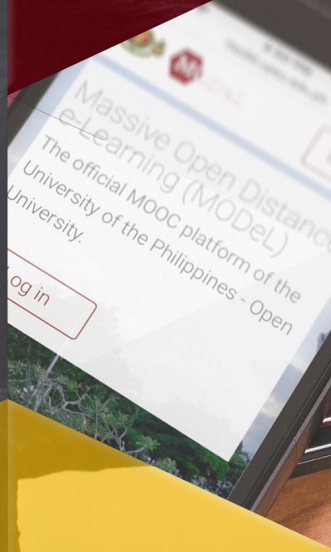




University of the Philippines  
OPEN UNIVERSITY



EDITORS  
Melinda dela Peña Bandalaria  
Melinda F. Lumanta  
Primo G. Garcia

**TOWARDS**  
**OPENNESS, INCLUSIVITY,**  
**EXCELLENCE, AND QUALITY**



# Towards Openness, Inclusivity, Excellence, and Quality

## **Editors**

*Melinda dela Peña Bandalaria, Ph.D.*

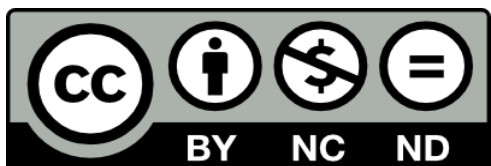
*Melinda F. Lumanta, Ph.D.*

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University of the Philippines  
OPEN UNIVERSITY Headquarters,  
Los Baños, Laguna

## **Towards Openness, Inclusivity, Excellence, and Quality**

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Authors: Joane V. Serrano, Anna Ma. Elizabeth F. Cañas-Llamas, Janele Ann C. Belegal,  
Melinda dela Peña Bandalaria & Myra C. Almodiel



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# FOREWORD

*“Paaralang bukas para sa magandang bukas”* was the tagline for the 2016 to 2019 roadmap or strategic plan of the UP Open University (UPOU) which embodied the university’s commitment to openness, inclusivity, excellence, and quality—the pillars of the Open Distance e-Learning (ODeL) framework.

The UPOU Strategic Plan 2016-2019, which has twelve flagship programs under five strategic thrusts, is an articulation of the ODeL framework guiding the university’s instruction, research/knowledge generation, and public service functions.

This book is a narrative of what UPOU has accomplished during the years covered by the Strategic Plan highlighting the best practices in ODeL for instruction, research, and public service, the innovations undertaken and the challenges encountered in our continuous pursuit of academic excellence, inclusivity and equity, responsiveness and social relevance, collaboration and community, and sustainable development for all. But more than that, the book depicts the hard work and commitment of UPOU’s faculty and staff who “breathed life” to the UPOU Strategic Plan 2016-2019.

I commend the book authors, Dr. Joane V. Serrano, Ms. Ma. Anna Elizabeth F. Cañas-Llamas, Ms. Janele Ann C. Belegal, and Asst. Prof. Myra C. Almodiel, who took the initiative to compile and contextualize UPOU reports to write this book. I also thank the UPOU faculty and staff who contributed to the documentation of the UPOU flagship programs’ accomplishments. Lastly, I congratulate my co-editors, Dr. Melinda F. Lumanta and Dr. Primo G. Garcia, and the publication team for making this book possible. We hope that the insights the readers will get from this book will contribute to the further enrichment of ODeL theory and practice.

**Melinda dela Peña Bandalaria, Ph.D.**  
Chancellor, UP Open University



# PREFACE

The University of the Philippines Open University (UPOU) was founded in 1995 as the fifth Constituent University of the University of the Philippines (UP) System with the mandate to democratize access to quality higher education through distance education. Since then, UPOU has sought to establish itself as a leader in open and distance e-Learning (ODEL), helping to equip Filipinos with the knowledge and skills they need for life and work in the 21st century. Its mission is to provide access to quality higher education to Filipinos everywhere through innovative methods of teaching and learning that are designed to be responsive to their needs as well as to national development priorities.

UPOU is also mandated to contribute to upgrading the quality of the Philippine higher education system by developing innovative instructional strategies and technologies and sharing these with other higher educational institutions (HEIs) through capacity building, research, and public service. Based on the Republic Act 10650 (RA10650), or the Open Distance Learning Act, UPOU is tasked to assist national agencies, HEIs, and technical and vocational institutions in developing distance education programs through training, technical support, and research.

UPOU is an institution of higher learning committed to observing open education as a means of enabling Filipinos everywhere to achieve a bright future for themselves, their communities, and the Filipino nation. This vision is best articulated in its Filipino tagline—*Pamantasang bukas para sa magandang bukas*. In line with this overall vision, UPOU faculty, administrators, and staff are committed to teaching and learning, research and innovation, public service, and governance and administration that are underpinned by the principles of scholarship and academic excellence, inclusivity and equity, responsiveness and social relevance, collaboration and community, and sustainable development for all.

Through a participatory process in 2016, UPOU crafted its roadmap which bears the tagline "*Paaralang bukas para sa maunlad na bukas*." During the term of the UPOU's fourth Chancellor, Dr. Melinda dela Peña Bandalaria, the UPOU Strategic Plan 2016-2019 was crafted. The plan had five

(5) strategic thrusts and twelve (12) flagship programs. Each flagship program featured specific activities, timelines, and responsible coordinating units to concretize the steps UPOU would have taken henceforth.

When President Danilo L. Concepcion assumed office in 2017, the UP Strategic Plan 2017-2023 was put in place. Knowledge Creation and Public Service were the major thrusts of the plan, with Honor and Excellence as the guiding principles. UPOU's Strategic Plan 2016-2019 was then aligned to UP's Strategic Plan with Quality Assurance in the middle as the core principle (Figure 1).

This book is a narrative of UPOU's accomplishments, innovations, and initiatives from 2016 to 2018 under its 5 strategic thrusts composed of 12 flagship programs.

Strategic Thrust I: Inclusive, Flexible, and Innovative Teaching and Learning

1. Accessible UP Education Programs (@ccess UP)
2. Flexible Learning Experience (FLEx)
3. Innovative Teaching with Technology towards Teaching Effectiveness (InnovaTE)

Strategic Thrust II: Responsive and Socially Relevant Research and Innovation in ODeL

4. Research Support (Saliksik)

Strategic Thrust III: Public Service in ODeL

5. Mainstreaming MOOCs (openUP)
6. Promoting Critical Digital Literacy (PLAZA)
7. Public Discussion and Information Dissemination (UPOU Connected)
8. Leadership in ODeL (Mission RA10650)

Strategic Thrust IV: Participatory Administration and Governance

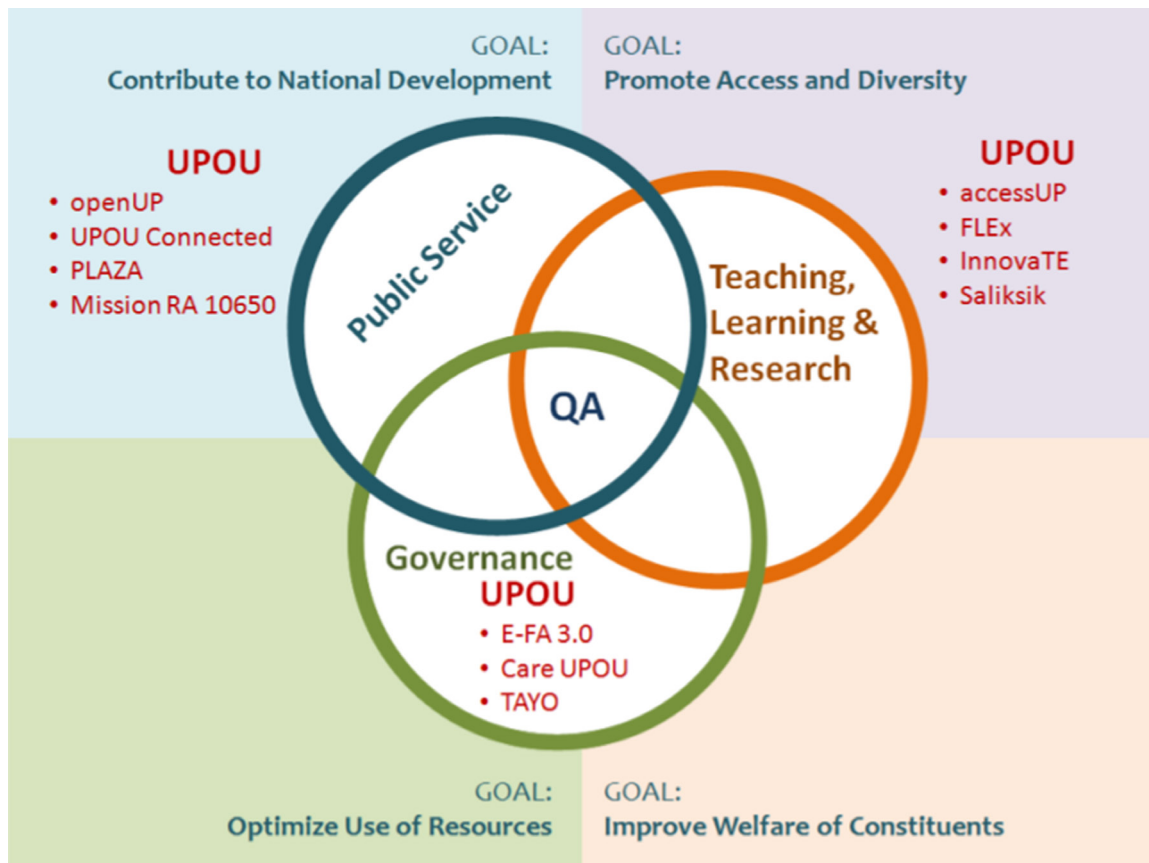
9. Administrative Productivity and Efficiency (eFA 3.0)
10. Climate Adaptive and Resilient UPOU (CARE UPOU)
11. Team Approach and Youthful Outlook for UPOU (TAYO)

Strategic Thrust V: Quality Assurance in ODeL

12. Quality Assurance in ODeL (QAlidad)

**Figure 1**

The UPOU Strategic Plan 2016-2019

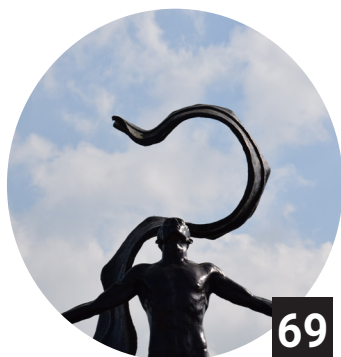


The UPOU Strategic Plan 2016-2019 was conceptualized and developed in April 2016 with the following key UPOU officials and personnel: Vice Chancellors, Faculty Deans, Unit Directors, Chief Administrative Officers (AO), Resource Persons, and Support Staff.

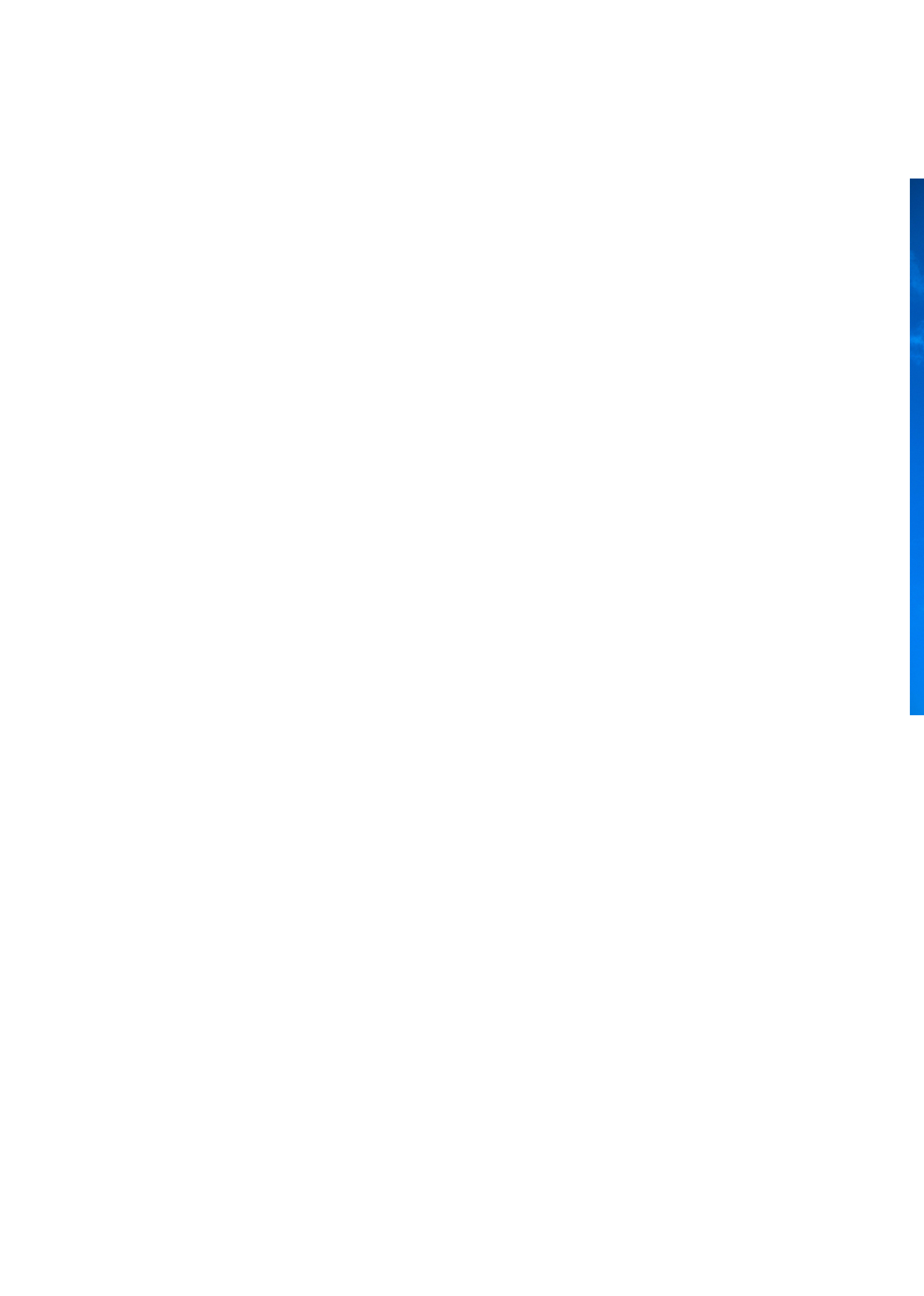
- Dr. Melinda dela Peña Bandalaria, *Chancellor*
- Dr. Melinda F. Lumanta, *Vice Chancellor for Academic Affairs*
- Dr. Jean A. Saludadez, *Vice Chancellor for Finance and Administration*
- Dr. Patricia B. Arinto, *Former Dean, Faculty of Education*
- Dr. Alexander G. Flor, *Dean, Faculty of Information and Communication Studies*
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- Dr. Sheila R. Bonito, *Former Office of Academic Support and Instructional Services Director*
- Asst. Prof. Finaflor F. Taylan, *Former Office of Gender Concerns Director*
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- Ms. Elvy A. Pamulaklakin, *Former Cash Office Chief AO and Former Campus and Development Maintenance Office Head*
- Mr. Michael P. Lagaya, *Human Resource and Development Office Chief AO and Acting Cash Office Chief AO*
- Ms. Pura SV. Amoloza, *Former Supplies and Property Management Office Chief AO*
- Ms. Anna Ma. Elizabeth F. Cañas-Llamas, *Information Officer*
- Ms. Jennifer D. Belen, *College Librarian*
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**Figure 2**

*The University of the Philippines Open University Centennial Marker, "The Pursuit of Education" by National Artist Napoleon V. Abueva.*



## **INCLUSIVE, FLEXIBLE, INNOVATIVE TEACHING AND LEARNING STRATEGIC THRUST I**

The University of the Philippines Open University (UPOU), as the pioneer in open and distance e-Learning (ODEL) in the Philippines, continues to explore inclusive and flexible teaching and learning strategies as well as initiate innovations and maximize the affordances of new technologies to enhance learning. As part of the national university, UPOU leads in setting academic standards in opening access to quality higher education.

Through UPOU's Strategic Thrust I, UPOU aimed to reach out to all sectors of society through the education of current and future leaders and prime movers in interdisciplinary fields that are crucial to social development (inclusive); to commit to equity of outcomes, not just equity of access (i.e. where no one is left behind and the learner's capabilities, such as knowledge, skills, dispositions, including commitment to advancing the common good, are fully developed); and, to be responsive in pace, place, and mode of delivery (flexible).

Moreover, this strategic thrust intended to provide the following: accessible education programs catering to a diverse student population; flexible learning through provision of multiple pathways in higher education; effective technology-supported teaching and learning; and a relevant, responsive, and cutting-edge curriculum consisting of a full complement of undergraduate, graduate, and postgraduate programs in priority social development fields.

There were three (3) flagship programs under the Strategic Thrust I: Accessible UP Education Programs (@ccess UP), Flexible Learning Experience (FLEX), and Innovative Teaching with Technology towards Teaching Effectiveness (InnovaTE). These programs were aligned with the UP System's Strategic Plan<sup>1</sup> GOAL 2: Promote Access and Diversity.

<sup>1</sup>University of the Philippines. (n.d.). *Strategic Plan 2017-2023*. <https://www.up.edu.ph/index.php/about-up/strategic-plan/>

# @ACCESSUP

## ACCESSIBLE UP EDUCATION PROGRAMS

In recent years, there has been a phenomenal growth of e-learning and online education globally. This growth allows more people to have access to education to enhance their knowledge and skills. However, in the Philippines there are still a number of barriers to the use of technology in enhancing learning and providing access to quality education.

