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Office of the Vice President for Academic Affairs

20 June 2022

OVPAA MEMORANDUM NO. 2022-88

**For: THE FACULTY
INSTITUTE DIRECTORS/DEPARTMENT CHAIRS/PROGRAM DIRECTORS
DEANS**

**Through: THE CHANCELLORS
VICE-CHANCELLORS FOR ACADEMIC AFFAIRS**

From: Maria Cynthia Rose Banzon Bautista
Vice-President for Academic Affairs

Re: LEARNING DELIVERY MODES IN THE FIRST SEMESTER AY 2022-2023

Barring another surge in COVID-19 cases, the Chair and Vice-Chair of the Task Force on the Future of Teaching and Learning in UP; the System Academic Affairs Committee (AAC) of Vice-Chancellors for Academic Affairs and Vice Chancellors for Research and Extension/Development, the Faculty and Student Regents, and the Secretariat of the President's Advisory Council's (PAC) Committee on the System Guidelines for the Reopening of Campuses drafted and revised the attached document on UP's learning delivery modes for the First Semester of AY 2022-2023 in response to the comments of the UP Constituent University's (CUs) Deans, Institute Directors, Department Chairs and Program Directors on an initial draft.

This document aims to guide the faculty, as 21st-century learning facilitators, to the **collegial process** at the Department/Institute level of planning programs and designing courses for the First Semester AY 2022-2023's transition to the next normal following the schedule shown below:

20 June - 8 July 2022	Program Planning
1 - 30 July 2022	Course Design
1 - 31 August 2022	Course Pack uploading in LMSs

We will be issuing a separate Memorandum on the opening of our campuses and their facilities under different Alert Levels.

Thank you.

Learning Delivery Modes at the University of the Philippines for Academic Year 2022-2023

This document aims to provide guidance on the modes of teaching and learning to be implemented in the University of the Philippines (UP) in AY 2022-2023. To foster academic excellence, equip learners with skills for life in the 21st century, and attain educational resilience and learning continuity in the next normal, UP is moving forward with blended learning, which combines face-to-face and online learning experiences.

1. Context and Rationale

- With the adoption of a new alert level system and improvements in the vaccination status of the Filipino population, including UP faculty, staff, and students, the University is preparing for the reopening of UP campuses and planning for Academic Year 2022-2023.
- While the worst of the pandemic appears to be over, COVID-19 remains a public health threat, alongside other communicable diseases and health concerns. Moreover, climate change accounts for increasing incidences of extreme weather systems that result in frequent disruption of classes. Aside from typhoons and other natural disasters such as earthquakes, landslides, and volcanic eruptions, disruptions can come from political, social, and economic crises. Thus, UP must strengthen its institutional resilience and ensure continuity of learning in these difficult circumstances.
- More than pandemics, disasters, and other crises, the Fourth Industrial Revolution (FIRe) has been changing the landscape of higher education profoundly, and the COVID-19 pandemic hastened and catalyzed the implementation of much-needed changes in teaching and learning. The impact of living with artificial intelligence on the future of life and work has compelled universities worldwide to focus on how best to develop among their students competencies, and capabilities that will enable them to flourish in the highly volatile, uncertain, complex, and ambiguous world of the 21st century. These competencies and capabilities, which should be developed in all learning delivery modes, include, among others, intellectual acuity, mental agility and fortitude, critical digital and media literacies, learning how to learn skills, communication and collaboration skills, empathy, social engagement, environmental awareness, and civic mindedness.
- How to develop 21st-century competencies and prepare our students for a disruptive future is a major challenge. Recent scientific research on how learning happens underscores the brain's plasticity, arguing that learners improve their capabilities with intense thinking.¹ By itself, our traditional lecture-based face-to-face classes three times a week throughout the semester may not be exercising our UP students' brains enough. UP, like its counterpart universities elsewhere, is called upon to consider research-based strategies for effective learning, such as solving authentic or more realistic problems, practicing decision-making, collaborating with peers under the guidance of instructors, and using digital technologies. Mixing face-to-face, virtual, and experiential learning is also among the best practices for motivating students and challenging them to engage with the subject matter, develop critical skills, and learn meaningfully.

