related stress, exhaustion, frustration, or anger. In addition, it expressed itself as secondary traumatic stress, i.e. stress symptoms experienced when witnessing the trauma of others. Such were some of the emotional consequences reported by teachers when they adopted compassionate teaching practices during the lockdowns in early 2020.

2.3 **Ateneo and *cura personalis*.** In this paper, we examine the pedagogy of compassion—and its costs—as implemented in the Ateneo de Manila University (henceforth referred to as the Ateneo) when the COVID-19 pandemic emerged in 2020. The Ateneo is a private, Filipino, Catholic, Jesuit university located in Quezon City, Metro Manila (Ateneo de Manila University: History). Established in 1859, the Ateneo began as a public primary school for the children of Spanish residents. It eventually grew into an elite educational institution, recently placing 124th in the 2022 edition of the QS Asia University rankings (Ateneo de Manila Climbs in QS Asia University Rankings). The Ateneo strives to educate students who develop themselves as life-long learners in the context of a community; who use their intelligence, imagination, and Christian values as leaders and agents of change; who engage with the world while remaining rooted in local and global cultures, realities, and sensibilities; and who ground themselves in an Ignatian Spirituality that is oriented towards faith and justice. This is accomplished not just through intellectual rigor, but through *cura personalis* or care of the entire person.

As a Jesuit core value, *cura personalis* is characterized as respect for all that makes up each individual. According to Casalini (2019), "…the key to the success of Jesuit schools had historically lain in the excellence of the care that such institutions devoted to their students. Excellence in other areas—including the teachers' extraordinary mastery of their disciplines, the perfection of the bureaucratic machinery, and even the beauty of the system of rules that let that machinery do its work—was not enough. Rather, what made the Jesuit schools so successful over time was their

care for the whole person of each of their students, a process that had as its goal the formation of a fully-fledged spirit, an upright character, a sound body, and a learned person in support of the common good." Thus, while *cura personalis* originally began as the kind of care that Jesuit superiors were to give to their subordinates, this core value has since evolved to become a trademark of Jesuit universities and institutions, such as the Ateneo (Otto, 2013).

2.4 **Synthesis.** The pedagogy of compassion is a teaching approach shared by schools, colleges, and universities worldwide. The mental and emotional strains brought to the fore by COVID-19 made it all the more relevant as a strategy to help ensure academic continuity and to create environments in which students can continue to strive. Here we examine how the Ateneo implemented the pedagogy of compassion—endemically called *cura personalis*—during the pandemic. We describe the specific circumstances that motivated the emphasis on *cura personalis*, the practical ways in which it was enacted, the benefits of compassion-based pedagogy, and the costs to students, teachers, and the institution.

3 Methodology

The data reported in this paper was collected as part of a multi-institutional and multinational study that examined faculty, student, and administrative responses to ERT when COVID-19 first emerged in early 2020 (Bartolic et al, 2021). This paper's methods stem from that study. We focus on data collected from the Ateneo de Manila's Loyola Schools, a tertiary education institution that offers undergraduate and graduate degree programs. The Loyola Schools are headed by a Vice-President and divided into five schools headed by Deans: the School of Humanities, the School of Social Sciences, the School of Science and Engineering, the Gokongwei Brothers School of Education and Learning Design, and the John Gokongwei School of Management. The Loyola Schools have approximately 10,000 students at the undergraduate and graduate levels.

3.1 **Participants.** Five departments were pre-selected to represent samples of the university's disciplines: Computer Science, History, Psychology, Political Science, and Chemistry. Since the departments had unequal sizes, the Yamane formula was used to determine the percentage of undergraduate courses and faculty that would form the sample of each department. Using the percentage generated by the formula, courses, names of faculty, and students were then selected using the randomization function in MS Excel. The final number of faculty and students generated was 112 and 1032 respectively. From these numbers, an actual total of 45 faculty members and 320 students agreed to participate in the study. Table 1 shows the profile of the faculty respondents.

Table 1. Profile of Faculty Participants.

Years in ADMU	N	(%)
Had been teaching at ADMU for > 10 years	19	(42)
Had been teaching at ADMU for <= 10 years	26	(58)
Remote Teaching Experience		
Had not taught an online class prior to ERT	25	(55)
Had previous experience in remote teaching	12	(27)
Faculty who did not push through with the interview	8	(18)

Nineteen (19) faculty members had been teaching at ADMU for at least ten years; in contrast, twenty-six (26) of the course instructors had taught at the university for ten years or less. Twenty-five faculty respondents (55%) had not taught an online course prior to the ERT period, while twelve members (27%) stated that they had previous experience with remote teaching. Eight of those who completed the survey did not push through with the interview. Hence, no data was collected about whether or not they had experience in remote teaching prior to ERT.

On the other hand, survey results were received from 108 first year students (34%), 123 second year students (38%), 56 third year students (17%) and thirty-four students in either their last year or in graduate study (11%). Table 2 shows the profile of student participants. The common thread binding all research participants was that each was part of an active course in the academic term during which the abrupt shift to ERT occurred.

Table 2. Profile of Faculty Participants.

Year Level	N	(%)
Final year; graduate study; non-degree	34	(11)
Third year	55	(17)
Second year	123	(38)
First year	108	(34)
Total	320	(100)

Note. Prior work reported 321 participants. The actual number is 320.

3.2 **Research Instruments.** Two data collection instruments were devised. The first was a virtual, semi-structured interview with faculty. This consisted of 70 core questions about one specific course that was taught during the ERT term. It included questions about the details of the course before and after the transition to ERT in terms of classroom management, content delivery, interaction, and assessment. It was a combination of open-ended and closed-ended items (e.g. multiple choice/selection questions). Depending on how much the faculty member wanted to share about their experiences, the interviews lasted about 30 minutes to 1 hour per course instructor, on average.

The second instrument was a web-based self-administered questionnaire on the same course which instructors completed prior to the interview. The questionnaire was a combination of multiple choice and Likert scale items that sought their general views and feedback on the emergency transition to remote learning. The goal was to collect insights on the faculty members' perceived confidence in shifting to a different mode, given that there was no time for thoughtful preparations. The survey began with a few questions collecting information on the participants' understanding of remote learning at the time that the Ateneo called for the suspension of in-person classes. This included questions on how they thought remote learning was facilitated in terms of pacing, content delivery, sources of feedback, and communication synchrony. The succeeding section included questions about their perceived confidence in handling the course, the level of support they received from the administration, as well as the level of support they provided their students, among others. A similar web-based self-administered questionnaire was administered to student participants. The questionnaires are found in the Appendices.

3.3 **Procedures.** Each of the 112 course instructors and 1032 students who had been randomly selected was sent an email invitation to participate in the study. Initial low student response rates resulted in the resending of the email invitation to the entire student population of those taking courses offered by the aforementioned departments during the second semester of academic year 2019-2020. The email invitation contained a statement about informed consent, as well as YES and NO buttons to indicate participation.

A total of 45 faculty members and 320 students clicked YES; they agreed to participate. The action automatically recorded their email addresses and provided a link to the self-administered questionnaire. It also notified the research team to send the faculty member an online interview invitation. Once this was scheduled, the researchers met the course instructor to record the virtual interview. All interviews were then transcribed; all but three interviews had been recorded. The responses from both the interviews and the student and faculty questionnaires were then summarized through frequency counts to answer the research questions above. These were corroborated with data from faculty interviews and open-ended student questions.

Finally, the open-ended items were subjected to open coding (Vollstedt & Rezat, 2019) so they could be broken up into codes that captured the essence of the participants' answers. The researchers assumed that all faculty responses were honest and that the questions were answered to the best of the participants' ability.

3.4 **Limitations.** Due to the COVID-19 situation, data was collected using online forms and virtual interviews, which meant that the lack of any extralinguistic and non-verbal cues normally available in face-to-face settings may have affected the richness of the data (Hewson, 2015). Moreover, the relatively small sample of students implies that the results of the study cannot be generalized to the entire student population. The study's invitations were sent out close to the December break; this fact, plus the deadlines with which students had had to cope before the break, might have inadvertently resulted in a lack of interest to participate in the study. It is possible that selection bias may have occurred through those participants who chose to take the survey. The study aimed at retrieving general faculty and student experiences during the pivot to remote teaching; it does not compare experiences across year levels, disciplines and

departments. Finally, the study uses only self-reported recollections and perceptions. It does not use any other sources to corroborate its findings.

4 Results

Compassion on an institutional level can emerge when members of that institution first notice that pain is experienced by others (Kanov et al, 2004). This involves a process of being aware of others' emotional states, and being open and attentive to emotional cues and to what is happening in one's context (Frost et al, 2006). In this case, the global pandemic meant that many individuals simultaneously already felt anxious, uncertain, and devastated by the drastic changes imposed on society. Added to this was the abrupt shift to emergency remote teaching spurred by the need for academic continuity, which caught both faculty and students off-guard. The resulting general feeling of anxiety and pain experienced by faculty and students was noticed on an institutional level.

We now look at the physical, mental and socio-emotional scenarios which prevailed during that period, prompting the need for compassion.