Seeking to overcome ever-evolving barriers in education, UPOU has committed itself to making education more inclusive and accessible for the Filipinos who do not have access to quality education. Every initiative of the university is grounded in its mission to provide Filipinos everywhere access to quality higher education through innovative methods of teaching and learning that are designed to be responsive to their needs as well as to national development priorities.

One of its major efforts in making this possible was through accessible UP education programs, or @ccessUP. @ccessUP targeted to ensure the accessibility of UPOU's formal and non-formal programs. It had 6 components:

1. Promotion of UPOU programs in all regions and provinces
2. Expansion of scholarships and financial assistance
3. Development of bridge program to develop distance education (DE) readiness and skills for success in distance learning
4. Promotion of universal and inclusive accessibility
5. Review of admission policies
6. Improvement of student support system

Achievements and activity highlights under @ccessUP

Participating units for this flagship program were the Faculty Offices (Faculty of Education [FE], Faculty of Information and Communication Studies [FICS], Faculty of Management and Development Studies [FMDS]), Office of Student Affairs (OSA), Office of the Vice Chancellor for Academic Affairs (OVCAA), Office of Academic Support and Instructional Services (OASIS), Office of the University Registrar (OUR), and Office of Public Affairs (OPA). The success of @ccessUP was

measured through these performance indicators: geographically dispersed student population, students from low-income families, students from indigenous people (IP) communities, and students who are persons with disabilities (PWDs).

### 1 Promotion of UPOU Programs in All Regions and Provinces

The three (3) Faculty Offices (FE, FICS and FMDS) continuously offer the following undergraduate and post-baccalaureate programs with diverse student populations based in the Philippines and abroad:

#### FE

Associate in Arts (AA)  
Bachelor of Education Studies (BES)  
Graduate Certificate in Distance Education (GCDE)  
Diploma in/Masters of Arts in Language and Literacy Education (D/MALLE)  
Diploma in Mathematics Teaching (DMT)  
Diploma in Science Teaching (DST)  
Diploma in/Master of Arts in Social Studies Education (D/MASSE)  
Master of Distance Education (MDE)  
Doctor of Philosophy in Education (Biology, Chemistry, Physics, Mathematics)

#### FICS

Bachelor of Arts in Multimedia Studies (BAMS)  
Diploma in Computer Science (DCS)  
Master of Development Communication (MDC)  
Master of Information Systems (MIS)  
Doctor of Communication (DComm)

#### FMDS

Graduate Certificate in ASEAN Studies (GCAS)  
Diploma in/Master of International Health (D/MIH)  
Diploma in Land Use Planning (DLUP)  
Diploma in/Master of Land Valuation and Management (D/MLVM)  
Diploma in Research and Development Management (DRDM)  
Diploma in Social Work (DSW)  
Diploma in Women and Development (DWD)  
Master of Arts in Nursing (MAN)  
Master of ASEAN Studies (MAS)  
Master of Environment and Natural Resources Management (MENRM)  
Master of Public Management (MPM)  
Master of Social Work (MSW)

**Figure 3***Students in the UPOU Library*

As of December 2018, UPOU had around 5,000 enrolled students from over 70 countries, including the Philippines. In the Philippines, the majority of the UPOU students were based in the National Capital Region in Luzon with 1,632 students. Region 12 and the Bangsamoro Autonomous Region of Muslim Mindanao had the lowest UPOU student population, with 48 and 40 students, respectively.

In terms of overseas UPOU students, 935, 996, and 830 students were enrolled for academic years 2016–2017, 2017–2018, and 2018–2019, respectively. UPOU students were distributed (in descending order) in the continents of Asia, North America, Europe, Oceania and Africa. Majority of the overseas UPOU students were based in Asia, where most were located in the United Arab Emirates and Saudi Arabia.

UPOU had implemented continuous efforts to reach more students in the Philippine provinces with low UPOU student population. Some strategies to promote UPOU programs were the following:

#### **1.A. Last Mile Campaign**

This aimed to extend and widen UPOU's reach to Filipinos even to those at the "last mile" of the Philippines. Through this project, UPOU repackaged its information collaterals to include multimedia materials, and customized them specifically for targeted communities. UPOU also sent letters, brochures, posters, and application forms to local government units (LGUs) and offices, sent press releases to media outlets, and tapped radio stations in the provinces.

#### **1.B. #OUPossibilities**

UPOU's social media campaign, entitled #OUPossibilities, ensured the accessibility of information about UPOU programs by all sectors of the society and engaged the public in UPOU-relevant issues. Under #OUPossibilities, UPOU strengthened its presence in all social media platforms, made use of daily hashtags, and launched the official UPOU Blog (<https://openupconnect.com>). As a result of the enhanced social media campaign in the Philippines in the Webometrics Ranking of World Universities released by Cybermetrics Lab. UPOU also installed LED TVs in its buildings to serve as electronic information bulletins to help increase UPOU visibility.

#### **1.C. Improved Relations with Members of the Press**

UPOU has had a continuing relationship with members of the press and press organizations. They were consistently invited to major UPOU events, and UPOU was able to tap their facilities to reach more audiences. Among the radio/TV guesting and invitations that were participated in by UPOU were: Chancellor Melinda dela Peña Bandalaria and Director Joane Serrano's interview with CNN Serbisyo All Access on 26 September 2016; Chancellor Melinda dela Peña Bandalaria's Interview with DZMM's "Turo-Turo" on 07 January 2017; Chancellor Melinda dela Peña Bandalaria's interview with ABS-CBN Southern Tagalog on 26 February 2018; Director Luisa Gelisan's Interview with ABS-CBN Southern Tagalog on 28 May 2018; and, Director Joane Serrano's interview with DZRH on 8 July 2018.

**Figure 4**

Chancellor Bandalaria and Dr. Serrano during the CNN Philippines Serbisyo All Access Interview, September 2016



**Figure 5**

#hangOUT in Baguio with UPOU alumni, faculty, and staff



**1.D. UPOU Program Orientations**

Various UPOU units visited institutions and conducted seminars, workshops, fora, webinars, and meetings to orient the public about UPOU programs.

**1.E. #hangOUT**

As one of UPOU’s strategies in strengthening its linkage with students and alumni, the #hangOUT provides a venue for UPOU students and alumni to exchange experiences as e-learners, have personal conversations beyond the virtual classroom, and build connections among themselves and with the university. Four #hangOUT Sessions were conducted in Naga City, Bicol; Baguio City; Roxas City, Capiz; and Mauban, Quezon where about 50 alumni based within the nearby vicinities participated. Through these #hangOUT sessions, UPOU alumni were updated with new UPOU programs, and their interests to reconnect with UPOU were renewed.

**2 Expansion of Scholarships and Financial Assistance**

As part of UPOU’s thrust toward inclusivity, partnerships with various agencies providing scholarships and financial assistance to deserving UPOU students have been continually forged.

The following were scholarships and financial assistance for UPOU students:

- Commission on Higher Education (CHED) Faculty Development Program (Phase II)
- CHED Graduate Education Scholarships for Faculty and Staff Development in the K-12 Transition Program
- CHED LGU-Cotabato (Access to Quality Higher Education through e-learning)
- Department of Environment and Natural Resources (DENR)-Local Scholarship Program
- Department of Science and Technology (DOST)-Human Resource Development Program
- Genpact Scholarship Program
- Government Service Insurance System (GSIS) Scholarship Program
- Hon. Adolph Edward G. Plaza The Agusan del Sur Distance Learning Scholarship Program
- Oplan Kaalam Nograles Scholarship
- Philippine Ports Authority Scholarship Program
- Philippine Veterans Affairs
- PLDT InfoTeach Scholarship
- Science Education Institute-DOST Scholarship Program
- Teacher Development Program (Phases 3, 5 & 6)
- UP Baguio Local Faculty Fellowship
- UP Presidential Scholarship,
- UP Visayas Local Faculty Fellowship.

For the 2016-2018 academic years, the breakdown of scholarship grants is in Table 1.

**Table 1**

Number of scholarships and financial assistance availed of by UPOU students during three academic years

S/T*	AY 2016-2017		AY 2017-2018		AY 2018-2019	
	I**	E***	I	E	I	E
	<b>First</b>	4	10	4	9	5
<b>Second</b>	4	10	4	9		
<b>Third</b>	1	1	0	2		

\*Semester/trimester      \*\*Internally funded  
\*\*\*Externally funded

On the other hand, the UPOU implemented the Free Tuition program through the Republic Act 10931 or Universal Access to Quality Tertiary Education Act. As described in the Official Gazette<sup>2</sup>, this Act promotes universal access to quality tertiary education by providing free tuition and other school fees in state universities and colleges (SUCs), local universities and colleges and state-run technical-vocational institutions; establishing the tertiary education subsidy and student loan program; strengthening the unified student financial assistance system for tertiary education, and appropriating funds.

<sup>2</sup>Official Gazette. (2017, August 3). *Republic Act No. 10931*. <https://www.officialgazette.gov.ph/2017/08/03/republic-act-no-10931/>.

### 3 Development of Bridge Program to Develop DE Readiness and Skills for Success in Distance Learning

UPOU has offered 3 bridge programs through the Faculty of Education: Online Learning Skills, Bridge English, and Bridge Math. These programs were first offered to applicants of UPOU's undergraduate programs in 2014 and 2015, but were offered to the rest of the UPOU students from 2016 to present. These programs are usually offered 3 times in an academic year, with each offering lasting 4 weeks.

Online Learning Skills @ UPOU aims to help students to develop study skills for effective learning in an online distance education environment. Bridge English @ UPOU reviews English grammar and writing mechanics to prepare students for college-level English Communication courses. The modules and sub-topics review the mechanics on being grammatically appropriate and provide the resources students need to learn the basic principles of communicating in English effectively before they take any foundation courses in communication offered at the college level. Lastly, Bridge Math @ UPOU is designed to help students improve their foundation and basic skills in Mathematics. The modules assist the students in re-learning various math skills that may be useful for their courses in UPOU.

### 4 Promotion of Universal and Inclusive Accessibility Program (UIAP)

In the past three years, six projects on universal accessibility were undertaken by UPOU with the budget of P6.4 million. Some of this component's initiatives can be interfaced with flagship programs openUP and UPOU Connected in Strategic Thrust 3.

#### 4.A. Website Accessibility

To enhance internet presence and accessibility of the university, the UPOU conceptualized the redesigning of its main website, its microsities and portals to make them more accessible based on the United Nations Educational, Scientific and Cultural Organization's (UNESCO) Universal Design for Learning (UDL) and the Web Content Accessibility Guidelines (WCAG).

To ensure that UPOU complies with the UDL, WCAG and UP's Visual Identity Guide, two research studies were conducted: "Assessing the Web Accessibility of UP Open University Websites" and "Universal Design for Learning (UDL) in UPOU Website as part of Quality Assurance Framework." These research projects were made possible through the UP Academic Program Improvement (API) fund in 2017. These research projects aimed to explore how to ensure a more accessible, inclusive, and responsive UPOU website.

Continuing efforts on harmonization among all sites and systems of UPOU is being done to ensure that they project a consistent UPOU brand of visibility and accessibility. In 2017, UPOU purchased uniform theme licenses for all UPOU microsities.

#### 4.B. UPOU Networks and Open Educational Resources

The UPOU Networks or the university's online repository of educational resources also incorporated the WCAG in its design to make the content of the online repository more accessible to a wider range of people with disabilities—including blindness and low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity and combinations of these.

The open educational resources (OER) collection in the UPOU Networks were made available in various formats—video, podcast, and text or transcriptions, making the materials compliant to multiple paths to learning. They were screen-reader friendly to further enhance usability for all types of learners. Searchability functions of the UPOU Networks site were also improved to make it more user-friendly. The UPOU Networks is also discussed in Strategic Thrust 3.

#### 4.C. Student Accessibility Program

The student accessibility program aimed to provide support to international students and differently-abled students, and to assist students coping with risk and those affected by disasters and crises. It ensured that the UPOU's web services comply with the current WCAG.

#### 4.D. Application, Admission and Enrollment at the UPOU

Application, admission exams, and enrollment processes at the university were further boosted. The Office of the University Registrar (OUR) website and the Academic Information Management System of UPOU had been redesigned to also cater to the needs of prospective and continuing students who have mobility, linguistic, and sensory concerns. In the UPOU Headquarters, a revised general information bulletin was organized for undergraduate admissions.

#### 4.E. Redevelopment of Existing Course Materials

As standard practice in UPOU, a group of experts were involved in the planning and development of course modules and other OERs for UPOU courses. This group is known as UPOU's Quality Circle. The core members of the Quality Circle or the course module development team are the course writer(s), the reader who is a content expert or subject matter specialist, and the instructional designer. A media specialist and a language editor can then participate in the course development process as it progresses. In the past few years, universal accessibility and gender concerns have been incorporated in both the orientation and review process for developing course modules and other OERs, resulting in a more enhanced quality control measure for all learning materials.

The redevelopment of existing UPOU course materials are ongoing, several of which were initiated in 2016. OERs for the courses, which comply with universal accessibility principles and WCAG, are being produced in various media formats and in PDF with HTML components.

Part of this project was a workshop on developing course packages with enhanced accessibility and mobility held by FEd on 24–26 January 2018. Dr. Sheila Bonito, FMDS faculty and former OASIS Director, served as a resource speaker for the workshop on instructional design and module writing. Asst. Prof. Katherine Esteves, educational developer from Australian National University, former Multimedia Center Director and former UPOU faculty member, served as resource person for the workshop on universal accessibility. The workshop aimed to re-orient module writers, instructional designers, and readers on resource-based course package (RBCP) mode of developing learning materials implemented at UPOU; discuss universal accessibility concepts and their integration in the redevelopment of selected FEd courses; and, provide a venue for writing the first drafts of selected course packages.

**Figure 6**

*Seminar on "Cultivating Accessible and Inclusive Education: Disability Awareness," May 2018*



#### 4.F. Personalized Learning through MODeL

The programming of massive open online courses (MOOCs) in UPOU's Massive Open Distance e-Learning (MODeL) course site were enhanced to make possible a more personalized learning built around the needs and capacity of each individual learner. The learners should be able to modify their learning process based on what they feel is necessary for them, have the choice of courses to take, devices and tools to use, and different pathways to learn, among others.

Aside from these 6 major projects under the UIAP, other initiatives towards the same objective of inclusion were conducted:

- UDL was incorporated in policies and guidelines developed for UPOU websites, social media pages, portals, and systems. The policies enable prospective and current students to access information about UPOU, its programs and its events.
- Twenty-four UPOU Designated Information Officers (DIO) and social media administrators were trained for "Increasing Accessibility, Visibility and Web Presence" on 7–8 November 2017.
- A seminar on "Cultivating Accessible and Inclusive Education: Disability Awareness" was held on 18 May 2018 to discuss the issue of exclusion in education and the role of MOOCs in addressing this issue. The resource speakers were Mr. Jay Monterola of the Philippine Coordinating Center for Inclusive Development, Inc. who talked about "Community-based Inclusive Development: Disability and Accessibility," and Dr. Ferdiliza Dandah Garcia, of the UP Camp Community-based Rehabilitation Program who presented "Disability and Accessibility in Education."

## 5 Review of Admission Policies

### 5.A. Distance Education Readiness/Orientation

The completion of the Distance Education (DE) Readiness Module had been an added requirement for admission to UPOU programs since 2016. The module was subsequently made open and available as a MOOC through the UPOU MODeL site.

### 5.B. Undergraduate Admissions Committee

In January 2018, the Undergraduate Admissions Committee (UAC) was formally instituted. The committee is composed of the Deans of FEd and FICS, Program Chairs of AA, BES and BAMS, the University Registrar, and the OUR Admissions Section. The tasks of the committee are the following:

- To approve or disapprove undergraduate applications based on approved admission policies of the university
- To formulate and recommend policy and guidelines regarding admission of undergraduate students
- To keep under review undergraduate admissions policy and practice
- To keep under review undergraduate numbers and to make recommendations accordingly to the appropriate university units or bodies
- To promote fairness and consistency in the Faculty's admissions policies
- To deal with all other matters related to undergraduate admissions

## 6 Improvement of Student Support System

### 6.A. Office of Student Affairs

The Office of Student Affairs (OSA) was established during the 1328th UP Board of Regents meeting on 16 June 2017. OSA is committed to provide appropriate student services to UPOU's unique set of students in the DE setting. Structurally, the office is under the OVCAA. The UPOU OSA is mandated to provide information, advice, and guidance to prospective and current students regarding their psychosocial, financial, emotional, and academic needs and concerns when studying in DE mode.

To fulfill its mandate, the office has the following functions: provide support for sustainable and meaningful learning in the DE mode; connect the students, socially and academically, to create a nurturing learning community; provide financial assistance to students through scholarships, loans, and other forms of financial assistance; assist and support student activities and organization concerns; facilitate and assist students in participating in international programs aligned with their program of study at the university; assist students with special needs and those coping with risks and affected by disasters and crises;

and, manage the university's Learning and Testing Centers.

To fulfill the functions stated above, UPOU OSA has 5 programs: Scholarships and Financial Services Program; Learning and Testing Centers Development and Management Program; Student Organizations and Activities Program; Counseling and Guidance Program; and Student Accessibility Program. Under the Learning and Testing Centers Development and Management Program is the Examination Services.

The Examination Services is a new system that provides standard examination services to all students based locally and abroad. This system enables the coordination of proctors and exam arrangements for midterm, removal, completion/make-up, comprehensive, and final exams. Admission tests (Graduate Admission Test and Undergraduate Admission Test) are also part of OSA's Examination Services. The OSA website (<https://osa.upou.edu.ph>) and system were launched in 2018.

