Country Report

PHILIPPINES

1. "e-Learning" Policies/Measures

Identification of University of the Philippines Open University (UPOU) as e-learning competency center

Name of policy/measure		Identification of University of the Philippines Open University (UPOU) as e-learning competency center
	Start year	2003
	Period	
Summary of the policy or the measure		In order to promote the appropriate use of technology enabled learning in the country, the IT and E-commerce Council (ITECC) designated the UPOU as e-learning competency center. The goal is for institutions who plan to implement e-learning programs to have a means for getting certified on the instructional design skills for e-learning.
Referential Materials (URLs or documents)		

Updated Policies and Guidelines on Open Learning and Distance Education (OLDE)

Name of policy/measure		Updated Policies and Guidelines on Open Learning and Distance Education (OLDE)
	Start year	2000
	Period	
Summary of the policy or the measure		In order to establish quality assurance guidelines for the establishment of distance programs, the Commission on Higher Education (CHED) promulgated CHED Memorandum Order (CMO) 35, series of 2000, which stipulates the requirements for institutions delivering distance programs.
Referential Materials (URLs or documents)		See http://www.ched.gov.ph/policies/index.html for CMO 6, s 2003; CMO 5, s.2002; CMO 35, s.2000

2. "e-Learning" Promoting Organizations

Philippine eLearning Society (PELS)

Name of the organization		Philippine eLearning Society (PELS)
	URL	http://www.elearning.ph
	Tel	(632)523-4295
	Fax	(632)523-4295
Year established		2003
Name of the representative (with his/her organizational affiliation)		Dr. Benito L. Teehankee De La Salle University Professional Schools
Mission		Promote research on and utilization of e-learning methodologies.
Financial base		Foundation
Budget		Fundraising going on
Scale of the organization		30
Activities/projects		1. Screening of papers for annual conference 2. Awarding of exemplary papers for annual conference 3. Conduct of online seminars
Output (Software/Documents)		
Related e-learning policies/measures (if any)		
Liaison organizations		

ITECC-HRD e-Learning Sub committee

Name of the organization		ITECC-HRD e-Learning Sub committee
	URL	http://www.elearning.ph
	Tel	(632) 734.2104, 734.2215
	Fax	(632) 734.2104, 734.2215
Year established		
Name of the representative (with his/her organizational affiliation)		Dr. Cristina Padolina Commissioner, Commission on Higher Education (CHED) Chair, ITECC E-learning Subcommittee
Mission		Promote e-learning as a human resource development strategy in the Philippines through private-public collaboration and policy
Financial base		Various government agencies led by the Department of Transportation and Communication, Presidential Management Staff and the Commission on Higher Education
Budget		
Scale of the organization		15
Activities/projects		1. Policy making on e-learning 2. Organized two annual e-learning conferences
Output (Software/Documents)		
Related e-learning policies/measures (if any)		Identification of UPOU as the e-learning competency center Implementation of 2002 and 2003 national e-learning conference
Liaison organizations		

3. Case Studies of Advanced Implementation and Utilization of "e-Learning"

Developing an e-Learning program at the Konrad Adenauer Center for Journalism

Title	Developing an e-Learning program at the Konrad Adenauer Center for Journalism
Summary	This study provides a framework for the development of e-Learning programs using the experience of the Konrad Adenauer Center for Journalism at the Ateneo de Manila University (CFJ). In this study, the different stages undergone by the CFJ as it developed its e-Learning program are examined along with the tasks accomplished at each level. In 2001, the CFJ began work on the creation of its e-Learning program. Envisioned to address the training needs of professional journalists from all over the Asia-Pacific Region, it was slated to consist mainly of online courses delivered in the asynchronous mode. In setting-up the e-Learning program, the CFJ underwent two major stages: 1) building the infrastructure, and 2) creating and delivering the courses. In the first stage, work included gaining administrative recognition and support, developing a curriculum, organizing human and physical resources, and designing the online environment. Work in the second stage involved four steps. The first step included all pre-production tasks such as identifying the course and the course writer, designing the course site, preparing and disseminating marketing materials, preparing the registration procedure, and screening and enrolling participants, The second step involved the training of the course writer, and the development and uploading of the course. The third step entailed course taking during which the students attended their online courses. And the final step entailed a two-way evaluation where the students evaluated the instructor, the course, the e-learning platform and the support services. The instructor, on the other hand, evaluated the students' performance as well as the e-learning platform, and the support services. As of June 2003, the CFJ developed 11 online courses, and was successful in conducting nine of these. It has had participants from all over the Asia-Pacific Region, and achieved a completion rate of 65%. From its experience in developing and delivering its e-Learning program, the CFJ has learned a number of invaluable lessons including the importance of evaluation.
Keywords	Higher education Distance Learning Synchronous learning Asynchronous learning E-Learning contents/course development method (including multilingual content)
Referential Materials (URLs or documents)	"Building an Online Journalism Training Program: Outcomes and Success Factors"

E-Learning in the Philippines through the Use of Affordable, High-Quality and Custom-Designed Development Tools

Title	E-learning in the Philippines through the Use of Affordable, High-Quality, and Custom-Designed Development Tools Anne Margrette Q. Caccam (Advanced Science & Technology Institute) Emmanuel P. Balintec, Janice M. Ballesteros, Mabeth M. Borres, Bienvenido H. Galang Jr., and Billy S. Pucyutan (Advanced Science & Technology Institute)
Summary	The paper talks about the authors' efforts to contribute to the field of e-learning by providing an alternative tool, which is the BlueZ Bluetooth™ module - an affordable, high-quality, and custom-designed development tool. The paper focuses its discussion on two major items: the e-learning tool, and the strategic activities that highlighted the experience of two students who benefited from this e-learning tool. The Mobile Systems & Applications Group currently conducts R&D in Bluetooth™ technology. "Bluetooth™ is an emerging wireless standard, which aims to interconnect various personal devices in close proximity with each other. It uses short-range radio links to replace the cable(s) connecting portable and/or fixed electronic devices." (Ballesteros, Borres, et.al., 2003) Generally, in order to develop applications using BlueZ, you need to do the following: 1) download the source files and 2) configure and recompile the kernel. The end goal was to have a ready-to-use BlueZ system, without undergoing tedious installation, compilation, configuration, etc. The basic elements of a good learning solution include sound instructional design, high-quality, and affordability. The BlueZ module exemplifies good instructional design due to its being customized to fit the needs of a beginner. It is of high-quality for it is based on a stable open source software. It is affordable because it is essentially free. Another essential feature of the BlueZ Bluetooth™ module is its affordability. The BluetoothTM Software are sold from US$30,000 – 200,000. Being open source, BlueZ is practically free. Two students from a local college have been accepted to work in ASTI as on-the-job-trainees under the Philippine government's Presidential Summer Youth Workshop Program (PSYWP). As summer trainees, they were given a chance to choose their own short-term project using the BlueZ Bluetooth™ module in Bayanihan Linux as their primary tool or resource. The students were able to come up with a wireless mobile application, utilizing the Bluetooth™ software tool included in the CD. Their project was called "BT Chatter", a Bluetooth™ chat with file transfer application. The results demonstrate the positive impact of the e-learning tool on the students. The hands-on experience with the tool made it possible for them to develop, test, experiment, and apply their newly acquired theoretical knowledge. Having these realizations, the team supports the concept to incorporate e-learning in the academe and industry.
Keywords	Higher education E-Learning contents/course development method (including multilingual content)
Referential materials	Pls. See Research Papers-Full Text folder

PAG-ÚUSONG: A Path Towards Collaboration in Education & Technology

Title	PAG-ÚUSONG: A Path Towards Collaboration in Education & Technology (The Case of the "Alay Computer para sa Batang Paete" Project for Paete's Public Elementary School Children)* Anne Lan H. Kagahastian-Candelaria, M.A.
Summary	The "Alay Computer para sa Batang Paete" Project (otherwise known as Alay Computer) is a comprehensive computerization project intended for the three public elementary schools of Paete, Laguna. Paete is a 4th class municipality in the province of Laguna about 114 kilometers from Manila. The goal of this project is to create and implement an educational program that would benefit the children of these schools in the field of Information Technology. Thus, each school shall be provided with its own computer laboratory, equipped with IT paraphernalia and reading materials on education and technology. Ultimately, the project will equip learners with the skills for self-directed and independent type of learning which will give them the confidence and sense of importance to strive and pursue secondary school education. The implementation of the project is divided into three stages, namely: Stage One – Preparatory Stage This stage covers the groundwork needed to prepare each school prior to the actual run of the computer classes in the schools. Stage Two – Implementation Stage This covers the hands-on computer classes of the schools for its students. Stage Three – Evaluation Stage This revolves around the reports gathered for the whole school year and an extensive evaluation of the project's implementation to be participated by the school principals, selected teachers, selected beneficiary students, and the implementing team. Alay Computer changed how the people of Paete perceived themselves as members of society. Prior to the project, Paeteños were identified as people who prefer to work alone as individual entrepreneurs, oftentimes carving wood in their own backyards. In fact, there is no record of a successful cooperative in Paete. But today, the Alay Computer exhibited that working together can indeed attain the unreachable. The level of awareness and sensitivity of participative democracy the project has displayed increased Paeteños desire for empowerment, wanting their voices heard and volunteering their time, talent and treasures to help the promising younger generations achieve their dreams.
Keywords	E-learning policy/measure E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

A Comparison of Student Achievement under Different Modes of Instruction For A Computer Course in AMA Computer University