4.1 **What Were the Circumstances that Motivated the Emphasis on Compassion?** The interviews with the faculty shed light on some of the circumstances that underscored the need for compassion. The early days of the pandemic cultivated fear and, in some cases, panic. This resulted in a lack of focus and motivation to learn. When asked about their agreement with the statement "*I was confident in my students' abilities to learn well in a remote online course*", faculty responses were mixed. Twenty-three respondents (51%) agreed with the statement, but twelve (27%) did not. Ten respondents (22%) were neutral; they neither agreed nor disagreed with the statement. This implies that while half of the faculty initially perceived their students to be capable of successfully transitioning to online learning, the other half did not share their confidence. During that time, the island of Luzon was placed under an Enhanced Community Quarantine (ECQ), shutting down travel, business, tourism, and face-to-face education. Faculty may have felt that the ECQ would also have affected students' mental and emotional states, possibly hindering them from a successful transition to online learning. One teacher shared that students "*were worried about the pandemic [so] they lost focus, and that translated in their work.*" Figure 1 shows the summary of faculty responses.
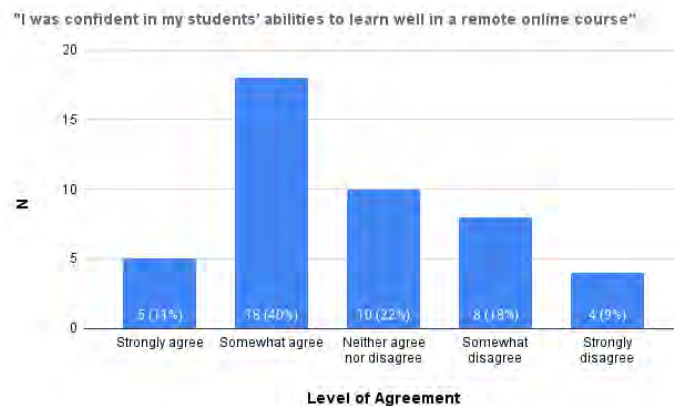
Figure 1. Faculty Perceptions on Student Ability to Learn Well in a Remote Online Course.

The pandemic indeed gave students problems of their own. When asked about their agreement with the statement "*As my instructor transitioned to remote online instruction, I was confident in my abilities to learn well in a remote online course*" (statement AZ), student responses were mixed. Fifty percent (50%) disagreed with the statement, 40% agreed, and the rest were neutral. Table 3 shows the breakdown of responses.

The figures imply that half of the students did not feel confident about their abilities to successfully hurdle the pivot to remote learning. Indeed, 80% of the respondents felt personally overwhelmed by the transition to online learning, with half believing that it took more effort to complete work compared to before the transition.

Table 3. Student Responses Towards Statement AZ.

Statement AZ: *"As my instructor transitioned <course> to remote online instruction: [I was confident in my abilities to learn well in a remote, online course]."*		
Responses	N	(%)
Strongly agree	25	(7.8)
Agree	44	(13.8)
Somewhat agree	59	(18.4)
Neither agree nor disagree	23	(7.2)
Somewhat disagree	59	(18.4)
Disagree	52	(16.3)
Strongly disagree	48	(15.0)
N/A	10	(3.1)
Total	320	(100)

For the majority (77%) of the students, the sudden pivot to remote teaching resulted in a lower level of course engagement. Table 4 shows how the level of engagement changed during ERT.

Students were less engaged because they found it more difficult to motivate themselves to complete tasks ("*not being motivated or engaged enough to do the tasks/readings*"; "*it was more difficult to find the motivation to do the tasks provided to us*"). Others reported a loss of engagement because some courses changed their nature, moving from discussion-based to requirements-based delivery *("...because there were little to no lectures, just submission of projects/papers*"; "*It changed because I could not recite in class and I could not casually talk to my peers about this class*"). Finally, some students felt that engagement with their course changed when ERT prompted a move from teacher-directed to student-directed learning ("*it changed because our instructor was not actually teaching the materials, she was providing us*"; "*I did not feel the need to engage with the course as much. The only thing I felt I needed to do was read the material and answer the questions, but after that my engagement with the course ended*").

Table 4. Change in the Level of Student Engagement during ERT.

Response	N	(%)
Yes, it decreased.	187	(59)
Yes, it was more difficult.	58	(18)
Yes, it increased.	20	(6)
No, it stayed the same.	41	(13)
N/A (course did not transition)	6	(2)
Inconclusive	7	(2)
Total	319	(100)

Note. One respondent left this item blank.

Table 4 above shows that a few students (6%) indicated an increase in their level of engagement during ERT. This was mostly due to the accessibility of the learning materials and their perceived increase in time availability during the online mode ("... *I simply had to rely on Google and the texts provided by my professor.; I became more engaged with the course as I had more time to read the materials and to do additional research.; I became more engaged because I can scan through modules in advance.*"). For others, the engagement was motivated by feelings of anxiety and or the need for self-regulation ("*I was honestly a lot more anxious so I'd check my email every hour or so just to make sure I wasn't missing anything.; Since I had to manage the learning myself, I had to become more engaged with the course which, in turn, allowed me to take in more of what I learned.; I believe that with it being online and mostly*

self-paced, it forced me to be more engaged in order to stay on track with the course content and be able to know how to accomplish the requirements.").

When asked about challenges experienced during the ERT, students mentioned a variety of challenges that were either related to the mode of learning itself, personal factors, or technological factors. Table 5 shows the significant challenges mentioned by students.

Since the shift to remote learning implied a loss of on-site discussions, fifty-nine percent (59%) stated that they experienced difficulties in remote learning because of the lack of real-time feedback. Some student comments included "*not being able to clarify something on the spot*"; "*having to understand everything on your own as compared to having other people around you to understand it with*"; and "*it was hard to clarify some things right away since the professor wasn't there physically*".

Remote learning also meant that the students also had to confront a certain degree of loneliness. The majority (190 or 60%) reported that, compared with the first part of the semester, they felt disconnected from their classmates after the transition to remote learning. Without a set schedule and without regular, structured contact with their peers, feelings of isolation started to grow ("*it was harder to connect with classmates to collaborate and work together*"; "*the lack of human interaction and conversation made me detached from learning*"). One student summed up this challenge, stating, "*Peer interaction, I believe, was far more important than I realized. Seeing the confusion of others in comprehending a complex concept offered reassurance that it truly was something difficult to understand for everyone, not just for me. Light moments in class such as laughter, in retrospect, made the learning experience enjoyable. The shift to the remote learning set-up eliminated those and made the experience far more challenging.*"

As for personal factors, when asked for details, fifty-one students (16%) stated that they were concerned about the loss of motivation amidst the uncertainty and fear ("*At that time, everything was hectic and uncertain so I did not feel that academics should be my top priority*").

Another challenge involved changes in living and working arrangements, which resulted in lack of personal study areas and an unclear delineation between study time and home chores (14%) ("*I do not have my own place to study, so often I am right beside the living room where my family watches TV and [goes] about their day*"; "*trying to separate schoolwork and tasks inside the house as well as time management were the most significant challenges of remote learning in this course*"; "*learning in my own household where the environment is not conducive for learning*").

Finally, a small number of students reported a problem with technology (7%). Students needed a fast, reliable Internet connection to be able to participate in online classes, and this was not a universal resource ("*It was difficult to do group works, especially with people who had bad internet connection*"; "*Internet was and is always an issue*"). In general, the transition to ERT affected students negatively. One teacher said, "*Learning went down. I don't think they learned much after the transition and it's not their fault either.*"

However, after the initial shock had worn off, students realized that, *"[it] looks like we're going to be [in this situation] for a long, long time.*" Some therefore started to ask how they would continue studying under the circumstances. Others continued to flourish. One teacher shared that, "*I had some students who were highly driven … they were able to … channel the anxiety and use it for something more productive.*" These students poured this energy into their work.

4.2 **What Specific Teaching and Learning Practices Enacted this Emphasis on Compassion?** After pain is first noticed, the next two steps in the compassion process are feeling for the other's pain and acting in response to the pain (Frost et al, 2006). On an institutional level, there is a collective feeling for others' pain which involves not just empathizing with others, but going beyond feeling to involve a response to suffering that is intended to alleviate or overcome the others' condition in some way (Frost et al, 2006). In this case, the collective response of the university was to enact compassionate flexibility (Gelles, 2020) in online teaching and learning practices to help students finish essential course objectives as best as they could. These practices are discussed by teaching dimension: classroom management, content delivery, interaction, and assessment.

Table 5. Most Significant Student Challenges during Remote Learning.

Challenges	N	(%)
Online learning:	190	(59.4)
Lack of real-time feedback & guidance	68	
Lack of interaction with other students	32	
Keeping up with the online set-up	25	
Difficult to study on my own	23	
Difficulty in learning the material	21	
Lack of hands-on experience	17	
Difficulty in accessing resources	4	
Personal:	107	(33.4)
Motivation	51	
Environmental factors	36	
School-life imbalance	10	
Personal mental and emotional health	10	
Technology (internet connectivity)	23	(7.2)
Total	320	(100)

4.2.1 **Classroom Management.** One of the first things that teachers did was to establish ground rules for the ERT period. Forty-one course instructors (91%) gave students written instructions on how to proceed online, and twenty-seven respondents (60%) conducted an online interactive session with students to answer their questions about the transition to online remote learning. Eighteen faculty members (40%) posted a live streamed video or a YouTube-type video to explain how the course would be conducted remotely. Table 6 shows a summary of responses.