### 6.B. Orientation and Campus Tours

Since UPOU delivers its instructions fully online, student orientations and campus tours were considered opportunities for students to visit the campus and physically interact with faculty and student support staff. The event may be one of the few times the students will be setting foot on the university aside from graduation.

UPOU had its first-ever campus tour for new and continuing students and alumni at the UPOU Headquarters on 9 August 2017. It was spearheaded by OPA and Multimedia Center (MC), wherein 103 students and alumni participated. The tour provided a venue for students and alumni to get to know their university more by experiencing the campus physically, and meeting UPOU staff and faculty face-to-face. The tour consisted of a game called Bing-OU, which required students to take selfies with UPOU landmarks, answer special questions, and post the photos in a Facebook Album using the hashtags #UPOUCampusTour and #UPOpenUniversity. A mini-program to entertain and answer student questions was also included in the event.

The second campus-wide student orientation organized was on 28 July 2018 to accommodate all newly enrolled and continuing students, and alumni. Two hundred sixty-five (265) newly admitted students, with family and friends, and 153 newly admitted students via web streaming participated in the activity. The student orientation was spearheaded by OSA, in cooperation with the

Faculty Offices, OUR, OPA, MC and UPOU Library. The campus tour started from the UPOU Community Hub, then rounded the different offices and landmarks of the university, and ended at the CCDL Auditorium for the student orientation. Afternoon sessions were devoted to Faculty and Program Orientations wherein students were allowed to meet and greet their professors and fellow classmates. The University Library also conducted its orientation on UPOU Library Resources and Services on the same day.

UPOU's Faculty Offices also conducted their own student orientations for their respective students. Foremost, the FMDS had orientations for new students on 30 January 2016, 20 August 2016, 29 July 2017, 20 January 2018, and 28 July 2018. FMDS also pioneered the Student Orientation via social media, through Facebook Live, on 20 August 2016. Delivered using social media, the student orientation was made more accessible to students around the country and beyond. Succeeding Student Orientations via Facebook Live were held on 21 January 2017, 29 July 2017 and 20 January 2018. Student orientations provided an opportunity for FMDS students to ask

**Figure 7** UPOU's Oblation Plaza in the foreground, and the UPOU Administrative Building in the background



clarifications on administrative procedures and program policies. New students were provided with online information materials prior to the live student orientations.

For FICS, re/orientations for new and continuing FICS students were held on 3 September 2016, 11 May and 28 July 2018. The FEed also had a program orientation for newly admitted students on 28 July 2018. These activities were meant to familiarize students with the practices, policies, faculty, and curriculum of undergraduate and graduate programs.

### UPOU Gender Program and Activities

The UPOU Office of Gender Concerns (OGC) is mandated for gender advocacy and gender mainstreaming, and for bringing forth, analyzing and engaging with gender-related issues in both the physical world and cyberspace.

The accomplishments of the UPOU OGC are not technically part of the components of @ccessUP, but since the Office pushes for gender inclusivity, its activities in 2016 to 2018 are presented here:

1. Updated resource materials for Women and Development through the Resource-based Course Packages
2. Developed MOOCs, and OERs through webinars and fora uploaded in the UPOU Networks

#### 2016

3. Hosted the Breast Cancer Awareness Seminar in cooperation with the UPOU Wellness Committee and Los Baños Doctor's Hospital and Medical Center on 12 October
4. Co-organized and hosted the Asian Association

**Figure 8**

*UPOU Student Orientation, August 2019*



- of Women's Studies (AAWS) Congress on 1-3 December in Vietnam to discuss global women and gender issues
5. Conducted the Commission on Higher Education forum on "Gender Issues on ASEAN"
  6. Conducted the forum on "Breastfeeding as a Right"
  7. Conducted the forum on "Gentle and Rightful Birth"
  8. Conducted the forum on "Role of Men in Stopping Violence Against Women"
  9. Conducted the forum on "Women and the National Elections"
  10. Set up the Breastfeeding Station and Kids' Corner
  11. Conducted a forum and free check up on mammography
  12. Organized and held the UPOU Gender Consultation with Units and Offices: Gender and Development (GAD) Meeting and Planning Session attended by 30 UPOU unit heads and employees
- 2017**
13. Organized UPOU's National Women's Month celebrations in March with the following activities:
    - a. Walk for a Cause on 8 March
    - b. Let's Talk It Over: "Kababaihan, Kalikasan, Komunidad" on 21 March
    - c. Exhibit "Women in Art: Kulay, Galaw, at Pinta" on 27 March at Galeria Sinag, UPOU Community Hub
  14. Conducted "*HILLOT*: Understanding and Experiencing Traditional Filipino Method for Women's and Men's Health," an activity which tackled reproductive health for men and women throughout the lifespan on 19 April. There was one hour lecture with demonstration, free consultation, and free *hilot* for the participants.
  15. Held Mother's Day activity in May where roses and informative bookmarks were given to every mother among the UPOU employees. A 'Freedom Wall' was arranged at the UPOU Main Lobby for faculty and staff to write their messages to mothers and/or women in general, and answered one GAD-related question. A short survey (participatory gender audit) was also accomplished by UPOU faculty and staff.
  16. Launched an integrated Breastfeeding Awareness and Respectful Birth campaign, in partnership with L.A.T.C.H. Los Baños, with three activities: public forum on respecting childbirth and protecting breastfeeding held on 20 May at the CCDL Auditorium; birth photography exhibit at Galeria Sinag on 20 May to 17 June; and breastfeeding class on 21 May.
  17. Led the Research Conversations session on "Institutionalizing Gender Perspective in Research: Reflexivity as an Alternative" on 11 August
  18. Institutionalized the Gender-focused Research Grant approved in August
  19. Conducted a webinar on "Gender in Research: Framework and Methodologies" on 25 August
  20. Conducted an Information Drive on "Sexual Harassment in the Workplace" on 15 November to disseminate the UP Anti-Sexual Harassment Code
  21. Conducted an Information Drive on "Gender-focused Research Proposals and Guidelines" on 28 November
  22. Conducted a gender session in partnership with OVCAA and FEd on Considering Aspects of Gender in Course Development
- 2018**
23. Organized UPOU's National Women's Month celebrations in March with the following activities:
    - a. Launch of Gender Information Drive (in partnership with OC and OPA) on 5 March
    - b. Participation of 11 UPOU staff in the Advocacy Walk and *Padyak Para Kay Juana* of the Ecosystems Research and Development Bureau. Participation of more than 30 UPOU staff in the annual fundraising walk for cancer prevention in women.
  24. Conducted a Forum on Reproductive and Sexual Health for Juana and Juan on 21 March, a seminar for UPOU constituents to access practical information on reproductive health concerns and sexually transmitted infections, and their varying impacts on women and men.
  25. Led the Let's Talk It Over: "Promoting Healthy Development for Very Young Children" on 13 November

**Figure 9***Let's Talk It Over Series on Gender in March 2018*

# **FLEX** FLEXIBLE LEARNING EXPERIENCE

As part of its thrust toward openness, UPOU continues to advocate and lead in the practice of ODeL and flexible learning in the Philippines. UPOU promotes learning-centeredness which encourages students to take responsibility for the learning process and become independent and self-directed learners. Students are given more access, more options, and more control through a variety of learning materials (print, audio-visual, computer, etc.) and interactions (virtual classrooms, online chats and discussions, etc.).

Aside from learning, UPOU explored using various technologies to make its processes (admissions, enrollment, assessments, etc.) more flexible to improve the students' overall learning experience. One of UPOU's innovations was the implementation of the flagship program on Flexible Learning Experience, or FLEx.

FLEx targeted to provide multiple pathways to and through UPOU education. It had 3 components:

1. Institution of an independent learning track
2. Establishment of a system of recognition and accreditation of prior learning
3. Institution of exit degrees

Achievements and activity highlights under FLEx

Participating units for this flagship program were the Faculty Offices, OASIS, and OVCAA. The success of FLEx was measured through these performance indicators: multimodal course delivery, multiple entrances to and exits from UPOU's programs, and recognition and accreditation of prior learning.

## **1 Institution of an Independent Learning Track (ILT)**

The Independent Learning Mode is envisioned to enhance flexibility of access to UPOU education. Initially implemented with the Diploma in Science and Teaching (DST) program of FEd, this mode of learning allows learners to start with their study any time during the academic year and complete their courses at locations convenient to them. The independent learning mode is also envisioned as a means for the university to continue to cater to students of programs with small enrolment. For UPOU, this mode of delivery is an alternative to the cohort-based mode that is consistent with the university's commitment to providing quality higher education and lifelong learning for all through ODeL.

In December 2016, the concept of ILT for pilot testing for the DST program was approved. Since 2017, the track has had 42 enrolled students, distributed among the Biology, Chemistry, and Physics majors. In October 2018, the DST ILT had 13 enrollments. The FEd, with plans of replicating the ILT to the DMT and DSSE programs, is continually monitoring the ILT offering and consolidating the issues and/or concerns related to the initial implementation of this modality.

Also applied to the FMDS' Master of Environment and Natural Resources Management program, the ILT was pilot tested in 2018 with one student enrolled.

## 2 Establishment of a System of Recognition and Accreditation of Prior Learning

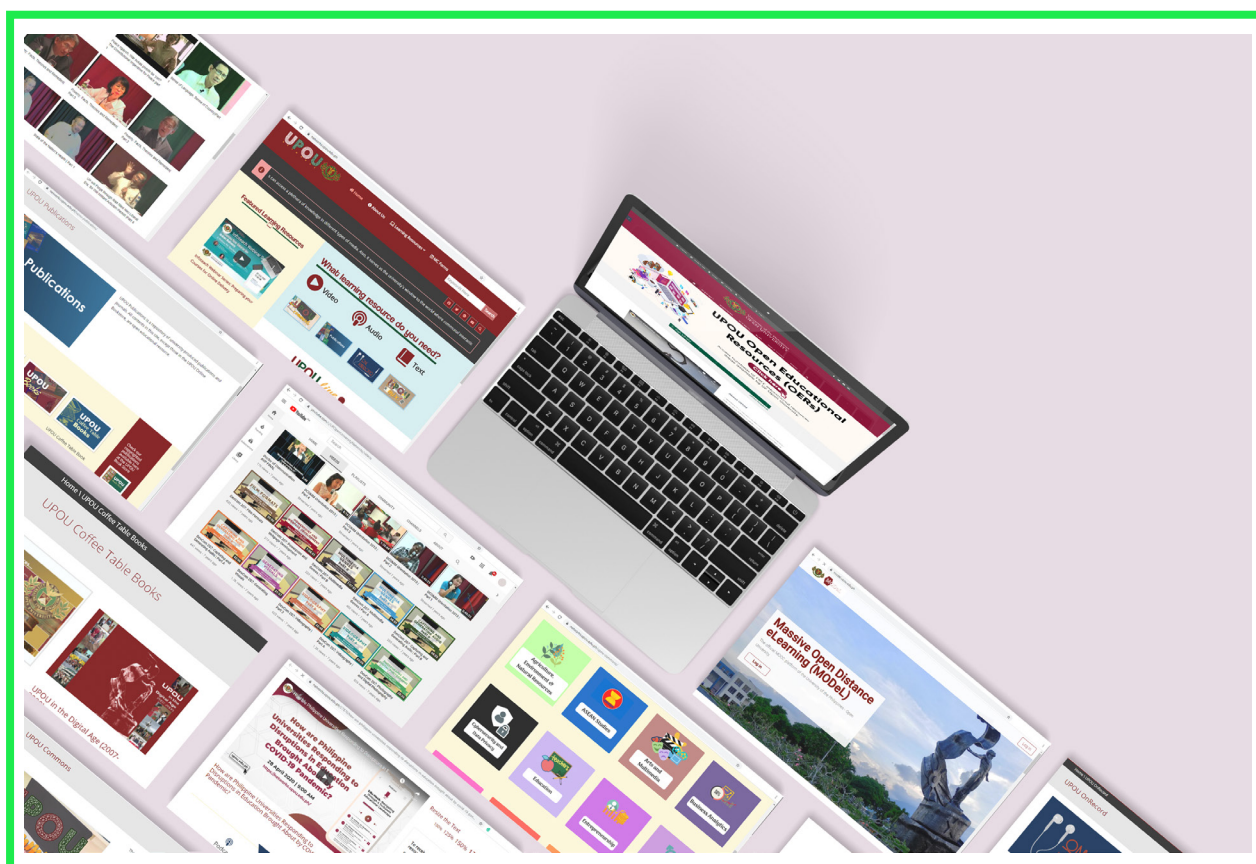
UPOU is part of the Asian Association of Open Universities (AAOU) Accreditation Task Force. The AAOU Accreditation Task Force is a team composed of representatives from the different regions of Asia chosen to conduct a feasibility study on AAOU offering open education accreditation services. Under the guidance of Chancellor Melinda dela Peña Bandalarria during her term as AAOU President, the team also aimed to offer these services from a developmental perspective, giving AAOU member institutions the opportunity to improve their open education practices by providing consultation services to those in need.

## 3 Institution of Exit Degrees

In the DRDM program of the FMDS, the program partnered with the Department of Science and Technology-Philippine Council for Industry, Energy, and Emerging Technology Research and Development (DOST-PCIEERD) to implement the Master of Research and Development Management project. This project aims to upgrade the current DRDM program into a ladderized multi-entry and multi-exit ODeL Master's program to cater to the growing demand for research and development (R&D) managers in universities, line government agencies, laboratories, and private industries to keep abreast with knowledge and skills in R&D management. This project can be interfaced with flagship program PLAZA in Strategic Thrust 3.

**Figure 10**

*UPOU resources across various platforms and sites*



# INNOVATE

## INNOVATIVE TEACHING WITH TECHNOLOGY TOWARDS TEACHING EFFECTIVENESS

E-learning is predominantly being utilized by HEIs as a complement to a traditional classroom. As much as its widespread adoption in HEIs, growing concerns in the quality of e-learning are also evident. To address this challenge, UPOU explores various learning pedagogies to improve the learning experience and satisfaction of its students. One of UPOU's strategies is recognizing the crucial role of technology in the development and delivery of its courses. As a premier ODeL institution in the country, UPOU maximizes the affordances of information and communications technology (ICT) in teaching and learning.

With this, UPOU came up with the program Innovative Teaching with Technology towards Teaching Effectiveness, or InnovaTE. InnovaTE targeted to promote and adopt innovative technology-supported teaching methodologies in support of effective learning. Its 4 components were:

1. Online teaching toolkit (Faculty Portal)
2. Faculty seminar-workshop series
3. Online teaching skills certification program
4. Faculty-in-charge (FIC) and Tutor Congress

Achievements and activity highlights under InnovaTE

Participating units for this flagship program were the Faculty Offices, University Library, OVCAA, and OASIS. The success of InnovaTE was measured through these performance indicators: innovative technology-supported teaching methodologies, enhanced capacity in effective online teaching among the faculty (FICs and tutors), and reduced attrition and improved graduation rates among students.

### **1 Online Teaching Toolkit (Faculty Portal)**

Part of the online teaching toolkit is the Faculty Portal which houses the materials and resources (such as modules and OERs) for UPOU's FICs and course authors. This is part of UPOU's effort to collate, organize, and present available content to FICs and course authors for course development and delivery. For course authors, the Faculty Portal provides them with resources on: planning the course modules, selecting learning resources, designing learning activities, writing study guides, creating assignments, and writing the course guide. On the other hand, for FICs, resources on designing your course site, formulating exams, creating online quizzes, facilitating online discussions, managing large classes, providing feedback, and mentoring tutors are available. Modules on open educational practices are also available.

### **2 Faculty Seminar-Workshop Series**

As part of faculty and staff development, UPOU supports their attendance and participation in training and conferences. UPOU also organizes workshops and seminars for professional and course development.

#### **2.A. Capacity-building Workshops and Seminars for UPOU Faculty**

##### **UPOU Planning Workshop on Course Development and Delivery Processes in relation to UPOU Strategic Plan 2016**

Held on 1–3 August 2016 with Dr. Sheila R. Bonito

##### **Designing Accessible Course Materials and Multimedia Supplements for Resource Based Course Package**

Held on 3 November 2016 with Asst. Prof. Katherine K. Esteves

##### **ODeL Webinar Series**

Discussed in Mission RA 10650 in Strategic Thrust 3

##### **Trainings on Online and Analytical Tools**

Having acquired one license of the Statistical Package for the Social Sciences (SPSS) Software,

a demo session was conducted on 10 March 2017, and a basic hands-on training was conducted on 28 April 2017. On the other hand, for TurnItIn, an online application which can be used by faculty members to check their students' outputs of plagiarism, was introduced and demonstrated to UPOU faculty on 13 September 2017. These training sessions can be interfaced with Saliksik in Strategic Thrust 2, TAYO in Strategic Thrust 4, and QAlidad in Strategic Thrust 5.

### Academic Writing Workshop

Attended by lecturers, affiliates, and regular faculty members involved in the delivery of programs with special problem, thesis, and dissertation requirements, FEd had conducted an academic writing workshop on 26–28 October 2017. The workshop aimed to review and revise its guidelines on thesis and dissertation, and research writing manual, and to recommend a list of research areas or themes that are in line with the Faculty's and the university's research thrusts and which thesis or special problem students can then use as additional guide for their thesis/special problem work.

**Workshop on Developing Inclusive Practices with Technologies for Online Learning and Teaching with Lancaster University, United Kingdom**  
Spearheaded by FEd, the workshop on 12–13 November 2018 consisted of lecture sessions, open fora and group presentations.