Title	A Comparison of Student Achievement under Different Modes of Instruction For A Computer Course in AMA Computer University* Alma Emerita V. dela Cruz and Roger R. Reyes
Summary	The study is geared towards the implementation of an instructor-less approach in handling computer laboratory classes for the purpose of maximizing the use of available resources in each AMA University campus. A research was undertaken, at the AMACU-Fairview Campus on the second trimester of SY 2002-2003, to assess the impact of three different modes of instructions on the students' grades in their course in Database Management Systems. Type A (Traditional) 3-hour laboratory period is fully guided by an instructor for the whole session. The instructor discusses a machine problem the students are expected to accomplish on that session and stays in the room, ready to assist the students. Depending on the expertise and exposure of the instructor, machine problems vary from one class to another. Type B (Blended) methodology is characterized by the instructor's presence only on the first hour of the laboratory session. During this hour, the instructor prepares the students for their machine problem by discussing the examples and exercises provided in the standardized laboratory manual. The instructor leaves the class and allows the students to do their machine problems on their own. Type C (Instructor-less) laboratory session provides no guidance from the teacher. All learning modules in the computer-aided instruction (CAI) are available and can be accessed in any computer, at any laboratory, anytime. Thus, flexibility on the student's schedule is evident. In addition, individual learning pace can be achieved. Result shows that although the mean score of those students under Type A is higher than Type B, there is no significant difference between them - implying that whether the students are exposed to traditional mode of instruction or blended learning, the knowledge and skills gained will be comparable. When Type A is compared with Type C, Type A proved to be a more effective method. Lastly, Type B mean posttest scores are significantly different from Type C – indicating that Type B is more effective than Type C. This can be attributed to the fact that the teacher's presence is felt inside the classroom, even only on the first hour. The students are still guided and there is still interaction between the teacher and the students. The researchers concluded that instructor-less laboratory session is not, at the moment, feasible for implementation because of the lower academic performance of students under such method. Since there is no significant difference between the mean posttest scores of traditional and blended learning, blended learning can be adopted. The blended learning mode ensures consistency - all students receive the same information, answer and solve the same exercises and solve the same machine problems. This set up will pave the way and provide transition towards future implementation of instructor-less laboratory sessions.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management Assessment/Evaluation
Referential materials	Pls. See Research Papers-Full Text folder

Using A Multi-user domain Object Oriented for French Language Learning

Title	Using A Multi-user domain Object Oriented (MOO) for French Language Learning Gela Mae R. Bathan, Maria Beatriz V. Espejo, Jose Alfredo De Vera III, Sandra Jean Chua, Paolo Guillermo Agloro, Ma. Luisa Young -Ateneo de Manila University
Summary	Difficulties in developing fluency in a foreign language stem in part from the absence of an authentic context in which to practice the language. In order to provide students with opportunities to exercise their foreign language skills, the Ateneo de Manila University is implementing an educational Multi-user domain Object Oriented (MOO) for French language learning. A MOO is an Internet-accessible, text-mediated virtual environment. They began as net-based dungeons-and-dragons type games but have since evolved into social environments in which people gather to communicate and to help build MOO further (Turbee, 1997). The focus of the Ateneo de Manila University Multi-User Object Oriented (AdMOO) project is the development of an educational MOO for French language learning. The primary goal of using an educational MOO is to provide students with opportunities to exercise their foreign language skills and thus, complement the existing classroom method of learning and teaching. The MOO program that will be used is the enCore MOO, an educational MOO core database built on top of LambdaMOO. It has already been downloaded and installed in penoy, one of the existing servers of the Ateneo. The enCore Xpress and the MOOTcan are the two client programs being utilized for the development of the AdMOO's text-based and graphical user interfaces. Both students and teachers can utilize other features of the MOO such as the MOOmails and discussion boards to facilitate communication and collaboration outside the classroom. Since the necessary physical and human resources for this project are available at the University there is no monetary cost to develop the project. The MOO software package used (enCore MOO) is a freeware. Based on the research and development already undertaken, the AdMOO project is feasible for the Ateneo de Manila University context. However, the success lies in openness of students, and more importantly, teachers. Assessment before, during, after development and implementation are required to address users' needs and feedback.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Kung Bakit Walang Buto at Tinik ang Pugita: The Development of a Multimedia Storybook in Filipino

Title	Kung Bakit Walang Buto at Tinik ang Pugita: The Development of a Multimedia Storybook in Filipino* Aileen Lorraine Dy, Ian Gil Ragudo, Jerome Sy, Lou Brigino, Edward Quitoriano, Jonathan Caballa, Ma. Mercedes T. Rodrigo, Ph.D., - Ateneo de Manila University and Marlon Galvez - Ateneo de Manila Grade School
Summary	Filipino educators and policy-makers observe that there is a dearth of Filipino- and Philippine-related computer based learning materials. While instructional software for math, science, and English abound, software for the teaching and learning of the Filipino language and Filipino social studies is limited. This paper discusses the development process that the students followed in order to produce the storybooks. The paper examines the development process of one storybook in particular: *Kung Bakit Walang Buto at Tinik ang Pugita*. The development process began with the selection of the story. Students were required to submit a photocopy of the story that they were going to adapt into a multimedia storybook. It was made clear to them that the story had to be a bonafide Filipino myth or legend. The group chose the story *Kung Bakit Walang Buto at Tinik ang Pugita*. After selecting the story, the group began by making a storyboard which would serve as the group's guide. The storyboard identified the key scenes, which were the parts of the story that need to be animated. The storyboard enabled the group to identify the media elements (text, graphics, animation, and sound) that it would need to produce for each scene. The storyboard also gave the group an estimate of the length of the entire production. The entire storybook was implemented using Macromedia Flash. The background was drawn in layers because it allowed for the changing of one part to be limited to the layer to which it belonged. It also allowed the group to modify certain areas for scenes with the same setting To bring the characters to life, the group first drew basic images of each character. Then, the group made several movies/movements, to suit the different scenes, for each character using the basic drawing. Making the characters as movies allowed the group to conveniently pick from the library and insert them in the scenes where they were supposed to appear. Layers were also used for the easy manipulation of the different parts of each character. The group added text to show dialogue and narration. When assembling the final storybook, the group included animations for the dialogues. Aside from adding visual interest, the animations provided the group with a way to tell the audience which character will be talking first. Finally, the group added the sounds/background music. The group chose music that would help to convey the emotions for a certain scene. For instance, fast-paced music for the punishment scene while sad and solemn music for the scene where the "pugita" lost his bones. To evaluate the quality of the product itself, the storybook was presented to three Filipino children, ages 7 to 10, to elicit their reactions. The children had an easy time using the software. The navigation was simple and intuitive. They did not need any assistance in manipulating the software. The storybooks were also presented to a group of grade school Filipino teachers for comment. The teachers believed that the modules could be used in a variety of ways: Prelection – The module may serve as a motivation tool. It can also be used as springboard for the lesson at hand. Lesson Proper – The module may "assist" the teacher in explaining the lessons. This would mean less "chalk-talk". More time would now be available to deepen learning. Stories and other forms of text would be shown in more interesting "packages", thus, gaining the students' attention and interest in learning more

	about Filipino literature.
	Drills/Practice – An interactive module may help in either oral or written exercises for the students which will help enhance student learning.
	Evaluation – The module may even be used to assess student's performance and learning.
	The teachers did have certain concerns. They underscored the importance of module design. The modules should be interactive and student-centered. The teachers' final concern had to do with cost. The cost of developing modules and investing on technology tools for classroom instruction should also be carefully rationalized.
	Overall, though, the teachers were extremely positive about the storybook. They saw the storybook as a useful educational tool that they looked forward to using in their classes. They expressed willingness to take part in the development of other storybooks and ICT-based materials.
Keywords	Distance Learning E-Learning contents/course development method (including multilingual content) Knowledge management Assessment/Evaluation
Referential materials	Pls. See Research Papers-Full Text folder

PLDT's e-Learning Experience: Riding the Wave with LearNET

Title	PLDT's e-Learning Experience: Riding the Wave with LearNET!* By: Alexander S. Kibanoff, AVP-PLDT Training & Career Center Katrina T. Flores, HR Consultant, PLDT
Summary	This paper tells the story of the Philippine Long Distance Telephone (PLDT) Company's venture into the new and exciting world of e-learning. Founded on November 28, 1928, PLDT remains the country's principal supplier of domestic and international telecommunications services. Being one of the first companies to take the dive into this new mode of learning, PLDT's story is one that is an interesting mix of success and failures in the blending of technology in its training and development efforts. It tells about why PLDT went into e-learning -- the motivations behind the effort, and the intentions it wanted to pursue. Likewise, the story is a rich source of actual experience and lessons on the do's and don'ts of going into this technology-based training delivery method. E-learning is a fresh approach in the delivery of learning and people need to fully understand it before they can finally accept it and actually use it. E-learning may have been our "heaven-sent" solution in training thousands of our employees but it is not, as we have realized, custom-made to fit in the culture of our organization. At first, everyone of us in the Training and Career Center were too thrilled to try e-learning that we forgot to consider whether everyone in the organization are indeed prepared for the real ride. And using the metaphor of story-telling, our supplier of computer-based training system just gave us the plot. We provided narratives, color and texture, treatment, and characterization to our e-learning story in order to come out with a story that PLDT employees can relate to and will find true meaning for themselves. In short, we worked hard on how to fit it in e-learning into the existing culture of PLDT. Yes, we have gained some success but amidst all the marketing approach -- the re-packaging, re-branding, and re-launch -- the most significant factor in the success of LearNet remains quite unnoticed. The success of LearNet may not have been realized if the people in Training and Career Center were not brave enough in trying out something new -- to ride the wave of change that will propel training to new dimensions and new heights. The introduction of LearNet has been one big ride for PLDT. And like real surfers, the people of Training and Career Center will continuously seek for bigger waves to conquer.
Keywords	Corporate E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Health Informatics: The De La Salle University Health Sciences Campus Experience