The methods that faculty members used to help students prepare for the transition to remote learning were appreciated by the students. When asked whether the students were offered sufficient resources or help (statement BA), 211 students (66%) replied in the affirmative. Similarly, 59% of the students believed that their course instructor handled the course transition well (statement BB). These imply that the methods employed by course instructors to help students transition to remote learning worked well for most of the students. Table 7 shows the breakdown of responses.

Table 6. Classroom Management Practices Online.

Practice	N	%
I gave students written instructions on how to proceed online.	41	(91)
I had an online interactive session with students where they could ask questions.	27	(60)
I provided a live streamed video or YouTube type video to explain things.	18	(40)
Someone else other than me helped prepare students (e.g. an online learning support technician, a teaching assistant, a student peer).	3	(7)

4.2.2 **Content Delivery.** Teachers were asked what methods they used to deliver content during ERT. Many of them (31, or 69%) defaulted to the use of live lectures conducted over the Internet during scheduled class hours. Three respondents stated that they learned how to design more engaging content, and one instructor learned how to create podcasts. Thirty-one instructors (69%) also recorded videos of themselves. One teacher reported that, "*I made instructional videos… and then just later uploaded [them] to support the asynchronous learning. [A] big part of my class relied on lab or hands-on activities, so I just uploaded instructional videos on YouTube for students to follow.*" Some teachers made use of existing content with 35 respondents (78%) saying they made use of teaching materials they found online. Table 8 presents the figures.

Table 7. Student Responses Toward Statements BA and BB.

	As my instructor transitioned <course> to remote, online instruction: [I was offered sufficient resources/help]. **(Statement BA)**	*As my instructor transitioned <course> to remote, online instruction: [My instructor handled the course transition well].* **(Statement BB)**
Strongly agree	32	36
Agree	85	71
Somewhat agree	94	83
Neither agree nor disagree	32	52
Somewhat disagree	31	29
Disagree	20	17
Strongly disagree	11	16
NA	15	16
Total	320	320

Once the students adjusted to the online environment, they began to see its benefits. The majority (140 or 44%) noted the flexibility of self-paced remote learning ("*more time to research and self-pacing*"; "*I was able to manage my own time*"). Other students commented on the accessibility of class materials ("*it wasn't difficult to learn because reading and lectures were provided*"; "*we were able to interact with the class material more closely because everything was given to us in digital format*"). In addition, some students (19 or 6%) recognized that remote learning also meant direct student-teacher communication, even during off-class hours ("*more accessible communication with teachers and students*"; "*being able to communicate with professors directly*").

Table 8. Content Delivery Practices During ERT.

Content Delivery Practices	N	(%)
Live lectures conducted over the internet during scheduled class hours	31	(69)
Self-recorded and uploaded videos	31	(69)
Use of teaching materials found online	35	(78)
Podcasts and other engaging content	4	(9)

A number (13 or 4 %) appreciated the transition to online learning as part of health and safety measures ("I think the most significant benefit of remote learning was reducing the risk of the students from contracting the virus, which was a good thing; "*being at home removes the risk of being infected with the virus*"). Twenty-six students appreciated the reduced living expenses resulting from having to return to their families ("*no need to commute and pay for dorm fees*").

Finally, a few students commented on the ease of studying using digital means (7 or 2%) ("*I was allowed to use my gadgets to enhance convenience in note-taking*"; "*it was much easier to get my points across through written email, since reciting in class could be quite challenging when there's so much energy*"). Others also noticed a positive change in their attitude towards studying (8 or 2.4%) ("*I became more focused and invested in my academics*"; "*sa onsite classes kasi, kahit hindi mo basahin ung readings ididiscuss naman ng teacher, pero sa online learning, kailangan mo talaga basahin kasi may required na discussion boards for each lesson (in onsite classes, you don't really have to read the readings because the teacher discusses them, but in online learning, you need to read them because of the required discussion boards for each lesson)*". Table 9 shows the breakdown of student responses toward benefits of remote learning.

Table 9. Student Perceptions toward Benefits of Online Learning.

Benefits	N	(%)
Flexibility	140	(44)
Accessible class materials	47	(15)
Student-teacher interaction and support	19	(6)
Reduced living expenses	26	(8)
Health and safety	13	(4)
Change in attitude towards learning	8	(2)
Use of digital means	7	(2)
No benefits	74	(23)

4.2.3 **Interaction.** During ERT, teachers used a variety of avenues to maximize reach to students, and on average, they communicated with their students two to three times a week. They did so using a number of online communication tools. The most popular choices were the use of broadcast email to the entire class (51%), and course announcements on an internet-based bulletin board or the department's learning management system (LMS) (51%). Others conducted personalized individual communication using email, phone calls, the LMS messaging feature, Google Meet or Messenger. Another choice was the use of Facebook to post announcements, as well as using Discord, and text messaging. Table 10 presents the communication tools used by faculty members during the ERT.

Table 10. Communication Tools during ERT.

Communication Tools	N	(%)
Use of broadcast email to the class	22	(51)
Course announcements on an internet-based bulletin board or learning management system (LMS)	22	(51)
Personalized individual communication using email, phone calls, Google Meet or Messenger	18	(40)
Facebook, Discord, SMS and the class beadle	18	(40)

Teachers also took every opportunity to check in on their students. These "*kamustahan*" sessions, literally translated as "*how are you*" sessions, became a regular part of class time. These gave the students and teachers a venue for open listening and empathizing with others, which facilitated the noticing and feeling aspects of compassion. One teacher would ask the class how the situation was affecting each of them at this moment. *"...the students loved it because that gave them a semblance of normalcy at that time--that they get to see their friends."* Another teacher verbalized how conducting these sessions was difficult but critical, stating, *"[I needed to be] making sure the tone was correct when communicating with students. [It] took more time and effort to actually check in, and make sure they were all doing alright"*.

Such efforts were recognized and valued by the students. One said, "*I think the most significant benefit I got from remote learning is the fact that our professor conducts kamustahan sessions every Friday to just check up on us and ask us how we're doing and how we're currently coping with the sudden shift to the online setting. She was very motherly to initiate that kind of session, and it really made me warm and more excited & open to attend the online sessions, even if it's just the regular class sessions.*"

Indeed, the "*kamustahan*" sessions gave the students and teachers a venue for open listening and empathizing with others, which facilitated the noticing and feeling aspects of compassion. More importantly, the sessions provided a holding space in which people could air their concerns and reflections, and where responses to aid healing could be given as the third aspect of compassion. The value of these student check-ins was priceless; when faculty were asked, in hindsight, what they could have done better during the ERT, many thought of holding more personal student check-ins, even if this meant going out of their way to do so. One instructor surmised, "maybe more personal check-ins with the students beyond class requirements."

4.2.4 **Assessment.** With regards to assessment, greater leniency was a recurring theme. Teachers did not give deductions for late submissions. Some modified the assignment or project specifications to better suit the online environment. One teacher reported that one required paper was supposed to be about food from different cultures, but the community quarantine restricted mobility. The teacher therefore asked students to look for recipes online, replicate them, and then write about them. Other teachers whose final projects required the citing of primary sources relaxed that requirement because students had no access to these texts. Other instructors adjusted deadlines, reduced requirements, or made final projects or papers optional. Major requirements were scrapped, including final oral presentations, poster presentations, term papers, and others. As one teacher stated, "*I was more lenient with them, like in terms of submissions. Even if they submitted late, I really didn't deduct grades.*" Another teacher said, "*I took into consideration the effort they put into consultations rather than the output themselves.*" Table 11 shows the various ways in which leniency was practiced during the ERT.

Table 11. Aspects of Leniency in Assessment.

Practices	N	(%)
Adjusted requirements to suit online environment	14	(31)
Changed due dates	10	(22)
Final requirements changed or made optional	5	(11)
Final exams cancelled	5	(11)
Reduced amount of required papers	4	(9)

After three weeks in quarantine, it was becoming clear that both teachers and students were struggling. On 7 April 2020, therefore, the Vice-President for the Loyola Schools issued a memo declaring that all students would be given a passing grade for the semester. The memo stated that, "*The Loyola Schools is of the mind to pass all eligible students this semester by giving them a P (pass) mark. Giving a P mark is the most humane way of dealing with student grades under the circumstances that we are in, where it is difficult and unfair to make a judgment of failure considering that students have not been given the benefit of a full semester to improve their performance.*"

4.3 **What were the Tradeoffs or Costs?** Despite the benefits seen in online content delivery, the shift to ERT forced faculty to revisit their plans for the semester and trim content drastically. Some teachers removed the last few topics in their syllabi. Others prioritized essential topics and delivered non-essential ones in a more casual way. One teacher reported that, "*I did take away academic topics, particularly ... the last few modules that were more contemporary.*" Experiments that were usually conducted face-to-face had to be removed. Activities that involved oral presentations to a class also had to be removed from the syllabus.