¹ Wieman, C. (2019). Expertise in university teaching & the implications for teaching effectiveness, evaluation & training. *Dædalus* 148(4), 47-78 Retrieved from <https://direct.mit.edu/daed/article/148/4/47/27265/Expertise-in-University-Teaching-amp-the>

- All UP students must be provided the tools and resources for effective learning, regardless of ethnicity, age, gender, sexual orientation, disability, religious affiliation, geographic location, economic status, and other contexts.
- Reflecting on our pre-pandemic teaching and learning in UP, adopting research-based delivery modes, collectively assessing what works and does not work, and making adaptive and iterative adjustments to enhance the learning process is not a once-and-for-all event. It will take a while to become adept at this process. Our preparations for AY 2022-2023 may be as difficult as adjusting to remote learning in the Second Semester AY2019-2020 and the First Semester AY2020-2021. Nevertheless, the University will provide much-needed support to our faculty and students within the limits of its resources as we confront the challenging shift in UP's teaching and learning.
- At this difficult juncture in our transition to the next normal, we shall harness our collective expertise and insights from research and practical experience, especially over the last two years, in planning and designing program and course delivery to strive for educational resilience, learning continuity, and effective learning for all UP students.

2. Definition of Learning Delivery Modes

In general, learning delivery is either face-to-face (f2f), at a distance, or a combination of both. These learning delivery modes are differentiated in terms of where (place) and when (time) teaching and learning occur.

- In **face-to-face instruction**, the teacher and learner meet in a physical classroom and teaching and learning are expected to occur at the same time. Face-to-face instruction is the conventional mode of learning in the residential campuses of the UP System. Aside from giving students access to campus facilities and equipment, this mode of learning allows for socio-emotional development through high levels of direct interaction with teachers and peers in class and co-curricular activities.
- In **distance education (DE)**, the teacher and learner are geographically separated, and teaching and learning are technology-mediated and do not necessarily occur at the same time. Content is delivered through various media, communication technologies are used for interaction and dialogue, and learners study at their own time and pace. This mode of learning is implemented by the UP Open University. It broadens access to quality higher education and provides flexibility for learners, especially those who live far from the campus, have family responsibilities, are employed, have special needs, or are otherwise constrained from enrolling in conventional programs.
- The combination of face-to-face instruction and online distance education is called **blended learning**. A variant of blended learning is fully online, without f2f components and combining synchronous and asynchronous online learning.² This variant is the same as the remote online learning model implemented by UP's residential campuses during the COVID-19 pandemic. This method is characterized by a combination of asynchronous learning activities (e.g. guided independent study of learning resources posted in a virtual learning environment) and synchronous sessions using web conferencing technologies like Zoom and GoogleMeet.

² Cleveland-Innes, M & Wilton, D. (2018). *Guide to blended learning*. Commonwealth of Learning. Retrieved from http://oasis.col.org/bitstream/handle/11599/3095/2018_Cleveland-Innes-Wilton_Guide-to-Blended-Learning.pdf?sequence=1&isAllowed=y

- A fourth learning delivery mode is a bimodal approach called **HyFlex** (hybrid flexible). This involves simultaneous f2f instruction for one set of learners and online synchronous instruction for learners who are unable to attend the class in person. Successful implementation of HyFlex learning requires appropriate ICT equipment, sufficient internet connectivity, and adequate technical support for the teacher and learners.

Table 1 shows a comparison of the four learning delivery modes – f2f instruction, distance education, blended learning, and HyFlex learning – in terms of the manner of teaching and learning and assessment.

Table 1. Learning delivery modes

	Learning delivery modes	Teaching and learning	Assessment
1	Face-to-face (f2f) instruction	f2f	f2f
2	Distance education (DE)	asynchronous online	synchronous or asynchronous online
3	Blended learning	f2f and/or synchronous and/or asynchronous online	f2f and/or synchronous and/or asynchronous online
4	HyFlex learning	simultaneous f2f and synchronous online	f2f and/or synchronous or asynchronous online

Until the COVID-19 pandemic struck, f2f instruction was the dominant mode of delivery in UP's residential campuses and only the UP Open University implemented distance education. Some classes in the residential campuses were blended, with use of the University virtual learning environment (UvLE) supplementing f2f teaching and learning. During the pandemic, all faculty had to shift to remote online teaching which, as mentioned above, is also a type of blended learning.

