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Gauging the Use and Application of Massive Open Online Courses in the Philippines (3 of 4)

Several characteristics distinguish MOOCs from traditional distance learning (TDL). The most obvious is an enhancement in the mode of delivery. MOOCs are in principle able to combine text, audio-visual content, and real-time interaction at virtually zero cost. Second, where TDL was meant as an input to structured formal education, MOOCs were originally valued as standalone products offering instruction in discrete topics or skills, even without the prospect of certification. Relatedly, while TDL was valued only in relation to its connection with traditional higher-education institutions, MOOCs were produced and found a market independent of such connections; as a consequence, the scale of production of MOOCs has been far more extensive, its content much more varied, and its sources of supply more numerous. From the foregoing, it also becomes evident that compared to TDL, MOOCs in principle afford the learner a far greater degree of autonomy in the choice of content and the pace of learning. (De Dios, 2015)

1. Objectives & Methods

To be able to meet the goal of this paper which is to generally gauge the use and application of Mobile Open Online Courses (MOOCs) in the Philippines, a critical review of related literature was made. Using database searches, this landscape literature review provides research synthesis and analysis on the users, uses and application, hindering factor and policy recommendations about MOOCs in the Philippines.

The study uses mixed-method approach to shed light on how Massive Open Online Courses (MOOCs) is applied and used in the Philippine setting. The researcher, specifically employed a descriptive meta-synthesis research, interview, content analysis, policy review and survey to be able to answer the research questions that were posted. The researcher also determines several factors that may hinder the potential of MOOCs in the context of higher education. In order to achieve these objectives, the study investigates four main research questions as follows:

- ⇒ Which Open Distance Learning (ODL) institutions in the Philippines applies or uses MOOC?
- ⇒ What is the actual application or utilization of Students to MOOC and its opportunities?
- ⇒ What are the factors that affects the application or utilization of MOOCs?
- ⇒ What policy recommendations can be posted given the findings of this research?

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Gauging the Use and Application of Massive Open Online Courses in the Philippines (3 of 4)

2. Findings and Discussions

ODL institutions that may potentially use or apply MOOC

A growing number of institutions have been involved in engaging and experimenting with MOOCs for the purpose of bringing in new revenue or reducing operating costs, heightening brand recognition, and expanding access. The opportunity that MOOCs offer for the delivery of courses to a large number of people has generated significant interest from governments, institutions and commercial organizations (PIDS Discussion Paper Series No. 2015-47)

Three (3) prominent higher education institutions emerged in this study. In determining ODL institutions that may potentially use or apply MOOC; the inimitable physiognomies of ODL institutions and idiosyncrasies were carefully perused. UPOU, PUPOU and AIDE are the ODL providers that were considered in this research. Table 1 provides the characterization of these ODL providers as follows:

Table 1. ODL Institutions in the Philippines

ODL Institutions	Unique Characteristic
UP Open University (UPOU)	National University of the Philippines (R.A. 9500, 2008)
PUP Open University (PUP OU)	Biggest State University in the Philippines in terms of student population (Manila Times, 2018)
Asian Institute for Distance Education Inc. (AIDE)	Longest stand-alone, non-conventional institution in the Philippines, more than 3 decades of operations (aide.edu.ph)

MOOCs appears to be in its infancy in the Philippines. AIDE used it to supplement its in-house, customized modules, while PUP OU has not employed it yet. If only full implementation of the application and use of MOOC is to be discussed, the findings of Castel (2017) may prove to be apparent. The study revealed that there is only one Philippine university - The University of the Philippines, which offers Massive Open Online Courses through its e-Learning Platform - MODEL. Relying on its years of experience in open and distance education, with the evolution of its course materials from print to multimedia to hypermedia, its move toward e-learning, and the growth of many class sizes beyond 150 students, UPOU went to work on its first MOOC (Romualdo, 2017).

Source: Sabio, R.A. and Junio, J.P. 2022



Why students prefer the modality employed by AIDE?



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To be able to know some of AIDE's best practices, we randomly asked our students about the reasons they preferred to enroll at AIDE over other higher educational institutions. These are some of their responses

1. Why did you choose AIDE as your school?

I chose AIDE because the learning modality is modular which is more flexible and friendly.

2. What made you decide to take your course at AIDE?

I decided to cross enroll to AIDE because of the distance learning approach.



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3. What advice can you give to incoming AIDE students for them to successfully make it?

Paced plan, you own time while studying using the module. Seek additional preferences to guide you accordingly.

- AIDE Cross enrollee, 2022



UPDATE ON THE IMPLEMENTATION OF NEW GENERAL EDUCATION CURRICULUM



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



MEMORANDUM FROM THE OFFICE OF THE CHAIRMAN

TO : PRESIDENTS/HEADS OF PUBLIC AND PRIVATE
HIGHER EDUCATION INSTITUTIONS (HEIs)

CHED REGIONAL DIRECTORS

SUBJECT : ADVISORY ON THE FULL IMPLEMENTATION OF
CMO NO. 20, SERIES OF 2013, OTHERWISE KNOWN
AS THE "GENERAL EDUCATION CURRICULUM:
HOLISTIC UNDERSTANDINGS, INTELLECTUAL AND
CIVIC COMPETENCIES"

DATE : 09 December 2019

This advisory is being issued to guide higher education institutions in their implementation of Filipino and Panitikan subjects in their curricula and programs, thus:

- 1) All Higher Education Institutions (HEIs), both public and private, shall fully implement the required twenty-four (24) units of General Education (GE) Core Courses and the nine (9) units of GE Electives embodied in CHED Memorandum Order No. 20, series of 2013 otherwise known as the "General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies" starting Academic Year 2019-2020.
- 2) CHED Memorandum Order No. 57, series of 2017 dated June 16, 2017, (*Policy on the Offering of Filipino Subjects in All Higher Education Programs as Part of the New General Education Curriculum per CHED Memorandum Order No. 20, series of 2013*) and CHED Memorandum Order No. 04, s. 2018, (*Policy on the Offering of Filipino and Panitikan Subjects in All Higher Education Programs as part of the New General Education Curriculum*), are hereby revoked.
- 3) However, HEIs that have included Filipino and Panitikan subjects in their curricula starting AY 2019-2020, may implement it so as not to disrupt their operation and displace Filipino faculty.
- 4) HEIs may include innovative reforms in their various curricula that may include proficiency not just in *Filipino* but also in other Philippine languages such as Ilocano, Waray, Cebuano, Ilonggo, Pangasinense, Bicolano, and Asian languages that will make graduates regionally and globally competitive.

For wide dissemination and compliance.

J. PROSPERO E. DE VERA III, D.P.A.
Chairman

On December 9, 2019, CHED issued a Memorandum to guide higher education institutions in their implementation of Filipino and Panitikan subjects in their curricula and programs. The said issuance is herewith attached to disseminate said information to our students and for better understanding.



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