



AIDE

INFOBOARD

The official electronic publication of the Asian Institute for Distance Education

IN THIS ISSUE

- **BSBA Human Resource Management Course Descriptions released, p. 2**
- **Coping with school and work at the same time: AIDE Students' Experience, p.3**
- **Revisiting the definition of Distance Education and Remote Learning, p. 4 (2 of 2)**
- **CHED issues guidelines on re-opening of campuses for limited face-to-face p. 5**

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

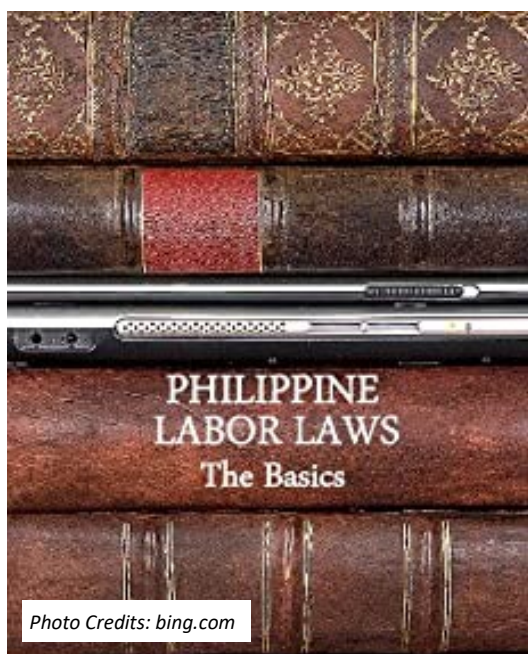


Photo Credits: bing.com

LABOR LAW AND SOCIAL LEGISLATION

This subject will introduce the students to the basic concepts related to labor law and social legislations, particularly with labor standards and labor relations. At the end of the course, students will be able to be familiarized with the nature, source, function, effects, and applications of labor laws. The subject will also introduce the concept and underpinnings of labor standards, labor relations, and social legislation.

LEARNING OUTCOMES:

At the end of the course, the students will be able:

- ⇒ To familiarize students with the nature, source, function, effects and applications of labor laws.
- ⇒ To introduce the concept and underpinnings of labor standards, labor relations, and social legislation.

“The COVID-19 outbreak is a global public health crisis. COVID-19 tells us that continued education must be ensured when so many children today cannot go to school. It is a stark reminder of the importance of quality, reliable information, at a time when rumors are flourishing. It tells about the power of culture & knowledge to strengthen human fabric and solidarity, at a time when so many people around the world must keep social distance and stay at home. UNESCO is fully committed to supporting governments for distance learning, open science, knowledge and culture sharing, as fundamental means to stand together and tighten the bonds of our shared humanity.”

—UNESCO

[COVID-19 Response \(unesco.org\)](https://unesco.org/)



Coping with school and work at the same time: AIDE Students' experience

When AIDE administrative staffs surveyed and asked students about their experiences in coping with both school work and office work at the same time, the following advices were given as answers:



Photo Credits: google.com

"Mostly time management. It depends on the changing of schedules."

- Charles, AB English Student

"I'm allotting few hours a day before and after office hours."

- Gil, BSBA Student



Photo Credits: google.com



"Keep the desire to learn. Make learning as a lifelong pursuit; keep motivated to study."

- Connie, AB English Alumni



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

The COVID-19 pandemic forced the educational community to embark on emergency remote teaching, which is “[a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances](#)”. This also means some remote teaching solutions are used to deliver the courses (whether it was initially face-to-face or blended or hybrid). As such, these courses used synchronous technologies and replicated classroom pedagogies and were not expected to be like robust online or distance education courses – planned, designed and deliberate. Most of these offerings can satisfy Keegan’s five characteristics of distance education. But, in principle as they did not follow the theory and practice of the design and would not necessarily qualify as distance education. One such principle is that course design in distance education follows the deliberate practice to understand learner access to technology and accordingly use a mix of media to deliver teaching and learning. During the pandemic, there was no opportunity for analysis and instead of increasing access, online learning exacerbated the inequities already present in the system.

Today, online learning is offered by many organizations other than the traditional educational providers. The emergence of massive open online courses (MOOC) taken up by many in the last one year has shown that online learning is a great life-long learning opportunity that can help achieve [sustainable development goal 4](#). (Mishra, S. [Revisiting the definition of distance education](#) | COL)



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



CHED issues guidelines on re-opening of campuses for limited face-to-face



Flexible learning is deemed the most appropriate and safest pedagogical approach during the pandemic for all conventional schools. However, there might be instances when face-to-face delivery of certain courses is necessary among traditional schools, according to CHED. To respond to this, CHED and DOH issued a joint Memorandum providing for the guidelines on the gradual re-opening of campuses among Higher Education Institutions (HEIs) for limited face-to-face classes during the COVID-19 pandemic.

The said issuance, which is embodied in CHED –DOH Joint Memo Circular 2021-001, shall serve as a guide for HEIs intending to hold limited face-to-face classes during the COVID-19 pandemic and are willing to assume the responsibilities for the re-opening of their campuses based on their capability to comply with health and safety protocols, to retrofit their facilities, and to get the support of their stakeholders.

For the gradual re-opening of campuses of HEIs for limited face-to-face classes, selected health related degree programs regarded as vital in providing additional manpower support in the health system during the pandemic shall be prioritized

1. Medicine
2. Nursing
3. Medical Technology/
Medical Laboratory
Science
4. Physical Therapy
5. Midwifery
6. Public Health

