



AIDE

INFOBOARD

The official electronic publication of the Asian Institute for Distance Education

IN THIS ISSUE

- **BSBA Human Resource Management Course Descriptions released, pp. 2-4**
- **Revisiting the definition of Distance Education and Remote Learning, pp. 5-8 (1 of 2)**

AIDE releases Human Resource Management Course Descriptions (3 of 4)

LABOR RELATIONS AND NEGOTIATIONS

Generally, this course is about the introduction to the basic concepts related to labor law, particularly with labor standards and labor relations.

Specifically, the course is about the study of the general principles of the Labor Code, Book V and Book VI on Labor Relations and Termination of employment respectively. This course is about the legal relations of employees and their employers as delineated by the employee's rights to self-organization, collective bargaining, and concerted activities, including the right to strike, on one hand, the employer's management prerogatives and right to lock-out, on the other hand, as well as the various modes of labor dispute resolution.

On the completion of the course, the student is expected to be able to restate and discuss:

- The State policies on labor relations.
- The meaning, scope and bases of the rights to self-organization, collective bargaining, and concerted activities, including the right to strike, as well as the meaning, scope and bases of management prerogatives.
- The rules regulating organization, management, and activities of labor organizations.
- What an appropriate bargaining unit is, how it is determined, and how its bargaining representative is selected.
- The process of collective bargaining and negotiation and how a collective bargaining agreement is administered.
- What unfair labor practices are
- The meaning, basis and limitations of strikes and other union concerted activities as well as employer lock-out
- Jurisdiction and procedures in settling labor disputes

See Page 3



Photo Credits: google.com



AIDE releases Human Resource Management Course Descriptions (3 of 4)

SPECIAL TOPICS IN HUMAN RESOURCE MANAGEMENT (HRM)

This course covers range of major issues which has impact on human resource management in organizations which include managing human resource management, performance appraisal and development of manpower complement, HR in times of crisis, Philippine HR during the pandemic, HR environment and talent development, labor relations and collective bargaining.

Specifically, students combine their knowledge of human resource management focusing on its alignment with organizational strategy and measurement. Human resource management systems that are aligned with strategic objectives are more capable of attracting, deploying, developing and retaining human capital and are key contributors to organizational competitiveness and success. The readings include employees and teams, talent management, performance management, human resource outsourcing, creating a healthy and safe work environment during crisis situation and strategic role of human resource management. **See Page 4**



Photo Credits: google.com



AIDE releases Human Resource Management Course Descriptions (3 of 4)

SPECIAL TOPICS IN HUMAN RESOURCE MANAGEMENT (HRM)

At the end of the course, the students are expected to be able to:

- Distinguish the operative functions of human resource management.
- Describe organizational relevance of the different operative functions.
- Relate concepts and principles to actual human resources management of real companies.
- Identify common problem areas in personnel management practices and correspondingly advance appropriate recommendations.
- Realize that management of human resources in an organization is driven by academic excellence and concern for community welfare and environment.
- Develop healthy workplace practices specially during health crisis situation.
- Explain the role and importance of human resource management and its contribution to achieving strategic objectives.
- Develop organizational metrics to assess human resource effectiveness.
- Assess organizations human resource practices and compare them to industry benchmarks.
- Explain the business impact of employee health and safety in the workplace.



Photo Credits: google.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

Veronica Remis

Circulation

Volume V—2020

ISSN 2599-3739



Redefining Distance Education and Remote Learning



Photo Credits: google.com



Revisiting the Definition of Distance Education and Remote Learning (1 of 2)

When the global health crisis (COVID-19 Pandemic) hit many countries of the world, the way we do things has been generally affected, including the way we deliver teaching-learning processes. Many, if not all, institutions of higher learning gave emphasis on the need to deliver education via remote teaching, if not, distance education mode. The Pandemic also gave rise to emerging educational terms such as remote learning, blended learning, hybrid learning, online tutoring, virtual and hyflex learning which are often use by students and educators to be synonymous with distance education. As an institution of higher learning which philosophy of education is about openness, inclusivity and flexibility, AIDE feels that it is necessary to be at the forefront of this issue. Our experience at AIDE, which is almost four decades of delivering courses via distance education calls for a clear distinction between remote learning and distance education. It is necessary to clarify the differences of the two terms so as to avoid confusion; their pedagogical concept don't mean the same thing, henceforth the writing of this article.

