



*“Education without limitation”*

# **AIDE INFOBOARD**

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## **AIDE issues Course Description on General Education Curriculum**

**(Part 5 of 5)**

*"We need to bring learning to people instead of people to learning."  
- Elliot Masie*

### **On this issue**

Title	Page
General Education Subjects 4/5 Series	1
Ethics	

### **Life, Works and Writings of Rizal**

This course is a study of the life and writings of Dr. Jose P. Rizal and its crucial role behind the making of the Filipino nation. The study of his novels and other writings would allow the students a view into the historical realities of the Philippines and the world in the 19th century and relate them to the contemporary social and global situations.

### **Philippine Popular Culture**

This subject locates popular culture as a historico- spatial condition and phenomenon of Philippine modernity. The subject will investigate how the term popular culture is operationalized, circulated, re- produced, consumed and instrumentalized by the recurring social order. We will also consider popular culture as a body of knowledge that informs us of the national life’s sphere of social activities and lived experience economy.

**See Page 2**

“Universities and college campuses are places where students live and study in close proximity to each other. They are also buzzing cultural hubs where students are brought together from nations around the world. Recently, the foundations of this unique ecosystem have been impacted significantly by the rapid spread of the coronavirus (Covid-19) outbreak, creating uncertainty regarding the implications for higher education.”

—Source: [www.timeshighereducation.com](http://www.timeshighereducation.com), *The Impact of Corona Virus on Higher Education*

## Philippine Popular Culture (from page 1)

The three-unit subject provides the students with critical perspectives in understanding and way of knowing popular culture in the Philippines. The course gives emphasis on popular culture through the study of CULTURAL STUDIES with a strong focus on culture industry. The course provides multi-disciplinal attention on how art can be explored in popular culture and vice versa. This will take place by having an introductory survey on aesthetics, critical theory and art criticism. This subject will provide students with the necessary tools of analysis on exploring the diverse forms of arts by utilizing the everyday contexts of power, mode of production, representations and subjectivity as critical tropes. Pop culture will be fleshed out through mixed media culture such as visual culture, geography, cinema, music/sound, popular prints and publications, radio and television, fashion, ads, cyberspace, experience economy etc. and look at how these cultural products intimate the contemporary social relations and life—specifically, the affect, feelings and senses, corporeality, performances, space and place, technology, globalization and identities.

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### **AIDE releases the course description on Common Business and Management Courses (CBMEC) under the BSBA Program**

#### **Operations Management**

This course is an introduction to the principle, concepts, problems, and practices of operations management. Emphasis is on managerial processes for effective operations in both goods-producing and service-rendering organization. Topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and project management. The topics are integrated using a systems model of the operations of an organization.

*At A.I.D.E. we commit to providing.....*

**A = Accessible**

**I = Inclusive**

**D = Digital and**

**E = Equitable higher  
education for all**

**AIDE releases the course description on Common Business and Management Courses (CBMEC) under the BSBA Program....from page 2**

**Operations Management**

In sum, this course tackles the nature, scope, functions and importance of production and operations management in business. It specifically includes discussions on Total Quality Management, productivity, competitiveness and strategy, forecasting, production system design, process selection and capacity planning, facilities layout, design of work systems, quality, scheduling and just-in-time manufacturing systems. Cases will also be used to illustrate and apply the basic production and operations concepts and tools commonly used in business firms.

**Strategic Management**

This course is designed as an introduction to theory and practice of strategic management highlighting managerial decisions and actions that determine long-term performance of an organization. It is also an integrating course in the Commerce program that requires the integration of information and skills derived from previous course works in the lower years. The students are introduced to a range of strategic issues, focusing particularly on sources of competitive advantage and the interaction between industry structure and organizational capabilities. All these are accomplished in the context of the strategic management process framework.

**UPDATES FROM CHED**

**1. On Flexible Learning**

The Commission on Higher Education (CHED), together with leading higher education institutions (HEIs) throughout the country, will conduct free training on flexible learning to capacitate the faculty members for the opening of classes in August.

This initiative is being implemented through CHED HiEd Bayanihan- a virtual and free cooperative learning environment for educational fora, training, capacity building and resource sharing among Philippine HEIs. It is a digital community of educators, learners and content makers that explore innovative responses in the context of Philippine HEIs.

**2. On student internship**

Pursuant to CHED COVID Advisory no. 7 and by virtue of CHED Commission en Banc (CEB) Resolution No. 396-2020 dated 23 June 2020, the following are hereby adopted:

A. The Student Internship Abroad Program (SIAP) shall be temporarily suspended for Academic Year (AY) 2020-2021. As such, all applications for SIAP for the said academic year shall no longer be processed nor accepted.