One teacher noted that collaboration was difficult to achieve, especially among the freshmen. Discussing through Zoom or Facebook is not the same. "*Half the battle for freshmen is getting to know their peers... but with online learning ...there's a lot of anxiety there because now they're not friends with the people they are learning with.*" Another teacher stated, "*Instead of a more collaborative discussion, mas naging (it became) more of a lecture. I'm usually more for discussion like, 'Give examples, brainstorm.' At some point, it felt like a monologue.*"

Another apprehension that teachers had about the reduction of content was the impact this would have on licensure. One psychology teacher shared that, "*If you want to take the licensure exam for psychometricians, you need this course. [Since] we weren't able to cover all the topics... [students] have to catch up [themselves].*" One Chemistry teacher echoed the sentiment, "*... you cannot get your Chemistry license if you haven't physically had this class to the degree that they dictate... This means that when we go back to school, they have to go back and do the labs because the law says they have to.*"

While many students and teachers welcomed the April 7 decision to give all students a passing grade, many teachers continued to offer students opportunities to continue learning at no risk. However, students generally did not take advantage of these opportunities. As a result, 225 student respondents (70%) felt that they received a lower-quality learning experience compared with pre-transition learning (statement BO). Table 12 below shows the breakdown of student responses.

Table 12. Student Responses Toward Statement BO.

Compared with the first part of the semester, after courses transitioned to remote instruction... [I received a lower-quality learning experience] (*Statement BO*)	N	(%)
Strongly agree	77	(24)
Agree	82	(26)
Somewhat agree	66	(21)
Neither agree nor disagree	36	(11)
Somewhat disagree	29	(9)
Disagree	13	(4)
Strongly disagree	5	(2)
NA	12	(4)
Total	320	(100)

Faculty members corroborated this perception. One teacher observed that, prior to the April 7 memo, many students continued to participate in her class discussions. After the memo was issued, very few students persisted because they saw classwork as optional. As a result, many teachers also felt that their students received a lower-quality learning experience during ERT compared to the first part of the semester

5 Discussion

The COVID-19 pandemic saw both students and instructors navigate extraordinarily stressful circumstances and adapt to unfamiliar settings for the sake of academic continuity. It also highlighted the importance of compassionate teaching to ease mental and emotional strain and instill and evoke hope in members of a community. The pedagogy of compassion recognizes suffering in others, sympathizes with others' pain and acts in response to the pain. This is enacted on an institutional level when members of a system or community collectively notice, feel and respond to pain felt by its members (Kanov, et al, 2004).

In the case of the Ateneo, the pandemic presented students with physical, mental and socio-emotional stressors ranging from issues associated with the sudden shift to online learning, personal challenges and technology concerns. These challenges, experienced on an institutional scale, prompted the Ateneo to switch from an emphasis on excellence to an emphasis on compassion. Faculty members recognized and acknowledged the impact of the pandemic on students and moved to alleviate student distress by shifting to compassionate teaching practices. Course instructors attempted to reduce stress caused by the sudden shift to remote teaching by steering students through the shift with written instructions, videos or live online instruction. Content delivery switched from onsite class discussions and lectures to video lectures and live online classes. To alleviate distress caused by the lack of resources, faculty members posted materials online. Flexibility in assignments and deadlines also became the standard practice. Finally, a general theme of leniency was applied to grading standards. Such compassionate practices were similar to those reported by Vandeyar (2021), Christopher, Tantillo, and Watson, (2020) and Bartolic et al (2021).

Instructors also recognized the limitations in peer-to-peer and peer-teacher interaction caused by the abrupt cessation of in-person class discussions. To ensure that they were accessible to students, teachers tried to cultivate a culture of informal communication through a range of communication channels and deliberate check-ins with students. These informal check-ins allowed teachers to reach out to students and provide emotional safe spaces within which to share experiences and offer support. These chat sessions were much appreciated by students. In fact, more frequent teacher-initiated communication on a variety of platforms to alleviate student distress caused by lack of proximity to peers and teachers was one of the more notable findings in this study and similar literature (Christopher, de Tantillo, & Watson, 2020; Parfitt, Read & Bush, 2021).

However, while the awareness of the pain and suffering of others prompted the Ateneo to exercise its core value of *cura personalis* and to extend open-minded compassion towards members of its community, it did so at the cost of academic rigor. Course content had to be shortened, and traditional assessments had to be cut or replaced with those that could survive the shift online. Ironically, while teachers continued to offer online discussions to sustain academic continuity, the institutional policy of passing all students that semester for compassionate purposes caused a drop in attendance and work submissions. This led both students and teachers to agree that ERT resulted in lower quality

learning experiences for students. Such results imply that while compassionate teaching may promote socio-emotional wellbeing, the same may not apply to academic wellbeing. Thus, a delicate balance must be struck between compassionate pedagogy and academic rigor.

For compassion to coexist with rigorous academic expectations, small but significant changes can take place within each teaching dimension. Within the sphere of classroom management, course instructors can openly discuss potential learning barriers such as poor internet connectivity, domestic issues and mental health challenges to show students that they recognize and empathize with these concerns. Choosing engaging means to deliver online content such as podcasts, interactive apps, as well as live online discussions, can provide students with a variety of ways to connect with topics and their classes. A list of resources can be provided in digital classrooms that can be collaborated on by students, which can include not just traditional class materials but also other student needs, such as the best laundromats in nearby locations or the best cheap late-night pizzas. Such inclusive resource lists imply that it is acceptable to discuss lesser-known student needs. Under the assessment dimension, it may be possible for instructors to drop the lowest grade, especially in courses with multiple sources of summative assessments, such as projects, papers, and exams. In addition, it may also be possible for instructors to give assignment options, so that students feel empowered to make choices for themselves. Finally, allowing multiple submission attempts and lengthening time periods during which a quiz or activity is open for submission can go a long way towards making students feel teachers' responsiveness toward a diversity of needs.

The last teaching dimension, interaction, is perhaps the most critical, as it resonates with compassionate teaching the most. Results from this study show that while the quantity of peer-peer interactions declined due to the disappearance of in-person course features, the quality and quantity of teacher-initiated interactions increased. Although students complained about the lack of real-time feedback from their peers and teachers, they also appreciated the lengths to which their course instructors reached out to them through a variety of communication channels. The deliberate and frequent check-in chat sessions were also much valued as a psychological safe space for students. Such interactions can certainly be continued. Moreover, beyond regular consultation hours and live online classes, *cura personalis* is affirmed when instructors are able to reach out informally to students, such as hosting coffee or tea times to talk about specific student issues, or scheduling "open houses" during which general or personal issues can be discussed. It is important that all these sessions be treated as safe and inclusive environments for students, so that an atmosphere of care for the entire person is established.

The suggested strategies above can certainly enhance teaching and learning regardless of context and setting. More importantly, they ascribe to care of the entire person - *cura personalis*. Ultimately, such strategies can result in a balance between compassionate teaching and academic rigor, from which students reap the greatest benefits, socio-emotionally as well as academically.

6 Conclusion

Beyond the shift from face-to-face to online learning, ERT also marked a shift in educational approach. A pedagogy of compassion became the order of the day. Within the Ateneo de Manila in particular, the faculty and administration put a greater emphasis on *cura personalis*, or respect for all that makes up each individual (Otto, 2013). This necessary choice was enacted through drastic reductions in content, the use of diverse delivery methods, the use of a range of communication platforms, deliberate check-ins with students, and greater leniency in assessment.

The subsection entitled Compassion and a Pedagogical Strategy noted that there were subtle differences between the pedagogy of care and the pedagogy of compassion. It discussed that one of these differences was that the latter assumed the existence of pain and suffering that the former did not. Although the pedagogy of care foregrounds care as the unifying theme of curriculum choices, the ultimate goal of the pedagogy is to engage learners with content. In the pedagogy of compassion, content and academic rigor became secondary to the public good.

When an institution notices uncertainty and anxiety in its members, it needs to feel with its members and respond accordingly. Such moves spring from elements of that institution's culture, values, and beliefs. The COVID-19 lockdowns and the added tragedies of extreme weather events forced the Ateneo to enact its commitment to engage with social realities with imagination, intelligence, faith, and justice. It responded to the needs of its community, and in doing so held true to its identity and its values. While this response came at the cost of academic rigor, it also helped its community members realize that that *cura personalis* was not only care for an individual, but care for everyone. From this perspective, strategies can be implemented to balance a pedagogy of compassion with academic rigor for both socio-emotional and academic wellbeing.

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Appendix A: Faculty Semi-Structured Interview

Thank you for agreeing to participate in our study investigating the transition to remote instruction as a consequence of the COVID-19 crisis. The goal of the study is to provide summary data on how teaching was impacted and how supported faculty (instructor of record) were in shifting to remote instruction. Findings will influence policy related to web-enhanced instruction at ADMU and the levels of support available for online learning.

First, some preliminary details. Your participation is voluntary. If you decide to take part, you may choose to inform the interviewer that you would like to withdraw from the study at any time without reason and without any negative impact. Should you choose to withdraw from the survey, your data will not be used.

I.   Introduction to the Survey

1.   Did you have a chance to review the ethics material we forwarded to you via email?
     o Yes
     o No
2.   Before we begin, do you have any questions?
3.   Are you OK to proceed with your agreement to participate in this study?
     o Yes
     o No
     Skip to end of survey if I.3 = No
4.   To begin, please enter the course title, number, and section of the course you taught during the Second Semester of SY 2019-2020. (e.g. TH121, HI16, etc.)

II.   Section A: Course Details

In this section you will be asked about <course> before and after the transition to remote instruction. Please remember to focus on <course> when answering the following questions.

