



ASIAN INSTITUTE FOR DISTANCE EDUCATION

Volume V, Issue 2, February 2021

ISSN 2599-3739

AIDE

INFOBOARD

The official electronic publication of the Asian Institute for Distance Education

IN THIS ISSUE

-
- **PEAC Approves AIDE's Research Proposal for RISE Funding, pp. 2-5**
 - **Rationale and Objective of the PEAC approved Research Proposal, pp. 6-8**
 - **What learning modality do students prefer, LMS or Printed Learning Material? pp.9-10**

PEAC Approves AIDE's Research Proposal for RISE Funding

The Philippine Education Assistance Committee (PEAC) has recently invited faculty members and researchers from private schools, private educational associations, higher education institutions and research organizations during the last quarter of 2020 to submit proposals for possible funding under the Program called RISE or the Research and Innovation for Success in Education.

The RISE is a mechanism approved by PEAC to encourage the conduct of research on Philippine basic education by higher educational institutions and private educational associations with research capacity as well as research organizations with a proven track record in particular fields so as to generate knowledge on areas that affect Philippine basic education, particularly on the education policies and programs that aim to improve access to quality basic education. The priority areas of research are those focusing on government assistance and subsidies that contribute to improving access, equity, and quality in basic education, specifically in the context of the impact of the COVID-19 pandemic on the education landscape. ([Research | PEAC Official Website](https://peac.org.ph))



Photo Credit: peac.org.ph

One of the key strategies being pursued by the government to achieve inclusive growth is improving access to quality education. Although considerable resources have been allocated to education, there is still a need to ensure greater access to quality education and the success of every Filipino learner.

Various education initiatives have been undertaken by the government to improve the delivery of quality education. Both public and private schools have actively engaged in the implementation of relevant policies and programs of the government despite the challenges these institutions face. ***The prevailing issues and concerns of the education sector emphasize the importance of undertaking research to strengthen evidence-based planning, policy and program development, and decision-making.*** (source: peac.org.ph)



PEAC Approves AIDE's Research Proposal for RISE Funding...*(Cont. from page 2)*

The Private Education Assistance Committee (PEAC) has been engaged by the Department of Education (DepEd) to co-implement the GASTPE Program. One of the responsibilities of the PEAC is to propose and conduct research and evaluation studies on the Education Service Contracting (ESC), Teachers' Salary Subsidy (TSS), and SHS Voucher Program as well as on priority education related issues.

The Research and Innovation for Success in Education (RISE) is one of the research programs approved by PEAC to encourage the conduct of research on Philippine basic education. A Research Advisory Group is constituted by PEAC to recommend priority research areas, review the guidelines, and evaluate submitted proposals. The PEAC and DepEd approve the proposals for funding.

Proposals should lead to policy recommendations that have the potential to inform and improve delivery of basic education and learning outcomes as well as the planning, policy formulation, and implementation of the GASTPE Program.

To be able to strengthen AIDE's research capacity on distance learning, its Academic Affairs Head, Dr. Cecilia Junio-Sabio organized a team of researchers, prepared a research proposal on remote learning and vied for the research funding.

On September 9, 2020, Dr. C.J. Sabio, AIDE's Academic Affairs (who is the Lead Project Proponent) submitted a research paper entitled *"Multi-Modal Remote Learning (MORELEARN) Strategies amidst COVID-19 Pandemic: Basis for Policy Recommendation."*



Photo Credits: bing.com

An initial screening of the research grant applications was done using the following criteria:

- responsiveness to the research priorities;
- originality and innovation;
- products and results;
- scope and coverage;
- institutional commitment;
- personnel resources;
- project duration and budget.

The Research Advisory Group evaluated the research proposals and technical experts were also invited to review the proposals submitted (*source: peac.org.ph*)

See Page 4



PEAC Approves AIDE's Research Proposal for RISE Funding...*(Cont. from page 3)*

*The common facts of
today are
the products of
yesterday's
research.*

- Duncan MacDonald

The Research and Innovation for Success in Education (RISE) is a mechanism approved by PEAC to encourage the conduct of research on Philippine basic education by higher educational institutions and private educational associations with research capacity as well as research organizations with a proven track record in particular fields so as to generate knowledge on areas that affect Philippine basic education, particularly on the education policies and programs that aim to improve access to quality basic education.