### e-Learning Technologies

The e-Learning Technologies Training Program started on 24 March 2017. The program aimed to enable faculty members to develop multimedia materials on their own which they can use for their classes and to capacitate some staff members in using various e-learning technologies which will help them in providing student support services, and/or in conducting activities for their respective



**Figure 11** UPOU employees participating in the Multimedia Workshop Series

offices. The training program was in flipped-classroom format wherein all instructional content (mostly in short video format) were delivered online, while some projects, exercises, activities and discussion were done during face-to-face sessions.

The first of the training series had Asst. Prof. Roberto Figueroa Jr. as training facilitator, and focused on the following e-learning technologies: video publishing and live streaming on YouTube, basic screencasting, creating a Zoom-based presentation using Prezi, creating project-based classes or project management groups using Basecamp, and setting up your own Q&A-based class in Piazza.

### Other Trainings and Workshops

1. Multimedia Workshop Series: UPOU Commons - Held on 21 March 2018 to introduce UPOU Commons or the repository of UPOU-produced OERs, its features and possible uses of the content
2. Multimedia Workshop Series: Lecture Workshop on ZOOM - Held on 21 March 2018 to introduce new ZOOM technology as an alternative softwares for cyber communications
3. Acting Workshop - Held on 3 and 10 May 2018 to discuss effective presentation on camera and to provide tips to master the non-verbal and verbal expressiveness skills
4. In-depth Training on ZOOM - Held on 22 October 2018 to capacitate representatives of each UPOU office with knowledge and skills on the use and operations of ZOOM using different equipment from a plain computer unit to a video conferencing equipment



**Figure 12** UPOU employees participating in the Multimedia Workshop Series

**Table 2***Faculty orientations by the UPOU Faculty Offices*

Faculty Office	Orientation Schedule	Number of Participants
FEd	27 April 2017	13
	14 August 2017	15
FICS	17–18 January 2017	14
FMDS	29 January 2016	10
	16–17 August 2016	40
	17–18 January 2017	14
	26 July 2017	32
	19 January 2018	14
	28 June 2018	12
	4 July 2018	13

## 2.B. Program Workshops

### May 2016

The FMDS MPM Program conducted a Program Planning and Study Visit which discussed applications for admission, Graduate Admission Test as one admission criteria, course development using UPOU's RBCP approach, FIC assignments, FIC orientation, and program completion.

### June 2016

The FMDS DLUP Program organized a Planning Workshop participated in by affiliate faculty and lecturers from the UP Diliman-School of Urban and Regional Planning (UPD-SURP) and UP Los Baños-College of Human Ecology (UPLB-CHE).

### August 2016

The FMDS DLUP Program held a Course Development Writeshop in August 2016 participated in by writers from UPD-SURP and UPLB-CHE.

The FMDS ASEAN Studies Graduate Program conducted the 3rd seminar-workshop to orient new FICs on the principles and practices of ODeL in order to develop learning materials that are suited in an online environment. The seminar-workshop provided a venue for the course writers of the program to understand the ODeL framework and write their assigned courses including an assessment system within such a framework.

### November 2016

The D/MIH Programs held the Planning and Training Activity to discuss the principles of online teaching and learning, updating of the course content and online learning activities, assessment in online learning, facilitating learning and building a community of learners, and preparing the course guide.

**Figure 13***FMDS FIC orientation, June 2018*

### August 2017

A Program Chairs Workshop was held with Faculty Deans, Faculty Secretaries, and the OUR to validate the UPOU Student Life Flowchart and standardize the Faculty Secretary Roles in all Faculty Offices. The workshop also served as an avenue for exchanging and sharing experiences of the Faculty Offices in dealing with some issues related to program management and implementation.

## 2.C. FIC Orientations (FEd, FICS and FMDS)

Regular faculty members, lecturers, adjunct faculty members, and affiliates attended several FIC orientations from 2016 to 2018. The orientation aimed to provide FICs, especially those newly appointed faculty, the knowledge and principles on online teaching. The use of MyPortal as UPOU's teaching and learning platform and the issues and challenges on teaching online were discussed during the orientations.

## 3 Online Teaching Skills Certification Program

The ODeL Certification Programs are sets of MOOCs which can be taken by UPOU faculty members, affiliate faculty members, lecturers and tutors. The MOOCs are also open to teachers, administrators and technical staff of HEIs who want to offer their programs in the distance e-learning mode. This program includes:

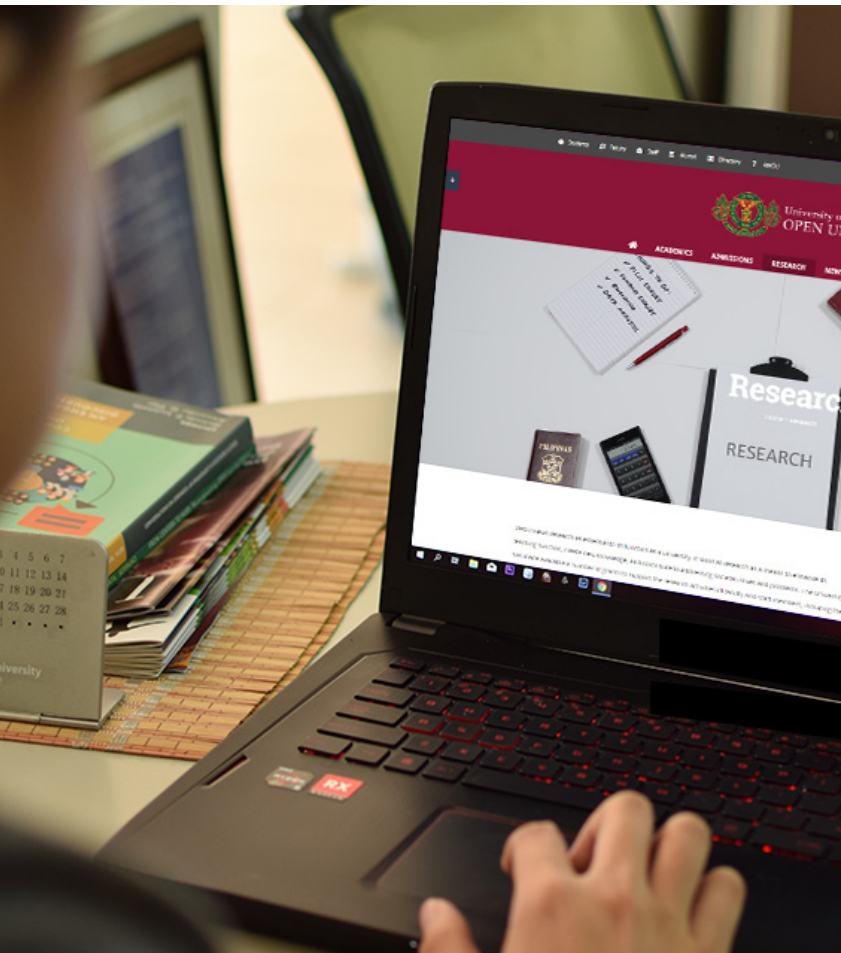
- ODeL Teaching Certification Program
- ODeL Administrators Certification Program
- Technology for ODeL Certification Program

## 4 Faculty-in-Charge and Tutor Congress

The UPOU conducts biennial national and international conferences wherein FICs, including affiliates, and tutors are invited and encouraged to attend and participate.

**Figure 14**

The Research tab in the University of the Philippines Open University main website



The University of the Philippines (UP) Charter of 2008, or the Republic Act 9500, mandates UP to be a Research University. The University of the Philippines Open University (UPOU), being one of its constituent universities, responded to this mandate through its Strategic Thrust II. As the pioneer and leading institution in open and distance e-learning (ODEL) in the country, UPOU continues to study ODeL strategies and innovations to share with partner institutions nationally and internationally.

Through UPOU's Strategic Thrust II, UPOU aimed to contribute to the theoretical foundations of ODeL, promote effective ODeL practice, respond

and relate to the needs of sectors crucial to social development, and promote multiple epistemological and methodological orientations to advance knowledge in the disciplines.

Moreover, this strategic thrust intended to provide improved ODeL research productivity and impact, and significant contribution to research and innovation in priority social development fields. The sole flagship program under the Strategic Thrust II is Saliksik, or Research Support. Saliksik was aligned with the UP System's Strategic Plan<sup>1</sup> GOALS 1 and 2: Contribute to National Development, and Promote Access and Diversity, respectively.

<sup>1</sup>University of the Philippines. (n.d.). *Strategic Plan 2017-2023*. <https://www.up.edu.ph/index.php/about-up/strategic-plan/>

# SALIKSIK

## RESEARCH SUPPORT

Mandated to contribute towards upgrading the quality of the educational system in the Philippines, UPOU continues to develop and study innovative instructional strategies and technologies and share these with other colleges and universities through cooperative programs, partnerships, and conferences. Aside from teaching and learning, public service, governance and administration, UPOU is committed to become a recognized research institution that sets the standard for ODeL in the Philippines and in the ASEAN region.

Saliksik, or UPOU's flagship program on research support, targeted to provide and contribute to an enabling environment for improved ODeL research productivity and impact, and research and innovation in priority social development fields. It had 4 components or projects:

1. ODeL State of the Art Project (Project 1)
2. Research Publication Project (Project 2)
3. Research Preparation Support Project (Project 3)
4. Analytical Tools Support Project (Project 4)

Achievements and activity highlights under Saliksik

All UPOU units participated in this program, with the Office of the Vice Chancellor for Academic Affairs (OVCAA) as the lead or coordinating unit. The success of Saliksik was measured through these performance indicators: state-of-the-art studies in ODeL, leading-edge policy and applied research in ODeL and priority disciplines, high-impact academic publications (based on standard measures of impact per discipline), and research-based ODeL policy and practice within and beyond UPOU.

### 1 ODeL State-of-the-Art Project

This project intended to produce state-of-the-art papers with UPOU faculty, staff, and researchers on aspects of ODeL (e.g. Open Online Courses, Open Educational Resources, open institutions, open education, open admissions, mobile learning, etc.). Listed in the following pages are all the papers and posters presented by various UPOU faculty and staff members to different conferences and symposia from 2016 to 2018.

Figure 15

ASEANnale 2018



Figure 16

ICODeL 2018



**JANUARY 2016**

27–29

**United Nations International Strategy for Disaster Reduction Science and Technology Conference, Geneva, Switzerland**

Data Mining in Twitter to Support Disaster Risk Reduction During Typhoon Events

*Dr. Sheila R. Bonito***FEBRUARY 2016**

11–13

**Ifugao Satoyama Meister Training Program (ISMTP) 2nd Anniversary International Workshop, Kanazawa, Japan**

UPOU's Initiatives on Satoyama: Project-based and Non-formal Offerings

*Dr. Joane V. Serrano*

Using Open Education Resources for Online Learning in Geography and Natural Resources of ASEAN

*Dr. Consuelo Dl. Habito*

Satoyama Online: Case Studies in the Classroom

*Dr. Maripres U. Sarinas***MARCH 2016**

14–15

**3rd e-Learning and Distance Education Conference, Lahore, Pakistan**

Distance Education and e-learning: The Potential Contribution of Open Educational Resources

*Dr. Patricia B. Arinto (Keynote)*

18–21

**4th International Conference on Language, Education and Innovation, Ho Chi Minh City, Vietnam**

Digital Technologies as Drivers of Experience in Open and Distance e-Learning (ODEL)

*Ms. Alvie Simonette Q. Alip*

Gender Differences and Academic Achievement: A Comparative Study Among Online and Distance Learners in the Philippines

*Ms. Percia V. Secreto***APRIL 2016**

3–6

**Asian Conference on Education and International Development, Kobe, Japan**

Exploring the Use of Learning Analytics to Enhance the Learner Support System for the Undergraduate Students of UPOU

*Asst. Prof. Charisse T. Reyes*

Like or Unlike? Teachers' Use of Social Media in a College Writing Course

*Asst. Prof. Ana Katrina T. Marcial*

The Reflective Writing Continuum

*Asst. Prof. Roja L. Rivera*

Developing Capacities of Professional Nurses on Disaster Risk Reduction

*Dr. Sheila R. Bonito*

20–23

**2nd International Conference on Education, Bangkok, Thailand**

Transactional Distance: Using Videos and Video-Conferences to Traverse the Educational Space

*Asst. Prof. Rameses P. De Jesus*

Cognitive Process Dimension on the Utilization of Net-Sourced Information by Graduate Students

*Ms. Imelda B. Valera***MAY 2016**

27–28

**International Mobile Learning Festival, Bangkok, Thailand**

QR Codes as Mobile Learning Tools for Labor Room Nurses at the San Pablo Colleges Medical Center

*Dr. Maria Rowena D.R. Raymundo***JUNE 2016**

25–2 July

**EdMedia 2016: World Conference on Educational Media and Technology**

Online Student Evaluation of Teachers Database System: A Faculty Evaluation

*Ms. Yasele Irene Angela M. Yambao***JULY 2016**

6–8

**International Conference on Open and Flexible Education, Hong Kong**

Beyond Learning and Completion: A Search for a Development-oriented Model for MOOC

*Dr. Melinda dela Peña Bandalaria*

Deepening and Strengthening Social Work and Development Discourses through the Use of Webinars in Social Work Courses in UPOU

*Asst. Prof. Finaflor F. Taylan*

A Colloquia Approach to Determining Research Preparedness in a Graduate Program Curriculum

*Dr. Melinda F. Lumanta*

Exploring a Web-based Project Management and Collaboration Tool: The UPOU's Initial Experience of Basecamp

*Ms. Anna F. Cañas-Llamas, Dr. Joane V. Serrano, Asst. Prof. Myra C. Almodiel, and Asst. Prof. Roberto B. Figueroa, Jr.*

Mobile Solutions for Synchronized and Offline Version of Video-based Open Educational Resources

*Asst. Prof. Reinald Adrian DL. Pugoy*

The Relationship between Learning Style and the Use of a Facebook Group as a Learning Management System for Online Learners

*Asst. Prof. Myra C. Almodiel and Asst. Prof. Aurora V. Lacaste*

Usability Evaluation of an Augmented Reality Application for English Communication in Nursing: Philippines and Thailand Perspectives

*Asst. Prof. Reinald Adrian DL. Pugoy, Asst. Prof. Roberto B. Figueroa, Jr., and Asst. Prof. Rita C. Ramos*

10–14

**3rd International Sociology Association Forum of Sociology, Vienna, Austria**

Emerging Communication Technologies: Cutting Across Nation-State Boundaries

*Dr. Joane V. Serrano and Dr. Sherry B. Marasigan*

Negotiating the Role of Heirloom Rice in Food Security: Narrative of the Contested Views of the Ifugaos in the Philippines

*Dr. Sherry B. Marasigan*

**AUGUST 2016**

5–9

**6th Asian Congress of Sexuality Education, Kaohsiung, Taiwan**

Learning Objectives and Community Based Strategies to Improve Reproductive Health Perceptions and Practices Among Filipino Women

*Asst. Prof. Finaflor F. Taylan and Ms. Fides Marie R. Dela Cruz*

15–20

**24th International Union of Pure and Applied Chemistry-International Conference on Chemical Education, Sarawak, Malaysia**

Teaching General Chemistry through Distance Education and in an Online Learning Environment: Opportunities and Challenges

*Asst. Prof. Charisse T. Reyes*

17–21

**International Conference for Media in Education, Kyoto, Japan**

Self-Taught: Investigating the Use of Online Tutorials in Teaching Graphics Design to a Multi-Level Class

*Asst. Prof. Joyce Mae A. Manalo*

Podcast- e-learning Management System: A Mobile Solution for Office and Synced Audiovisual Open Educational Resources

*Asst. Prof. Reinald Adrian DL. Pugoy*

Virtualizing the Special Problem Experience: Technologies and their Usability

*Asst. Prof. Mari Anjeli B. Lubrica-Crisanto*

Opening the Web to the Disabled: Exploring Web Accessibility Initiatives in the Philippines

*Asst. Prof. Myra C. Almodiel*

Changing the Lives of Filipino Teachers and Students: Participants' Perceptions on the PLDT Infoteach Outreach Program

*Ms. Emely M. Amoloza*

A Comparative Study of Dropout and Reasons for Two Different Programs of the UP Open University

*Ms. Margaret J. Suarez*

Potentials of m-Learning in an Open and Distance e-Learning Institution

*Ms. Alvie Simonette Q. Alip*

Virtual Learning Center and Offshore Students: Transcending Boundaries

*Ms. Ronelyn R. Marasigan*

28–31

**Clinical Learning Environment Symposium, Helsinki, Finland**

Preceptorship in Clinical Practice for Graduate Students in Nursing using CLES+T

*Dr. Sheila R. Bonito*

Clinical Learning Environment, Culturally Based Learning Preference, Motivational and Learning Outcomes: Mixed Method

*Asst. Prof. Rita C. Ramos*

**SEPTEMBER 2016**

2–9

**Prague International Academic Conference, Prague, Czech Republic**

Ethical Considerations in the Utilization of Net Sourced Information

*Ms. Imelda B. Valera*

16–19

**Asia-Pacific Academic Consortium for Public Health Conference, Tokyo, Japan**

Data Mining in Twitter to Support Disaster Management during Nepal Earthquake

*Dr. Sheila R. Bonito*

18–20

**International Conference on Communication and Media, Kuala Lumpur, Malaysia**

Open and Distance e-learning: A Framework for Communication and Education for ICT-Mediated Communication and Education

*Dr. Grace Javier Alfonso*

The Multidimensional Role of Technology in Delivering Massive Open Online Courses