Title	Health Informatics: The De La Salle University Health Sciences Campus Experience* by Eduardo G. Gonzales, M.D., Reuben B. De Castro, Jr. and Ricardo R. Robrigado, M.D., De La Salle University Health Science Campus
Summary	A strategic decision was made on May, 1998 to remodel and re-envision the processes and practices involved in the medical and paramedical education of the DLSU Health Sciences Campus by teaching health informatics (the first medical school in the Philippines to do so) as a non-credit course in all year levels (i.e., Health Informatics 1, 2, 3, 4) and make health informatics the backbone of all teaching and learning experiences of the four colleges. Thus, the Department of Health Informatics was created. Several meetings were held that year to formulate the curriculum and gather faculty members with special interest and skills in the said course. The Health Informatics laboratory also was built, followed by the acquisition of 2 high capacity servers and 36 computer workstations to accommodate 72 students per session, during lectures and interaction activities. All computer terminals have access to the campus intranet and also the internet. Health Informatics 1 consists of internet/intranet, email, virtual classrooms, and digital library. Health Informatics 2 is research-oriented, focusing more on database management systems and statistical software packages. The statistical and database tools are basically health-related freeware and commercial applications. Electronic/Digital Patient records systems comprise Health Informatics 3, and Evidence-Based Medicine is the core component of Health Informatics 4. The course was first offered in the SY 1999-2000, starting with Health Informatics 1 and 2 only. The session in the course is a combination of lecture and interactive computer activities. Students are required to submit an output as a form of evaluation. At present, Health Informatics I is being offered to all four colleges. Health Informatics 2 is offered in the College of Medicine and Physical Therapy, and College of Nursing and Midwifery, Medical Radiation Technology starting the second semester of the SY 2003-2004. Student research projects in Family and Community Medicine is closely integrated with Health Informatics 2. Aside from students, the Department of Health Informatics manages seminar/workshops for interns, residents, faculty members, and consultants. Health Informatics 3 and 4 will be offered once the hospital computerized records system is implemented in SY-2004-2005. A proposal of the inclusion of critical appraisal as a pre-requisite of evidence-based medicine is also currently being studied. The Health Informatics course in the De La Salle University Health Sciences Campus is still in its infancy and it is quite early to determine the impact the course has done in enhancing the knowledge, skills and attitudes of the students. We are still in the process of improving and evaluating the curriculum. The department recognizes the fact that expertise in Health Informatics is of paramount importance to help us further develop and strengthen the course. Therefore, the department is embarking on a faculty development scheme. One of our faculty members will be leaving for Netherlands for his Masters of Science in Health Informatics. Those who are here are encouraged to attend short courses on various aspects of health informatics, seminars and conventions such as the e-learning conference. Topics on education technology, online learning tools or delivery of knowledge and teaching through the intranet and Internet are sought after together with further training on software use.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Common Reasons for Student Attrition in an Online Learning Environment

Title	Common Reasons for Student Attrition in an Online Learning Environment* Maria Beatriz V. Espejo - Ateneo de Manila University
Summary	Using a case study methodology, this study explores the possible reasons behind the attrition of non-traditional students enrolled in an online learning course. Identifying the reasons behind the 20% to 50% dropout rate of online students can contribute to developing online learning programs that respond to these challenges. Research shows that the factors that affect attrition are: (1) lack of time, (2) lack of management oversight, (3) lack of motivation, (4) problems with technology, (5) lack of student support- technical, administrative, and academic, (6) incompatibility with individual learning styles, (7) poor course design, (8) substandard instructors, and (9) cost. This study, conducted by the author from June 2001 to December 2002 determined through conducting interviews with the students, that the reasons for attrition of the Investigative Reporting course of the Konrad Adenauer Center for Journalism at the Ateneo de Manila University are: (1) frustration due to technical problems both on the course site server and the students' personal ISPs, (2) lack of time due to conflict with work obligations, (3) lack of student support in the academic, administrative and technical aspects, (4) prolonged illness, (5) lack of motivation, (6) lack of management support and oversight, and (7) poor course design. The researcher gathered the qualitative data on the reasons for student attrition by conducting interviews with individuals who were not able to complete their online courses. The first step entailed determining which of the online courses, offered by the CFJ, would serve as the focus of the study. This was accomplished by studying the varying attrition rates of the courses. Of the different courses the Investigative Reporting course was conducted twice. The first offering was withdrawn due to lack of student participation. The second offering was concluded but had an 82% attrition rate. The highest attrition rate of all the online courses offered by CFJ. It is for this reason that the study focuses on the second offering of the Investigative Reporting course and its students. The second step entailed identifying the students who have been unable to continue with the course and have been placed under inactive status. After the identification stage these individuals were sent e-mail requesting an interview, and the reason behind the interview. In this stage the individuals involved in the study were asked for a date and a time when it would be most convenient for them to be interviewed. The third step was the conduction of unstructured telephone interviews composed of open-ended questions. The purpose of the interview was to find out the following: 1. To determine whether the students enrolled in the course were self-motivated. In other words, did they enroll in the course of their own free will or were they required to take the course. 2. To determine the reasons behind their inability to complete the course. 3. To determine whether the CFJ could have assisted them further in completing the course. 4. To determine the students recommendations of improvements to assist future students. 5. Currently there exists no interview guide to accomplish these objectives. Therefore, a researcher-made interview guide was developed. Attrition is a phenomenon that occurs at an alarming rate in an online learning environment. In order to develop measures to reduce the rate of attrition, the factors that affect attrition have to be identified. Western literature cites that

	the top reason for attrition in an online learning environment is lack of time. In the case study the top reason for attrition is problems with technology. Eighty-nine percent of the sample experienced technical problems of various types. Therefore, the CFJ must develop solutions to these technical problems in order to reduce the rate of attrition in their online courses.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management Assessment/Evaluation
Referential materials	Pls. See Research Papers-Full Text folder

Effectiveness of Onsite Teacher E-Learning Training

Title	Effectiveness of Onsite Teacher E-Learning Training* Marissa P. Justan, Ph.D, Alex U. Galapin and Frederick G. Tan AMA Computer University
Summary	This paper sought to discuss the results of the survey conducted on the effectiveness of onsite training of teachers on e-learning. Specifically, it sought to determine whether onsite training of teachers on e-learning increased their understanding and appreciation of e-learning, and enhanced their skills in using the e-learning platform. Thus, it seeks to gauge the readiness of the teachers in conducting e-learning. Using IntraLearn™ as AMA's official e-learning platform, faculty members of AMA in provincial branches underwent a two-day training on e-learning. The participants were given access to the platform ahead of the training schedule and were given instructions on how to study the platform and experiment on its functions. On the first day, before the onsite training proper began, the participants were given pre-tests. At the end of the onsite training, the participants should be able: (1) to determine features of the e-learning platform and study its functions; (2) to appreciate the relevance of the platform; (3) to upload their lessons and activities using the platform; (4) to make student assessment based on classroom and online materials. During the training, the teachers worked on uploading lessons, activities, assignments, announcements, etc. The participants were also taught how to facilitate online discussions and monitor online student activities. At the end of the training, post-tests were administered. Results showed that there is a significant difference between the scores of the pre-tests and post-tests. This implies that onsite training helped the teachers to understand, appreciate and apply the e-learning platform better. This study revealed that majority of the teachers still need formal training to enhance their skill in conducting e-learning. It also highlighted some major points for designing, implementing and facilitating an effective Teacher E-learning Training.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

UST's e-LeAP: An e-Learning Initiative for Thomasians

Title	UST's e-LeAP: An e-Learning Initiative for Thomasians* Alberto A. Laurito - University of Santo Tomas
Summary	This paper deals with the planning and the results of the initial implementation of an e-learning initiative called the e-Learning Access Program (e-LeAP) at the University of Santo Tomas. It discusses how traditional classroom courses at UST are now being converted into Web-enhanced courses and the online delivery of the Civic Welfare Training Service (CWTS) and Literacy Training Service (LTS) Courses. The e-LeAP aims to provide e-learning experiences to Thomasian students through a learning management system. It seeks to complement the knowledge imparted in the classroom with additional materials in the World Wide Web and through interaction of the students and the faculty through virtual classroom and chat activities. e-LeAP is the response of UST in sustaining its heritage in excellence in teaching and learning as the university approaches its quadricentennial year of foundation in 2011. The paper aims to share with the participants of the conference the challenges in starting a university-wide e-learning initiative. It shall detail the implemented activities related to e-LeAP; from the proposal stage, the selection of a learning management system, infrastructure planning, financial backing, faculty training, and quality audit. It is hoped that this paper will help other big universities planning to embark on their own e-learning initiatives. Current program implementation show promising results. Six of eleven pilot courses developed during the second semester last academic year are now being implemented. Around 4,000 students have been enrolled in the fully online CWTS and LTS courses. Fifteen new Web-enhanced courses are being developed this first semester. Upgraded hardware is now being procured and policies and guidelines in course cartridge development and implementation and faculty incentives are now being developed. Satisfaction survey results of the pilot Web-enhanced courses show that the students of the university welcome the e-learning experience and that the faculty is responsive to developing Web-enhanced courses. E Counseling is now also being piloted as a value added service to those students with e-learning accounts. Top management support is being given to the program through financial backing and faculty deloading for development of course cartridges. UST e-LeAP is now changing the way learning is experienced by Thomasian students. Course cartridges are now in place to complement the lecture of faculty members and online quizzes, chats, virtual classrooms have been implemented. The program hopes to generate more Web-enhanced courses in the undergraduate programs and some fully online courses in the graduate school level through the training of more faculty members. Policies and procedures in the delivery of such courses are now also being developed. Strategies have also to be developed to meet the increased demand of students who shall need Internet access because of the projected increase in Web-enhanced courses. It is anticipated that by the third year of implementation, the enterprise version of the learning management system may be adapted in order to meet the projected increase in the number of users. e-LeAP is now changing the learning environment in the campus. Students now flock at the Internet access centers in the Central Library to follow through on their lectures. Discussion threads, online quizzes that are automatically graded,

	are interactions the students make outside the classroom.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Implementing a Web Enhanced Course in Chemical Engineering: Lessons Learned

Title	Implementing a Web Enhanced Course in Chemical Engineering: Lessons Learned* Evelyn R. Laurito - University of Santo Tomas
Summary	In the past few years, a shift to the use of multimedia through PowerPoint Aided Lectures (PAL) and Active Cooperative Learning (ACL) has been implemented to facilitate teaching and learning the course. This year, another innovative learning strategy has been implemented when the course was delivered through a web enhanced Learning Management System (LMS) called Blackboard®. This paper will discuss the advantages and disadvantages of these innovative learning strategies vis a vis traditional chalkboard learning. Lessons learned from a one-semester implementation of a web enhanced course will be discussed such as problems on online access and preventing cheating during online assessments. Two sections of graduating chemical engineering students taking the course "Plant Design" were grouped into teams of 4 as a way of implementing cooperative learning. Lectures were delivered through multimedia classroom instruction via PowerPoint Aided Lectures (PAL) and software such as MathCAD, Microsoft Excel and Design II. All the lectures were made available online through a Blackboard® Learning System. All the students were enrolled as users of Blackboard as well as their corresponding teams. Online reading and writing assignments, online examinations and discussion threads were given to individual students as well as to teams. To prevent cheating online, three approaches were implemented: *Trust, Fence and Threat Methods*. At the end of the semester two surveys were given to the students; one survey was on the effectiveness of Blackboard® in enhancing the learning process and a second survey to check if students were cheating online. The survey results showed that students appreciated the availability of lectures online and that they were given more chances to upgrade their scores through thread discussions and online examinations. However, survey showed that 55% of students engaged in cheating during online examinations. Overall students as well as faculty members agreed that the web-enhanced course facilitated the teaching and learning process.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Anytime, Anywhere – Training Educational Managers