RISE
is a mechanism approved by PEAC to encourage the conduct of research on Philippine basic education by higher educational institutions and private educational associations

PEAC
PRIVATE EDUCATION ASSISTANCE COMMITTEE
Division of the Fund for Assistance to Private Education

**RESEARCH 2020-2021
CALL FOR PROPOSALS**

Go to
<https://peac.org.ph/research/>
to read the guidelines and the list of requirements.

The PEAC National Secretariat will accept online submissions only.
Deadline of submission of proposals is on **September 15, 2020**.
For inquiries, please send an email to research@peac.org.ph.

Source: peac.org.ph

After going through the processes of initial screening, evaluation by the Research Advisory Group of PEAC and peer review, Dr. Sabio's research proposal was approved.

On October 9, 2020, PEAC, through the representation of Denise M. Adriano, National Secretariat, informed Dr. Sabio that her proposal is one those approved by PEAC's Advisory Board during its meeting on September 30, 2020. This is from among the many proposals received from various private institutions. Among the notable recommendations of the Board about the proposal are as follows:

- ⇒ The study may be useful to schools in Luzon in terms of policies to recommend and practices to continue.
- ⇒ The study has a potential for systematic impact as the results from one region can be adopted.

Currently, the research team is awaiting DepEd's final approval. PEAC Secretariat recently informed Dr. Sabio that the paper was already given to Deped. **See Page 5**

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

Veronica Remis

Circulation

Volume V—2020

ISSN 2599-3739



PEAC Approves AIDE's Research Proposal for RISE Funding...(Cont. from page 4)



Photo Credit: google.com

On December 9, 2021 and January 14, 2021 communication, PEAC (through an email received from Ms. Denise Adriano) informed Dr. Sabio of AIDE, that it has already endorsed to Department of Education (DepEd) AIDE's research proposal for approval.

AIDE is now waiting for DepEd's final go signal so that the data gathering will commence soon.

The **Private Education Assistance Committee (PEAC)** is a five (5)-member committee constituted to serve as trustee of the Fund for Assistance to Private Education (FAPE), a permanent and irrevocable trust fund. The committee possesses powers and authorities enumerated under **Executive Order (E.O.) No. 156, series of 1968**, as amended. It is composed of the following:

Secretary of Education as Chairperson;
A representative from **NEDA** as a member;

A representative of the **Catholic Educational Association of the Philippines (CEAP)** as a member;

A representative of the **Association of Christian Schools, Colleges and Universities (ACSCU)** as a member; and

A representative of the **Philippine Association of Colleges and Universities (PACU)** as a member.

Pursuant to E.O. No. 156, series of 1968, as amended, PEAC is allowed to hire administrative staff to assist it in running its programs and activities. In this regard, it has created the **PEAC National Secretariat (PEAC NS)** that is headed by an Executive Director appointed by the PEAC for a fixed term.

Under **E.O. No. 150, series of 1994**, amending Section 2 of E.O. No. 156, series of 1968, PEAC was granted the express authority to manage and administer contributions, donations, grants, bequests, gifts and/or loans from the Government of the Republic of the Philippines for programs of assistance to private education. ([About PEAC | PEAC Official Website](#))



Rationale & Objective of the PEAC-approved research proposal

**TITLE: MULTI-MODAL REMOTE LEARNING (MORELEARN) STRATEGIES AMIDST COVID-19
PANDEMIC: BASIS FOR POLICY RECOMMENDATION**

Rationale:

With an increasing number of states and even whole countries closing institutions of learning as a response to the COVID-19 pandemic, almost 70% of the world's students are not attending school ([UNESCO, 2020](#)). Before the outbreak of the novel coronavirus pandemic, the world was already dealing with a learning crisis, as evidenced by high levels of Learning Poverty. With the spread of the Coronavirus disease (COVID-19), among many disruptions to normal life, 160+ countries have mandated temporary school closures, leaving ~1.6 billion children and youth out of school. Extended school closures may cause not only loss of learning in the short-term, but also further loss in human capital and diminished economic opportunities in the long-term. To help mitigate the loss of learning, many countries are pursuing options to utilize remote learning to manage and cope with the crisis. (World Bank, 2020).