B. This temporary suspension does not cover the internship program of the Maritime Education.

Source: [ched.gov.ph](http://ched.gov.ph)

**RESEARCH CORNER:****Utilization of M-Learning Device Among Selected Senior High School Students in the Post-COVID-19 Era in the Philippines**

Dr. Cecilia Junio-Sabio &amp; Dr. Wan Jin

With schools in the Philippines only due to reopen when a vaccine for COVID-19 has been found, educational authorities and institutions have to offer innovative means of delivery like distance education and remote learning for millions of students from basic to higher education. Apparently, the COVID-19 is forcing major changes in the education system in the Philippines. Although the integration and implementation of ICT among schools in the Philippines has been limited to the technological and infrastructure issues, the rapid development of mobile devices may provide innovative, affordable and sustainable ways which has the potential to fundamentally change the landscape of ICT-for-education in the post-COVID-19 era for this country, especially for senior high school level. In fact, during the past two years, the researchers have conducted research papers on the use of mobile devices with newer forms of educational technologies in Philippines' senior high school institutions. Specifically, students from nine public senior high schools (three public schools, three private schools, and three Chinese schools) located in the National Capital Region have participated in this study. Here are some key findings:

**1. Type of Mobile Devices**

Table 1 shows the ownership of mobile devices. Not surprisingly, the respondents revealed very high rates of mobile devices ownership among senior high school students in NCR, and these selected schools have huge potential to achieve 1:1 access of mobile devices due to the students use the mobile devices they already own, and smartphone seems the most ideal type of mobile devices to ensuring a one-to-one student-to-devices ratio.

**Table 1. Types of mobile learning (M-Learning) device(s) owned by students.**

	Public Schools		Private Schools		Chinese Schools		TOTAL	
	No.	%	No.	%	No.	%	No.	%
<b>Smartphone</b>	184	83.64%	251	91.27%	162	90.50%	597	88.58%
<b>Basic Mobile</b>								
<b>Phone</b>	47	21.36%	44	16.00%	32	17.88%	123	18.25%
<b>Tablet</b>	49	22.27%	70	25.45%	76	42.46%	195	28.93%
<b>E-reader</b>	8	3.64%	5	1.82%	8	4.47%	21	3.12%
<b>None</b>	3	0.45%	3	1.09%	3	1.68%	9	1.34%

As the mobile devices are becoming accessible in terms of cost, senior high school students in the Philippines have skipped the desktop and laptop phases of information technology and shifted directly to mobile devices. This actually increase the possibilities of the emerging and future trends in K to 12 education to be available and widespread in the senior high school system in the Philippines. Too often, the developing world like the Philippines falls behind the developed world in terms of educational technologies, the rapid growth of affordable mobile devices suggests that this trend is changing. However, it is also important to note that the ownership of mobile devices will not assure that it will maximize their potential in education (Liu, Han, & Li, 2010). To take full advantage of mobile devices with newer forms of educational technologies, we need to fundamentally rethink our ideas of how it can support learning and education in more complete, authentic, and meaningful ways.

*See page 5*

**AIDE now uses Quipper as its Learning Management System (LMS) ...page 6**



**RESEARCH CORNER:****Utilization of M-Learning Device Among Selected Senior High School Students in the Post-COVID-19 Era in the Philippines**

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**2. Types of internet access being used**

Having established the ownership of mobile devices, it is interesting to examine the internet connectivity that the students use since network is crucial for the adoption of mobile devices for education. Table 2 shows that the vast majority of the participants often connect to internet via home broadband access, followed by mobile 3G/4G access, public available Wi-Fi access, and school access. Only 1.63% of the participants claimed that they have no access to the internet connectivity. It is significantly noticed that public school students here have more chance to be connected to internet through school free access. The reason behind this is due to the special background of the schools: University of the City of Manila Senior High School is a higher education institution operating under CHED, and SHS program can share school internet access inside the university campus. Manila Science High School, on the other hand, had partnership with corporation like Globe Telecommunications which offers free but limited school internet connectivity.

**Table 2. Types of internet access often used by students.**

	Public Schools		Private Schools		Chinese Schools		TOTAL	
	No.	%	No.	%	No.	%	No.	%
<b>Mobile 3G/4G</b>								
Access	140	63.64%	162	58.91%	84	46.93%	386	57.27%
<b>Home Broadband</b>								
Access	137	62.27%	202	73.45%	150	83.80%	489	72.55%
<b>Public Available</b>								
Wi-Fi Access	51	23.18%	47	17.09%	40	22.35%	138	20.47%
School Access	44	20.00%	24	08.73%	14	7.82%	82	12.17%
None	2	00.90%	5	01.82%	4	02.23%	11	01.63%

Results indicate that the access to the internet connectivity is widespread among the participants in selected senior high schools in NCR. However, they seem to normally access it at informal learning environment or entertainment environment since majority of them access via home broadband and Mobile 3G/4G, and using the least via school access. Therefore, schools should promote the internet connectivity for learning activities in formal education setting since the digital natives have began moving beyond today's school system. In addition, internet and wireless technology have dramatically spread information and knowledge and support learning virtually anywhere and anytime. Given this, students with very limited internet connectivity are significantly disadvantaged in accessing and discovering meaningful ways for academic activities. As a result, planning and strategies may be needed from DepEd and DICT to make internet connectivity become more accessible in terms of cost for senior high schools in the Philippines as it is important to encourage students in the 21<sup>st</sup> Century to use this valuable source to systematically maximize use of online resources in their academic activities.