Title	Anytime, Anywhere – Training Educational Managers By eLearning* DR. EDNA HERNANDEZ-JALOTJOT- University of Southeastern Philippines, ENGR. ANWEDDA C. MINA -University of Southeastern Philippines and MR. REDENTOR T. ROLA -Philippines-Australia Basic Education Assistance for Mindanao
Summary	This paper is an evaluation of the Field Trial entitled: Trial of an In-service Package for Education Managers Using Alternative Methods of Delivery. It is part of a 5-year Philippines-Australia Basic Education Assistance for Mindanao (BEAM) project began in January 2002. The training delivery modes tested were: online with tutor visit; online without tutor visit; cd-rom with tutor visit; cd-rom without tutor visit and conventional classroom. The trial was conducted in the following steps: 1) development of the package – five faculty members of USEP with the BEAM ICT Officer as Technical Specialist and an ICT consultant developed the eLearning package: Management of Change; 2) Selection of Participants – the Schools Division Superintendents of DepEd RO XI selected the participants; 3) Orientation – the BEAM ICT Officer and a USEP faculty member conducted the Orientation and explained the purpose of the trial as well as for the participants to try the package "hands-on"; 4) Field Test - the training was conducted using the different training delivery modes and 5) Evaluation – an evaluation of the trial was done in terms of academic credibility, hands-on and method of delivery from three sources of data: questionnaire, field report of tutors and focus group discussion. The conclusion of the trial was that educational managers found taking the course in web-based format acceptable. However, there were some difficulties experienced by the internet group in accessing the course due to on-line facility being unstable at times. The cd-rom group found it more convenient but without a field tutor visit, they had difficulty in finishing the course. The on-site visit was appreciated by the participants although technology could provide an alternative to on-site visit. The participants found the course package credible in the academic area (very satisfactory) although some improvements could be made to make it better. Lastly, Educational Managers had poor access to computers. The results of the trial determined the scope and magnitude of future eLearning delivery from the BEAM-USEP team.
Keywords	Higher E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Course System Mobile (CSM version 1.0): An Effective Online Tool for Enhanced Laboratory Instruction for Computer Courses

Title	Course System Mobile (CSM version 1.0): An Effective Online Tool for Enhanced Laboratory Instruction for Computer Courses***** Joseph Nepomucin Narvaez-Niez, Engr. Lorna M. Ducoy, MBA, CCNA, CCAI and Carlos Banawan, Jr. (Capitol University – College of Computer Studies)
Summary	The syllabus for any course constitutes a contract between instructors and students that lasts from the first class until the final grade is assigned. For the past decades Capitol University depended much on written syllabi published on paper. With the dawning age of modern technology and information system, on-line syllabi systems have become a standard for educational institutions and universities worldwide. These concepts laid the foundation of the development of Capitol University's own version of WebCT, the Course System Mobile. This study opens up profound possibilities for interactive learning environment in terms of acquiring actual and theoretical learning. Thus, the use of interactive media in computer laboratories is recommended. Even if instructors teach using the conventional face-to-face method, students' learning would be deeper and their engagement higher if some of their time is spent deliberately in reading online syllabi postings and performing hands-on exercises. This recommendation underlines the whole concept of the online electronic learning as applied in the four (4) laboratories of the College of Computer Studies of Capitol University. Indeed, the implementation of Course System Mobile has improved the performance rating of the computer studies students at Capitol University. Students have increasingly spent most of their time at the computer laboratories to read lecture notes and perform laboratory exercises. Results of the online examinations of the students showed high assessment rates. These improvements on students' academic performance were attributed to the use of the CSM courseware. By closely following the ten objectives in the implementation of the Course System Mobile version 1.0 during the first semester of SY 2002 - 2003, there resulted a significant reduction in the rate of student failures by 17%. In the first semester of school year 2001 – 2002 the rate of failures was recorded to be 43%, while in the first semester of school year 2002 – 2003 failing rate was recorded to be 26%. In effect, the implementation of the CSM in our computer laboratories significantly contributed to the efficient delivery of instruction. Other factors affecting the academic performance of computer studies students have not yet been identified, however, they will be the subjects of future studies.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Integrating Technology into Students' Learning Experiences at AMA Computer University

Title	Integrating Technology into Students' Learning Experiences at AMA Computer University* Roger R. Reyes and Alma Emerita V. dela Cruz, AMA Computer University
Summary	As new models of education continue to emerge, providing significant improvements from the traditional model of learning in higher education, AMA Computer University (AMACU) continuously search for a suitable methodology to efficiently deliver computer courses. AMACU has ventured into partnership with the world's largest e-learning company and widely recognized undisputed leader in technology-based education - SmartForce USA Ltd. SmartForce courseware includes a consistent easy-to-use graphical interface that leads students through a subject, simulating the technology, and requiring students to interact with the course. AMACU has also embarked on the development and system-wide use of computer laboratory activity manuals. With the standardized manual, the students, regardless of their campus location, receive the same quality of contents, consistency and breadth of exercises and examples, including the same level of difficulty for machine problems. The study is an assessment of the pilot implementation of an instructor-less approach in delivery of computer laboratory classes supplemented with the appropriate instructional materials without sacrificing education excellence. Specifically, the study tried to: (a) determine the students' assessment of their learning experiences in terms of facilities, lecture instructor's teaching strategy, technical assistance, and instructional resources; (b) verify if the students' field of specialization, gender, or year level influenced their responses; and (c) compare the final grades of students according to their fields of specialization. A survey was conducted to assess the status of the combined use of electronic and printed instructional resources from students of AMACU-Fairview. Five classes of the course COMP03, Introduction to Internet Technologies, were purposively selected as the sample of the study. The survey was administered in the last week of 3rd trimester of school year 2002-2003. The questionnaire asked the students to assess their learning experiences in terms of facilities available to them, the instructor's teaching strategy, technical assistance and value of instructional resources on 5-point Likert scales. The responses were analyzed according to means and percentages. Two-factor ANOVA were performed to determine if the students' field of specialization, gender, or year level influenced their responses to the evaluation instrument. Single factor ANOVA was performed to determine if the students' field of specialization has a contributory effect in their course's final grade. Survey result showed that the integration of SmartForce courseware and Computer Laboratory Activity Manuals to core computer courses proved to be highly accepted by students. This integration of technology to learning experience can be applied universally. Thus, it is applicable to all students in various degree programs, whether they are technology or non-technology based. The study also substantiated that students have positive attitude towards changes in the teaching-learning process. However, in the technology-based educational environment, students are keen on the availability and efficiency of facilities and infrastructure. Hence, these factors should be given more consideration by school administrators. As the student progresses from one year level to another, expectations on technology-based education increase. Thus, factors affecting this learning experience should be continuously improved and enhanced to meet the students' expectation.

Keywords	Higher education
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e-Learning: Enhancing Access to Quality TveT

Title	e-Learning: Enhancing Access to Quality TveT*
	ELMER K. TALAVERA - Executive Director, NITVET-TESDA
Summary	This paper presents the technical vocational education and training universe, opportunities and challenges of the TVET sector, the e-learning market potential, and explore the utilization of e-learning technologies in facilitating TESDA's role and functions of providing direction, policies, programs and standards towards its vision of a quality-assured TVET system.
	This paper has emphasized the importance of setting up of a solid foundation and a sustainable framework for Distance Education in TVET supported by e-learning interventions.
	The Competency-Based TVET System and The Emerging TVET Distance Education Models are considered appropriate responses to the above-mentioned strategic directions. With these anchored on Quality Assured TESD System, the solid foundation necessary for the installation of e-learning is now established. The 10 principles of competency-based training and those of the distance education provide an opportunity to use e-learning as a tool to help facilitate not only the learning aspect but the teaching of and access to TVET programs and courses as well. In the same manner, the Quality Assured TESD System will surely benefit from e-learning which can be utilized to keep the employees and management abreast of the information for sound decision-making and planning.
	With e-learning as the driving force for all these flagship programs and institutional reforms, we are optimistic that the installation of quality management systems (QMS) in all operating units, the provision of scholarships, other student assistance programs and merit awards, as well as the enhancement and operationalization of the information system shall ensure the full implementation of the competency-based TVET and the realization of the TESDA vision.
	We in TESDA believe that information is power only when shared among stakeholders and that in e-learning the most important is not the "e" but the learning outcome. This is how we expect e-learning to work for us in TVET.
Keywords	Higher
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	Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

E-Learning Technology Infrastructure Planning in a Large Philippine University

Title	E-Learning Technology Infrastructure Planning in a Large Philippine University* Engr. Jale M. Nonan, ECE, CCNA/CCAI University of Santo Tomas
Summary	With its aim to integrate media and Information and Communications Technology (ICT) in the teaching and learning process of the University of Santo Tomas, the Educational Technology Center initiated the e-LeAP (e-Learning Access Program). The e-LeAP aims to provide e-learning experience to all UST students by 2006. The foray of UST into the e-Learning world started with a Pilot Project of e-LeAP which presented the proof of concept in terms of Learning Management Systems (i.e. Blackboard Learning System 6) integration, faculty and staff skillset development, and the production of Web-Enhanced Course (WEC) and Fully-Online Course (FOC) cartridges. With the conclusion of the Pilot Project, the program shifted to the Implementation Project which will primarily deploy e-LeAP into a live production environment. An e-Learning infrastructure, using Blackboard Learning System 6.0, was up and running and available to the identified colleges, offices and departments starting May 30, 2003. One of the challenges of establishing an e-learning program in a large Philippine university such as UST is the formulation and implementation of a Technology Infrastructure Plan that will address the present and future technology infrastructure needs of the program. Technology Infrastructure Planning is an ongoing undertaking of the e-LeAP Management Team. Planning during the Pilot Program covered on assessing and establishing the technology infrastructure being utilized by the program. Current planning for the Implementation Project answers the question: "Where do we go from here?" focusing on studying the present so as to plan for the future. An effective Technology Infrastructure Planning process ensures UST, and any other large Philippine university, the productive and efficient implementation of an e-learning program that targets a relatively large population of students and educators. It is a challenge that any technology planner must be willing to accept and overcome. This paper outlines UST's approach, methodologies, and experience with the ongoing Technology Infrastructure Planning the university is currently utilizing in the operations of its e-Learning Access Program. The author hopes to impart on other technology infrastructure planners the principles, ideals and insights that encompasses the e-LeAP, so that they might be able to apply the same to e-learning program at their own institutions. Technology and Infrastructure Planning for E-learning in a scale of a large Philippine university such as the University of Santo Tomas, is an undertaking that no single person alone can formulate and implement. It should be a coordinated effort involving the project team, the administration, the academe and the student population. In a nutshell, the direction of any Technology Infrastructure Plan, and any E-learning program at that, must embody the collective vision of the whole institution. The Technology Infrastructure Plan should also be dynamic in such that some of its aspects will be able to adapt to developing situations that the implementation phase might encounter. This is specially true with the volatile nature of technology development, which if left unchecked, might play an increasing influence on decisions pertaining to technology.
Keywords	Higher education
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Web-based Database Technology to Support Education Management and Program Delivery-A Filipino Experience