1.   How many previous times have you taught <course> before the Second Semester of SY 2019-2020?
     o 0: First time teaching this course
     o 1: Once before
     o 2-4: A few times before
     o 5+: Many times previously
2.   Prior to the March 16 transition to remote instruction, did you have sole authority for teaching decisions in this course or was this a course section where you collaborated with others?

	Type of Authority	
	Sole Authority	Collaborative Authority
in content delivery		
in assignment creation		
in examination questions		
in student grades		

3.   Were these the same responsibilities both before and after the transition to remote instruction?
     o Yes
     o No
     Display next question if II.3 = No

4. Please explain how these responsibilities changed.
5. Did you have a TA(s) to help with your teaching in this course?
    - o Yes
    - o No
    - *Display next question if II.5 = Yes*
6. Did their responsibilities change after the transition?
    - o Yes
    - o No
    - o Don't know
    - *Display next question if II.6 = Yes*
7. Could you elaborate on how their responsibilities changed?
8. Prior to the transition to remote instruction was <course> already an online course?
    - o No
    - o Yes
    - o Other, please specify: _____
    - *Skip to II.23 if II.8 = Yes*
9. How many times a week was <course> scheduled to meet in-person (prior to the transition online).
    - _____ Times per week
10. What was the duration of each in-person class? (i.e., 1 hour, 3 hours)
    - _____ Minutes/Hours per class
11. Prior to ADMU changing the mode of instruction due to Covid-19, how much face-to-face time did students spend each week on each of the following:
    (Please indicate how many hours per week)
    - ☐ Lectures / seminars: _____
    - ☐ Labs / tutorials / discussion group: _____
12. *Please select all that apply.* Prior to ADMU shifting instruction online, were any of the following features part of <course>?
    - ☐ Fieldwork/field trips
    - ☐ Collaborative / group project work
    - ☐ Service learning
    - ☐ Student presentations
    - ☐ Scheduled office hours
    - ☐ Labs/discussion groups
    - ☐ NA
    - *Display next question if II.12 = Fieldwork/field trips*
13. Did fieldwork and/or field-trips in <course> continue after remote instruction?
    - o Yes
    - o No
    - *Display next question if II.12 = Collaborative / group project work*
14. Did collaborative and/or group projects work in <course> continue after remote instruction?
    - o Yes
    - o No
    - *Display next question if II.12 = Service Learning*
15. Did service learning in <course> continue after remote instruction?
    - o Yes
    - o No
    - *Display next question if II.12 = Student presentations*
16. Did student presentations in <course> continue after remote instruction?
    - o Yes

o No

Display next question if II.12 = Scheduled office hours

17. Did scheduled office hours in <course> continue after remote instruction?
    o Yes
    o No

Display next question if II.12 = Labs/discussion groups

18. Did labs/discussion groups in <course> continue after remote instruction?
    o Yes
    o No

19. *Please select all that apply*. Prior to ADMU shifting to remote, did you use any of the following as part of <course>?
    ☐　　Used the institutions Learning Management System (e.g. Moodle, Google Classroom)
    ☐　　Posted materials in the LMS for students (e.g., course outline, assignments, student resources, homework problems)
    ☐　　Posted PowerPoint lecture slides or the equivalent for students
    ☐　　Posted videos, web links, etc. for students
    ☐　　Used specialized online teaching and learning tools
    ☐　　Other, please specify: _____

20. Were you able to transition to remote instruction after the ADMU decision to stop face-to-face instruction?
    o Yes
    o No

Skip to end of section if II.20 = No

21. After the transition to remote, online instruction, were any changes made to the learning objectives listed on your course outline (syllabus)?
    o No
    o Yes
    o There were no learning objectives provided to students in this course

Display next question if II.21 = Yes

22. What were the changes made to the learning objectives listed on your course outline (syllabus)?

23. Excluding quizzes or exams, were any of the assignments or research papers in your course altered? (i.e., change of due date, format)?
    o No
    o Yes

Display next question if II.23 = Yes

24. How were the assignments or research papers changed?

25. Were any of your classes cancelled (i.e., not all planned lectures/seminars/discussion groups/labs migrated to an online format)?
    o No
    o Yes

Display next question if II.25 = Yes

26. Of the classes remaining, after March 16, how many were cancelled?
    _____ classes cancelled

Display next question if II.25 = Yes

27. What type(s) of class(es) were cancelled?
    ☐　　Labs
    ☐　　Tutorials
    ☐　　Discussion groups
    ☐　　Lectures

☐   Other, please specify: _____

28. Did you change the weight of the grades for assignments and exams?
     o No
     o Yes
     Display next question if II.28 = Yes

29. How was the weight of the grades for assignments and exams changed?

30. Did you change grading standards for the course? (e.g., were you more lenient, or more strict, in your grading)
     o No
     o Yes
     Display next question if II.30 = Yes

31. How were the grading standards for the course changed?

32. Did you add or take away any academic topics covered in the course?
     o No
     o Yes
     Display next question if II.32 = Yes

33. What was changed? (What sorts of things had to be adjusted? Were there any discussions about Covid-19? What were some of the positives and negatives of changing the academic topics.)

34. Was there a final examination in this course?
     o No, one had never been planned
     o No, the final exam was cancelled
     o Yes
     o Other, please specify: _____
     Display next question if II.34 = Yes

35. Was the final examination:
     o Mandatory
     o Optional
     o Other, please specify: _____
     Display next question if II.34 = Yes

36. Was the final examination written on Moodle/Google Classroom or equivalent technology?
     o Yes, the exam was written on Moodle/Google Classroom
     o No
     o Other, please specify: _____
     Display next question if II.36 = Yes, the exam was written on Moodle/Google Classroom

37. Were any of the following quiz/assignment features/extensions used?
     ☐   Using Lockdown Browser
     ☐   Using Time Limits
     ☐   Allowing Multiple Attempts
     ☐   None of the above
     ☐   Other, please specify: _____

38. Did you make any changes to the course that we haven't covered above?
     o No
     o Yes
     Display next question if II.38 = Yes

39. Please specify the other changes you made to the course syllabus that we haven't covered.

40. *Please select all that apply.* How did you communicate with students in the course after the transition?
     ☐   Broadcast email (to the entire class)
     ☐   Personalized individual communication

□ Course announcements on an internet-based bulletin board or on an LMS system (e.g. Moodle/Google Canvas announcements)

□ Other, please specify: _____

Display next question if II.40 = Personalized individual communication

41. *Please select all that apply.* What forms of personalized individual communication did you use in the course after the transition?

□ Zoom/Skype

□ Email

□ Phone

□ Personalized messages with tech tool (e.g. OnTask, Moodle message)

□ Other, please specify: _____

Display next question if II.41 has one or more answers

42. On average, how often would you say you communicated with your students in a week?

o Less than or equal to once a week

o 2-3 times

o 4-5 times

o More than 5 times

o Other, please specify: _____

III. Section B: Reasons for Not Shifting Online

1. *Please select all that apply.* There are many reasons for courses not being shifted online. Of the following, which applied for <course>?

□ The course material was not suitable for online instruction.

□ There was too little time remaining in the term to make the shift practical.

□ The students felt that they could learn the material better on their own.

□ The students felt unprepared for learning online / remotely.

□ I didn't have the skills necessary to shift to remote /online instruction.

□ I didn't have the necessary support to shift to remote / online instruction.

□ Other, please specify: _____

IV. Section C: Preparation and Support

In this section, you will be asked about preparation and support for the new demands of remote teaching in <course> after the transition to remote instruction.

1. Thinking about the transition to remote instruction, I'm interested in how much you were able to do on your own without any assistance, and how much support you needed in order to make the transition. I'll focus on communications, course content, and assessment.

	Did all on my own (31)	Moderate Support (50/50) (32)	Fully Supported (33)	NA (34)
Communications with students (13)	○	○	○	○
Course content delivery (14)	○	○	○	○
Student assessment methods (15)	○	○	○	○

2. So, just to be clear, you did need [or didn't need] help in transitioning the course?

o Yes, I needed help

o No, I did not need help
Display next question if IV.2 = Yes, I needed help

3. Which of the following assisted you by providing advice or direction? Could you partition out that support in percentages?
   About what percent of assistance came from each of the following?
   _____ Department colleagues
   _____ Teaching / lab assistants
   _____ Students (unpaid undergraduate or graduate)
   _____ Faculty / School / Division Tech support unit
   _____ University/College wide tech support people

4. Were you directed to or did you receive information about where to find resource material to support your course transition (e.g. website with instructions, videos about how to accomplish specific things)?
   o No
   o Yes
   Display next question if IV.4 = Yes

5. Who provided this information?
   Display next question if IV.4 = Yes

6. Did you make use of this material?
   o Yes
   o No
   Display next question if IV.6 = Yes

7. How did you make use of this material?

8. In your judgement, after the transition, what were the most beneficial changes you made to the course to support student learning?

9. In retrospect, what might you have done better or differently to support student learning and well-being?

V. Section D: Teaching, Engagement, and Outcomes

In this section, you will be asked about your teaching experience in <course> after the transition to remote instruction.

1. Did your level of engagement with this course change? Please tell us why or why not?

2. Did you learn any new teaching skills, strategies, or technologies during the transition to remote instruction?
   o No
   o Yes
   Display next question if V.2 = Yes

3. Please explain some technologies used, examples, and whether this was a positive/negative experience

4. What were the most significant benefits of remote learning in this course?

5. What were the most significant challenges of remote learning in this course?

6. How do you think your students fared with this transition?

VI. Section E: Future Impact

In this section, you will be asked about the potential impact on future online/remote learning at ADMU.