**RESEARCH CORNER.....from page 5**

**3. Students’ perception on the usefulness of mobile devices for helping their learning activities**

Based on the students’ perception, as seen in Table 3, many found meaningful practices for their learning by using mobile devices. The results indicate that mobile devices already serve as an excellent tool to shape and enhance the learning environment for these participants, as well as offer them diverse opportunities for effective and innovative learning. Besides, it seems that many of the participants were able to discover meaningful ways of using mobile devices for learning purposes outside the formal education contexts.

As mobile devices with internet have become a kind of personal ecosystem, students now have at their fingers unlimited access to digital content, resources, experts, databases and communities of internet. As a result, today’s students are no longer the people our educational system was designed to teach (Prensky, 2012), and such innovation-driven knowledge society has required young generations to learn new knowledge and have technological competencies that did not exist even two decade ago. Actually, Tolani-Brown et al (2010) also pointed out that young learners in developing countries often prefer to interact socially on a mobile device rather than listen passively to the teachers’ lecture or read a textbook. With a growing number of young generations towards a belief that the mobile devices do help with their learning, it is important for our educators to rethink learning and teaching models in an era of unprecedented innovation.

**AIDE now uses Quipper as its Learning Management System (LMS) ...from page 4**

Beginning Academic Year 2020-2021, AIDE will start using the platform of QUIPPER Learner Management System (LMS). AIDE has long employed the use of Information Communication Technology (ICT) in the delivery of its content other than the use of print-based modules. The former provider of AIDE’s LMS was taken from the Neo Cypher Learning. See page 7

**Table 3. Students’ perception on the usefulness of mobile devices for helping their learning activities.**

	Public Schools		Private Schools		Chinese Schools		TOTAL	
	No.	%	No.	%	No.	%	No.	%
<b>A Lot</b>	12	57.14%	15	83.33%	14	66.67%	41	68.33%
<b>A Bit</b>	4	19.05%	0	0%	7	33.33%	11	18.33%
<b>Not Much</b>	4	19.05%	1	5.56%	0	0%	5	8.33%
<b>Not At All</b>	0	0%	0	0%	0	0%	0	0%
<b>I Have No Idea</b>	1	4.76%	2	11.11%	0	0%	3	5%

**4. Students’ use of mobile devices with newer forms of educational technologies.**

Given the high numbers of participants who believe that mobile devices do help a lot with their learning, it is significant to take a close look at their experience and preference of using mobile devices for learning purpose. Figure 1 shows the frequency of newer forms of educational technology used by students with mobile devices. As indicated in Figure 1, social learning network was very often used by most of the participants (60.24%). This is followed by open content (26.26%), cloud computing (21.07%), digital textbooks (20.62%), learning analytics (20.18%), flipped classroom (18.40%), gamification (17.21%), augmented reality (6.08%), and e-portfolios (4.60%). The results indicate that social learning networks are currently playing a very influential role in these senior high school students’ learning activities with mobile devices. These students are active and enthusiastic participants in the creation of online communities, and they consider social networks a value tool that helped them to build learning communities, as well as participate more in creating and sharing learning content. Besides, Figure 1 shows that learning analytics was often used by most of the participants (51.78%). This is followed by open content (45.85%), cloud computing (40.80%), flipped classroom (40.80%), digital textbook (39.61%), gamification (37.09%), augmented reality (22.55%), and e-portfolio (20.62%). It is interesting to highlight that more than half of respondents claimed that they often use learning analytics with mobile devices. Apparently, with the growth of educational activities moves online, learning analytics is gaining increasing prominence among these students, and they do fond of this kind of model since it can help to identify their individual learning needs, as well as help them to address the problems more quickly.