3. Moving Forward with Blended Learning

The combination of conventional or traditional learning and modern learning methods using digital learning platforms and tools makes blended learning the ideal learning delivery mode for the post-pandemic era. The "thoughtful fusion" ³ of instructional modalities and methods improves learning outcomes and provides flexibility for teachers and learners.

Blended learning improves the quality of teaching and learning by –

- Providing access to a wide range of learning resources in various media (text, video, audio, multimedia, interactive multimedia);
- Enhancing communication and interaction between teachers and learners and among learners, using various technologies;
- Fostering learner engagement and active learning online and f2f;
- Expanding opportunities for collaborative learning online and f2f;
- Enabling learning anytime and anywhere and developing independent learning skills; and
- Developing digital skills and, more broadly, digital citizenship.

³ Garrison, D. R., & Vaughan, N. (2008). *Blended learning in higher education*. San Francisco, CA: Jossey-Bass.

Blended or mixed mode program design also provides greater flexibility for institutions, as follows:

- Avoiding crowding on campus through careful scheduling of f2f sessions in different courses;
- Ensuring learning continuity in case of changes in public health alert levels and other disruptions, through a rapid shift to fully remote or online learning; and
- Optimal planning of use of campus facilities and equipment, technology development, and support for teaching and learning to ensure access and learning continuity for all learners, especially those with limited means.

3.1 Blended Learning Models

There are three main models of blended learning: blended online learning (Model 1), blended block learning (Model 2), and classic blended learning (Model 3).

Blended online learning (Model 1) is fully online, combining asynchronous online learning using a learning management system (LMS) and synchronous online learning using web conferencing applications.⁴ There are no in-person or f2f sessions. As mentioned, this blended learning model is the same as the remote online learning mode adopted by faculty in UP's residential campuses when f2f classes were suspended during the COVID-19 pandemic.

Blended block learning (Model 2) combines blocks of independent online study and intensive f2f sessions based on pedagogical and practical considerations.⁵ For example, in a laboratory class with geographically dispersed students, in-person sessions in the laboratory can be blocked and scheduled at a particular point in the semester, and online learning takes place in the periods before and after the blocked f2f sessions. In addition, the class can be organized into smaller groups and each group may have a different schedule for the intensive f2f sessions. There can also be more than one sequence of blocks of online study and f2f sessions in the semester – e.g. the class can begin with a block of intensive face-to-face sessions, followed by blocks of asynchronous and synchronous online study and then a block of face-to-face group presentations. The blended block model was implemented in some courses with limited f2f classes in AY 2021-2022.

Classic blended learning (Model 3) alternates or rotates f2f sessions and asynchronous online learning. This model includes the flipped classroom approach where students study the learning content at home using assigned readings, pre-recorded lectures, and exercises, and then do guided practice and group work during the f2f sessions. The model is best implemented when there are no or very few restrictions to going to the campus for f2f sessions.

Table 2 presents the three blended learning models at a glance.

⁴ The term "blended online learning" is from Michael Power who describes it in his 2008 article "The emergence of a blended online learning environment" (available at https://jolt.merlot.org/vol4no4/power_1208.htm). See also "Blended online learning: Misconceptions, benefits, and challenges" by Peter Fadde and Phu Vu (at https://www.researchgate.net/publication/288009889_Blended_online_learning_Misconceptions_benefits_and_challenges).

⁵ This model is described on pages 3-4 of the Commonwealth of Learning's *Guide to blended learning* (2018) by Cleveland-Innes with Wilton.

Table 2. Blended learning models

	Blended Online Learning (Model 1)	Blended Block Learning (Model 2)	Classic Blended Learning (Model 3)
Definition	combination of asynchronous and synchronous online learning	combination of blocks of online learning (asynchronous and/or synchronous) and f2f learning	combination of f2f and asynchronous online learning
Example 1	assigned readings / modules / recorded lectures + synchronous online class discussion / group activities	recorded lectures + clinical practice + virtual meetings / consultations	recorded video lectures + f2f discussion / group work
Example 2	recorded lectures / assigned readings / modules + online tutorials / consultations	asynchronous pre-field preparation + field practicum + individual reflection + virtual meetings / consultations	online learning resources / modules + f2f tutorials / seminars
Example 3	assigned readings / other learning materials / modules + student presentations	f2f studio classes + virtual meetings / consultations + recorded performance	online learning resources and exercises + laboratory experiments + post-laboratory reports
Example 4	-	assigned readings / modules + f2f deep discussions and hands-on workshops + individual online consultations	f2f studio classes / experiments + recorded practice sessions

3.2 Blended Learning Design

In the blended learning models, the proportion of f2f and online and offline asynchronous and synchronous activities or components varies depending on the target learning objectives/ outcomes. The activities may also be sequenced in different ways to ensure logical and systematic lesson development. For example, an intensive series of f2f sessions may be followed by a block of online work, project- based activities, or studio time, and vice versa.