*Dr. Melinda dela Peña Bandalaria*

Open and Distance e-Learning: Communicating in a Networked Environment

*Dr. Melinda F. Lumanta*

Researching ODeL: The Agency of Digital Media in Building Research Capability Online

*Dr. Jean A. Saludadez*

Communicating through Mobile Phone: A Teaching and Learning Alternative

*Dr. Joane V. Serrano*

21–26

**International Conference on STEM-ATEM-ICEM, Seoul, South Korea**

Early Experiences with ePortfolio-based Learning in an Open Distance e-learning Environment in the Philippines

*Asst. Prof. Al Francis D. Libro*

22–25

**Korean Association for Policy Studies International Conference, Seoul, South Korea**

Towards a Sustainable and Inclusive Society through ICT in Education

*Asst. Prof. Juvy Lizette M. Gervacio*

**OCTOBER 2016**

3–5

**e-Asia-Europe Meeting (e-ASEM) Internal Meeting, Copenhagen, Denmark**

Implementing and Sustaining MOOCs: Issues and Complexities

*Asst. Prof. Juvy Lizette M. Gervacio*

26–28

**30th Annual Conference Asian Association of Open Universities, Manila, Philippines**

A Scoping Study on ODeL for ASEAN Integration

*Dr. Alexander G. Flor*

Dysfunctional Digital Demeanors: Tales from (and Policy Implications of) e-learning's Dark Side

*Dr. Alexander G. Flor and Dr. Benjamina Paula G. Flor*

Perceptions of Distance Education Faculty Members and Students Towards Virtual Worlds Viewed with Head-mounted Displays as a Potential Learning Space

*Asst. Prof. Roel P. Cantada*

Strategic Information Development of Adolescent-centered OER on Philippine Biodiversity

*Asst. Prof. Aurora V. Lacaste, Dr. Consuelo D. Habito & Ms. Susan G. Janette Ealdama*

Applying Learning Analytics in an Open and Distance Learning Institution in the Philippines

*Asst. Prof. Charisse T. Reyes*

Test Anxiety and Selected Personal Factors as Determinants of Academic Performance of Undergraduate Online Learners

*Ms. Margaret J. Suarez & Dr. Maria Ana T. Quimbo*

Peer Assessment in Online Learning: Perspectives of Teachers and Students of the ASEAN Studies Graduate Program

*Dr. Jean A. Saludadez, Dr. Kunchon Jeotee & Ms. Dona Lyn M. Piamonte*

Use of Tracer Studies to Enhance the Master of Environment and Natural Resources Management of the University of the Philippines Open University

*Dr. Consuelo D. Habito & Dr. Maripres U. Sarinas*

Parallel Learning Spaces for Knowledge Exchange in Online Learning

*Assoc. Prof. Jaine C. Reyes*

Instruction and Public Service Nexus: Developing a Case Study for Teaching Management of Distance Education Online from Public Service Experience

*Dr. Primo G. Garcia*

Advancing of Women's Issues and Perspectives through the Open and Distance e-Learning Framework of Women and Development Studies at UPOU

*Asst. Prof. Finaflor F. Taylan & Ms. Paula Grace M. Muyco***NOVEMBER 2016**

15

**International Seminar for Research Month, Surabaya, Indonesia**

Research, Instruction and Public Service in an Open Learning System: An Exploration into the Innovation Nexus at UP Open University

*Dr. Primo G. Garcia*

Biodiversity Research and the Community: Experiences, Gaps, and Recommendations

*Dr. Inocencio E. Buot, Jr.*

16–21

**2nd ASEAN University Conference on Public Relations and Communication, Kedah, Malaysia**

A Communication Practitioner's Role in Media Assisted Learning

*Ms. Luisa A. Gelisan*

The Use of Blogs and Comics as Student Support Communication Tools for Incoming Online Students

*Ms. Jeniffer F. De Pasion-Guevarra*

Supporting Online Education: The Experience of a Communication Practitioner at the ASEAN Studies Graduate Program

*Dr. Jean A. Saludadez and Ms. Dona Lyn M. Piamonte*

Communicating with Prospective Students: Public Relations Media and Strategies of a University Information Office

*Ms. Anna F. Cañas-Llamas*

The Online Application System and its Contribution to Operational Efficiency in an ODeL Institution

*Ms. Percia V. Secreto and Ms. Marie Karen O. Enrile*

Exploring the Potentials of QR Code as Mechanism to Validate Student's Enrollment

*Ms. Percia V. Secreto*

21–23

**AsiaEngage Regional Conference, Pasay City, Philippines**

Protecting and Promoting Child Rights Through the Massive Open Online Courses (MOOCs) of the University of the Philippines Open University (UPOU)

*Asst. Prof. Finaflor F. Taylan*

Advancing Cross-Learning Artistic Creativity among Woodcarvers in the Philippines

*Dr. Consuelo D. Habito***DECEMBER 2016**

1–3

**4th Asian Association of Womens' Studies Congress, Hanoi, Vietnam**

Institutionalizing Gender Perspective in Research: Reflexivity as an Alternative Approach

*Dr. Primo G. Garcia, Ms. Luisa A. Gelisan, and Ms. Paula Grace M. Muyco*

Building Capability for Knowledge Creation: A Symbolic Interaction Analysis of Research Mentoring of Women in an Academic Setting

*Ms. Alvie Simonette Q. Alip*

Emerging Global Citizenship in Online Spaces: Perspectives of Women Engaged in Academic Support and Administrative Work in an Open University

*Dr. Jean A. Saludadez and Ms. Dona Lyn M. Piamonte*

Advancing Global Women's Issues and Perspectives through the Open and Distance e-Learning Framework of Diploma in Women and Development

*Ms. Paula Grace M. Muyco and Asst. Prof. Finaflor F. Taylan*

**Figure 17**

*UPOU faculty and staff at the (top to bottom) AAOU 2016, ICOFE 2016 and NCODEL 2017*



**JANUARY 2017**

**30–5 February**

**3rd Philippine-Japan Workshop on GIAHS Twinning for Human Capacity Building and Sustainable Development, Kanazawa, Japan**

Developing Multimedia Materials towards Sustainability and Resilience

*Dr. Joane V. Serrano*

Nothing is for Free: The Cost of Creating Open Educational Resources for Philippine Biodiversity

*Dr. Consuelo D. Habito*

Students' Experience in Conducting Biodiversity Studies in Selected Disturbed Areas and Critical Habitats in Laguna and Metro Manila, Philippines

*Asst. Prof. Aurora V. Lacaste*

**FEBRUARY 2017**

**17–19**

**MoodleMoot Japan, Tochigi, Japan**

Customizing Certificates of Completion for UPOU MOOCs

*Asst. Prof. Reinald Adrian DL. Pugoy*

**24–28**

**8th International Conference on Environment and Rural Development, Nonthaburi, Thailand**

Plant Diversity in Dong Na Tard Provincial Protected Area, Lao PDR: Conservation Concerns

*Dr. Inocencio E. Buot, Jr.*

**MARCH 2017**

**6–12**

**The Open Education Global Conference, Cape Town, South Africa**

Impact of OER on Quality of Education Courses

*Asst. Prof. Charisse T. Reyes*

Impact of OER on Quality of Course Materials in Health Sciences Post Graduate Course

*Asst. Prof. Rita C. Ramos*

Impact of OER on Quality of Course Materials in UP Open University's Development Course

*Dr. Joane V. Serrano*

Impact of OER on the Cost and Quality of Course Materials in Postgraduate Distance Education in the Philippines

*Dr. Sheila R. Bonito, Ms. Carmelita A. Orias, Dr. Joane V. Serrano, Asst. Prof. Rita C. Ramos and Asst. Prof. Charisse T. Reyes*

**14–16**

**International Conference on Marine and Aquaculture, Malaysia**

Adaptation of Fishers in the Philippines to Climate Change

*Dr. Maribec A. Campos*

**18–25**

**World Wood Day Symposium, California, USA**

Wood-carving Tradition of the Indigenous Peoples of Palawan, Philippines

*Dr. Consuelo D. Habito*

24

**International Symposium of Sustainability Science Journal, Tokyo, Japan**

Potentializing Open and Distance e-Learning as a Strategy towards Achieving an Inclusive Quality Education

*Dr. Ricardo T. Bagarinao*

**APRIL 2017**

19–21

**International Conference on Nature Studies and Innovations for the Environment of the Philippine Society for the Study of Nature, Laguna, Philippines**

Organizational Discourse as an Approach for Sustainability Studies

*Dr. Primo G. Garcia*

**MAY 2017**

27–1 June

**International Council of Nurses Congress, Barcelona, Spain**

Developing a Framework for Mobilizing Nurses in Disaster Preparedness and Response

*Dr. Sheila R. Bonito*

**JUNE 2017**

8–11

**Asian Conference on the Social Sciences, Kobe, Japan**

Cognitive Decision-Making in Evolving Transformative Resiliences: Responses to the Livelihood Risks of a Marginalized Sampaguita Growing Community in the Philippines

*Dr. Susan T. Bacud*

28–29

**Assessment in Higher Education Conference, Manchester, United Kingdom**

Culturally-based Learning Preferences of Students and Online Learning Assessment

*Asst. Prof. Rita C. Ramos*

**JULY 2017**

10–14

**Esri User Conference, Los Angeles, USA**

Flood Hazard Mapping and EWS for Resilient Communities

*Dr. Erwin R. Abucay*

11–14

**International Conference on Open and Innovative Education, Hong Kong**

Awareness and Implications of Color Vision Deficiency (CVD) in Online Teaching and Learning

*Ms. Eleanor P. Manipol*

23–25

**2nd International Symposium on Marine and Fisheries Research, Yogyakarta, Indonesia**

Economics of Protected Sea Cucumber Ranching in the Philippines

*Dr. Maribec A. Campos*

23–30

**XIX International Botanical Congress, China**

Altitudinal Zonation of Tree Species in Philippine Mountain Forests 1996-2016

*Dr. Inocencio E. Buot, Jr.*

**AUGUST 2017**

5–10

**2nd International Conference on Life Sciences and Biotechnology, Jember, Indonesia**

Ecology, Biodiversity and Human Welfare

*Dr. Inocencio E. Buot, Jr.*

16–18

**EuroSEAS 2017 Conference, London, United Kingdom**

Different Federalism, Same Outcomes: Malaysia, Indonesia, Myanmar Lessons for the Philippines Shift

*Assoc. Prof. Rolando G. Talampas*

16–22

**49th Asia-Pacific Academic Consortium for Public Health International Conference, Incheon, South Korea**

Knowledge and Practices on Road Safety of Motorist Drivers: Basis for the Development of Health Promotion Materials

*Dr. Myra D. Oruga*

The Effect of the Use of Pregnancy Wheel by Healthcare Providers to Adherence of Prenatal Visits among Mothers in Iloilo, Philippines

*Asst. Prof. Queenie R. Ridulme*

Applying the Bloom's Taxonomy of Educational Objectives for Knowledge-Based Goals: An Assessment of International Health Students' Knowledge Level and Perceptions on the Use of the Research Ethics Video Material

*Ms. Jelaine R. Bagos*

19–23

**International Conference on Applied Economics and Policy, Kuala Lumpur, Malaysia**

Inquisitive Gaze on the Multi-Dimensional Poor Towards Prioritizing the Proximate Determinants of Human Capability Poverty for Local Economics Development Planning

*Dr. Dina C. Magnaye*

21–24

**International Conference on Organic Agriculture in the Tropics, Yogyakarta, Indonesia**

Profile and Learning Experiences of Students at University of the Philippines Open University taking Organic Agriculture via Open and Distance e-Learning

*Mr. Larry N. Cruz and Ms. Mary Grace C. Perez*

Socioecological Production Landscapes: Organic Agriculture Practices, Current Challenges and Initiatives

*Dr. Inocencio E. Buot, Jr.*

28–29

**13th APRU Multi-Hazards Symposium, Beijing, China**

Enhancing Community Resilience to Climate Change Related Disasters: The Case of Amulung, Cagayan  
*Ms. Ellaisa Ruth B. Veluz*

**SEPTEMBER 2017**

11–16

**Universitat Oberta de Catalunya PhD Students' Meeting, Barcelona, Spain**

Capacity Development of Public Servants through Open and Distance e-Learning (ODEL): The Case of the MPM Program of the UPOU

*Asst. Prof. Juvy Lizette M. Gervacio*

27–29

**31st Annual Conference Asian Association of Open Universities, Yogyakarta, Indonesia**

Use of Multimedia for Assessment

*Ms. Luisa A. Gelisan, Asst. Prof. Rita C. Ramos, Ms. Rhonna Marie R. Vereña, and Ms. Margaret J. Suarez*

Discerning the Best Practices for the Conduct of Graduate Students' Thesis at the University of the Philippines Open University

*Dr. Primo G. Garcia and Ms. Grace Anne C. Buno*

Assessing the Web Accessibility of UP Open University Websites

*Mr. Tomas B. Cabagay, Jr. and Ms. Anna F. Cañas-Llamas*

Understanding Achievement among Distance Learners: A Causal Model of Learning Analytics

*Dr. Maria Ana T. Quimbo*

Configuration and Utilization of Digital Badges and QR Code-enhanced Certificates on the UP Open University Massive Open Distance e-Learning Platform

*Asst. Prof. Reinald Adrian DL. Pugoy*

Identity Construction, Social Media and Ifugao Rice Terraces Conservation of Indigenous People's Youth through Appreciative Inquiry

*Dr. Consuelo DI. Habito*

Applying the e-learning Framework: Evaluating an e-learning toward the Improvement of Quality of ODeL Programs

*Dr. Myra D. Oruga and Ms. Jelaine R. Bagos*

Creating a Platform to Ensure Credibility of Online Assessment: A Study on the Systems Requirements for the ASEAN Studies Graduate Program

*Prof. Jean A. Saludadez, Dr. Kuncheon Jeotee, Asst. Prof. Reinald Adrian DL. Pugoy, Asst. Prof. Mari Anjeli B. Lubrica-Crisanto, Ms. Dona Lyn M. Piamonte, Mr. Manuel Antonio Saludadez, and Mr. Joshua David Sta. Rita*

Evaluating Tourism-themed OER among English Language Learners in Vietnam

*Asst. Prof. Myra C. Almodiel, Asst. Prof. Robeto B. Figueroa, Jr., Ms. Anthea V. Mariano, and Ms. June Kate L. Perillo*

Exploring Student-created OER as an Approach to OER Sustainability

*Dr. Joane V. Serrano*

Assessment of Online Students' Learning Style Preferences in the Diploma in Research and Development Management Program

*Ms. Ellaisa Ruth B. Veluz*

Evaluation of Student Records Database as a Tool for Student Support: Experience of UPOU Faculty Offices

*Ms. Paula Grace M. Muyco*

Documenting the Development of Multimedia Materials for a Blended Indigenous Youth Capacity Building and Exchange Program in the Philippines

*Ms. Noreen Dianne S. Alazada*

Organic Agriculture in an ODeL Mode: Experiences and Insights from a Learner Perspective

*Ms. Tricia C. Ascan*

Web-based Transfer of Credits Processing System with Course Auto-Suggest Advising and Data Visualization

*Asst. Prof. Joyce Mae A. Manalo*

UPOU Learning Centers: Contexts, Beginnings and its Changing Structure in an Online Learning Environment

*Ms. Yasele Irene Angela M. Yambao, Dr. Joane V. Serrano, Ms. Alvie Simonette Q. Alip, and Ms. Margaret J. Suarez*

Process Documentation of UPOU's Repository of OERS-Networks 3.0

*Mr. Edison D. Seville, Ms. Luisa A. Gelisan, Dr. Joane V. Serrano, Ms. Eubelle Gonzales, and Mr. Allan S. Nuñez*

Students' Perceived Learning Outcome of UPOU Online Courses

*Ms. Margaret J. Suarez*

Data Mining Techniques to Analyze Students' Access Patterns and Performance in an Online Learning Environment

*Asst. Prof. Myra C. Almodiel*

Group Reporting as a Tool to Enhance the Quality of Courses: The Response of Database Students to Online Cooperative Learning

*Asst. Prof. Mari Angeli B. Lubrica-Crisanto*

Genre Analysis of the "About Us" Section of AAOU Websites

*Ms. Louise Antonette S. Villanueva, Ms. Jennifer S. Belen, and Ms. Mary Aizel Caraan Dolom*

Towards Measuring Quality in ODeL: A Systematic Review and Synthesis

*Dr. Melinda F. Lumanta, Ms. Jennifer S. Belen, and Ms. Mary Aizel C. Dolom*

Exploring the Use of Facebook as a Learning Tool for Youths of Ifugao

*Ms. Anna F. Cañas-Llamas, Ms. Noreen Dianne S. Alazada and Dr. Joane V. Serrano*

Exploration of Possible Learning Issues and Difficulties Experienced by Students with ColorVision Deficiency

*Ms. Eleanor P. Manipol*

Assessing Students' Needs in an ODeL Environment: Bases for Student Support

**Ms. Luisa A. Gelisan, Ms. Elvira R. Lalap, Ms. Erlinda M. Manarin, Ms. Geneva T. Simplina, Ms. Glenda L. del Socorro, Ms. Arleen M. Tampus, Ms. Edelina O. Yap and Ms. Carlota T. Yoingco**

## NOVEMBER 2017

22–23

### 5th National Conference on Open and Distance e-Learning, Manila, Philippines

Plastic Pollution to Plastic Solution: Deconstruction, Ideation, and Online Environmental Advocacy for Quality Assurance in a Graduate Ecology Course

**Dr. Consuelo D. Habito and Ms. Susan Janette G. Ealdama**

Applying Constructivist Instructional Design in the Development of Indigenous Open Educational Resources for the Ifugao Rice Terraces through Appreciative Inquiry