In the Philippines, the total number of enrollees for School Year (SY) 2020-2021 has reached 22,763,759 nationwide for Kindergarten to Grade 12, including ALS and non-graded learners with disabilities (as of August 7, 2020). Compared to the data last school year (SY) 2019-2020, there were 27.7 million K to Grade 12 students enrolled, 4.1 million students were enrolled in private schools while 23.5 million were enrolled in public schools. This year's figure is 6M+ short of the adjusted target of 80% of last year's enrollment (27.7M) submitted by DepEd to the National Economic and Development Authority (NEDA).

Obviously, the enrollment figures in the country have been grossly affected and policy changes were also made to respond to the challenges brought about by the Covid-19 Pandemic. These changes include the learning delivery modality which used to be formal and structured, the opening of classes was also affected which is now five (5) months delayed (from June to October) and the need to transition to remote learning modalities seem to be very apparent.

Following the constitutional mandate to protect and promote the right of all citizens to quality education at all levels, and the need to take appropriate steps to make such education accessible to all (Section 1. Article XIV), the state is called to ensure that students are afforded quality, inclusive and equitable education for all. Corollary, the World Bank (2020) recently stated that it is necessary, during this Pandemic, to still ensure that all children and youth have access to a quality education. To achieve this end, education systems must confront issues of inequity. They must also prepare multi-modal responses, capitalizing on existing infrastructure and utilizing a combination of different learning mediums to ensure students are engaged and learning. Hence, the recommendation to utilize remote learning modality is being pursued. Remote learning can ensure that students 'continue learning through a variety of avenues.

“Research is something that everyone can do, and everyone ought to do. It is simply collecting information and thinking systematically about it.”

- Raewyn
Connell



Rationale & Objective of the PEAC-approved research proposal

**TITLE: MULTI-MODAL REMOTE LEARNING (MORELEARN) STRATEGIES AMIDST COVID-19
PANDEMIC: BASIS FOR POLICY RECOMMENDATION (.....from page 6)**

Rationale:

While digital technologies can offer a wide set of capabilities for remote learning, most education systems in low and middle-income countries, schools, children and/or teachers, lack access to high-speed broadband or digital devices needed to fully deploy online learning options. As such, education systems need to consider alternative ways for students to continue learning when they are not in school, like in the current COVID-19 crisis (World Bank, 2020), hence the application of multi-modal remote learning strategy is necessary at this point in time.

It is on this premise that this research was made. Since the effect of COVID-19 desolate many countries, it is necessary to determine what measures are being taken, at the school level, to ensure that learning continuity plan are being pursued; the need to assess what multi-modal remote learning strategies are being employed is also among the most important issues in education setting today. As the Pandemic ravages the world, it is essential to attend to the educational needs of children and youth during the crisis. According to OECD (2020) education leaders at various levels of educational governance, in public and private educational organizations should formulate adaptive, coherent, effective and equitable education responses to a crisis that will significantly disrupt educational opportunities globally.

As stated, remote learning can ensure that students continue learning through a variety of avenues during this crisis. For a developing country like the Philippines, it is important to determine what remote learning strategies we employ to ensure that the delivery of meaningful and productive ways to learn remain unhampered. Given the relative importance of continuing education through remote learning strategies, it is the general aim of this research to assess the efforts made by schools in providing remote learning opportunities while face-to-face learning are still suspended. It is the researcher's view that it is necessary to measure how schools are designing the execution of effective remote learning strategies so that issues that may arise from its implementation can be addressed accordingly, hence the reason for this research.

“Nothing has such power to broaden the mind as the ability to investigate systematically and truly all that comes under thy observation in life.”