1. Considering everything involved with this learning experience, how has it informed your views about using online teaching and learning in the future?

2. Please indicate your level of agreement with the following statement.
   I am now more positive about the benefits of teaching online.
   o Strongly agree
   o Agree

o Somewhat agree

o Neither agree nor disagree

o Somewhat disagree

o Disagree

o Strongly disagree

VII.   Section F: Technology

This section will ask details about your access, and use of technology needed for remote instruction. Please remember to focus on <course> when answering the following questions.

1. In order to complete <course>, did you have access to reliable information technology equipment?
   o No
   o Yes
   * Display next question if VII.1 = Yes
2. *Please select all that apply.* What did you mainly rely on?
   ☐ Laptop computer
   ☐ Tablet computer
   ☐ Smartphone
   ☐ Desktop computer
   ☐ Other, please specify: _____
3. Who owned the computer you used to teach remotely --was it yours or was it ADMU's (i.e., purchased with your money or ADMU money)?
4. Did ownership cause any challenges to teaching remotely (e.g. unable to access needed software/programs due to personal ownership rather than institutional ownership of equipment)?
   o No
   o Yes, please specify: _____
5. Who paid for your internet access?
6. Did your internet access need to be upgraded for remote teaching?
   o Yes
   o No
   o Don't know

VIII. Section G: Demographics

This section will ask for some background information about you.

1. *Please select all that apply.* Prior to the Second Semester of SY 2019-2020 (before the transition to remote instruction due to COVID-19), have you taught online or web-enabled courses?
   ☐ Blended/hybrid course (i.e., a combination of both F2F and web-delivered)
   ☐ Flipped classroom with web support (i.e., short lectures, a focus on student problem solving, active learning)
   ☐ Fully online distance education course
   ☐ Specific online modules as part of a course
   ☐ I have not taught an online course previously
   ☐ Other, please specify: _____
2. In general, prior to the Second Semester of SY 2019-2020, how much prior experience would you say you had with web-enabled or technology-mediated course instruction?

	1	2	3	4	5	
No prior experience	○	○	○	○	○	Highly proficient

3. Not including <course>, for the other credit courses you were teaching last Second Semester SY 2019-2020 (January-May, 2020), please list the course names and numbers and whether or not they transitioned to online / remote teaching. Include both graduate and undergraduate courses.

	Was the course transitioned to online/remote teaching?		Course Information	
	Yes	No	Course Name	Course Number
Course 1				
Course 2				
Course 3				
Course 4				
Course 5				

4. Would you please give us permission to access any LMS data analytics for your course? We would like to generate some summary measures for all of the courses upon which we are focused. This would include tool usage and student engagement with your course -- not their individual student activity logs, but the average number of times students signed on, the pages most typically visited, and the amount of activity where students posted questions/materials.
   o Yes, I agree
   o No, please do not access these data analytics
5. Are there any issues you encountered that we haven't covered, but that we should be aware of?

Thank you for agreeing to participate in this study. If you have any questions or concerns, please contact Jenilyn Agapito at jagapito@ateneo.edu or Ma. Monica Moreno at mmoreno@ateneo.edu.

Appendix B: Faculty Self-Administered Survey

Thank you again for agreeing to participate in our study!

The goal is to investigate the emergency transition to remote instruction during the Second Semester of SY 2019-2020 as a consequence of the COVID-19 crisis. We ask that you complete this self-administered questionnaire prior to your scheduled interview.

Please recall, our focus is upon <course>.

I. **Understanding of Remote Learning**
This section will ask about how you understood the concept of remote learning at the time ADMU called for the suspension of in-person classes.
1. Which of the following course content delivery methods did you associate with remote learning? Select all that apply.
   ☐ Live lectures during scheduled class hours through the Internet
   ☐ Live lectures during scheduled class hours through phone / mobile phone calls
   ☐ Course content in various formats (e.g. video recording, audio recording, slides) made available to students through the Internet
   ☐ Course content in various formats (e.g. video recording, audio recording, slides) made available to students through door-to-door delivery
   ☐ Other, please specify: _____
2. What kind of pacing did you associate with remote learning?
   o Self-paced (open entry, open exit; i.e. you start the course anytime you want)
   o Class-paced (similar to face-to-face)
   o Class-paced with some self-paced
3. Which of the following did you think was/were the source/s of feedback in remote learning? Select all that apply.
   ☐ Automated
   ☐ From the teacher
   ☐ From peers
4. Which of the following best describes your understanding of communication synchrony in an online learning environment?
   o Asynchronous only
   o Synchronous only
   o Combination of synchronous and asynchronous

II. **Feedback on Remote Learning**
1. Please indicate your level of agreement with the following statements about the transition to remote instruction during the Second Semester of SY 2019-2020. As I transitioned <course> to remote, online instruction...

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)	NA (6)
I was confident in my students' abilities to learn well in a remote, online course. (1)	○	○	○	○	○	○
I was offered sufficient resources/help to make the transition. (2)	○	○	○	○	○	○
I feel that overall, I handled the course transition well. (3)	○	○	○	○	○	○
Others were willing to share their instructional materials with me. (4)	○	○	○	○	○	○
It took no more effort to teach the course remotely than before the transition. (5)	○	○	○	○	○	○
I became less concerned about cheating. (6)	○	○	○	○	○	○

2. Please rate the level of virtual learning support you provided to your students on a scale of 0 to 10.

1 2 3 4 5 6 7 8 9 10

You assumed students would navigate online learning on their own ○○○○○○○○○○○ Students were given careful, explicit instructions about how to navigate online teaching and learning

3. Please indicate your level of agreement with the following statements about the transition of <course> to remote instruction during the Second Semester of SY 2019-2020

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)	NA (6)
I was concerned that the material I posted online might be copied and shared on the internet. (9)	○	○	○	○	○	○
I asked others to share their instructional materials with me. (10)	○	○	○	○	○	○
I felt uncomfortable recording videos for my students from the privacy of my own home. (11)	○	○	○	○	○	○
I was concerned about others perceiving me as technologically illiterate. (12)	○	○	○	○	○	○
I personally felt overwhelmed by the transition to online learning. (13)	○	○	○	○	○	○
I knew how to find good teaching materials online. (14)	○	○	○	○	○	○
I used teaching materials that I found online. (15)	○	○	○	○	○	○

4. What is your academic position at ADMU?
   - o Tenured research faculty
   - o Pre-tenure research faculty
   - o Tenured teaching/educational leadership faculty
   - o Pre-tenure teaching/educational leadership faculty
   - o Non-tenured continuing teaching faculty (lecturer, etc.)
   - o Limited Term / Contract / Sessional Faculty
   - o Adjunct Faculty Instructor
   - o Graduate Student Instructor
   - o Other, please specify: _____

5. *Please select all that apply.* In order to help students prepare for remote learning...
    - ☐   I gave students written instructions on how to proceed online
    - ☐   I had an online interactive session with students where they could ask questions
    - ☐   I provided a live streamed video or YouTube type video to explain things
    - ☐   Someone else other than me helped prepare students (e.g. an online learning support technician, a teaching assistant, a student peer)

        * Display next question if #5 = Someone else other than me helped prepare students (e.g. an online learning support technician, a teaching assistant, a student peer)

6. Who helped prepare the students for remote learning?

7. Please indicate your level of agreement with the following statements about the transition of <course> to remote instruction after March 16th. Compared with the first part of the semester, after courses transitioned to remote instruction…

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)	NA (6)
It was more difficult to teach. (1)	○	○	○	○	○	○
My students got higher grades than they would have under normal circumstances. (2)	○	○	○	○	○	○
The quality of my students' work decreased. (3)	○	○	○	○	○	○
I was able to stay true to my original teaching goals and objectives. (4)	○	○	○	○	○	○
I believe students committed more academic misconduct. (5)	○	○	○	○	○	○
My students received a lower-quality learning experience. (6)	○	○	○	○	○	○

8. Compared with the first part of the semester, after courses transitioned to remote instruction…

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)	NA (6)
I felt I was more successful as a teacher in the latter part of this course. (1)	○	○	○	○	○	○
I interacted with my students more. (2)	○	○	○	○	○	○
It took more effort to complete my teaching. (3)	○	○	○	○	○	○
I was not as concerned about cheating. (4)	○	○	○	○	○	○
My students had to try harder to do their own work (e.g., instead of copying from the web, from a friend, etc.). (5)	○	○	○	○	○	○
I relaxed my standards (e.g., for grading, participation, deadlines, attendance, etc.) (6)	○	○	○	○	○	○

9. *Please select all that apply.* What do you believe will be the future impact, in two or three years, of this transition to online learning?
   - ☐ Negligible impact
   - ☐ More online teaching (blended / hybrid courses)
   - ☐ More courses fully online
   - ☐ Less online teaching
   - ☐ More avoidance by students of fully online courses
   - ☐ More avoidance by instructors of fully online courses
   - ☐ Other, please specify: _____

10. How many years of experience do you have teaching at the university level?
    _____ years of university teaching experience

11. How do you identify your gender?
    o Female
    o Male
    o Non-binary

o Prefer not to answer

o Not Listed: _____

End of Survey Message

Thank you for completing this survey and we look forward to our scheduled interview with you! If you have any questions or concerns, please contact Jenilyn L. Agapito (jagapito@ateneo.edu) or Ma. Monica Moreno (mmoreno@ateneo.edu).