**Dr. Consuelo D. Habito**

Best Practices in Student Support of the Office of the Secretary to the Faculty of FMDS, UP Open University

**Asst. Prof. Rita C. Ramos, Ms. Jeniffer F. De Pasion-Guevarra, Ms. Carla Alyssa G. Cabrera, Dr. Primo G. Garcia and Dr. Joane V. Serrano**

Discerning the Best Practices for the Conduct of Graduate Students' Thesis at the Faculty of Management and Development Studies, UP Open University

**Ms. Jelaine R. Bagos and Ms. Grace Anne C. Buno**

Use of Social Networking Sites for Information Exchange on Ifugao Rice Terraces Conservation among the Ifugao Youth

**Dr. Inocencio E. Buot, Jr. and Dr. Consuelo D. Habito**

Use of Basecamp as a Collaborative Tool in Developing a Blended Learning Youth Capacity Building Module

**Ms. Noreen Dianne S. Alazada and Asst. Prof. Mark Anthony F. Rabena**

Gender Equality @ Work: Factors Affecting Employees' Perception of Gender Equality at UPOU

**Ms. Aizel Mary Dolom, Ms. Ma. Rosette San Buenaventura, Ms. Louise Antonette Villanueva and Ms. Rica Mae B. Valencia**

Conceptualizing a Place-based Education through Blended Mode in a Youth Capacity Building and Exchange Program on Nature and Culture Module

**Dr. Joane V. Serrano and Dr. Sherry B. Marasigan**

Knowledge Sharing and Co-creation through Learning Visit/Externship of MPM Faculty Members: The UPOU's Master of Public Management Program's Innovation on Quality Assurance for ODeL

**Asst. Prof. Juvy Lizette M. Gervacio, Mr. Larry N. Cruz, and Ms. Joanna Marie S. de los Reyes**

The Collaborative Framework of the ASEAN Studies Graduate Program

**Dr. Jean A. Saludadez, Dr. Grace Javier Alfonso, Dr. Melinda F. Lumanta and Ms. Dona Lyn M. Piamonte**

Collaborative Learning Activities in an R&D Management Online Degree Program

**Dr. Primo G. Garcia, Assoc. Prof. Jaine C. Reyes and Ms. Ellaisa Ruth B. Veluz**

Gender-disaggregated Information on Enrollment and Graduation Rates in UP Open University Programs

**Asst. Prof. Aurora V. Lacaste, Mr. Benedict L. Reforma and Ms. Phoebe Grace C. Dungo**

Gender Sensitivity of OER for Technology for Teaching and Learning

**Dr. Joane V. Serrano, Ms. Luisa A. Gelisan and Ms. Eubelle Gonzales**

Content Analysis of Gender Portrayal in UP Open University's Social Media Posts

**Dr. Joane V. Serrano, Ms. Anna F. Cañas-Llamas and Ms. Lovelyn P. Petrasanta**

Online Facilitation of Practicum Courses for the Social Work and Nursing Programs of UP Open University

**Asst. Prof. Queenie R. Ridulme and Ms. Paula Grace M. Muyco**

24–26

### ASEAN University Conference on Public Relations and Communication, Kedah, Malaysia

Bridging the ASEAN Community to the World Through Online Education: The UPOU ASEAN Studies Graduate Program

**Dr. Jean A. Saludadez**

Social Marketing and Social Mobilization Strategies for Tobacco-Free Campaigns

**Ms. Luisa A. Gelisan**

Assessing Students' Needs in an ODeL Environment: Bases for Student Support Service

**Ms. Luisa A. Gelisan**

27–29

### International Conference on Cultural Sustainable Tourism, Greece

Climate Smart Agriculture Edutourism: A Strategy Grassroots Biodiversity Entrepreneurship in the Philippines

**Dr. Dina C. Magnaye**

28–29

### 2nd Colleges and Universities Public Service Conference, Cebu City, Philippines

Teacher Development Program: UPOU's Engagement Program

**Ms. Rhonna Marie R. Vereña and Ms. Luisa A. Gelisan**

29

### Qual-World Interactive Virtual Conference, Canada

Accomplishment of Education at a Distance: A Thematic Analysis of Assessment Practices at an Online Graduate Program

**Dr. Jean A. Saludadez**

**DECEMBER 2017**

8

**UP Symposium on Gender Politics in our Time, Quezon City, Philippines**  
Gender and Mental Health  
*Asst. Prof. Rameses P. De Jesus*



**Figure 18**

ASEANnale 2018



24-25

**9th International Conference on Environmental and Rural Development, Nay Pyi Taw, Myanmar**  
Stakeholders' Participatory Approach for Sustainable Community Plans: A Case in Bohol, Philippines

*Dr. Merites M. Buot*

Conserving Species and Ecosystems in the Philippines: Implications To Online Biodiversity Education

*Dr. Inocencio E. Buot, Jr.*

28-2 March

**ASEANnale 2nd International Symposium on ASEAN Studies, Quezon City, Philippines**

An Analysis of Narratives on Natural Disaster: Social Construction of Earthquake Experience of Selected Respondents in an Academic Institution in the Philippines

*Dr. Primo G. Garcia and Asst. Prof. Queenie R. Ridulme*

The Lived Experiences of Children with Filipino and Korean Heritages

*Asst. Prof. Emely D. Dicolen*

Rhythm of Change: Reclaiming the Vanishing Dances and Chants of the Ifugaos

*Dr. Joane V. Serrano and Dr. Consuelo DI. Habito*

Youth, Identity, and Digital Media: The Case of Ifugao

*Dr. Joane V. Serrano and Asst. Prof. Aurora V. Lacaste*

A Scoping Study on the Promotion of ASEAN Regional Integration through Open and Distance Higher Education

*Dr. Alexander G. Flor*

**MARCH 2018**

6-9

**OU5 Research Forum, Pattaya, Thailand**

Capitalizing Open Education in ASEAN

*Dr. Jean A. Saludadez and Prof. Maragtas SV. Amante*

Labour Migration Policies in ASEAN Countries

*Dr. Jean A. Saludadez and Prof. Maragtas SV. Amante*

**FEBRUARY 2018**

3-7

**4th Philippines-Japan International Workshop-GIAHS Twinning for Sustainable Development, Noto, Japan**

Strengthening Conservation and Sustainability of the Ifugao Rice Terraces through Academic and Community Partnership

*Dr. Consuelo DI. Habito*

Communicating Sustainability: Narratives of Youth's Involvement in Sustainable Development

*Dr. Joane V. Serrano*

Incorporating Philippine Biodiversity in Capstone Projects of Senior High School Students: Step Towards Education for Sustainability

*Asst. Prof. Aurora V. Lacaste*

8-9

**Japan-Philippines Forum on Gender and Sustainable Development, Tokyo, Japan**

The Role of Women in the Wood-Carving Tradition in the Philippines

*Dr. Consuelo DI. Habito*

Gender and Sustainable Development: The Ifugao Perspectives

*Dr. Joane V. Serrano*

Women and Preservation of Traditional Agricultural Knowledge: Experiences in Ifugao, Philippines

*Asst. Prof. Aurora V. Lacaste, Ms. Noreen Dianne S. Alazada and Ms. Paula Grace M. Muyco*

Ifugao Youths' Views on the Ifugao Rice Terraces and their Roles in the Conservation

*Ms. Luisa A. Gelisan*

18–25

**2018 World Wood Day International Woodcarving Show and Symposium Wood for Life: Interdisciplinary Approaches to Sustainable Development & The 1st International Union of Forest Research Organizations Forest Products Culture Research Group Colloquium, Siem Reap, Cambodia**

From Landscapes to the Home: Wood in the Culture of the Ifugao People of the Cordillera, Philippines

*Dr. Consuelo D. Habito*

Plant Biodiversity Loss and the Gradual Collapse of Wood Culture

*Dr. Inocencio E. Buot, Jr.*

25–31

**Qualitative Research in Management and Organization Conference, New Mexico, USA**

Exploring the Use of the Ventriloquial Approach in Understanding the Materiality of Virtual Organizations

*Dr. Jean A. Saludadez*

**APRIL 2018**

26–27

**MoodleMoot Philippines, Manila, Philippines**

Dude, where is my course? Keeping it Cool while Providing LMS Support for Non-techie Students

*Asst. Prof. Roel P. Cantada*

Usability Evaluation of UPOU Massive Open and Distance e-Learning Platform

*Asst. Prof. Reinald Adrian DL. Pugoy and Mr. Juan Paulo Bañares*

**MAY 2018**

15–18

**International Conference on Nature Studies and Innovations for the Environment 2018 and Philippine Society for the Study of Nature's 18th Annual Scientific Conference, Manila, Philippines**

Allelopathic Effects of *Chromolaena odorata* (L.) R. King & H. Robinson on Germination and Seedling Growth of *Brassica Rapa* L.

*Asst. Prof. Mark Anthony F. Rabena*

ODEL for Environmental Education

*Dr. Ricardo T. Bagarinao*

Student Support in an Online Learning Mode: Practices and Procedures

*Ms. Rubielita G. Parcon*

Discourse Analysis of Indigenous Women's Construct on Biodiversity and Sustainable Development

*Dr. Joane V. Serrano, Asst. Prof. Aurora V. Lacaste,*

*Dr. Sherry B. Marasigan, Ms. Luisa A. Gelisan, Ms.*

*Noreen Dianne S. Alazada and Ms. Paula Grace M.*

*Muyco*

Indigenous and Other Plants as Alternative Food after a Disaster: Resource Sharing through ODeL

*Dr. Consuelo D. Habito*

ODEL: A Framework for Environmental Education

*Ms. Rhonna Marie R. Vereña*

Enhanced Climate-Smart Plan for Indigenous Peoples

*Dr. Maria Ana T. Quimbo*

Supporting Course Material Development in an ODeL Institution: 'The What and How'

*Ms. Pauline Grace R. Milante*

ODEL Administrative Support: Linking the Academic and Administrative Function under the Faculty of Education

*Ms. Eden M. Salon and Ms. Lorelee R. Mones*

22–27

**e-Learning Forum Asia, Taiwan**

User Acceptance of a Graphic Design Software in and for Online Education

*Asst. Prof. Ana Katrina T. Marcial*

Comparison of Various Practices in Teaching Chemistry Face-to-Face mode and in an Online Learning Environment

*Asst. Prof. Charisse T. Reyes*

eJournaling: Reflective Writing in Online Learning

*Asst. Prof. Roja L. Rivera*

Video Conference as a Transactional Online Learning Activity

*Asst. Prof. Rameses P. De Jesus*

**JUNE 2018**

2–8

**4th International Symposium on the Effects of Climate Change on the World's Oceans, Washington DC, USA**

Indigenous Fishers in the Philippines: Adaptation to Climate Change

*Dr. Maribec A. Campos*

**JULY 2018**

4–6

**International Conference on Open and Innovative Education, Hong Kong**

Digital Coffee Telling: Designing a Coffee e-learning Narrative to Promote Coffee Growing in the Philippines

*Ms. Emely M. Amoloza*

Exploring the Use of Multimedia as Assessment Tools in e-learning

*Ms. Luisa A. Gelisan*

UPOU Commons: Experiences in Developing and Sustaining an OER Repository

*Dr. Joane V. Serrano*

Important Features of MOOCs as Perceived by Learners

*Dr. Melinda dela Peña Bandalaria*

Relationship between Emotional Intelligence and Academic Performance of UPOU Undergraduate Online Learners

*Ms. Margaret J. Suarez*

16–20

**International Institute of Fisheries Economics and Trade, Seattle, USA**

Management Challenges of Indigenous Fishers in the Philippines  
*Dr. Maribec A. Campos*

23–27

**International Labor & Implementation Relations Association World Congress, Seoul, South Korea**

Labor Competencies of Overseas Filipino Workers: Opportunities for Online Education  
*Dr. Jean A. Saludadez, Prof. Maragtas SV. Amante, Ms. Dona Lyn M. Piamonte, Dr. Manoon Toyama, Dr. Made Yudhi and Dr. Ari Juliana*

31–3 August

**3rd International Research, Development, and Extension Management Congress and 28th National Philippine Association of Research Managers, Inc. Convention, Cebu City, Philippines**

R&D Professional Development Needs of R&D Personnel, Practitioners, and Managers of the Country  
*Assoc. Prof. Jaine C. Reyes*

**SEPTEMBER 2018**

8–14

**International Conference on Science, Technology and Engineering for Sustainable Development, East Java, Indonesia**

Biodiversity in the ASEAN: Status, Challenges and Opportunities for Scientists and Universities  
*Dr. Inocencio E. Buot, Jr. (Plenary)*

11–13

**14th National e-Learning Conference, Butuan City**

Decolonizing the Internet: Making our Voices Heard through Research

*Dr. Joane V. Serrano (Plenary)*  
Use of Tablet in Youth Capacity Building on Nature, Culture and Heritage: The Case of Ifugao  
*Dr. Joane V. Serrano and Dr. Sherry B. Marasigan*

11–14

**Urban Biodiversity and Food Security Conference, Cape Town, South Africa**

Demand Metrics of Urban Green Spaces: Establishing the Tenets of Urban Landscape Biodiversity Planning towards Human Settlements Resilience  
*Dr. Dina C. Magnaye*

21–26

**Clinical Learning Environment Symposium, Italy**

Preceptorship Training in the MAN Program of UPOU. It Takes Two to Learn: Self-Regulated Learning and Clinical Learning Environment: A Mixed Design

*Asst. Prof. Rita C. Ramos*  
Clinical Learning Environment of Graduate Nursing Students' Between Specialty and General Hospitals  
*Asst. Prof. Queenie R. Ridulme*

**OCTOBER 2018**

30 September–2 October

**7th Global Conference of the International Partnership for the Satoyama Initiative, Ishikawa, Japan**

Localized and Area-based Conservation Priority Setting of the Useful Plants among Alangan Mangyans of Halcon Range, Mindoro Island, Philippines  
*Dr. Inocencio E. Buot, Jr.*

1–4

**1st Southeast Asian Coffee Education Congress, Cavite, Philippines**

ADDIE in Coffee: Learning Needs Assessment and Design of a Coffee e-learning Project to Promote Coffee Growing Among Agriculture Students in the Philippines  
*Ms. Emely D. Amoloza*

7–14

**Force 2018: Research Communications & e-Scholarship Conference, Montreal, Canada**

The Use of the Ventriloquial Approach in Understanding How it is Possible to Build Research Capability Online  
*Dr. Jean A. Saludadez*

16–20

**International Workshop on Learner-Centered Learning, Chemnitz, Germany**

The Self-Directed Learner: Understanding the Process of Learning in the 21st Century  
*Asst. Prof. Juvy Lizette M. Gervacio*

24–26

**32nd Annual Conference Asian Association of Open Universities, Hanoi, Vietnam**

Labor Migration Competencies Policies in Three ASEAN Countries: Implications for Human Resource Development through Open Education

*Dr. Jean A. Saludadez*  
Increasing Teaching, Learning and Social Presences in Online Classroom through Facebook Group  
*Asst. Prof. Myra C. Almodiel*

Institutionalizing OEPs as a Quality Assurance Mechanism: Lessons and Challenges  
*Asst. Prof. Juvy Lizette M. Gervacio*

Toward Openness in Education: Exploring the Praxis of Open Education in UPOU's Master of International Health Program

*Dr. Myra D. Oruga and Ms. Jelaine R. Bagos*  
Capitalizing Open Education: The State of Practice  
*Dr. Grace Javier Alfonso*

Reflective Writing of New Graduate Students: Their Challenges and Experiences in an Open and Distance Education

*Asst. Prof. Queenie R. Ridulme and Ms. Rachel Anne Joyce C. Sales*

Increasing Teaching, Learning and Social Presences in Online Classroom through Facebook Group  
**Asst. Prof. Myra C. Almodiel and Asst. Prof. Aurora V. Lacaste**

**25–27**

**Wenzao International Conference on Southeast Asia Studies, Kaohsiung, Taiwan**

International Migration and Families Left Behind  
**Asst. Prof. Emely D. Dicolon**

**26–30**

**Asian Congress for Media and Communication, Taiwan**

Understanding the Role of Knowledge Sharing in a Palliative Care Unit: The Case of Madre de Amor Hospice Foundation, Inc.  
**Ms. Emely D. Amoloza**

### **NOVEMBER 2018**

**14–16**

**Open Society Conference, Jakarta, Indonesia**

The Affordances of Technology in Building the ASEAN Community Through Graduate Education  
**Dr. Jean A. Saludadez**

**22–24**

**19th Annual Regional Convention of the Philippine Organization of Science and Technology Educators, Leyte, Philippines**

Science and Technology Education for a Sustainable Philippine Environment  
**Dr. Ricardo T. Bagarinao**

**26–28**

**3rd International Conference on Open and Distance e-Learning, Kaohsiung, Taiwan**

Responding to Admission and Enrollment Needs of New Students in UPOU

**Asst. Prof. Aurora V. Lacaste, Ms. Marie Karen O. Enrile, Ms. Percia V. Secreto, and Ms. Phoebe Grace C. Dungo**

Records Management in an ODEL Institution - Experiences, Practices and Lessons Learned: The UP Open University Case

**Ms. Victoria C. Belegal**

TVUP: Internet TV as a Platform for Technology-mediated Education

**Dr. Grace Javier Alfonso**

Supporting Students through Library Services in an ODeL Institution: The UP Open University Experience