In addition, Figure 1 shows that e-portfolio were occasionally used by most of the participants (38.58%). This is followed by gamification (36.05%), digital textbook (34.87%), augmented reality (34.57%), flipped classroom (32.80%), cloud computing (29.38%), learning analytics (23.89%), and open content (23.15%). The results indicate that the use of e-portfolio seems not yet very popular among the participants. Although e-portfolio provide a unique way to access to document learners’ progress in a web environment and more than half of the higher educational institutions in United States were offering different types of e-portfolio experiences (Eynon, Gambino & Torok, 2014), Furthermore, Figure 1 shows that augmented reality was never used by most of the respondents (36.79%). This is followed by e-portfolio (36.20%), gamification (9.64%), cloud computing (8.75%), flipped classroom (8.01%), digital textbook (4.90%), open content (4.75%), and learning analytics (4.15%). Not surprisingly, many respondents claimed that they never use augmented reality with mobile devices for learning activities. Even though a considerable amount of literature in augmented reality has been published for more than decade, the application and experience of augmented reality in the Philippines’ educational setting is still in infancy, and there are still a lot of introduction work need to do for this field.

## RESEARCH CORNER.....from page 6

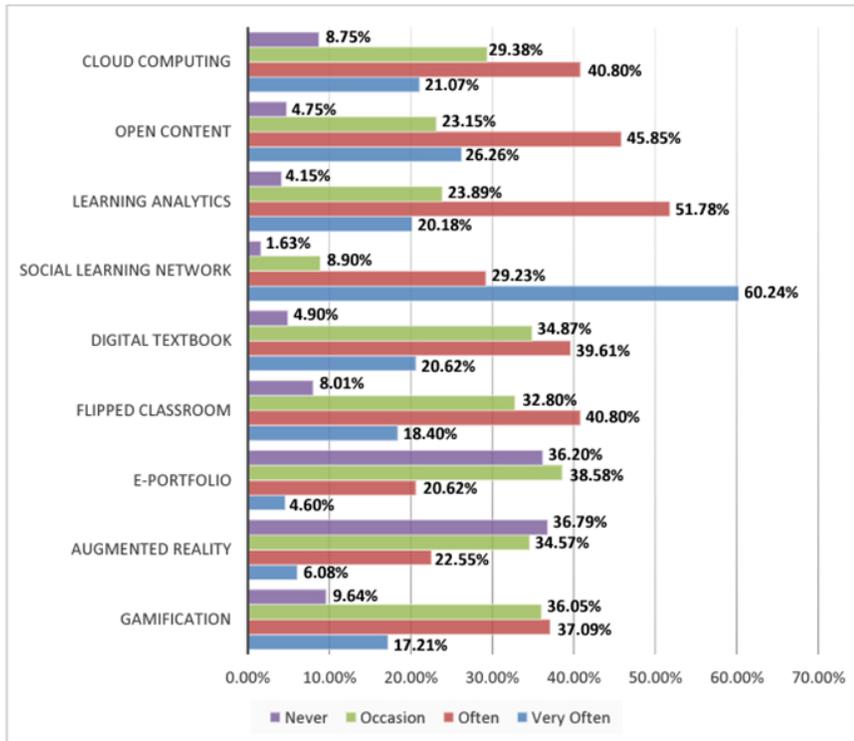


Figure 1. Students' use of mobile devices with newer forms of educational technologies.

### Conclusion:

Today's young Filipino are the first generation to have come of age in a digital society with mobile devices, and the digital environment is quite natural for them and the knowledge practices of young people have dramatically changed during the last decade. Although digital revolution has not yet transformed the teaching-learning processes in local classrooms before coronavirus pandemic, they are forcing major change now. Schools often resist change, but COVID-19 is changing the way schools delivery their content worldwide, and that includes the Philippines. Even though the survey was conducted before the coronavirus pandemic, it offers a lot of insights about the future of Philippines' education, as well as various means to provide wider access to education.

### AIDE now uses Quipper as its Learning Management System (LMS) ...from page 6

Quipper is an education technology company that provides e-Learning, coaching, tutoring, and assessment services for K-12 in Japan, Indonesia, the Philippines, and Mexico. The company's primary service is an online learning management system, which is used in different ways in each country where it operates. The LMS contains locally developed content and is supplemented with additional services for teachers, students, school administrators, and other stakeholders in each country where it operates. (quipper.com)

Generally, Figure 1 implies that social learning network, open content, and learning analytics are considered to be the most possible trends to be adopted in local senior high schools since the vast majority of the participants claimed that they are very often use it through mobile devices. As a result, educators should have enthusiasm and competence to adopt these newer forms of educational technology in the formal classroom setting, as well as try to effectively incorporate them into their teaching activities both inside and outside the classroom. Besides, digital textbooks, gamification, flipped classroom, and cloud computing are considered have huge potential to adopted in near future since most of the participants claimed that they often use and occasionally use it with mobile devices. There is thus a need for the schools to provide professional development programs focused on these educational technologies, so that the integration of these technologies will support students' learning in near future. In addition, it seems that e-portfolio and augmented reality are not yet ready to be used in the Philippines educational setting since there is a big amount of the participants who pointed out that they only occasionally use and never use it for learning. Therefore, teaching staff, school administrators, and policy makers may face huge challenges if they try to adopt these two kinds of educational technologies in local schools.

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