



“Education without limitation”

AIDE INFOBOARD

AIDE INFOBOARD is the official electronic publication of AIDE Inc.

Volume 4, Issue 5 ISSN 2599-3739 May 2020

AIDE issues Course Description on General Education Curriculum (Part 3 of 5)

“Learning must travel the distance from head to heart”
- Gloria Steinem



Purposive Communication

Purposive communication is about writing, speaking, and presenting to different audiences and for various purposes. (CMO 20, s.2013)

The subject is a three unit course that develops

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student’s communicative competence and enhances their cultural and intercultural awareness through multimodal tasks that provide them opportunities to communicating effectively and appropriately to a multicultural audience in a local or global context, It equips students with tools for critical evaluation of a variety texts and focuses on the power of language and the impact of images to emphasize the importance of conveying messages responsibly. The knowledge, skills and insights that students gain from this course may be used in their other academic and/or web-based output for various purposes.

Science, Technology and Society

This course deals with interactions between science and technology and social, cultural, political and economic contexts that shape and are shaped by them. (CMO 20, series of 2013)

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“This is a moment that exposes the many inequities in our society — from the broadband and computers needed for distance education to the supportive environments needed to focus on learning.”

Hammond, Linda (2020)
“Learning in the time of COVID19, retrieved from
<http://www.forbes.com>

Science, Technology and Society (from page 1)

This interdisciplinary course engages students to confront the realities brought about by science and technology in society. Such realities pervade the personal, the public and the global aspects of our living and are integral to human development. Scientific knowledge and technological development happen in the context of society with all its socio-political, cultural, economic, and philosophical underpinnings at play. This course seeks to instill reflective knowledge in the students that they are able to live the good life and display ethical decision making in the face of scientific and technological advancement.

This course includes important topics as climate change and environmental awareness. (Source: ched.gov.ph)

Art Appreciation

Art appreciation is a three unit course that develops student's ability to appreciate, analyze and critique works of art. Through interdisciplinary and multimodal approaches, this course equips students with a broad knowledge of the practical, historical, philosophical, and social relevance of the arts in order to hone student's ability to articulate their understanding of the arts. The course also develops student's competency in research



ing and curating art as well as conceptualizing, mounting, and evaluating art productions. The course aims to develop student's genuine appreciation for Philippine arts by providing them opportunities to explore the diversity and richness and their rootedness in Filipino culture.

“Over the past two decades, as educational technology advanced in sophistication and effectiveness, decision makers at selective residential schools merely tinkered with digital learning. A burst of enthusiasm and experimentation around massive open online courses (MOOCs) in 2012 quickly evaporated.”

Source: Arum, Richard and Stevens, Mitchell “What Is a College Education in the Time of Coronavirus?” New York Times, <http://www.nytimes.com>

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Volume 4—2020

Higher Education in Times of COVID 19

What HEIs and Educators say about the importance of unconventional delivery of education?

by: Cecilia Junio-Sabio, DPA

To backtrack the efforts previously exhausted by Philippine higher education institutions (HEIs) and educators in preparing for the unconventional delivery of education; one that veers away from the usual face-to-face mode in a residential institution, this article is being issued to have, at least, a grasp of how well institutions of higher learning can better respond to the challenges of COVID-19 especially now that professors and students are required to converge online.

As a higher educator myself, whose professional life has been spent in academia, I am very much enthralled and sobered by the implications of education sector's response to the spread of the virus. For instance, the Department of Education has allowed to equate all online activities of students to traditional face-to-face requirements (specially for private schools). Meanwhile, traditional schools, colleges and universities nationwide are obliging students to finish current-term academic coursework online while others opted for a massive promotion. DepEd has already instructed all public schools to use their online educational platform which is called "DepEd Commons."

Using documentary analysis from local journals, the backtracked information revealed the following:

1. In 1998, Commissioner Mona Valisno, Commission on Higher Education, "*The Role of Higher Education in the 21st Century*," delivered during the Lecture Forum at PUP OU. Valisno stated that higher education are faced with pressures, among them are:

"New lifestyles and work patterns requires shifts in the old educational paradigm where

....formal schooling was a preparation for life. The educational system must change to one geared towards lifelong learning, offering education for any phase in one's life, more akin to an open supermarket rather than a closed assembly line.

With these pressures, each higher education institutions must ultimately carve out its own identity, its own analysis of the society it serves, and its own redefinition of its mandate and mode of operation."

2. As early as 1983, the Chairman of the Board of Regents of the Asian Institute for Distance Education, J.Z. De Ayala, as published in AIDE's Bulletin of Information stated that:

"The establishment of AIDE, a non-profit open school, is unprecedented in this country. It utilizes a modern out-of-campus, non-formal delivery system of instruction and enjoys full accreditation from the Ministry of Education, to grant baccalaureate degrees.

The goal is to provide a second chance, or perhaps the last chance or those among us in every sector of our society, to acquire a college degree which has gone beyond their reach because of family responsibilities, illness financial hardship, or space/time constraint.

Millions enroll in formal schools every year. Many millions more cannot. It is the vision of AIDE, that for those who cannot go to the university, we shall bring the university to them."