It is important to think through which learning activities are best done f2f and online, and which activities should be done online synchronously and asynchronously, to foster learner interaction with the content, the teacher, and other learners (see Table 3).

- Learning activities that require use of specialized equipment and facilities, such as laboratories and studios, and sensory engagement, for example with live performances, performances, and audiences, are best done f2f.
- Synchronous online and f2f sessions should be used to foster meaningful interaction and dialogue between the teacher and learner and among learners, for example through pair or group work, deep dive discussions, and tutorials.
- Ideally, synchronous online and f2f sessions should be preceded by guided independent study (i.e., asynchronous learning) of carefully selected learning

resources on the topic (e.g., book chapters, journal articles, recorded lectures, podcasts, and simulations) and individual learning tasks or exercises (e.g. self-assessment quizzes, worksheets) to develop conceptual knowledge.

Table 3. F2f and synchronous and asynchronous learning activities

f2f learning	synchronous online learning	asynchronous learning
laboratory work/ experiments studio work field activities deep dive discussions group tutorials workshops consultations meetings proctored exams	pair work or small group work deep dive discussions seminars tutorials workshops consultations meetings online proctored exams	recorded lectures assigned readings demonstration videos exercises / worksheets automated quizzes reflection papers discussion forums collaborative writing take-home exams

4. Flexibility in Learning Delivery

The degree of flexibility that is afforded by the different learning delivery modes depends on the specific requirements for their successful implementation. These requirements include the necessary learning tools and resources, connectivity, support services, and public health measures. Table 4 provides an overview of the requirements for implementing each learning delivery mode.

Table 4. Requirements for the learning delivery modes

<p style="text-align: center;">Online</p> 	<p>Distance Education Can be implemented under alert levels 1-5 Course pack Learning management system (LMS) (aka virtual learning environment or VLE) Personal computing device Internet connection Online library resources Online tech support / Help desk</p> <p>Blended Online Learning (Model 1) Can be implemented under alert levels 1-5 Course pack and LMS Personal computing device Internet connection (bigger bandwidth for synchronous sessions) Online library resources Online tech support / Help desk</p>
<p>Mix of online & f2f</p>	<p>Blended Block Learning (Model 3) Online component can be implemented under alert levels 1-5; f2f component under alert levels 1-3 only Full vaccination, retrofitted classrooms & other health protocols for f2f component Course pack and LMS Personal computing device Internet connection Online library resources Tech support / Help desk</p>



Classic Blended Learning (Model 3)

Online component can be implemented under alert levels 1-5; f2f component under alert levels 1-3 only
 Full vaccination, retrofitted classrooms & other health protocols for f2f component
 Course pack and LMS
 Personal computing device
 Internet connection
 Online library resources
 Tech support / Help desk

Face-to-face



HyFlex Learning

Online group can proceed under alert levels 1-5; f2f group can proceed under alert levels 1-3 only
 Full vaccination & other health protocols for f2f group
 Retrofitted classrooms with smart TV
 Course pack and LMS
 Personal computing device
 Broadband internet connection
 Online and on-campus library resources
 In-class tech support + online help desk

F2F Instruction

Can be implemented under alert levels 1-3 only (the maximum number of participants varies by alert level)
 Full vaccination and other health protocols for all participants
 Retrofitted classrooms
 Additional classrooms because of limits in class size
 Dormitory facilities and food service
 Course pack and LMS
 Personal computing device & internet connection for assignments

Fully online courses and programs provide the most flexibility under the UP guidelines for the different alert levels, which stipulates that f2f sessions can be conducted only during alert levels 1-3 (see Table 5).