I.   **Introduction to the Survey**

You are invited to participate in a study investigating the emergency transition to remote instruction during the Second Semester of SY 2019-2020 as a consequence of the COVID-19 crisis. The goal of the study is to provide summary data on how students' learning was impacted and how students were supported in shifting to remote learning. Findings will influence policies related to web-enhanced instruction and the levels of support available for online learning.at Ateneo de Manila University (ADMU). To begin, please confirm that you were enrolled in <course> during the Second Semester of SY 2019-2020.

      o Yes, I was enrolled in this course.
      o No, I was not enrolled in this course.
      * *If answer to I.1 is No, skip to End of Survey*

1.   Prior to the transition to remote instruction, was <course> already an online course?
      o No
      o Yes
      o Blended/Hybrid Course (i.e. a combination of both face to face and web-delivered)
      * *Skip to IV.12 if I.2 = Yes OR Blended/Hybrid Course (i.e. a combination of both face to face and web-delivered)*

II.   **Understanding of Remote Learning**

This section will ask about how you understood the concept of remote learning at the time ADMU called for the suspension of in-person classes.

1.   Which of the following course content delivery methods did you associate with remote learning? Select all that apply.
      ☐ live lectures during scheduled class hours through the Internet
      ☐ live lectures during scheduled class hours through phone / mobile phone calls
      ☐ course content in various formats (e.g. video recording, audio recording, slides) made available to students through the Internet
      ☐ course content in various formats (e.g. video recording, audio recording, slides) made available to students through door-to-door delivery
      ☐ Other, please specify: _____

2.   What kind of pacing did you associate with remote learning?
      o self-paced (open entry, open exit; i.e. you start the course anytime you want)
      o class-paced (similar to face-to-face)
      o class-paced with some self-paced

3.   Which of the following did you think was/were the source/s of feedback in remote learning? Select all that apply.
      ☐ automated
      ☐ from the teacher
      ☐ from peers

4.   Which of the following best describes your understanding of communication synchrony in an online learning environment?
      o asynchronous only
      o synchronous only
      o combination of synchronous and asynchronous

III.   **Section A: Technology**

This section will ask details about your access, and use of technology needed for remote instruction. Please remember to focus on <course> when answering the following questions.

1.   In order to complete <course>, did you have access to reliable information technology and/or equipment?
      o Yes
      o No

2. What did you mainly rely on?
   - o laptop computer
   - o tablet computer
   - o smartphone
   - o desktop computer
   - o other, please specify: _____

3. Did you have a stable internet connection?
   - o Yes
   - o No

1. After ADMU suspended in-person instruction starting March 16, what was your primary method of connecting to the internet to complete <course>?
   - o Mobile Phone Network Data
   - o My place of residence's internet service (Cable, Fiber, DSL, etc.)
   - o A friend or neighbor's internet service
   - o Public WIFI
   - o Other, please specify: _____

2. Did any of the following situations where you were living make it difficult to complete the online portion of this class? Select all that apply.
   - ☐ No internet access
   - ☐ Slow/limited internet access
   - ☐ Lack of adequate hardware/devices
   - ☐ Too much noise
   - ☐ Too many people
   - ☐ Food insecurity
   - ☐ No dedicated study space
   - ☐ Living with relatives and/or children who required care
   - ☐ Living in a different time zone (Not Philippine Standard Time)
   - ☐ My health affected my ability to attend class remotely
   - ☐ Lack of stable or consistent housing
   - ☐ My work schedule interfered with schoolwork
   - ☐ None of the above: It was not difficult for me to attend the remote portion of my class
   - ☐ Other, please specify: _____

IV. Section B: Course Details

In this section, you will be asked about <course> before and after the emergency transition to remote instruction. Please remember to focus on <course> when answering the following questions.

1. How many times a week was <course> scheduled to meet in-person (prior to the emergency transition to online)?
   _____ times per week

2. What was the duration of each in-person class? (i.e., 1 hour, 1.5 hours, 3 hours)
   _____ hour/s per class

3. How many hours each week did these in-person sessions take?
   _____ lectures/seminars
   _____ labs / tutorials / discussion groups

4. Prior to ADMU shifting to remote instruction, did you use any of the following as part of <course>? Please select all that apply.
   - ☐ Used ADMU's s Learning Management System (LMS; e.g., Moodle, Google Classroom)
   - ☐ Posted materials in the LMS for the instructor (e.g., assignments, discussion threads)

    ☐   Posted materials in the LMS for classmates (e.g. discussion, presentations)
    ☐   Posted videos, web links, etc. for classmates
    ☐   Used specialized online teaching and learning tools
    ☐   Other, please specify: _____

5.   Prior to ADMU suspending face-to-face instruction, were any of the following features part of <course>? Please select all that apply.
    ☐   Fieldwork / field trips
    ☐   Collaborative / group project work
    ☐   Service-learning
    ☐   Student presentations
    ☐   Scheduled office hours

6.   Did your instructor for <course> transition to remote instruction after the ADMU decision to stop face-to-face instruction?
    o Yes
    o No
    Skip to Q16 if IV.6 = No
    Display this question if IV.5 = Fieldwork / field trips:

7.   Did fieldwork and/or field-trips in <course> continue after remote instruction?
    o Yes
    o No
    Display this question if IV.5 = Collaborative / group project work:

8.   Did collaborative / group project work in <course> continue after remote instruction?
    o Yes
    o No
    Display this question if IV.5 = Service-learning:

9.   Did service-learning in <course> continue after remote instruction?
    o Yes
    o No
    Display this question if IV.5 = Student presentations:

10.   Did student presentations in <course> continue after remote instruction?
    o Yes
    o No
    Display this question if IV.5 = Scheduled office hours:

11.   Did scheduled office hours in <course> continue after remote instruction?
    o Yes
    o No

12.   Excluding quizzes or exams, were any of the assignments or research papers in your course altered (i.e., change of due date, format)?
    o No
    o Yes
    Display this question if IV.12 = Yes:

13.   How were the assignments or research papers changed?
    _____

14.   Were any of your classes cancelled (i.e., not all planned lectures/seminars/discussion groups/labs migrated to an online format)?
    o No
    o Yes
    Display this question if IV.14 = Yes:

15.   Of the classes remaining, after March 16, how many were cancelled?
    _____ classes cancelled
    Display this question if IV.14 = Yes:

16.   What types of classes were cancelled?

☐   Labs
☐   Tutorials
☐   Discussion groups
☐   Lectures
☐   Other, please specify: _____

17. Did the instructor change the weighting given to any components of the course grade (e.g., for assignments, exams)?
     o No
     o Don't know
     o Yes
     Display this question if IV.17 = Yes:

18. Please specify how your instructor changed the weighting of the course grade (e.g., for assignments, exams).

_____

19. Did the instructor change the grading standards for the course (i.e., did your instructor grade harder or easier)?
     o No
     o Don't know
     o Yes

20. Please specify how your instructor changed the grading standards for the course (e.g., for assignments, exams).

_____

21. Was there a final examination in this course?
     o No, one had never been planned
     o No, the final exam was cancelled
     o Yes, it was mandatory
     o Yes, but it was optional
     o Other, please specify: _____
     Display this question:
     If IV.21 = Yes, but it was optional
     Or IV.21 = Yes, it was mandatory

22. Was the final examination written on Moodle/Google Classroom or equivalent technology?
     o Yes, the exam was written on Moodle/Google Classroom or equivalent technology
     o No
     o No, but it was submitted on Moodle/Google Classroom or equivalent technology
     o Other, please specify: _____
     Display this question:
     If IV.22 = Yes, the exam was written on Moodle/Google Classroom

23. Were any of the following quiz/assignment features/extensions used?
☐   Lockdown Browser
☐   Time Limits
☐   Multiple attempts
☐   None of the above
☐   Other, please specify: _____

24. Did the instructor make any other changes to the course that we haven't covered?
     o No
     o Don't know
     o Yes
     Display this question:
     If IV.24 = Yes

25. Please specify any other changes the instructor made to the course that we haven't covered.

_____

26. How did the instructor communicate with you in the course after the transition in late March and early April? Please select all that apply.
- ☐ Broadcast email (to the entire class)
- ☐ Personalized communication
- ☐ Course announcements on an internet-based bulletin board or on an LMS [Learning Management] system (e.g. Moodle/Google Classroom announcements)
- ☐ Other, please specify: _____

Display this question:
If IV.26 = Personalized communication

27. What forms of personalized individual communication did the instructor use in <course> after the transition? Please select all that apply.
- ☐ Zoom/Skype
- ☐ Email, outside of Moodle or other LMS
- ☐ Phone
- ☐ Personalized messages with tech tool (e.g. OnTask, Moodle message)
- ☐ Other, please specify: _____

Display this question:
If IV.26 has one or more answers

28. On average, how many times per week would you say the instructor communicated with you in late March and early April?
- o My instructor never communicated with me
- o Less than once a week
- o Once a week or so
- o 2-3 times a week
- o 4 or more times each week
- o Other, please specify: _____

V.   Section C: Preparation and Support

In this section, you will be asked about how you were prepared for the new demands of remote learning in <course> after the transition to remote instruction.