Experts indicate that references to the earliest practice of distance education appeared in an advertisement for short-hand training in the *Boston Gazette* published way back in 1728. In the beginning, distance education was referred to by different names such as correspondence education and independent learning. In fact, the International Council for Open and Distance Education founded in 1938 was known as the International Council for Correspondence Education. Its current name was adopted at the World Conference held in Vancouver in 1982. Writing in the 1980's, Desmond Keegan gave an analytic definition of distance education, which includes five key characteristics:

- Quasi-permanent separation of teacher and learner in the learning process (this distinguishes it from traditional face-to-face education).
- Influence of an educational organization in planning, designing, and delivering of learning resources and opportunities (this distinguishes it from private self-study).
- Predominant use of technical media for delivery of learning content.
- Provision of two-way communication between student and teacher, and student and student.
- Quasi-permanent absence of learning groups (making it possible for arranging face-to-face meet-up for didactic and socialization purposes). (Mishra, 2021)

See Page 7



Revisiting the Definition of Distance Education and Remote Learning (1 of 2)

Existing policies on distance education (DE) in the Philippines legally defined the term as follows:

A. Under CMO 27, s.2005, it states that DE is a mode of educational delivery whereby teacher and learner are separated in time and space, and instruction is delivered through pecially designed materials and methods using appropriate technologies, and supported by organizational and administrative structures and arrangements.

B. Republic Act 10650, also provided a definition of DE along with open distance learning and open learning. It states that:

⇒ *Distance education* refers to a mode of learning in which students and teachers are physically separated from each other. It is student-centered, guided independent study, making use of well-studied teaching and learning pedagogies to deliver well-designed learning materials in various media. It is also sometimes described as flexible learning and distributed learning;



Photo Credits: bing.com

⇒ *Open Distance Learning (ODL)* refers to the merger of two (2) concepts, that of open learning and distance education. It is a system which combines the methodology of distance education with the concepts of open learning and flexible learning;

⇒ *Open learning* refers to a philosophy of learning that is based on flexibility of access for equity in education, an 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, time constraints and economic situation;



Revisiting the Definition of Distance Education and Remote Learning (1 of 2)

Remote Learning on the other hand, is a type of learning that occurs when the learner and the instructor, or source of information, are separated physically and hence cannot meet in a traditional classroom setting – it includes “online learning” as well as lower-tech remote learning options (e.g., TV, radio, mail) ([unesco-covid-19-response-toolkit-remote-learning-strategy.pdf](#))

A quick Google search states ‘**Remote Learning** occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional classroom setting.

Whereas ‘**Distance learning** is a way of learning remotely without being in regular face-to-face contact with a teacher in the classroom.

Looking into both phrases, it can be interpreted in a similar way, but in reality they are totally different.

When we talk about distance learning, this is a planned event. One would subscribe to a distance learning course, knowing that a part or even all of the course will take place remotely without face to face contact with the teacher. This is the case at the AIDE.

Meanwhile, remote learning still involves contact with the teacher. Whilst it might be through on-line lessons, chats or email discussion, the teacher still has an element of control on the direction of the learning taking place.

From the earlier history of DE, Jim Taylor classified distance teaching and learning into **five generations**:

- correspondence (primarily dependent on text delivered by post),
- multimedia (use of print, audio, video, computer-based training),
- tele-learning (use of televised courses, radio and interactive video conferences),
- flexible learning (interactive multimedia online, web-based courses), and
- intelligent flexible learning (web-based, multimedia and automated response system).

Today, with the use of chatbots, artificial intelligence and intelligent tutoring systems along with traditional technologies such as print, these classifications may not be useful. However, they help us have clarity – that distance education means different things to different people. ([Revisiting the definition of distance education | COL](#))

To be continued in our July 2021 issue