Title	Web-based Database Technology to Support Education Management and Program Delivery-A Filipino Experience* Bob Wilson, Facility Director Philippines Australia Short Term Training Facility (PASTT) Mr Elmo Nazareno, CEO Rameses Systems, Inc.
Summary	The Philippines Australia Short Term Training Facility (PASTTF) is an Australian Agency for International Development (AusAID) funded operation providing customized and specialized training to the civil service and Non-Government Organizations (NGOs) in the Philippines. The Facility has been in operation for the last two years and is managed by an Australian Managing Contractor (AMC), SAGRIC International Pty Ltd. The Facility team scopes and designs customised short courses for targeted participants from nominated organizations and then arranges for the tendering of the activity to the local and international training market to maximize and obtain value for money on AusAID's behalf. The AMC is under the general direction of the Development Cooperation Section of the Australian Embassy in Manila and works in close liaison with the Special Committee on Scholarship (SCS) of the National Economic and Development Authority (NEDA). Under its contract of service, the SAGRIC's project team was required to develop a Quality Assurance System supported by certain administrative procedures to ensure efficient and cost effective Facility service delivery. The system design needed to take into consideration certain issues such as reduction in the number of hard copies generated during the management of the learning activities; the provision of timely and relevant information about the progress of customised programs through the authorised QA system; and requirement for real-time access to records by operatives in various locations. SAGRIC International commissioned the design, development and installation of "PASTTF Online," a web-based database system customised to provide information and access to both public and private users. Rameses Systems, Inc was contracted in the Philippines to complete the work during the second phase of the project (2001 - 2003). The database platform has now been operational for over 18 months. Several modifications have been made during this period to increase capacity for on-line reporting and improved functionality. The software development has more than met client and stakeholder expectations. This interactive web site has created a deal of interest from stakeholder parties both in the Philippines and in Australia. The software design principles incorporated in the package has been taken up by AusAID for application to other project sites around the world. Further development work continues. New HTML electronic templates to integrate facility data into the web-based system have been designed, assessed, and installed. This is an improvement on the original MS Word format documents, which proved difficult to control within a live database platform. Overall, this innovative design and approach has showcased the local capacity of IT operatives to develop and install high quality solutions to on-line operation and business application.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Performance of Students in Selected Topics in Analytic Geometry Using Full E-learning and Partial E-learning Strategies

Title	Performance of Students in Selected Topics in Analytic Geometry Using Full E-learning and Partial E-learning Strategies* Ma. Theresa Christine C. Valdez, AMA Computer College – Cavite Campus
Summary	The study determined the performance of students in selected topics in Analytic Geometry using full E-learning and partial E-learning strategies. Specifically, it answered the following questions: What is the mean performance test score of the students in selected topics in Analytic Geometry when taught using: Full E-learning strategy? Partial E-learning strategy? Is there a significant difference between the performances of the students in selected topics in Analytic Geometry using the full E-learning strategy and the partial E-learning strategy? The Matching Posttest Only Control Group Design, a quasi-experimental design, was used to carry out this study using two intact sections of freshman Computer Science students who were enrolled in Analytic Geometry during the third trimester of school year 2002-2003 in AMA Computer College – Cavite. The study underwent three stages, the pre-experimental, experimental and post-experimental stages. During the pre-experimental stage, a survey was conducted to determine the most difficult topics in Analytic Geometry during the final period. Results showed that the most difficult topics were Ellipse and Hyperbola. The students from each section were then matched according to their midterm grades in Analytic Geometry to ensure equal initial performance levels. Only those with very similar grades were included in the study. As a result of the matching procedure, 16 pairs, categorized as low performing students, were obtained and considered as the respondents for the study. During the experimental stage, each group of students was taught the selected topics using full E-learning strategy to one group and partial E-learning strategy to the other. The former involved the use of only the internet and web-based materials to teach the students while the latter utilized a combination of E-learning and traditional instruction. E-learning sessions were held through the Internet Classroom Assistant of www.nicenet.org. During the post-experimental stage, the researcher administered a test, constructed by the researcher herself, which underwent content validation and item analysis, to measure the performance of the students in the selected topics. Results of the experiment showed that the group taught using the partial E-learning strategy performed better than those taught using the full E-learning strategy as evidenced by the former group's higher mean performance in the test found to be 74.63 while the latter obtained 67.75. It was found that there was a significant difference in their performances using the t-test for correlated samples at 0.05 level of significance and 15 degrees of freedom. Thus, it was concluded that the partial E-learning strategy was a more effective pedagogical method than the full E-learning strategy particularly for low performing students in teaching Analytic Geometry especially in the topics Ellipse and Hyperbola. It is recommended that the partial E-learning strategy be utilized by teachers in conducting their classes in Analytic Geometry specifically to address the needs of low performing students and that more comprehensive studies should be conducted as well to further explore the benefits of using the partial E-learning strategy.

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Techniques in e-Learning Pedagogy

Title	Techniques in e-Learning Pedagogy* Dr. Antonio E. Refre, e-Learning Consultant
Summary	This paper considers pedagogical aspects of effective online instruction such as lecture, demonstration, student engagement with subject matter, attendance, student collaboration, student interaction with subject matter expert, evaluation, and others. A design of an effective OLC platform that incorporates these pedagogical aspects is discussed. Available and affordable technologies to support the OLC platform are demonstrated. Those schools in the Philippines, which have started or about to start delivering OLC, will find this paper helpful in their OLC strategic planning. Online (e-Learning) pedagogy under the management of a good teacher who looks after every step in the teaching and learning processes can be superior to the traditional classroom teaching and learning. This teacher should not only be well-drilled on the philosophy of education but should also be always abreast with what are the available technologies which he can use in making the delivery of education superb, highly efficient and very effective. With plentiful of free or low-cost offerings of information and communication technology on the Web, empowering teachers to teach online and students to learn online is not anymore a difficult task to do (A sample of how a practically cost-free online learning environment can be constructed is found in the Appendix. A suggested strategy is proposed for schools intending to institutionalize online courses.). The time has come whereby ICT tools are here which can improve the quality (a perennial issue and concern) of teaching and learning. School's administrators and teachers are hereby invited to "Let's do it!"
Keywords	Higher education
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The Establishment of a Pilot Distance Education Project

Title	The Establishment of a *Pilot Distance Education Project (PDEP)* in Japan J.E.L. Aban[1], B. Tenegra[2], N. C. Tiglao[3], E. Paringit[4] The Science and Technology Advisory Council-Japan Chapter (STAC-J)
Summary	According to the Philippine Overseas Employment Administration (POEA) the Overseas Filipino Workers (OFW) population in Japan grew by another 19.43% (+9,711) in 2001's first 10 months, bringing the number of documented Filipino workers there up to 59,682 from 49,971 in 2000 (Source, DOLE 2002). Not mentioned in the DOLE report were the undocumented OFWs in Japan, whose numbers peaked to 39,235 in July 1999, consisting mainly of construction workers and entertainers. Around 25,000 of these are women. (Source: The Philippine Daily Inquirer, August 2001) Drawing up from the cross-section of these OFWs as well as emigrants who, during the their labor stint happen to marry Japanese spouses, would reveal that most of them have had their secondary or tertiary schooling stopped, due in part as a consequence of their migration to, or employment in Japan. The Pilot Distance Education Project (PDEP) aims to systemize the education and training of undergraduate OFWs through structured course modules that are accessible via distance education techniques and methodologies; and be able to grant tertiary/college degrees to our OFWs; The PDEP shall be a vital complement to the existing Tuloy-Aral Center-Kompyuter (TAC-K) and Unlad Kabayan (UK) entrepreneurial projects of the STAC-J, which has trained nearly 500+ OFWs, in both the basic and advanced course in computer technology and applications as well as in business. The educational materials being considered to be developed in the PDEP include on-line/downloadable/printable modules, video-on-demand, as well as regular (weekly or bi-weekly) videoconferencing sessions through the internet, with Philippine-based mentors and lecturers. The AI3, in particular is envisaged to be the main workhorse of the project, making full use of its high-speed, broadband characteristics, to deliver real-time video and interactive conferencing.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Converging Technologies and Users Towards Conducive E-Learning Environment: Lessons from Experience

Title	Converging Technologies and Users Towards Conducive E-Learning Environment: Lessons from Experience Melinda dP. Bandalaria - U.P. Open University
Summary	An experience on the use of virtual learning environment for teaching spanning four semesters and five groups of students at the U.P. Open University was summarized highlighting the following concerns: motivating students' participation; designing discussion boards; common problems encountered by the students and recommended measures to surmount them; and creating conducive policy support mechanism. The experience covered the period Second Semester 1999-2000 to Second Semester 2001-2002 with three different groups of students from the Master of Professional Studies in Development Communication Program and one group of students from the Diploma in Language Studies for Teachers Program. One group of students in the MPS-DC program became participants in the learning experience in a virtual classroom for two consecutive semesters. In summarizing the experience, relevant information were gathered through the following: evaluating the trend of student's participation in terms of quantity of postings and quality of the content of the discussion posted on the board, feedback from the students gathered through back-up/support communication technologies; and evaluation made by one group of students at the end of the term. The experience also attempted to trace the development of the e-learning vis-à-vis the development/availability and access to software that can be used. Lessons were drawn from the experience and policy concerns were forwarded that may serve as guide to other mentors and institutions who are now into or are planning to go into e-learning.
Keywords	Higher E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Applications of Internet-based Videoconferencing Technology for Remote Project Management and Monitoring: the STAC-J URG Experience