**Ms. Jennifer S. Belen**

Examination Services Program in an Online University

**Ms. Yasele Irene Angela M. Yambao, Ms. Erlinda M. Manarin, Ms. Glenda L. del Socorro, and Ms. Rhonna Marie R. Vereña**

ODEL Do or ODeL Don't? Human Capacity Building for Foreign Service Personnel

**Dr. Consuelo D. Habito and Dr. Joane V. Serrano**

Feedback Made Easy Thru Facebook Live

**Asst. Prof. Ria Valerie D. Cabañes**

Towards Enhanced Accessibility and Inclusivity: Difficulties and Considerations for AIMS 2.0

**Ms. Marie Karen O. Enrile, Mr. Benedict L. Reforma, Mr. Joshua David A. Manalo and Mr. Nikko Brian M. Caraan**

Learning Programming using Interactive Platforms

**Dr. Ria Mae H. Borromeo and Mr. Jeric Agorilla**

Live-stream as a Collective Consciousness Platform for Advocating Awareness on Disability and Inclusion in a Community

**Ms. Eleanor P. Manipol and Mr. Richard Joseph H. Bulanhagui**

Gender and Education: Course Design and Student Perspectives

**Asst. Prof. Marie-Sol P. Hidalgo**

Universal Design for Learning (UDL) in UPOU Website as Part of Quality Assurance Framework

**Ms. Lovelyn P. Petrasanta, Ms. Anna F. Cañas-Llamas, Mr. Tomas B. Cabagay, Jr. and Dr. Joane V. Serrano**

Gender Portrayal in UPOU Social Media Sites

**Dr. Joane V. Serrano, Ms. Lovelyn P. Petrasanta and Ms. Anna F. Cañas-Llamas**

Gender Sensitivity of UPOU-produced OERs

**Dr. Joane Serrano, Ms. Luisa A. Gelisan and Ms. Eubelle Gonzales**

Empowering Women Entrepreneurs through ODeL: The Case of the Germany Alumnae

**Asst. Prof. Juvy Lizette M. Gervacio**

Enhancing Accessibility of UPOU's Online Repository of Learning Materials

**Mr. Edison D. Sevilla and Ms. Luisa A. Gelisan**

Digital Accessibility of UPOU MOOCs

**Asst. Prof. Myra C. Almodiel**

Integrating Universal Accessibility in Course Development in an Online Learning Environment

**Dr. Ricardo T. Bagarinao, Ms. Rhonna Marie R. Vereña and Ms. Charlene V. Mina**

Analysis of Reasons for Filing Leave of Absence (LOA) and Application for Dropping of Course/s (DRP) of the FMDS Students

**Ms. Jeniffer F. De Pasion-Guevarra and Ms. Paula Grace M. Muyco**

Fostering Creative Learning in Open Education Through Collaborative Projects

**Dr. Maria Rowena D.R. Raymundo**

Service-Learning Through the National Service Training Program (NSTP)

**Asst. Prof. Charisse T. Reyes**

Documenting Experiential Learning through e-Portfolios

**Asst. Prof. Ana Katrina T. Marcial**

Use of Interactive Videos for Student Support in an Open University: The Case of the Faculty of Management and Development Studies-UPOU

**Ms. Jeniffer F. De Pasion-Guevarra and Ms. Ellaisa Ruth B. Veluz**

A Program Review for Academic Program Improvement of the UPOU MENRM Graduate Program

**Dr. Consuelo D.I. Habito and Ms. Camille R. Abiog**

Knowledge Co-Creation and Exchange in Online Prescribed Portal and Parallel Learning Space

**Assoc. Prof. Jaine C. Reyes**

Culturally Based Learning Preferences of Students in Online Learning: Implication to Assessment

**Asst. Prof. Rita C. Ramos and Ms. Maria Ophelia L. Cariño**

Developing Online Assessment Platform as Viewed from Various Perspectives: Strengthening the ASEAN Studies Graduate Program via ODeL

**Dr. Jean A. Saludadez**

Gender Equality in an ODeL Workplace: Capacity Assessment of the University of the Philippines Open University Workforce

**Ms. Pauline Grace E. Milante and Ms. Rica Mae B. Valencia**

Finding a Space for Research in Technology in Education: A Review of Graduate Research in Education at the UP Open University

**Dr. Jean A. Saludadez, Dr. Felix R. Librero and Ms. Dara Clarisse Mae L. Barile**

Software Implementation of a Platform to Ensure Credibility of Online Assessment for The ASEAN Studies Graduate Program

**Asst. Prof. Mari Anjeli B. Lubrica-Crisanto, Asst. Prof. Reinald Adrian Pugoy, Mr. Joshua David Sta Rita and Mr. Manuel Antonio Saludadez**

Use of OERs in Developing Learning Materials for Youth Capacity Building Project in the Philippines

**Dr. Joane V. Serrano and Ms. Noreen Dianne S. Alazada**

Analysis of Tablet-Based Module for Capacity Building for Ifugao Youth

**Dr. Joane V. Serrano and Ms. Janele Ann C. Belegal**

Evaluation of Student-Created OERs: A Case Study

**Dr. Joane V. Serrano and Mr. Ayel C. del Valle**

Strengthening the ASEAN Studies Graduate Program via the ODeL

**Dr. Jean A. Saludadez and Ms. Dona Lyn M. Piamonte**

Supporting Online Learners through the UPOU's Information Support System: A Case Study

**Dr. Joane V. Serrano, Ms. Anna F. Cañas-Llamas and Ms. Lovelyn P. Petrasanta**

Making your City a Campus and Learning Laboratory: City Learning Tour as a Conductive Learning Tool

**Asst. Prof. Juvy Lizette M. Gervacio**

Tablet-based Training for Indigenous Female Youth on Sustainable Development and Heritage Conservation: A Collaborative Public Service of Universities

**Dr. Joane V. Serrano, Dr. Sherry B. Marasigan and Ms. Janele Ann C. Belegal**

Organizing OERs for an Online Course on Health Research Methods

**Dr. Raymundo Celestino Habito Jr.**

The Finance Administration Information System of the UP Open University

**Ms. Amalia G. Perez and Ms. Encarnacion B. Jaen**

Property Management/ eProcurement in an ODeL Institution: The case of UPOU

**Elvy A. Pamulaklakin and Lilian D. Diamante**

Survival Analysis of DRDM Students

**Asst. Prof. Rita C. Ramos, Ms. Maria Ophelia L. Cariño, Dr. Primo G. Garcia and Assoc. Prof. Jaine C. Reyes**

Exploring Determinants of Academic Achievement among Distance Learners: Toward a Causal Model of Learning Analytics

**Dr. Maria Ana T. Quimbo**

Effectiveness of Formative Assessment in ODeL as Perceived by the International Health Students of UP Open University

**Dr. Myra D. Oruga and Ms. Jelaine R. Bagos**

Relationship between Emotional Intelligence and Academic Performance of UPOU Undergraduate Online Learners

**Ms. Margaret J. Suarez and Ms. Patricia O. Calora**

A Decision Support Algorithm for Enhanced Plans of Study and Student Program Advising

**Mr. Joshua David A. Manalo and Asst. Prof. Joyce Mae A. Manalo**

Data-driven Review of Grading and Assessment in UP Open University

**Asst. Prof. Joyce Mae A. Manalo**

The UPOU Digital Collective: Exploring Collaboration and Co-creation in an Online University

**Asst. Prof. Al Francis D. Librero**



**Figure 19**

ICODEL 2018

Learner Persistence in a Changing Teaching-Learning Modality in an ODeL Environment: What the Graduates Profile Reveals?

**Dr. Ricardo T. Bagarinao and Ms. Percia V. Secreto**  
Users' Acceptance of the Virtual File Archive (VFA) for the Office of the University Registrar in UPOU

**Ms. Marie Karen O. Enrile and Mr. Benedict L. Reforma**

Use of Video in Online Courses: Review and Analysis of Videos Developed and Used by UPOU for Promotion and Delivery of its Courses

**Mr. Edison D. Seville, Dr. Joane V. Serrano, Mr. Christian C. Guevarra, Mr. Alejandro S. Zamora, and Mr. Raymond de Leon**

Evaluating the Use and Acceptance of e-learning for Tertiary Education among Senior High School Students

**Ms. Yrelle Mae R. Lleva and Ms. Patricia O. Calora**  
Gender Considerations in the Development of UPOU Courses

**Asst. Prof. Rameses P. De Jesus**  
Integrating Reflective Learning in Online Courses

**Asst. Prof. Roja L. Rivera**

**30–2 December**

**Association of Development Communication Educators and Practitioners International Conference**

**Status and Trends in Development** Communication Research from 2008-2015: A Rejoinder to Past Reviews of DevCom Studies

**Ms. Emely D. Amoloza**

**DECEMBER 2018**

**10**

**5th Socioeconomic Research Portal for the Philippines Biennial Meeting, Quezon City, Philippines**

Innovations in Education Delivery: Open and Distance e-Learning by UP Open University

**Ms. Luisa A. Gelisan**

## **2 Research Publication Project**

This second project aimed to encourage publication of UPOU faculty and staff in high-impact journals. Furthermore, the process from application of grants to disseminating results was streamlined. Publications by UPOU faculty and staff are listed in the following pages.

### **2.A. Journal Publications 2016**

**Asian Association of Open Universities Journal  
Vol. 11, No. 2, pp. 182–196**

Hybrid Online/Offline Mobile Solutions for Accessing Open Educational Resources in Areas with Poor Internet Connectivity

**Asst. Prof. Reinald Adrian DL. Pugoy, Dr. Consuelo DI. Habito and Asst. Prof. Roberto B. Figueroa, Jr.**

**International Journal of Open and Distance e-Learning**

**Vol. 2, No. 1, pp. 1–10, 11–24, 25–34, 35–48**

The Promotion of ASEAN Regional Integration through Open and Distance Higher Education  
**Dr. Alexander G. Flor**

Augmented Reality in Nursing Education: Addressing the Limitations of Developing a Learning Material for Nurses in the Philippines and Thailand

**Asst. Prof. Reinald Adrian DL. Pugoy, Asst. Prof. Rita C. Ramos, Asst. Prof. Roberto B. Figueroa Jr., Mark Harold C. Rivera, Boontip Siritarungsri, Aree Cheevakasemsook, Premruechai Noimuenwai, and Pattaya Kaewsarn**

Developing a Multimedia Courseware Using Cognitive Load Theory  
**Dr. Sheila R. Bonito**

Use of Tracer Studies to Enhance the UPOU Environment and Natural Resources Management  
**Dr. Consuelo DI. Habito and Dr. Maripres U. Sarinas**

**International Online Journal of Education and Teaching**

**Vol. 3, No. 4, pp. 285–301**

Learner Variables and Language Anxiety in Oral Communication: The Case of University Students in the Philippines

**Asst. Prof. Ana Katrina T. Marcial**

**International Review of Research on Open and Distributed Learning**

**Vol. 17, No. 2, pp. 162–180**

Issues and Challenges in Open and Distance e-Learning: Perspectives from the Philippines

**Dr. Patricia B. Arinto**

**Journal of Marine and Island Cultures**

**Vol. 5, No. 2, pp. 145–158**

Ecosystem Services of Coastal and Fisheries Resources: Perspectives of High School Students in Municipality of Panukulan, Polillo Island, Quezon, Philippines

**Prof. Arthur J. Lagbas and Dr. Consuelo DI. Habito**

**Journal of Nature Studies**

**Vol. 15, No. 1, pp. 41–57**

Water Quality of Traditional Communal Drinking: The Case of a Fishing Community in Panukulan, Polillo Island, Quezon, Philippines

**Prof. Arthur J. Lagbas and Dr. Consuelo DI. Habito**

**Journal of Nature Studies**

**Vol. 15, No. 2, pp. 54–65**

Preparing for a Natural Disaster: A Knowledge Survey of Rural Households in a Developing Country

**Dr. Ricardo T. Bagarinao**

**Journal of the Science of Food and Agriculture**  
**Vol. 96, No. 14, pp. 4679–4689**

Health-promoting Bioactivities of Betalains from Red Dragon Fruit Peels (*Hylocereus polyrhizus* [Weber] Britton and Rose) as Affected by Carbohydrate Encapsulation

Dr. Evelyn B. Rodriguez, Mr. Mark Louis P. Vidallon, Mr. David Joram R. Mendoza and Asst. Prof. Charisse T. Reyes

**Research Journal in Special Education and Independent Living**  
**Vol. 3**

Food Insecurity of Mothers at Bay Laguna, Philippines: A Cross-Sectional Study  
Dr. Myra D. Oruga

**2017**

**ASEAN Journal of Open and Distance Learning**  
**Vol. 8, No. 2, pp. 12–23, pp. 24–32**

Descriptors of Social Media Use in Higher Education

Asst. Prof. Ana Katrina T. Marcial

Teacher Design Teams: Building Capacity for Learner-centered Course Development

Asst. Prof. Linglingay P. McDermott

**ASEAN Journal of Open and Distance Learning**  
**Vol. 9, No. 2, pp. 63–71**

Social Media as a Learning Tool among Online Learners

Asst. Prof. Myra C. Almodiel

**Interactive Technology and Smart Education Journal**

**Vol. 14, No. 2, pp. 138–158**

QR Codes as Mobile Learning Tools for Labor Room Nurses at the San Pablo Colleges Medical Center

Dr. Maria Rowena D.R. Raymundo

**International Journal of Open and Distance e-Learning**

**Vol. 3, No. 2, pp. 13–37, 53–60**

Creating Virtual Corridors: Social Network Discovery and Landscape Patch Connectivity of Permaculture Projects and Initiatives on Facebook

Mr. Jabez Joshua M. Flores, Mr. Rick Jason Obrero, Ms. Luisa A. Gelisan, Mr. Edward Allan Foronda, and Mr. Rikki Lee Mendiola

Computer Self-Efficacy and Attitude Towards e-learning: A Study Among Graduate Students in Nursing in an Open University in the Philippines  
Asst. Prof. Queenie R. Ridulme

**International Journal of Research Studies in Education**

**Vol. 6, No. 2, pp. 49–68**

The Reflective Writing Continuum: Re-conceptualizing Hatton & Smith's Types of Reflective Writing

Asst. Prof. Roja L. Rivera

**International Journal of Research Studies in Educational Technology**

**Vol. 6, No. 2, pp. 47–64**

Using Videos and Video-Conferencing to Traverse Transactional Distance

Asst. Prof. Rameses P. De Jesus

**International Journal of Scientific and Engineering Research**

**Vol. 8, No. 10, pp. 1274–1284**

Contributions of Community-based Resource Management Project as a Management Strategy for Upland Community Development and Forest Restoration in Usmad, Argao, Cebu, Philippines

Dr. Ricardo T. Bagarinao

**Journal of Environmental Science and Management**

**Vol. 20, No. 1, pp. 62–70**

Landscape Transformation in an Urbanizing Area in Laguna, Philippines: Assessing Trends and Policy Implications on the ASEAN Integration

Dr. Ricardo T. Bagarinao

**Journal of Management and Development Studies**

**Vol. 6, pp. 1–13**

Households' Attitudinal Response to Disaster Preparedness: Implications for Preparing a Community for a Disaster

Dr. Ricardo T. Bagarinao

**Materials, Chemistry and Physics**

**Vol. 200, pp. 322–330**

Topological Characterization of Plasma-etched Polymer Surface Using Discontinuous Percolation Transition

Dr. Leo Mendel D. Rosario, Dr. Hernando S.

Salapare III, Frédéric Guittard, Roy B. Tumlos, and Maricor N. Soriano

**2018**

**International Journal of Environmental and Rural Development**

**Vol. 8, No. 1, pp. 56–62**

Benchmarking Concepts of Community Wellbeing in an Area Vulnerable to Disaster due to Volcanic Eruption

Dr. Merites M. Buot

**International Journal of Open and Distance e-Learning**

**Vol. 4, No. 1, pp. 1–14, 15–32, 33–44, 45–56, 57–80, 81–104**

Knowledge Sharing and Co-Creation: the UPOU's Master of Public Management Program's Innovation on Quality Assurance for ODeL

Asst. Prof. Juvy Lizette M. Gervacio, Mr. Larry N. Cruz, and Ms. Joana Marie S. delos Reyes

Analysis of Students' Reflections and Ideation in an Online Graduate Ecology Course  
Dr. Consuelo Dl. Habito, Dr. Joane V. Serrano and Ms. Susan Janette G. Ealdama

Applying the e-learning Framework: Evaluating an e-learning Course toward the Improvement of Quality of ODeL Programs  
Dr. Myra D. Oruga and Ms. Jelaine R. Bagos

Online Facilitation of Field Instruction for the Social Work Programs of UP Open University  
Asst. Prof. Finaflor F. Taylan and Ms. Paula Grace M. Muyco

A Meta-Interpretation of Collaborative Learning Activities in an R&D Management Online Degree Program  
Dr. Primo G. Garcia, Assoc. Prof. Jaine Cadoc-Reyes, and Ms. Ellaisa Ruth B. Veluz

Assessing the Practices for the Conduct of Graduate Students' Thesis at the Faculty of Management and Development Studies, UP Open University  
Dr. Primo G. Garcia, Ms. Grace Anne C. Buno, and Ms. Jelaine R. Bagos

#### **International Journal of Open and Distance e-Learning**

**Vol. 4, No. 2, pp. 39–56**

Evaluating the Use and Acceptance of e-Learning for Tertiary Education among Senior High School Students  
Ms. Patricia O. Calora and Ms. Yrelle Mae R. Lleva

#### **International Journal of Social Ecology and Sustainable Development**

**Vol. 10, No. 4, pp. 31–46**

Discourse Analysis of Indigenous Women's Construct on Biodiversity and Sustainable Development  
Dr. Joane V. Serrano, Asst. Prof. Aurora V. Lacaste, Dr. Sherry B. Marasigan, Ms. Luisa A. Gelisan, Ms. Noreen Dianne S. Alazada and Ms. Paula Grace M. Muyco

#### **Journal of Learning for Development**

**Vol. 5, No. 2, pp. 116–132**

Open and Distance e-Learning in Asia: Country Initiatives and Institutional Cooperation for the Transformation of Higher Education in the Region  
Dr. Melinda dP. Bandalaria

#### **Journal of Management and Development Studies**

**Vol. 7, pp. 24–39**

Forming ASEAN Community of People through Intercultural Communication  
Ms. Paula Grace M. Muyco and Dr. Benjamina Paula G. Flor

#### **Slyvatrop: The Technical Journal of Philippine Ecosystems and Natural Resources**

**Vol. 28, No. 2, pp. 27–46**

Community Wellbeing Index (CWBI) in the Area Exposed to Mayon Volcano Eruption in Camalig, Albay, Philippines  
Dr. Merites M. Buot



Figure 20. Brochures of the UPOU book, *Conversations on Openness*.