1. Please rate the level of virtual learning support provided by your instructor on a scale of 0 to 10.

1 2 3 4 5 6 7 8 9 10

Your instructor assumed students would navigate online learning on their own   OOOOOOOOOO   Students were given careful, explicit instructions about how to navigate online teaching and learning

2. If you received any support during your transition to fully online learning, which of the following provided direct support? Please provide rankings for who gave the most and the least support.
- ● 1 - Indicates the most support
- ● 7 - Indicates the least support
- _____ Instructor
- _____ Teaching / lab assistants
- _____ Fellow students
- _____ Faculty / School / Division Tech support unit
- _____ University/College-wide tech support people
- _____ I did not receive support
- _____ Other, please specify: _____

3. Please select all that apply. In order to help students, prepare for remote learning:
- ☐ The instructor gave students written instructions on how to proceed online

- ☐ The instructor had an online interactive session with students where they could ask questions
- ☐ The instructor provided a live-streamed video or YouTube type video to explain things
- ☐ Someone else other than the instructor helped prepare students (e.g. an online learning support technician, a teaching assistant, a peer)
- ☐ None of the above
- ☐ Other, please specify: _____

4. Please indicate your level of agreement with the following statements about the transition to remote instruction during the Second Semester of SY 2019-2020. As my instructor transitioned <course> to remote, online instruction:

	Strongly agree (16)	Agree (17)	Somewhat agree (18)	Neither agree nor disagree (19)	Somewhat disagree (20)	Disagree (21)	Strongly disagree (22)	NA (23)
I was confident in my abilities to learn well in a remote, online course (1)	○	○	○	○	○	○	○	○
I was offered sufficient resources/help (2)	○	○	○	○	○	○	○	○
My instructor handled the course transition well (3)	○	○	○	○	○	○	○	○
I personally felt overwhelmed by the transition to online learning (4)	○	○	○	○	○	○	○	○
It took no more effort to complete my coursework than before the transition (5)	○	○	○	○	○	○	○	○
My instructor was less concerned about cheating (6)	○	○	○	○	○	○	○	○

5. What might have the instructor done better or differently to support your learning and well-being?

VI. Section D: Student Learning, Engagement and Outcomes

In this section you will be asked about your learning experience in <course> after the transition to remote instruction.

1. Please indicate your level of agreement with the following statements about the transition of <course> to remote instruction during the Second Semester of SY 2019-2020. Compared with the first part of the semester, after courses transitioned to remote instruction.

	Strongly agree (1)	Agree (2)	Somewhat agree (3)	Neither agree nor disagree (4)	Somewhat disagree (5)	Disagree (6)	Strongly disagree (7)	NA (8)
I found my academic goals for this course became less important to me (1)	○	○	○	○	○	○	○	(
I felt I was successful as a student in this course (2)	○	○	○	○	○	○	○	(
I found the coursework more challenging (4)	○	○	○	○	○	○	○	(
I felt disconnected from my classmates in this course (5)	○	○	○	○	○	○	○	(
I found it was more difficult to learn (7)	○	○	○	○	○	○	○	(
I felt the quality of my work decreased (8)	○	○	○	○	○	○	○	(
I believe other students committed more academic misconduct (10)	○	○	○	○	○	○	○	(
I engaged with the learning material more once the course was online (11)	○	○	○	○	○	○	○	(
I received a lower-quality learning experience (12)	○	○	○	○	○	○	○	(

2. Did your level of engagement with this course change? Please tell us why, or why not?
3. What were the most significant benefits of remote learning in this course?
4. What were the most significant challenges of remote learning in this course?
5. The last few questions are about you as a student and your general approach to learning at the university level. Please indicate your level of agreement with the following statements about your

approach to learning. Please focus here on your general approach to learning at the Ateneo de Manila University:

	Strongly agree (1)	Agree (2)	Somewhat agree (3)	Neither agree nor disagree (4)	Somewhat disagree (5)	Disagree (6)	Strongly disagree (7)	NA (8)
I prefer challenging, difficult courses so that I'll learn more (1)	○	○	○	○	○	○	○	
I enjoy learning for the sake of learning (2)	○	○	○	○	○	○	○	
I am willing to enroll in a difficult course if I can learn more by taking it (3)	○	○	○	○	○	○	○	
I like courses that force me to think hard (4)	○	○	○	○	○	○	○	
I would rather drop a difficult course than earn a low grade (5)	○	○	○	○	○	○	○	
I would rather write a report on a familiar topic than an unfamiliar	○	○	○	○	○	○	○	
I enroll in courses in which I feel that I will probably do well (8)	○	○	○	○	○	○	○	
I avoid courses where I risk performing poorly (7)	○	○	○	○	○	○	○	
that so one I can avoid doing poorly (6)								

VII. Section E: Future Impact

In this section, you will be asked about the potential impact of future online/remote learning at ADMU.

1. What do you believe will be the future impact, in two or three years, of this transition to online learning? Please select all that apply.

☐ Negligible impact

☐ More online teaching (blended/hybrid courses)

- ☐ More courses fully online
- ☐ Less online teaching
- ☐ More avoidance by students of fully online courses
- ☐ More avoidance by instructors of fully online courses
- ☐ Other, please specify: _____

2. Please indicate your level of agreement with the following statements. I am now more likely to take a 100% online course:
    - o Strongly agree
    - o Agree
    - o Somewhat agree
    - o Neither agree nor disagree
    - o Somewhat disagree
    - o Disagree
    - o Strongly disagree

3. Considering everything involved with this learning experience, how has it informed your views about using online teaching and learning in the future?

VIII. Section F: Demographics

This section will ask for some background information about you.

1. Please indicate your student status:
    - o Domestic student
    - o International student

2. What was your academic standing during the Second Semester of SY 2019-2020?
    - o 1st Year
    - o 2nd Year
    - o 3rd Year
    - o 4th Year
    - o 5th Year +
    - o Other, please specify: _____

3. What degree program were you registered in during the Second Semester of SY 2019-2020 (e.g. BS, AB)?

4. How do you identify your gender?
    - o Woman
    - o Man
    - o Non-binary
    - o Prefer not to answer
    - o Not Listed _____

5. As of March 1, 2020, what was your age?

1. During the Second Semester of SY 2019-2020, how many hours per week on average did you spend at:
    - _____ Paid employment
    - _____ Volunteer work
    - _____ Internships or practica

7. What was your living arrangement during the Second Semester of SY 2019-2020, prior to the transition to remote instruction?
    - o On-campus
    - o Off-campus
    - *Display this question:*
    - *If VIII.7 = Off-campus*

8. What was your living arrangement off-campus prior to the transition to remote instruction?
    - o On my own
    - o Living with peers/roommates

o Living with family/relatives
o Other, please specify: _____

9. What was your living arrangement during the Second Semester of SY 2019-2020 term **after** the transition to remote instruction?
    o On-campus
    o Off-campus
    Display this question:
    If VIII.9 = Off-campus

10. What was your living arrangement off-campus **after** the transition to remote instruction?
    o On my own
    o Living with peers
    o Living with family/relatives
    o Other, please specify: _____
    Display this question:
    If VIII.9 = Off-campus

11. Was this living arrangement in Metro Manila?
    o No
    o Yes

12. Do you have a parent or guardian with a university or college (bachelor's) degree?
    o No
    o Yes

13. Did you ever consider abandoning your academic studies in this past term because of financial hardship?
    o No
    o Yes

14. Have you ever taken out any financial aid to help fund your university studies? (i.e., anytime over the course of your studies)
    o No
    o Yes
    Display this question:
    If VIII.14 = No

15. Did you need to seek financial aid due to the COVID-19 crisis?
    o No
    o Yes
    Display this question:
    If VIII.14 = Yes

16. Did you need to increase the amount of financial aid due to the COVID-19 crisis?
    o No
    o Yes

17. Prior to the Second Semester of SY 2019-2020 (before the transition to remote instruction due to COVID-19), have you taken online or web-enabled courses? Please select all that apply.
    ☐ Blended/hybrid course (i.e., a combination of both face to face and web-delivered)
    ☐ Flipped classroom with web support (i.e., the lesson/content to be completed before the scheduled class; class time used for problem-solving or other active learning activities)
    ☐ Fully online distance education course
    ☐ Specific online modules as part of a course
    ☐ I have not taken an online course previously
    ☐ Other, please specify: _____

18. In general, prior to the Second Semester SY 2019-2020, how much prior experience would you say you had with web-enabled or technology-mediated course instruction?

	1	2	3	4	5	
No prior experience	○	○	○	○	○	You are highly proficient

19. How many for credit courses were you enrolled in during the Second Semester of SY 2019-2020 term?

_____ Face-to-face Classes

_____ Blended/Hybrid Classes (i.e., a combination of both Face to face and web-delivered)

_____ Fully (100%) Online Classes

End of Survey Message

Thank you for participating in this study. If you have any questions or concerns, please contact Jenilyn L. Agapito (jagapito@ateneo.edu) or Ma. Monica Moreno (mmoreno@ateneo.edu).

In order to receive your Php 100.00 token for participating in this survey, please click on the following link that will direct you to a separate page where you will be asked to enter your name and email address. These information will remain separate from your survey responses.