3. In the year 2000, in a lecture delivered by Dr. Ofelia Carague, Former PUP President, at the 5th Congress of the Philippine Assoc. of Board of Examiners Inc. held at Hyatt Regency Hotel. In the paper entitled: "*Bridging the Training Gap Through ICT Under the New Economy*," she stated that:

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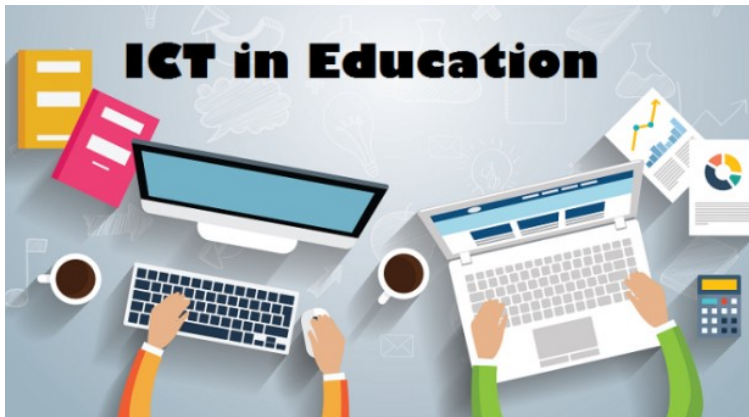


Photo Credits: <http://www.bing.com>

“Information and communication technologies have already become part of our lives. The more obvious of these are the cellphones with texting and internet access capability which bring fast and accessible communication, shrinking our world and bringing us closer to each other. Then there is the computer and its allied equipment which facilitates our work, entertainment machines and appliances and a lot of other gadgets which confirm that we are now in a period of revolutionary knowledge explosion.

Of these ICTs, the Internet is at the center of a learning revolution that is rapidly being adopted by many entities. Online training via internet ranges from accessing self-study courses at a supplier’s Website to complete electronic classrooms. These computer-based training programs provide flexibility in skills acquisition and are more affordable and relevant than more traditional courses.

The demand to employ ICT will not happen overnight. It will call for a certain state of readiness from those in the academe. How well our country can respond to these challenges depends on how well our schools, business, government and labor force work together to exploit our key assets—our human resource.”

4. In the year 2000, in a paper by Dr. Zenaida Domingo, Head Business Development of South East Asian Ministry of Education Organization (SEAMEO) INNOTECH, published in the PUP OU Journal, distance education was explained as follows:

“Distance Education (DE) able to provide learning opportunities to individuals and groups who are unable to attend formal schooling or residential training programs.

DE is based on well-conceived and validated learning theories and educational concepts.

DE utilizes learning packages that are designed for self-directed learners, with features that promote sustained interest in the subject matter and the learning program.

DE is learner centered and takes into account the realities and contexts of the learning environment which affect knowledge absorption.

DE uses various media and newer technologies to present learning strands and course materials.

DE is more economical than the conventional system, as it has the ability to reach a vast number of clientele and has lower overhead costs.”

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“As of March 18, 849 million children and students have been forced out of schools and universities in a total of 113 countries. There are three recommendations on how education can be continued during a global health crisis and play a role in mitigating the virus.

- *Ensuring emergency education provision until schools can safely reopen;*
- *Re-opening safe schools;*
- *Sustaining safe schools and healthy communities”*

Source: Fleet, Justine W. van (2020) “Education in the time of COVID-19,” Global Partnership for Education, available at: www.globalpartnership.org

5. In 2008 study of Dr. Honorata Pagaduan (Dean of PLM’s College of Accountancy and Economics) entitled: Integration of Technology in the BS Accountancy Curriculum, she recommended the following:

“One of the major challenges in accounting education in the Philippines is the integration of technology in the curriculum. For higher education institution seeking to achieve or maintain accreditation, the integration of technology in teaching is very essential.

It is therefore essential that educators delivering professional accounting education program need to respond to the changing demands of accountancy profession by adopting teaching methods which focused on providing students with tools for self-directed learning and carry this skill with them to be equipped with necessary competencies and qualifications.”

6. In the early part of 2000, AIDE President, Mr. A.O. Cojuangco also made a statement on the importance of advancing the cause of open learning and distance education system in the country when he said that:

“Education of today should be one that considers greater student access to higher learning. The provision of learning among HEIs should also be inclusive giving wider coverage to the underserved and that the delivery should aptly reflect other non-residential modality such as tapping the potential of digital platform. Henceforth, education should be equitable to all Filipinos.

These are the same philosophies within which AIDE operates. True to its mission, AIDE shall continue to work within the bounds of

A— Accessible and

I—Inclusive education with

D—Digital platform that are fully maximized, thereby providing an

E—Equitable, Effective and Efficient Education for All.”

Truly, much has been said about the need to leapfrog from conventional to non-traditional means of educational delivery as many educators have already anticipated the necessity to employ distance education and open learning system. The question now is whether HEIs really got themselves prepared. Obviously, only a handful of HEIs have made a paradigm shift, among the few is AIDE which operation now spans to more than 3 decades.