Table 5. Learning modalities in different alert levels

	Alert Level 1	Alert Level 2	Alert Level 3	Alert Level 4	Alert Level 5
Online learning	Allowed	Allowed	Allowed	Allowed	Allowed
F2f learning	Allowed at 100% capacity preferably with 1m distance	Allowed at 50% capacity with 1m distance	Allowed at 30% capacity with 1m distance	Not allowed; shift to online mode or defer essential f2f sessions	Not allowed; shift to online mode or defer essential f2f sessions

Essential f2f sessions are learning activities requiring use of campus facilities and equipment and/or supervised hands-on practice (e.g., clinical rotations) and which cannot be done online or remotely. Students who are doing f2f activities for thesis, dissertation, internship, practicum, on-the-job training, special problem, and field studies and students taking f2f classes must be fully vaccinated and comply with all health protocols.

With regard to HyFlex learning, this learning delivery mode cannot be implemented effectively unless the following requirements are met:

- The faculty are trained to effectively and efficiently design and implement HyFlex sessions;

- Audio and video conferencing tools appropriate for HyFlex are available;
- There is a stable internet connection onsite with adequate bandwidth to accommodate HyFlex activities; and
- There is additional administrative and technical support staff to assist in the implementation of HyFlex teaching-learning activities.

Beyond these technical requirements, it is important to consider the pedagogical rationale for f2f instruction. Traditional f2f classes where teachers and students meet in a physical classroom throughout the semester is not necessarily the most effective way of developing essential learning competencies. More precisely, different types of learning activities and modes of interaction are needed to develop different skills, engage learners, and foster effective learning. Hence the need to combine, mix, or blend f2f and online learning.

4.1 Program Planning

Determining which learning delivery modes to adopt should be a collegial exercise at the program level and it should involve students (e.g. members of the academic student organization or organization of program majors) in a process of consultations and co-design.

The following factors should be considered:

1. program learning outcomes;
2. learner needs and contexts;
3. available facilities and other resources; and government and institutional public health and other guidelines.

The following procedure is recommended:

First, decide on the learning delivery mode for different types or categories of courses. The guide questions here are:

- a) What learning activities are essential for learners to develop the target learning outcomes?
- b) What combination or blend of essential learning activities in different modes (i.e., online asynchronous, online synchronous, and f2f learning activities) is effective and feasible for achieving the target learning outcomes? Refer to Table 3 (on page 7 of this guide) for guidance on which learning activities are best done f2f, online, asynchronously, or synchronously.

Second, apply the decision on learning delivery modes per type of course to the courses per cohort or year level.

The outcome of this step is the study plan (or program of study) for each year level, with the learning delivery mode indicated for each course. This will show at a glance whether students in certain year levels will have classes that are all fully online (all BL Model 1), mostly online (mostly BL Model 1 with one or two BL Model 2 or 3), or more of a mix of online and f2f sessions (mostly BL Model 3).

Third, consider the practical implications for students of the combination of course learning delivery modes for their cohort, as well as the practical requirements for each learning delivery mode, and agree on how to address these. Depending on the practical considerations, it may be necessary to adjust decisions made on the learning delivery mode for particular courses and/or cohorts.

The guide questions for this step in program planning are:

- c) For courses with f2f sessions, what would be the best way of scheduling the f2f

sessions, given the practical situation of students, such as having to travel to the campus to attend the f2f sessions and possibly rent dormitory space?

- d) In case a student is unable to attend the planned f2f sessions for health and other valid reasons (including not being able to make arrangements to travel to the campus), what option/s can the student be given?
- e) Given all practical requirements (including public health requirements for different alert levels), what arrangements can be implemented to ensure that all students (i.e. in the program and from other programs) who need to take the course are able to do so?

Some options that the program faculty may consider are:

Option 1: Provide a fully online option (BL Model 1) for courses with f2f sessions (i.e. BL Models 2 and 3).

Option 2: If the planned f2f sessions are essential (i.e., the sessions require the use of on-campus facilities and equipment and/or supervised hands-on practice, and they cannot be done online or remotely), consider scheduling the f2f sessions in one intensive block in the latter half of the semester to give students time to make travel arrangements.