Title	Applications of Internet-based Videoconferencing Technology for Remote Project Management and Monitoring: the STAC-J URG Experience Espada, E. Paringit, K. Vergel, N. C. Tiglao, M.A. Tanchuling, S. Gaabucayan, J. E. L. Aban4 - The Science and Technology Advisory Council-Japan Chapter (STAC-J)
Summary	The Science and Technology Advisory Council-Japan Chapter (STAC-J) has established a program that offers research grants to capable and apt students in the final year of college in the Philippines. This program is called the *STAC-J Undergraduate Research Grant Program (URG)*. The Program will initiate the forum at which STAC-J can serve as conduit of S&T knowledge from its ranks to the Philippines. During the conduct of the grant, different modes of teleconferencing technologies were employed for project monitoring and management. Voice and internet chat teleconferencing and videoconferencing via the internet were utilized on different occasions. Last April 6, 2002 the Science and Technology Advisory Council-Japan (STAC-J) Chapter held a milestone event, ushering in the application of videoconferencing for project management and reporting. The event was held simultaneously between the Japan-based STAC-J members and the National Center for Transportation Studies (NCTS), University of the Philippines. The activity showcased successful research presentations from two undergraduate research grantees (http://www.stacj.org/grant/index.html) in a videoconference attended by an audience of over 40 in Manila and linked up with several STAC-J members in Tokyo via the Internet. The URG was established in 2000 in line with STAC-J's main objective of promoting science and technology as a tool for national development. The project specifically aims to support undergraduate research in terms of financial assistance and technical advice in the conduct of the researches. The SY 2001 research theme was on Urban Planning. STAC-Japan intends to pursue this project in the future and venture into other research areas as well. Based on the experiences gained from the conduct of the URG presentations, internet-based videoconferencing technology is a very viable, effective economic and practical technology for applications in remote project monitoring and management.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
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Blending Classroom and the Internet as a Learning Environment.

Title	Blending Classroom and the Internet as a Learning Environment. Alex U. Galapin, Marissa P. Justan - Academic Affairs, AMA Education System
Summary	Virtual Classroom (VC), Virtual Library, Virtual Science Laboratories, etc. have emerged and the virtual learning environment has caught the attention of academic practitioners in few local schools. As the virtual technology becomes sophisticated, a new assemblage of expertise, genre of directions and mindset are needed for teaching and learning online. Many players have become involved, like Application Service Providers who prepare java scripts are now included in the design of instructional materials (now called instructional multimedia design). Although traditional schools would frown on these applications, questioning the philosophy (if there is any) guiding the practice of the WBE, they cannot remain spectators to this new paradigm shift. The greatest challenge is to think about learning differently. This paper reports the reasons for AMA Education System's adoption of WBE, called *E-LIVE!*, its design and architecture, and the attempts made by AMAES to a balanced approach to virtual technology's implementation processes. Because many things were happening at the same time during the complicated synchronous design, the team added a producer role to help facilitate the learning process. The producer was responsible for the following tasks: warm up learners before class begins assist facilitation, especially in breakout rooms scribe on the whiteboard respond to chat notes launch surveys and breakout rooms resolve technical questions and problems handle late arrivals and disruptive participants. Perhaps the biggest lesson learned by the entire team was that re-creating learning online and determining the right blend is not easy or to be taken lightly. To create interactions that meet the same standards as traditional programs, invest the time to research the audience and the technology tools. Most imperative, bring together the right team, either internal or external, and be willing to fail a few times in order to get the right blend.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

TUTORING R&D MANAGEMENT: A CASE IN E-LEARNING

Title	TUTORING R&D MANAGEMENT: A CASE IN E-LEARNING Primo G. Garcia
Summary	The rapid development of information and communication technologies has been considered as the newest wave that will change the way students are educated. Globalization has made national competitiveness an imperative. To attain such competitiveness, citizens of any country need to continuously equip themselves with knowledge and skills if they are to survive in the fast-changing New Economy. The concept of distance education, with its emphasis on lifelong learning, is very much in line with this thrust. At the UP Open University, people who cannot leave their jobs or homes for further studies can now access higher education. Unlike the traditional residential university, the teacher and the students at UPOU are physically separated from each other. Information and communication technologies play a significant role in such a learning environment. This paper aims to show how online technology has influenced the conduct of tutorials and student-tutor relationship, the benefits and limitations of online tutoring, and the implications of the aforementioned for tutoring. Online discussion, as I have discussed, has a democratizing effect on the learning process. Brown (1997) referred to it as egalitarian learning environment. This structure is quite appropriate to a distance education institution such as UPOU where students are mainly adult learners. According to USQ (1999), adult learners want to take responsibility for their studies. They have vast experiences, which they want to related with their learning. The role of a tutor, whether in the face-to-face or distance modes, has traditionally been that of a facilitator. In the online context, however, the tutor has greater responsibility to ensure that all voices are recognized and respected. Relatively speaking, students take greater care when they write and post their message sin the discussion board. The text acquires a sense of permanence once it is uploaded. A student's message becomes open to multiple interpretations, if not criticism. There is therefore a greater need for tutors to consider all the views when integrating the messages or making a concluding remark on the topic at hand.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

ACADEMIC COMMUNITY COLLABORATION THROUGH THE MY.DLSUD PORTAL

Title	ACADEMIC COMMUNITY COLLABORATION THROUGH THE MY.DLSUD PORTAL Mr. Noel M. Genova – De La Salle University Dasmariñas
Summary	As a leading center for excellence in information technology in the region and the CALABARZON area, the Information Technology Center of De La Salle University – Dasmariñas is committed to provide state of the art IT infrastructure and services to the academic community. Inspired by its mission of making information technology an integral element of all university processes, the center continuously strives to introduce tools that will be beneficial for the entire DLSU-D community. With the increasing demand for internet-based services and the emergence of wireless technology, the center has taken steps towards the fulfillment of its vision by developing an academic portal – a tool that allows for improved accessibility of student and faculty database through the Internet and wireless technology (SMS), with on-line learning as one of its major components. The academic portal addresses the needs of the center's major clients (students, faculty, parents, administrators, staff), and serves as a medium through which the various sectors of the academic community converge. This paper aims to discuss the process of developing an academic portal, as well as its significant contribution towards establishing an "electronic community". This discusses the development of the portal from its conceptualization and planning stages, to systems development and resource requirements. Subsequently, the paper also presents possible portal contents that suit the needs of a standard academic community. It also evaluates the portal's efficiency, security, and how it keeps in line with the global standard. The paper also discusses how the portal affects and benefits each member of the academic community, and its capability of establishing collaboration between the different sectors of the university. The center hopes that this paper would eventually serve as a guide, and at the same time set a standard, for other universities, especially those within the CALABARZON area, in developing an academic portal.
Keywords	Higher education
	E-Learning contents/course development method (including multilingual content)
	Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

INTRODUCING ONLINE LEARNING INITIATIVE IN A HIGHER LEARNING INSTITUTION A CASE PRESENTATION OF DE LA SALLE UNIVERSITY EXPERIENCE

Title	INTRODUCING ONLINE LEARNING INITIATIVE IN A HIGHER LEARNING INSTITUTION A CASE PRESENTATION OF DE LA SALLE UNIVERSITY EXPERIENCE By: Nenita V. Habulan - De La Salle University-Manila
Summary	The practice of online teaching at De La Salle University was initiated by the Center for Educational Multimedia (CREM). CREM's services revolve around three major areas namely; training, production and consultancy. The implementation of the DLSU online initiative was born as a result of CREM's Educational Technology Training Program. The center conducts the Educational Technology Training Program designed to enhance teachers' skills in using technology for effective delivery of instruction. It is a progressive faculty in-service training workshop which come in five modules. Module One focuses on the introduction and familiarization with the various types of media and technology. Module Two is PowerPoint In The Classroom. This training module is designed to introduce computer as a teaching tool. Workshops are geared towards the application of the PowerPoint program in teaching. Module Three is Designing A Basic Interactive Multimedia Presentation Module Four is Online Course Design and Management. This training module is designed to help participants develop, build and manage an online course for an entire term's work. Module Five is Video Streaming. This training module provides participants with the opportunity to produce a short video footage of their lecture which will be posted in their IVLE online course. Just like all other innovative programs, the introduction of this online initiative to the system has been the subject of criticisms. Some expressed their apprehensions that online courses are more trouble than they are worth. That online learning makes classroom experience impersonal. Other pedagogical and technical considerations need to be addressed in terms of its effectiveness. While e-learning program is still in its infancy stage at De La Salle University, a design of formative evaluation examining the implementation of DLSU online courses by selected faculty members using IVLE is underway. Such evaluation study is expected to identify basic issues and problems that need to be addressed which will lead to the improvement of the program. De La Salle University online initiative does not stop here. It will continue to grow and develop as distance education technologies continue to evolve. The concerted effort of all key players has undoubtedly contributed to the initial success in bringing DLSU's faculty and students in a collaborative virtual learning environment.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

E-CLASS: A Journey into the World of Virtual Learning

Title	E-CLASS: A Journey into the World of Virtual Learning By: Marites A. Khanser, DBA - Ateneo de Davao University, Davao
Summary	
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Ang Maria Clara Ngayon: An Telecollaborative Project