- Marcus Aurelius



Rationale & Objective of the PEAC-approved research proposal

TITLE: MULTI-MODAL REMOTE LEARNING (MORELEARN) STRATEGIES AMIDST COVID-19 PANDEMIC: BASIS FOR POLICY RECOMMENDATION (.....from page 7)

Research Objectives:

Generally, the purpose of AIDE's research is to assess the multi-modal remote learning strategies amidst COVID-19 Pandemic which result will eventually be used as basis for policy recommendation. Specifically, the study will seek to find answers to the following questions:

1. How schools plan for a multi-faceted remote learning strategy in terms of:
 - Developing a short and long-term remote learning plan;
 - Creating an inventory of existing content to be deployed via remote learning (and plan on how to make additional content available);
 - Organizing content to align existing curricula, ensuring that the learning opportunities correspond to educational objectives;
 - Creating a virtual helpdesk to support parents, teachers and students.
2. To what extent do schools implement the following:
 - Offline remote learning?
 - Broadcast Remote Learning?
 - *Text Messaging supplements/reminders;*
 - *Digital Downloads;*
 - *Low cost newspaper inserts;*
 - *Utilization of educational radio;*
 - *Utilization of educational TV;*
 - Online/Mobile Remote Learning
 - *Increase access to digital resources by improving connectivity;*
 - *Providing a consolidated, one-stop shop to access content;*
 - *Making content available through a variety of devices;*
 - *Supporting the use of low bandwidth (including offline) solutions;*
 - *Using videos to deliver content.*
3. To what extent do schools intend to sustain the implementation of remote learning in terms of:
 - *Providing supplemental guidance and support on how to use and access remote learning content to students, parents, and teachers;*
 - *Using multimedia to share information about remote and online learning opportunities..*
4. Is there a significant difference when the respondents are grouped according to:
 - *Regions; and*
 - *Type of Local Government Units (LGU)*



What learning modality do students prefer, LMS or Printed Learning Materials? (Part 3 or 3)



Photo Credits: bing.com

As disclosed during the previous issue of the AIDE INFOBOARD, we are going to continue getting the responses of our students on the learning modality that they prefer, whether it is online or printed materials. In this particular article, we are going to discuss the result of the FB survey that were posted on January 26, 2021 and February 11, 2021.

Specifically, during the January 26, 2021 survey, the posts reached a total of 459 people with 90 clicks, 6 likes and 11 comments. Meanwhile, the post that was uploaded on February 11, 2021 reached 404 people, 73 clicks, 6 likes and 7 comments.

Out of the total 18 comments, 11 stated that they prefer printed modules and they cited the following reasons:

“printed modules kasi pwede mo sya dalhin kahit saan at no need for laptop and internet. Not everyone has good internet connection and the means to buy laptop and computer.”

Meanwhile, the rest who stated their preference over the LMS gave the following reasons:

“LMS. The system allows to create multimedia learning content which is comprehensive and practical, using

VIDEOS, IMAGES, AUDIO and TEXT which all serve as great tools in learning new skills or information.”

Another student stated that:

“LMS is preferred to save the trees”

See Page 10



What learning modality do students prefer, LMS or Printed Learning Materials? (Part 3 of 3)



Photo Credits: bing.com

In most research studies, print books score higher than E-books on measures of general utilization and enjoyment. Tsai and Yen (2014) examined reader willingness to use E-books and E-reading devices. Their findings indicated that while there were positive influences on the ease of use of the E-readers, there was no similar positive influence on perceived enjoyment. Direct Textbook conducted a survey and found 72% of college students preferred traditional textbooks to electronic text for reasons like ease of reading, cost, ability to physically highlight, reduced eyestrain, and freedom from Internet access (Bolkan, 2015). Rosenwald (2015) stated, "Digital natives prefer reading in print" (np). He supported this statement with evidence from the Pew Society findings that indicated the highest print readership among 18-29 year olds. These participants included in their preference for print a love for the smell of books, ease of following, ability to more carefully read, and the difficulty of keeping place in digital text.

While institutions of higher learning, local and overseas, have varying student preferences on the use of learning materials, we cannot deny the fact that both options should be made available to be able to respond to the differences in the learner's preferences. Take for instance the result of this survey that was posted on AIDE's official FB Page and the Student's FB Page Group, students equally prefer online and printed materials. This is also the reason why the Institute are giving both options available to all its students. As earlier disclosed in the previous issue, a thorough and scientific paper will be made in the future about this survey.