



“Education without limitation”

AIDE INFOBOARD

AIDE INFOBOARD is the official electronic publication of AIDE Inc.

Volume 4, Issue 6

ISSN 2599-3739

June 2020

AIDE issues Course Description on General Education Curriculum

(Part 4 of 5)

“In order to create an engaging learning experience, the role of instructor is optional, but the role of learner is essential.”
—Bernard Bull

On this issue

Title	Page
General Education Subjects 4/5 Series	1
Ethics	
Living in an IT Era	2
Gender and Society	2

Ethics

Following the framework set by the CHED Memorandum no. 20 s.2013, otherwise known as the “General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies,” this course deals with the principles of ethical behavior in modern society at the level of the person, society and in interaction with the environment and other shared resources.

Specifically, this course guides the students to be both reflective and critical in their approach to the question and application of morality, “what is a good act”? To help the students think critically and ethically, this course, provides both the normative theories of ethics and a moral reasoning model.



Photo Credits: google.com

Representatives of both Western and Eastern traditions and paradigms in moral thinking will also be given to afford the students a broader but also a more profound view in dealing with ethical questions and problems.

Also, this course presents discussions on the relation and application of ethics to religion, environment, global justice, politics, and the millennial generation to afford the students a deeper appreciation and understanding of the relevance of ethical thinking

See Page 2

AIDE issues Course Description on General Education Curriculum

(Part 4 of 5.....from page 1)

Living in an IT Era

This course is about the science, culture and ethics of information technology, its influences on modern living and human relationships, and uses for personal, professional and social advancement.



Photo Credits: bing.com

AIDE INC. **INFO BOARD**

EDITORIAL BOARD

Mrs. Zenaida Villaescusa

Dr. Cecilia J. Sabio

Editor-In-Chief

Ms. Marichu B. Ebdani

Ms. Susan B. Sanders

Ms. Juvy C. Bangued,

Editorial Staffs

Volume 4—2020

Gender and Society

In this course, gender as a social construction will be considered. Specifically, the course will look into the role of gender and its impact on different facets of societal life. The sociological experience of sexuality and gender are part of the course. A look at how these categories are both constituted by and constitute beliefs and social institutions are also considered. The subject also includes a survey of sociological studies of gendered interactions and explore the value of sociological methods for understanding and transforming gendered norms.

“We are at an unprecedented situation today, where 90% of student population are unable to attend school due to COVID-19.

Distance and online learning seem to be the only means of ensuring that students continue to learn.”

**- Prof. Asha Kanwar,
President, Commonwealth of Learning
(COL)**

How education technology solutions are taking shape the Post-COVID-19 World?

By Dr. Wan Jin, AIDE Content Developer -Mandarin Courses

The education sector worldwide has been greatly impacted by the COVID-19 pandemic. According to UNESCO, as of April 30, 2020, 186 countries had closed schools and educational institutions nationwide, impacting 73.8% of total enrolled learners. In the Philippines, homeschooling, distance and online learning were encouraged by DepEd and CHED starting March 2020 due to the enhanced community quarantine. Millions of students, educators and families had to adapt to new types of learning with the unclear future of COVID-19 pandemic that has brought to this country, and this may well change our world and our global outlook in the long run. Therefore, it is also a good time for us to reflect on how technology solutions are taking shape the post-COVID-19 world, as well as to rethink how are we going to educate future generations in a digital era.

Education technology will be a strategic priority for many educational institutions.

Before COVID-19, there was already high growth and adoption in education technology, with the global investments reaching US\$18.66 billion in 2019. As language apps, virtual tutoring, video conferencing tools, and online learning software are significant demand by schools during this special period, education technology will continue to persist post-pandemic, and will eventually become an integral component of school education in near future.

Distance and online degree program will become more popular for vocational education and higher education.

Since 2012, "The Year of the MOOCs", distance and online degree program is getting more and more popular due to the development of technology.

The trend will become even more popular in the post-COVID-19: this is not only because COVID-19 has forced an unprecedented shift to online teaching at university around the world, but also because future society will be shaped by technology. Therefore, it is important for us to expose learners to as much technology so they are prepared for the late 21st century.

Potential partnerships between educational institutions and other social organizations will be highlighted.

In the time of COVID-19, many of the world's great museum are available on screen: they are offering free online learning resources, virtual tours, and online exhibits --- all invaluable opportunity for schools to educate and connect students. Aside from this, education institutions should cooperate with top-tier companies to ensure professional standards, this is particularly needed by the programs related to information technology due to its fast-moving characteristics. In the landscape of post-COVID-19 world, there is an ever-increasing need for schools to do partnership with other social organization.

Remote learning will be emphasized by government, particularly for vulnerable and disadvantaged communities.

Even before COVID-19, many children in the Philippines were out of school or at risk of dropping out. As schools closes, it has created further uncertainty for millions of students since not every child has access to digital devices or internet connectivity at home, and not all young people are given the same remote learning opportunities. With every crisis comes deep challenges and opportunities for transformation, therefore, now is a perfect time for government to find a way to make learning resources reach students from vulnerable and disadvantage communities.

Most visible higher education terms during the COVID 19 Pandemic? *From page 4*

By Dr. Ralph Sabio, AIDE Content Evaluator/Developer

4. Open Learning—refers to a philosophy of learning that is based on access, flexibility for equity in education, and educational system accessible to every individual with minimal restrictions and emphasizing the flexibility of the system to eradicate problems caused by barriers like age, geographical location, physical and time constraints, and economic situation.

5. Open Educational Resource (OER) - are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt, and re-share them. OERs include textbooks, curricula lecture notes, assignments, tests, projects, audio, video and animation.

6. Transnational Education (TNE) - is higher education delivered in a country other than the one where an awarding institutions is based. The categories of TNE are as follows:

- ⇒ Inbound TNE—refers to higher education programs operating in the Phils.
- ⇒ Outbound TNE—refers to higher education programs operating outside the Philippines.
- ⇒ TNE Onshore—refers to the country where an HEP has its base of operations.
- ⇒ TNE Offshore—refers to any locality outside of the country where an HEP has its base of operations.

Source: (5-6) CHED Memo 62 s.2016

7. Remote learning - is where the student and the educator, or information source, are not physically present in a traditional classroom environment. Information is relayed through technology, such as discussion boards, video conferencing, and online assessments. (tophat.com)

8. Virtual learning - is a learning experience that is enhanced through utilizing computers and/or the internet both outside and inside the facilities of the educational organization. The instruction most commonly takes place in an online environment. (vedamo.com)

9. Flexible learning - refers to the ability to customize one's pace, place and mode of learning. With pace, for example, students may take accelerated programs or engage in part-time learning to ensure they have time to work on the side. (tophat.com)

10. Webinar — a seminar or other presentation that takes place on the Internet, allowing participants in different locations to see and hear the presenter, ask questions, and sometimes answer polls. (dictionary.com)

11. Mobile Learning - also called M-learning or mLearning, is any type of content that is developed or consumed on mobile devices, such as smartphones and tablets, and including anything from podcasts to full eLearning courses.

“Students, their parents, and educators around the world are feeling the extraordinary ripple effect of the novel coronavirus as schools are shutting down and quarantine methods are being ordered to cope with the global pandemic. While governments and health officials are doing their best slowing down the outbreak, global education systems are collaborating to collectively respond and provide quality education for all during these difficult times.”

Source: <https://hundred.org/en/collections/quality-education-for-all-during-coronavirus>