Option 3: If the planned f2f sessions are essential and option 2 above is not feasible, allow the student to take the course at a later semester (when s/he has other courses with essential f2f sessions and/or s/he can arrange to be on-campus), and enroll in another course to avoid being underloaded. *(Note: In some cases, underloading may be unavoidable. This is not a problem provided there is a plan to allow for catchup in subsequent semesters.)*

To ensure that all students who need to take a course can do so, the following may also be considered:

- Offering the course fully online in a large class configuration and assigning teaching assistants to assist the faculty-in-charge/course coordinator, or team teaching the course
- Opening more sections of the course
- Offering the course every semester

Summarize all agreements as a set of guidelines or rules of thumb to guide the faculty during the course design process (See Section 4.2 below).

Fourth, for all courses with f2f sessions finalize the schedule of f2f sessions and make the necessary administrative arrangements. (This step can be done after the completion of the course design process.)

4.2 Course Design

Based on program-level agreements on the learning delivery modes of courses per cohort (based on section 4.1 above), the faculty/course instructors should review and revise their course guides, especially the schedule of learning activities.

For courses to be delivered fully online (BL Model 1), the schedule of asynchronous and synchronous online activities should be clearly laid out.

For courses with some f2f sessions (BL Models 2 and 3), the schedule of f2f sessions should be plotted based on guidelines agreed upon during the program planning.

For courses that are to be delivered mostly f2f, there should be a clearly articulated plan for a shift to online learning in case of a change in alert level or other disruptions.

Annex A provides some notes for planning study schedules for blended courses.

Annex A. Study Schedules for Blended Courses

For fully online courses (BL Model 1), the schedule of asynchronous and synchronous online activities should be clearly laid out in the course guide. Table A1 below is a **sample table** for this purpose.

Table A1. Study schedule for a BL Model 1 course

(1) Week	(2) Topic	(3) Required Learning Resource/s	(4) Asynchronous Activity	(5) Synchronous Online Activity

Notes:

- 1) It is NOT necessary to have both asynchronous and synchronous activities for each topic, and it is NOT necessary to have a synchronous session every week.
- 2) "Activity" in the headings for columns 4 and 5 refers to all learning activities, including those designed for formative assessment such as quizzes, student presentations, and graded recitation.
- 3) Under column 1, indicate the relevant dates (not just the week number).
- 4) Under column 3, write the learning resource/s that students must study for the indicated topic. These can be a recorded lecture or video resource, a textbook chapter, or a journal article, for example. Indicate the title of the learning resource. If the resource is an excerpt of an article or chapter, indicate the pages that the student should read.
- 5) Under column 4, write what the student is supposed to do asynchronously (e.g., "Study the textbook chapter posted on the course site and answer the study questions at the end of the chapter." OR "Watch the recorded lecture posted on the course site and answer Quiz 1 on the course site.")
- 6) Under column 5, write the synchronous online activity (e.g., "Join the online study session via Zoom on 31 May, 2:00-3:00 PM.").
- 7) Summative assessments such as exams and assignments should be indicated in their own row, with the exam or submission date indicated in column 1. If the summative assessment activity is to be done asynchronously, write it under column 4. If it is to be done synchronously, write it under column 5.

For courses with f2f sessions (BL Models 2 and 3), show how online and f2f sessions work together. Table A2 is a **sample table** for this purpose.

Table A2. Study schedule for a BL Model 2 or BL Model 3 course

(1) Week	(2) Topic	(3) Required Learning Resource/s	(4) Online Activity	(5) F2f Activity

Notes:

- 1) Write the f2f activity (e.g. "Attend the on-campus video production workshop.") under column 5 only on the week/s when it is supposed to take place. Leave the cell blank when there is no such activity for a particular topic.
- 2) Summative assessments such as exams and assignments should be indicated in their own row, with the exam or submission date indicated in column 1. If the assessment activity is to be done online, write it under column 4 and indicate whether it is to be done asynchronously or synchronously. If it is to be done f2f, write it under column 5.

For courses with f2f sessions (BL Models 2 and 3 and courses that are mostly f2f), prepare a contingency plan for disruptions to the f2f schedule (such as a change in alert level or any event that might result in a suspension of f2f classes).

This plan can be in the form of a general note and activity-specific notes. If you choose to present this plan in table form, then it should be a separate table from the main study schedule table to avoid making the latter unwieldy. Table A3 is a **sample presentation** of a contingency plan for f2f sessions.

Table A3. Contingency plan

(1) Week/ Schedule	(2) F2f Activity	(3) Alternative (online) activity in case of disruption