Title	Ang Maria Clara Ngayon: An Telecollaborative Project Rebecca Lacanlale – Commonwealth High School Soledad Saet – Marikina High School Ma. Mercedes T. Rodrigo – Ateneo de Manila University
Summary	A telecollaborative project is one in which geographically separate participants share a learning experience. Although collaboration can be achieved through traditional forms of communication, e.g. telephone and mail, telecollaboration generally implies the use of Internet-based communication tools such as email, discussion forums, and chats. Telecollaborative projects have several formats: interpersonal exchanges, information exchange and analysis, and problem-solving projects. Interpersonal exchanges are undertakings that encourage students to discuss and interact with peers or with resource persons. Information exchanges and analysis teach students how to gather, exchange, and analyze data. Problem-solving projects are a synthesis of interpersonal exchanges and information exchanges and analysis. Students must work together to solve a common problem. This entails the careful communication of knowledge and ideas. The telecollaborative project discussed in this paper was an undertaking of two Araling Panlipunan teachers, Rebecca Lacanlale of Commonwealth High School and Soledad Saet of Marikina High School. They designed an interpersonal exchange with the theme "Ang Maria Clara Ngayon," an investigation into overseas working Filipinas. Their students interviewed Filipinas who intended to go abroad, who were currently abroad, and who had just returned. Students asked these workers about their motivations for working abroad, the advantages and the disadvantages of their situations, their working conditions, and so on. The two classes exchanged information using email. Together, they collated the data and presented it in the form of charts, graphs, and summaries. This paper will discuss the design and implementation of this telecollaborative project. It will explain how the project was conceptualized and how it tied into the curriculum. It will discuss how the students were selected and organized, how the data was gathered and exchanged, and how it was summarized. The paper will also discuss the various problems and challenges that the teachers had to overcome. Finally, the paper will discuss the benefits that the students and the teachers derived from this undertaking.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Evolving a regular management course to the online mode

Title	Evolving a regular management course to the online mode Tristan H. Macapanpan De La Salle University Professional Schools, Inc.
Summary	Converting a course delivered in the normal face-to-face classroom method into the online mode involves more than just requiring students to comply with course assignments using the e-learning facility. Issues in four dimensions: the educational institution, the e-learning facility, the student, and the faculty, need to be examined and considered before a successful evolution to the online mode can be achieved. These issues are particularly highlighted in management education where the sharing of practitioner experience is a valuable learning approach. The most critical issue in the dimensions other than the e-learning facility is preparedness, both attitudinal and technical. The main issues in the e-learning facility are technology related: accessibility and user-friendliness. A successful evolution requires full preparedness by the institution, the faculty and the student. The e-learning facility must be as unobtrusive as possible in the learning process. Once these issues are resolved, the biggest hurdle becomes the pedagogical design. This is very critical when offering a management course. Significant portions of such courses are the real life cases that seek to provide the student a sense of the actual situations they will face. Spontaneity helps reinforce the learning in these courses. The course designer has to compensate for the inherent lack of spontaneity in an e-learning environment. Innovative learning methods have to be devised.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Analysis of Potential Legal Issues in the Creation of Courseware in Philippine Electronic Education

Title	Analysis of Potential Legal Issues in the Creation of Courseware in Philippine Electronic Education Noel Guivani Ramiscal
Summary	Until a few years ago, the concept of virtual learning in the Philippine context was not well received. Educators have been revered as dispensers of knowledge. Replacing them, or at least enhancing their teaching repertoire with electronic aids or tools, had been a source of resistance and discomfort. With the advent of technological innovations caused by the Internet, Philippine educational institutions (PEIs) have had to grapple with the possibility and reality of introducing electronic education as a means of enhancing their course offerings and for attracting more students to enroll in their programs to ensure their financial viability. This paper discusses the modes by which PEIs create the content of their electronic courseware. The author also analyzes the legal ramifications of these activities and raises issues he has pinpointed as potential sources of legal conflict in the Philippines. His standard references are mainly Philippine laws and jurisprudence.
Keywords	Higher E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

REFLECTIONS OF AN INTERNET AUTHOR

Title	REFLECTIONS OF AN INTERNET AUTHOR Roland G. Simbulan – University of the Philippines
Summary	The paper explores the benefits of publishing in the World Wide Web. Web publication is exciting. But as an educator, there is something very encouraging and innovative about it that I have discovered. You can have your work or article displayed /published as a "work in progress" while generating feedback from experts and readers from all over the world. You can actually do your intellectual work piecemeal over an indeterminate period of time, generating reactions from specialists and non-specialists. An "electronic work in progress." As an author in the internet, the author wants his students and readers to develop independence, greater productivity and discover new experiences. In the case of a website, it is a situation where the "paint never dries." What used to be a one-page information/educational website can be expanded and improved over time, with readers inputing as well as following thru the progress. Even non-technical, non-educational people can have as much access as those non-educational institutions, interacting in a continuous process. Finally, we may have a venue where formal and non-formal education can have a chance to actually merge.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

DEPLOYMENT, IMPLEMENTATION AND MANAGEMENT OF A VIRTUAL LEARNING ENVIRONMENT

Title	DEPLOYMENT, IMPLEMENTATION AND MANAGEMENT OF A VIRTUAL LEARNING ENVIRONMENT Antoinette Refre Marcelo
Summary	In the interest of virtual learning environments used in any application (whether it is in education or industry), the present study seeks to address the problem of deploying, implementing and managing a virtual learning environment. Consequently, the specific problems are as follows: How should virtual learning tools be chosen based on some important criteria? How can a VLE be set-up and deployed? What factors need to be considered in implementing and managing a VLE? What are the benefits of a VLE over an ordinary Web page? The results of this study will show explicitly the benefits that can be obtained from a virtual learning tool. Furthermore, the factors that should be considered in putting up and managing a VLE are going to be finally defined. Since accounts of using a freeware or open source software are written here as well as those of sharewares and proprietary softwares, one can have a very good reference for venturing into online learning whether this is applied in the education or industry sector. Any institution though who would like to implement a VLE would have to undergo the steps mentioned in this paper to ensure that proper planning, deployment, implementation and management will be achieved. These are summarized as follows. The deployment of the virtual learning environment takes into consideration a lot of factors. A business case must first be presented to give the rationale and list constraints and alternatives including costs for implementation. Recommendations for the study will also help when seeking approval from top management. Survey of the available tools that will fit the needs of the users will also be needed. Then, one will only be able to set-up the VLE. The users of the VLE must be trained on its usage. During the entire time of implementation, do periodic monitoring and feedbacking to further refine the VLE being implemented. At the end of the VLE implementation, gather data to conclude the results of the study and note recommendations for succeeding implementations. It was also found that ordinary web pages could not offer much of what the VLE can. Ordinary web pages have to incorporate much programming especially in the back end to add the chat, tests, team discussion, grading features and others needed. Once programming has been done to include these features, only then will ordinary web pages be transformed into some kind of a VLE. It was also found out that the majority of students of the pilot class were comfortable accessing a course online with some having reservations still. They also preferred getting materials with cliparts, audio, video and animation aside from text. The most frequent feature they used were that of checking messages and downloading materials from the online course. Some uploaded materials and evaluated websites too. It was also found out that hindrances to successful implementation of the online course would be the student's or instructor's lack of time, facilities and materials. There could also be technical problems like a down server, an unstable or slow connection and lack of instructor initiative. A few of the students have expressed that they still prefer a face to face interaction with the instructor because of the personal touch and better interaction that results from this mode of course delivery.

Keywords	Higher education
	E-Learning contents/course development method (including multilingual content)
	Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Academic Community Collaboration Through MY.DLSUD Portal

Title	ACADEMIC COMMUNITY COLLABORATION THROUGH MY.DLSUD PORTAL
	Veronidia L. De Leon, PhD and Noel M. Genova
	De La Salle University Dasmariñas
Summary	As a leading center for excellence in information technology in the region and the CALABARZON area, the Information Technology Center of De La Salle University – Dasmariñas is committed to provide state of the art IT infrastructure and services to the academic community. Inspired by its mission of making information technology an integral element of all university processes, the center continuously strives to introduce tools that will be beneficial for the entire DLSU-Dasmariñas community.

With the increasing demand for internet-based services and the emergence of wireless technology, the center has taken steps towards the fulfillment of its vision by developing an academic portal – a tool that allows for improved accessibility of student and faculty database through the Internet and wireless technology (SMS), with on-line learning as one of its major components. The academic portal addresses the needs of the center's major clients (students, faculty, parents, administrators, staff), and serves as a medium through which the various sectors of the academic community converge.

This paper aims to discuss the process of developing an academic portal, as well as its significant contribution towards establishing an "electronic community".

This paper discusses the development of the portal from its conceptualization and planning stages, to systems development and resource requirements. Subsequently, the paper also presents possible portal contents that suit the needs of a standard academic community. It also evaluates the portal's efficiency, security, and how it keeps in line with the global standard.

The paper also discusses how the portal affects and benefits each member of the academic community, and its capability of establishing collaboration between the different sectors of the university.

The center hopes that this paper would eventually serve as a guide, and at the same time set a standard for other universities, especially those within the CALABARZON area, in developing an academic portal. |
Keywords	Higher education
	E-Learning contents/course development method (including multilingual content)
	Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

SYNERGIZING TECHNOLOGY WITH COGNITION AND PEDAGOGY: A FRAMEWORK FOR DESIGNING E-LEARNING PROGRAMS

Title	SYNERGIZING TECHNOLOGY WITH COGNITION AND PEDAGOGY: A FRAMEWORK FOR DESIGNING E-LEARNING PROGRAMS Dr. Miguel Q. Rapatan – De La Salle University
Summary	This paper presents a framework for designing e-learning lessons, activities or programs. One key principle in this framework is that the dominant thinking among the school's faculty of how students learn and the concomitant pedagogical practices embodying such beliefs will define the faculty and students' use of e-learning resources. The framework also discusses two major approaches to technology integration in instruction and curriculum design, namely the transmission and transformational models. The author compares both models and suggests that for e-learning to be pedagogically productive, subject teachers and instructional designers should use the transformational model. Examples of teacher-made and commercial programs are provided to illustrate instructional design concepts and practices. The main challenge in e-learning is to design a transformational context of learning. For students, this challenge requires literacy in multimedia language and programs together with continuous engagement with critical thinking tasks. Teachers should also be literate in the new technologies and re-train themselves in pedagogy; that is, understand how to make technology support conceptual formation and change in students. We should examine how specific multimedia features can be used to influence particular kinds of learning. For research, we should shift the focus of our studies from effects or determining which media is more effective. We should look at the context, process and range of tasks that students undertake in particular programs. We should also explore alternative criteria for assessing text design and ways of information processing. In this way, we will have a better understanding of how learning is taking place. For administrators, we should redirect the school as a learning organization. We should also review and articulate new performance standards and integrate these in the curriculum. Finally, in the high-tech world that seems to move faster than the pace of our understanding of its growth and implications, educators are challenged to restructure their schools as learning organizations where multimedia technologies are used to promote critical and creative thinking. Hopefully, for our students our response to these educational challenges will remove the barriers to stupidity and pose no boundaries for genius. May all of us in our schools and society, experience not just the explosion of information but also the sharing of knowledge and ultimately, the flourishing of wisdom. May the high tech be a means for high thinking and high teaching.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Strategy in Developing, Putting Up and Delivering Online Courses with a String Budget (Sample Case: e-Learning on Nuclear Science and Technology for Philippine Science Teachers)

