



# **AIDE**

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## What are the Course Description of the subjects under Business Economics Curriculum? (7 of 7)



### 1. ADVANCED MICROECONOMICS

This course is basically on Advanced Microeconomic Theory and is made up of thirteen units (four modules) covering areas such as fundamental quantitative relationships; General equilibrium and disequilibrium; dynamic equilibrium analysis; Theories of consumer behavior; Production functions: duopoly, oligopoly; bilateral monopoly and monopsony. Other areas include Theories of determination of wages, rent, interest and profit; economic efficiency; and equity; externalities; social and private costs; social welfare functions; theory of the firm; linear programming and applications; theory of distribution; social welfare function; externalities. See p.3



## What are the Course Description of the subjects under Business Economics Curriculum? (7 of 7)

### COURSE OBJECTIVES: (Continued from Page 2)

Generally, the objective of the course is centered on equipping students with necessary microeconomic theories and knowledge. This will be of great use to you as an economist. Each module in the course material has its own objective(s) which has been clearly stated at the beginning of each module/lessons. It is advisable that you read them before working through the contents. References may be made to them in the course of studying the subject.

On the successful completion of the course, you should be able to:

- ⇒ Discuss the functional relationship amongst variables
- ⇒ Understand the utility analysis
- ⇒ Define concepts as it relates to utility, production and market structures
- ⇒ Understand consumer behavior and the relationship between total Utility and marginal utility
- ⇒ Understand partial, general dynamic, stable, unstable and neutral equilibrium
- ⇒ Be conversant with types of production function, duopolies, bilateral monopoly and monopsony
- ⇒ Understand Profit-Maximizing Theories
- ⇒ Understand Concept of Theory Distribution
- ⇒ Understand the meaning and application of Cost Benefit Analysis



## What are the Course Description of the subjects under Business Economics Curriculum? (7 of 7)



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### **2. PROJECT DEVELOPMENT MANAGEMENT (PDM)**

This course provides students with an overview of project management, focusing on project initiation and control. A discussion of the different types of projects, the project life cycle as well as the intricacies of defining and monitoring project resources, cost, scope and schedule – through work breakdown structures, the precedence diagramming method and earned value analysis among other tools – is included. **See p. 5**



## What are the Course Description of the subjects under Business Economics Curriculum? (7 of 7)

### COURSE OBJECTIVES:

Upon completion of this course, the student should be able to:

- ⇒ Understand what a Project is, the Project Life Cycle, Stakeholders and Roles, Challenges and Importance of Project Management.
- ⇒ Learn and apply the tools and techniques in initiating and planning a project such as estimating the project budget and cost, developing a project plan, developing a project schedule, management of risks, preparing project proposals, mobilizing the project resources, and evaluating which project to select.
- ⇒ Learn and apply different project management processes, tools and techniques from executing, monitoring and controlling, up to project closure.
- ⇒ Put together a proposal for a project, present a business case

*To all our stakeholders, Happy Heart's Day!*

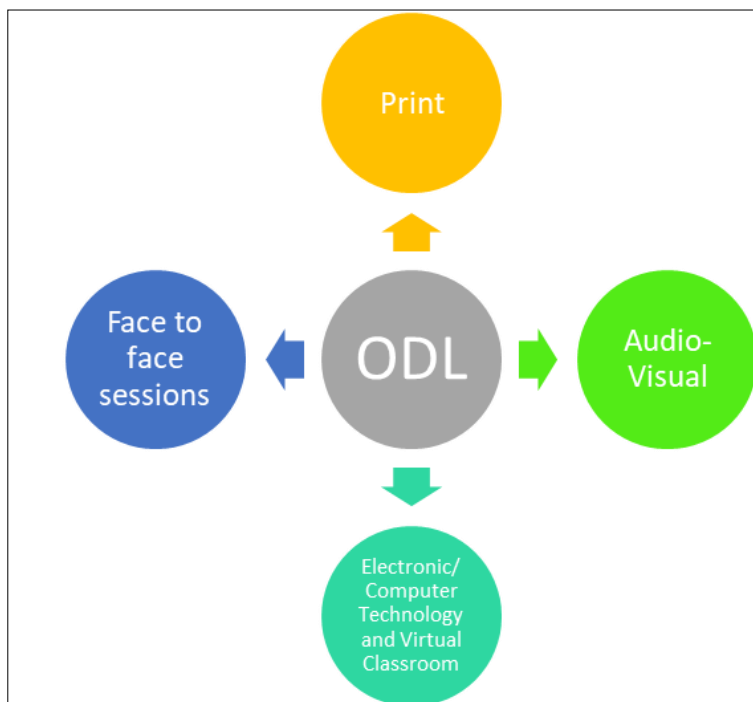


## Gauging the Use and Application of Massive Open Online Courses in the Philippines (2 of 4)

Meanwhile, distance education is legally defined as “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.” (Section 3(d), R.A. 10650, 2014). The various media being referred to in the definition can be in the form of print, audio-visual, electronic/computer technology and virtual classrooms, and face to face sessions.

Under the Open Distance Learning Act (2014) of the Philippines, Open and Distance Learning (ODL) may be delivered using information and communications technology and other approaches that are presented in Figure 1. The *print materials* are textbooks, study guides, workbooks, course syllabi, correspondence feedback and other print formats; the *audio-visual materials* are the use of radio, audio cassettes, slides, film, videotapes, television, telephone, fax, audio-conferencing and video-conferencing; electronic/computer technology and virtual classrooms uses internet, CD-ROM, electronic mail, e-bulletin boards, podcasts, m-learning, i-lectures, e-learning or online learning management systems; and face-to-face sessions which are conducted in learning and study centers. (Section 9(a-d), R.A. 10650).

**Source: Sabio and Junio (2020)**



**Figure 1. Open Distance Learning (ODL) Modes of Delivery**

### What is MOOC?

Massive Open Online Courses (MOOCs) are described as generally free courses offered online featuring high enrollment (Koutropoulos et al., 2012). MOOCs follow in the line of other open educational resources, which have been defined as “digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research” (OECD, 2007).

The term MOOC was coined in 2008 for a class offered by George Siemens and Stephen Downes in Canada; the “modern MOOC movement” took off three years later, when a course offered at Stanford has enrolled almost a quarter of a million participants (El-Hmoudova, 2014; Shah, 2015). The number of participants signing up has continued to increase annually; in 2014, a total of 17 million enrolled for at least one course, and in 2015, the annual enrollment total increased to over 35 million (Shah, 2015).