Title	Strategy in Developing, Putting Up and Delivering Online Courses with a String Budget (Sample Case: e-Learning on Nuclear Science and Technology for Philippine Science Teachers) Dr. Antonio E. Refre - Philippine Nuclear Research Institute
Summary	The development, putting up and delivering online courses are processes that involve certain degrees of complexity. Needless to say, they entail not just a small amount of investment. It is for this main reason that only large organizations or institutions can afford to venture into this innovative education delivery. However, there is a way of circumventing or hurdling this financial stumbling block. The strategy proposed in this paper will make many local schools and their teachers who have been desiring to put up online courses hesitate no more. The paper presents three stages that one has to undergo to reach the actual operation of an online course are going to be discussed in detail with the corresponding strategy proposed by the author. Establishing an online course needs not to be difficult and expensive. The strategy proposed in this paper is one way by which you can put up an online course easily and at a minimal cost. This is very much applicable for those teachers who desire to deliver their courses initially in a mixed mode (F2F and Online). For schools who are about to embark into this innovative education delivery, the same strategy with some modifications may also be used.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

In silico systems for learning 21st century biology

Title	In silico systems for learning 21st century biology Gloria Despacio-Reyes - University of the Philippines Open University
Summary	Recent technological advances have greatly propelled developments in biological sciences. In particular, the elucidation of the genomic sequences of human and an increasing number of plants, animals and microorganisms has generated vast amount of biological data and consequently, the exponential growth of biological databases along with the biological literature. Thus, *in silico* systems have become necessary in order to compile, organize, analyze, study and interpret information from the seemingly latent stores of data. This paper briefly discusses the role and importance of electronic systems, i.e., the biological databases, analysis tools and techniques, and the new scientific disciplines of genomics and bioinformatics, and provides an illustrative application for learning 21st century biology.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Going the Distance: A Doctoral-Level Experience of Elearning

Title	Going the Distance: A Doctoral-Level Experience of Elearning Ma. Mercedes T. Rodrigo - Ateneo de Manila University
Summary	Distance education is touted to be the Internet's next killer app. Because the Internet bridges geographic distance and shortens communication time, learning at all levels, in all countries becomes more and more accessible to all. The research aims to document the author's five years of experience as a distance learner. The paper is divided into two major sections, coursework and dissertation. The coursework section covers my first two years of study. Aspects discussed include the curriculum, instructional delivery, resources, and student assessments. This section of the paper will also discuss the interactions that took place between students and teachers and among students themselves. These communications enabled participants to share their knowledge and expertise, thereby enriching the learning process. It also helped build personal relationships. The second portion of the paper discusses my experience of NSU's dissertation research process. It is common for graduate and doctoral dissertations have only three major deliverables: a proposal, a final report, and a defense. NSU, on the other hand, imposes four major requirements: an idea paper, a preliminary proposal, a proposal, and a final dissertation report. NSU does not, however, require a dissertation defense. Shepherding me through the dissertation process was my adviser. The paper will discuss how he guided me through each phase, ensuring the quality of my work's substance and form.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Nuts and Bolts of an E-learning Program for Asia-Pacific Journalists: The Konrad Adenauer Center for Journalism at Ateneo University

*The following two tables are about the same project from difference information sources.

Title	Nuts and Bolts of an E-learning Program for Asia-Pacific Journalists: The Experience of the Ateneo Center for Journalism Violet B. Valdez, Ph.D., Mark V. Escaler, Chay Hofilena
Summary	In this paper, the authors share their experiences in putting up an online training program, one of the core activities of a training center for journalists in Asia and the Pacific Islands, the Konrad Adenauer Center for Journalism at the Ateneo de Manila University (CFJ). The discussion sets out to achieve the following: 1) provide a background on the CFJ, 2) present an overview of the CFJ courses from June 2001- June 2002, 3) outline the main stages in the establishment of the CFJ e-learning training program, 4) identify some factors impinging on the operation of the CFJ e-learning program.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

Title	Nuts and Bolts of an E-learning Program for Asia-Pacific Journalists: The Konrad Adenauer Center for Journalism at Ateneo University
Item that is/will be publicized	e-Learning course development
Status	We have publicized the item specified above.
Targeted countries	Africa, Asia, America, Europe, Oceania
Description	The attached document was published in TU International in August 2003. TU International is a technology and management journal meant for the alumni of the Technical University of Berlin. The article details the foray of the Konrad Adenauer Center for Journalism at the Ateneo de Manila University (CFJ) into online learning, and documents the stages involved in setting up its e-Learning program. This paper contains similar content to the one mentioned above entitled "Building an Online Journalism Training Program: Outcomes and Success Factors."
Involved Organization	Name: Technical University of Berlin International Contact person: Dr. Petersen Address/Phone/Fax/e-mail: Technishe Universitat Berlin Außenbeziehungen-Sekr. ABZ 4 Straße des 17 Juni 135 10623 Berlin Tel: 049-30-314-25866 Fax: 049-30-314-79587 E-mail: Petersen@abz.tu-berlin.de
Referential Materials (URLs or documents)	**Note:** (If you have an electronic file of the document, it is appreciated if you could attach the file when you return this questionnaire to us.) "Nuts and Bolts of an E-learning Program for Asia-Pacific Journalists: The Konrad Adenauer Center for Journalism at Ateneo University"

The General Agreement on Trade and Services (GATS): concerns for private education service providers

Title	The General Agreement on Trade and Services (GATS): concerns for private education service providers by Eloisa P. Tinio
Summary	This paper discusses the provisions of the General Agreement on Trade in Services (GATS) and its possible effects on private education service providers in the Philippines. The paper calls attention specially to the implications of the Most Favored Nation treatment, of National treatment, and of Progressive Liberalization. The paper calls for careful consideration and well-planned preparation by the education services sector prior to allowing for the inclusion of education services in the Philippine schedule under GATS. The paper also calls for serious, concerted effort on the part of government, industry, and academe to bring about the preparations required. In light of the GATS policy on modification of schedules, it is apparent that there is a need to monitor and study offers made by the Philippines in response to requests from other countries. In light of the same provision, it is also obvious that there is a need to monitor and study the offers received by the Philippines in response to requests made by the Philippines to other countries. The details of the provision are clear. If we do not study and strategize carefully and act proactively, our mistakes would redound to our own detriment. As an educator, however, the author is repelled by the idea that what will now goad us into action is only fear of competition. I would, rather, that we move in concerted effort because we realize that in our hands is the future of today and tomorrow's generations and that it is our privilege and obligation, as their elders, to prepare a better world for them.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

The Internet-Enhanced Master's in Teaching Literature Program o the Department of Literature and Philippine languages, De La Salle University

Title	THE INTERNET-ENHANCED MASTER'S IN TEACHING LITERATURE PROGRAM OF THE DEPARTMENT OF LITERATURE AND PHILIPPINE LANGUAGES, DE LA SALLE UNIVERSITY By Paz Verdades M. Santos
Summary	Generally, the Master's in Teaching Literature Program of the Department of Literature and Philippine Languages at De La Salle University aims to train literature teachers to be more effective in the classroom. On the slide are the other objectives. The degree would be awarded by the Department of Literature of De la Salle University Manila, but hosted by different HEIs, specifically University of St. La Salle in Bacolod City for Regions 6 and 7 in SY 2000-2001, Ateneo de Naga University in Naga City for Region 5 in SY 2001-2002, and University of the Philippines Mindanao for Regions 11 and 12 in SY 2002-2003. The DLSU faculty and MATL students mainly communicated by email, with the DLSU faculty making use of the computers purchased for this purpose. However, many of the faculty also used their personal computers at home for the sake of convenience. They also used the telephone, cellphones, and messengerial services, especially for submitting papers, when web servers bogged down. Students were instructed to surf the Web for materials, choose the best ones for discussions, comment on them, post links for everyone to check out, and upload pictures, files, etc. on the Web. Here are some samples of uploaded files on the MATLBikol egroup. Some MATL faculty attempted to establish Chat sessions, but these failed for two reasons: first, some schools had turned off the Chat functions of their computers so that students wouldn't use these for non-academic purposes. So teachers were also unable to use this facility. Second, the schedules of the professors and all the students did not coincide. In the case of the Lipa and Bikol scholars who did not have their own computers, some found it too taxing and expensive to stay out late in cybercafes because they had to commute to homes in barrios.The paper expounded on the description, curriculum, objectives, course and admission requirements of the program.
Keywords	Higher education E-Learning contents/course development method (including multilingual content) Knowledge management
Referential materials	Pls. See Research Papers-Full Text folder

4. Publication of "e-Learning" Related Sources

--N/A--

5. Localization of "e-Learning" Related Resources

--N/A--

6. Joint Activities of "e-Learning"

Asynchronous Collaborative Learning Methods

Title	Asynchronous Collaborative Learning Methods
Period	July to December 2002
Partner countries	Japan and Philippines
Summary	Representatives from Aoyama Gakuin University, Nihon Unisys and De La Salle University tested e-learning materials on inventory management developed by Aoyama Gakuin University using a learning management system developed by Nihon Unisys on MBA students from De La Salle University. The study tested the learning impact and student reactions to the e-learning material.
Keywords	Operation of e-learning
Involved Organization	Name: Dr. Benito L. Teehankee and Prof. Tristan Macapanpan, De La Salle University, Dr. Kinya Tamaki of Aoyama Gakuin University and Mr. Kiyoshi Hara of Nihon Unisys Contact person: Mr. Kiyoshi Hara Address/Phone/Fax/e-mail: teehankeeb@dlsu.edu.ph
Referential materials (URLs or documents)	