#### **2.B. Book Publications**

The following are books published by UPOU from 2016 to 2018.

##### **2016**

Librero, F. 2016. **AGCOM-DEVCOM: A Participant-Observer's Journey**. University of the Philippines Open University.

An e-book by Dr. Felix Librero which contains the author's stories about his journey as a development communication professional and academician. Advocating UPOU's culture of sharing is very evident in this book. This book is not just a practitioner's narrative, but also an attempt to provide a comprehensive historical account of development communication as a field of study and as a communication practice. The book includes articles written for specific purposes, time, and audiences.

Lumanta, M.F. and Serrano, J. (Eds.). 2016. **From Centers to Hubs: Reconceptualizing UPOU Learning Centers**. University of the Philippines Open University.

Dr. Melinda F. Lumanta and Dr. Joane V. Serrano, as editors, discuss the collective experience of the Learning Centers as seen through the lens of its Coordinators. The book shares the UP Open University experience through first-person accounts of the current Learning Center

Coordinators as they talk about their lived experiences in their assigned Learning Center and as they tackle shared issues that define the UP Open University's Learning Center system. A historical perspective introduces the individual narratives and a culminating chapter presents a collective vision towards reconceptualizing the Learning Center concept from Centers to Hubs

#### 2017

Lumanta, M.F. and Flor, A.G. (Eds). 2017. **Conversations on Openness: An Engagement in Discourse Capture**. University of the Philippines Open University.

Dr. Melinda F. Lumanta and Dr. Alexander G. Flor, as editors, present the UPOU community's dominant narrative on openness in its pre-MOOC phase. As early as 2012, the institution engaged in discussions on open curricula, OERs, open access, open admissions and other dimensions of openness in efforts to provide academic leadership in open and distance learning in the Philippines. More than the content which can guide other HEIs in their own pursuit of openness in education, the book offers a strategy, a method of inquiry, and a mechanism of harnessing individual contributions for the collective development of constructs.

Flor, A.G., Ciencia, Jr., A.N. and Sta.Maria-Abalos, C.F.L. (Eds). 2017. **Resilience and Sustainability: Fourteen Narratives**. University of the Philippines Baguio Cordillera Studies Center.

With Dr. Alexander G. Flor as one of the editors, this book is a selection of papers presented at the International Conference on Building Resilience and Developing Sustainability in January 2015. These papers cover the entire spectrum of disciplines involved in climate change and disaster risk management discourse. The book highlights the best practices in disaster risk reduction and management, promotes resilience vis-a-vis disasters and the effects of climate change, and highlights the development of sustainable communities.

Taylan, F.T. (2017). **Sustainability in Social Work: Exploring the Integrative Well-being Model**, International Federation of Social Workers (Ed.), *Social Work Promoting Community and Environmental Sustainability*.

Asst. Prof. Finaflor T. Taylan's chapter discusses the case of participatory action research (PAR) on health problems in a Philippine community and provides an example of understanding the connection between health, the physical environment, and economics, which are key aspects of most models of sustainability. By

utilizing PAR in the case study, the community was able to become more involved in the whole research and management process which also led them to look at other factors related to health.

#### 2018

Lumanta, M.F. and Carascal, L.C. (Eds). 2018. **Assessment Praxis in Open and Distance e-Learning: Thoughts and Practices in UPOU**. University of the Philippines Open University.

Dr. Melinda F. Lumanta and Prof. Liza C. Carascal give a glimpse of how a community of 21st century educators, immersed in ODeL, engages thought and practice to produce a unified and constantly adapting system of assessment in varied forms and functions carried out at different levels. This book captures the assessment praxis of the UPOU as gleaned from existing practices as well as from thought papers of its faculty members, researchers, and academic and administrative leaders. The richness of the book comes from its 14 chapters written by 22 authors.

**Figure 21**

*The maiden issue of IJODEL*



#### **2.C. International Journal of Open and Distance e-Learning (IJODEL)**

IJODEL is a joint publication by UPOU in collaboration with the Philippine Society for Distance Learning. A venue to facilitate sharing and development of knowledge aimed at improving the quality of ODeL research worldwide, the online and printed version of the IJODEL Maiden issue was launched during UPOU's 21st Anniversary on 29 February 2016. The IJODEL is a bi-annual, open-access, and refereed online journal committed to the promotion of ODeL worldwide. It is designed to disseminate original research, book reviews, theories, and best practices pertaining to ODeL. The Editorial Board and Pool of Referees of this journal consist of people from UPOU and other local- and internationally-recognized Open Universities.

In its December 2015 issue, which was the maiden issue, the journal contained 1 editorial, 4 articles, and a special report to IJODEL. Its June 2016 (Vol. 2, No. 1) and December 2016 issues (Vol. 2, No. 2) contained five articles. The third volume's June 2017 issue had 4 articles and 2 special reports on technology application, while the December 2017 issue also had 4 articles. The June 2018 issue (Vol. 4, No.1) had seven articles, and the December 2018 issue (Vol. 4, No. 2) had six articles.

## 2.D. International Publication Award (IPA)

As part of the Research Publication Project, the International Publication Award, an incentive by the UP System, is given to UPOU faculty and staff who have published articles in Scopus-listed and Web of science-indexed journals. The recipients of the IPA are as follows:

2016

1. Evelyn B. Rodriguez, Mark Louis P. Vidallon, David Joram R. Mendoza, Kevin Arbine M. Dalisay and **Charisse T. Reyes**. Stabilization of Betalains from the Peel of Red Dragon Fruit [*Hylocereus polyrhizus* (Weber) Britton & Rose] Through Biopolymeric Encapsulation. *Philippine Agricultural Scientist*, 98(4), 382–391.
2. Dr. Alexander G. Flor and Benjamina Paula G. Flor. Dysfunctional Digital Demeanors: Tales from (and Policy Implications of e-learning's Dark Side in *Developing Successful Strategies for Global Policies and Cyber Transparency in e-Learning*. Gulsun Eby, T. Volkan Yuzer and Simber Atay (editors). Pennsylvania, USA: IGI Global Inc.
3. Evelyn B. Rodriguez, Mark Louis P. Vidallon, David Joram R. Mendoza and **Charisse T. Reyes**. Health-Promoting Bioactivities of Betalains from Red Dragon Fruit (*Hylocereus polyrhizus* (Weber) Britton and Rose) Peels as Affected by Carbohydrate Encapsulation. *Journal of the Science of Food and Agriculture*, 96(14), 4679–4689.
4. Juvy Lizette M. Gervacio. MOOCs in the Philippines in *MOOCs and Educational Challenges Around Asia and Europe*. Bowon Kim (editor). Seoul, South Korea: KNOU Press.

2017

1. Dr. Ricardo T. Bagarinao. Landscape Transformation in an Urbanizing Area in Laguna, Philippines: Assessing Trends and Policy Implications on the ASEAN Integration. *Journal of Environmental Science and Management*, 201(1), 62–70.
2. Dr. Leo Mendel D. Rosario, **Dr. Hernando S. Salapare III**, Prof. Frederic Guittard, Dr. Roy B. Tumlos and Dr. Maricor N. Soriano. Topological Characterization of Plasma-etched Polymer

Surface using Discontinuous Percolation Transition. *Materials Chemistry and Physics*, 200, 322-330.

3. Mr. Arthur J. Lagbas & **Dr. Consuelo Di. Habito**. Ecosystem Services of Coastal and Fisheries Resources: Perspectives of High School Students in Municipality of Panukulan, Polillo Island, Quezon, Philippines. *Journal of Marine and Island Cultures*, 5(2), 145–158.

2018

1. Dr. Patricia B. Arinto. Issues and Challenges in Open and Distance e-Learning: Perspectives from the Philippines. *International Review of Research in Open and Distributed Learning*, 17(2): 162–180.

## 3 Research Preparation Support Project

In support of research preparation and publication, grants were awarded to UPOU faculty and staff members intending to present their research in national and international conferences. These grants were given considering university-implemented policies and regulations. Moreover, initiatives on engaging UPOU faculty and staff in research discourse and on assisting them in the research writing process were also implemented.

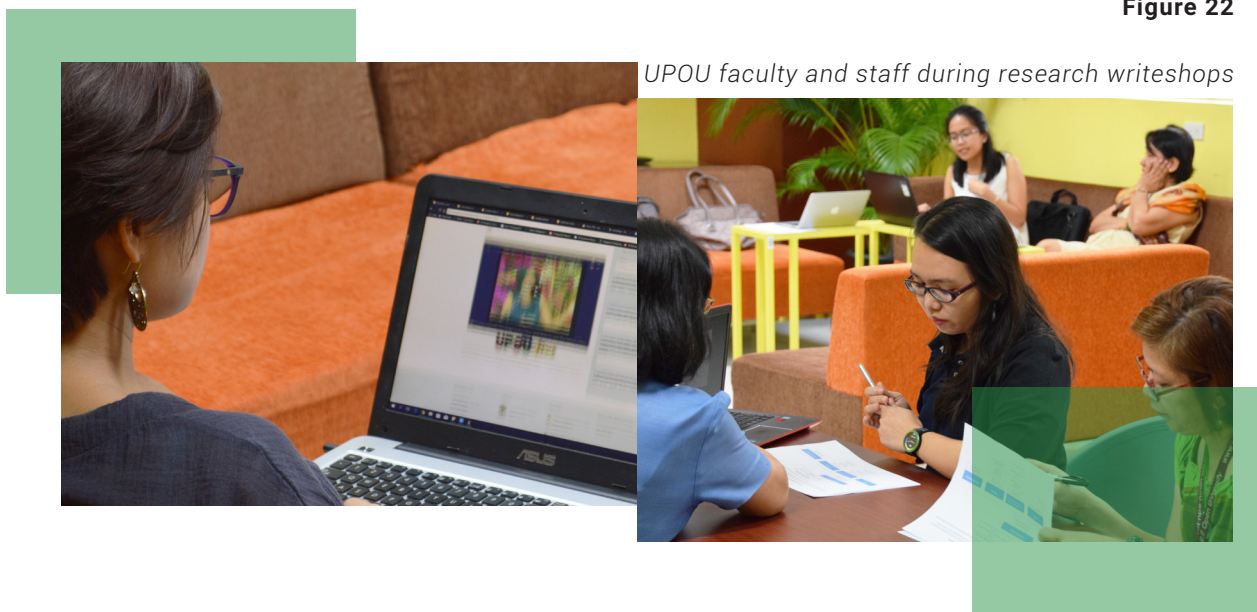
### 3.A. Research Enabling Team

The Research Enabling Team (RET), created on 29 June 2016, aims to help (e.g. gathering of updated review of related literature, formation of bibliographic entry, editing, suggestions to improve paper, etc.) faculty, staff, and students to fast track the publication of their research studies/thesis. Since its establishment, the RET constantly met with faculty and staff who expressed need for research assistance (scouting for reputable and trusted journals, proofreading, editing and critiquing by experts, search for references and related articles). The UPOU Library was also given a role in helping identify Web of Science & Scopus Journals fit for the research and provide format for it.

### 3.B. Research and Research Dissemination Grants

a. UPOU Faculty and REPS Research Grant  
Open to all UPOU faculty and REPS members (regular and affiliate faculty or REPS with administrative duties in UPOU) with outstanding teaching and research credentials, the Grant is awarded for research that is based on the research thrusts and priorities of the university and its Faculties of Study.

**Figure 22**



*UPOU faculty and staff during research writeshops*

b. UPOU Gender-focused Research Grant Institutionalized in August 2017, the Grant aims to strengthen UPOU’s commitment to gender mainstreaming by engendering not just its teaching but as well as its research with the end goal of upholding gender equality and promoting women’s rights and development. Open to all UPOU faculty members and staff, the Grant is for gender-focused research studies.

c. Enhanced Creative Work and Research Grant Under the UP System’s Office of the Vice President for Academic Affairs, the ECWRG aims to encourage faculty and REPS to undertake research that will lead to publications or exhibitions or performances of creative work or other significant output such as patents, new software, and advanced technologies. Open to regular, full-time faculty and REPS, the Grant is for research or creative projects in any field.

d. Research Dissemination Grants The grant primarily aims to support faculty members and staff financially in disseminating research outputs to national and international conferences. In UPOU, this grant is awarded to the author who applied for/who has the main responsibility of fulfilling the requirements for the grant. Regardless of the number of authors in an accepted paper or poster, only one RDG is awarded. In case of multiple authors of a paper, any of the authors may apply for the grant and make the presentation provided that the other non-presenting authors give their consent. RDGs are also awarded if an author accomplishes the form for Requesting for RDG and submits a full paper of the presentation. The amount of grants vary if the conference will be held virtually, locally (national and international conference, with and without airfare), and internationally.

Table 3 summarizes the conferences (national and international) attended, Grants awarded, and IPA recipients from 2016 to 2018.

**Table 3**

*Summary of Grants, conferences, and IPA of UPOU faculty and staff*

	2016	2017	2018
Conferences	42	36	78
RDG	90	74	264
Faculty research grants	6	9	12
REPS research grants	4	9	5
GFRG	-	1	4
ECWRG	-	1	-
IPA	5	2	1

### 3.C. Research Conversations

Research Conversations is the OVCAA's initiative in upholding a participatory quality research culture in the university. This discussion is held every Friday, serving as the venue where UPOU faculty, REPS, research assistants, and staff can come together and talk about research and other academic matters. Speakers are invited to talk about their fields of expertise and/or studies to facilitate conversation and come up with other researchable areas.

There were 8 Research Conversations for 2016, and 15 each for 2017 and 2018.

- |                        |  |                        |   |
|------------------------|--|------------------------|---|
| <b>2016<br/>18 Mar</b> | Asst. Prof. Mari Angeli Lubrica-Crisanto and Asst. Prof. Rameses De Jesus talked about "Publish and Flourish (A Re-Echo of Thomson Reuters Research Writing Workshop)."  | <b>2017<br/>6 Jan</b>  | Dr. Melinda Lumanta and Ms. Alvie Simonette Alip talked on flagship program Saliksik. Dr. Lumanta presented UPOU's strategic program for research—its objectives, performance indicators, and components.   |
| <b>2016<br/>23 Sep</b> | Dr. Myra Oruga presented her study, "Assessment of Food Insecurity of Mothers at Bay, Laguna, Philippines."  | <b>2017<br/>13 Jan</b> | Asst. Prof. Rameses De Jesus and Asst. Prof. Roja Rivera discussed "Educational Psychology: Aspects Relevant to our Distance Education Practice at UPOU." They tackled the foundational concepts and principles of educational psychology in the context of work at UPOU and also looked at the principles relevant to the student and faculty support. |
| <b>2016<br/>7 Oct</b>  | "GIS as a Planning and Decision Making Tool: Applying in ODeL Environment" was presented by Dr. Ricardo T. Bagarinao and Dr. Maripres U. Sarinas. The presentation focused on spatial analysis, the role of GIS in spatial analysis, and using GIS as a research and decision-making tool.   | <b>2017<br/>27 Jan</b> | Chancellor Melinda dela Peña Bandalaria discussed "QAlidad: Concepts and Researchable Areas" and presented the QAlidad component of UPOU's 2016-2018 Strategic Plan in the context of its research requirements. She discussed that QAlidad aims to surface the pillars of quality in education, DE, and ODeL.  |
| <b>2016<br/>11 Nov</b> | Dr. Melinda Lumanta and Ms. Louise Antonette Villanueva talked about "Elementary Concepts in Statistics." A second discussion by Dr. Jean Saludadez, Ms. Alvie Simonette Alip and Ms. Dona Lyn Piamonte shared insights on "Research Participants as Co-Researchers: Doing Research on Academic Work with the Academic Staff of the UPOU." | <b>2017<br/>3 Mar</b>  | Dr. Ricardo Bagarinao expounded on flagship program "CARE-UPOU: Concepts and Researchable Areas." In his discussion, he highlighted researchable areas of the program and gave potential studies during the discussion.   |
| <b>2016<br/>18 Nov</b> | In conjunction with the previous conversation, "Research Participants as Co-Researchers: Doing Research on Administration with the Administrative Staff of the UPOU" was tackled by Dr. Jean Saludadez, Ms. Wyomia Pradas, Ms. Jennifer Pareja, Ms. Lilian Diamante, Ms. Gloria Boncodin and Ms. Pura Amoloza.                             | <b>2017<br/>12 May</b> | Ms. Eleanor Manipol discussed "Importance of Color Blindness Awareness in the 21st Century."  |
| <b>2016<br/>25 Nov</b> | Asst. Prof. Roel Cantada talked about "3D Virtual Environments as Virtual Learning Spaces in Distance Education."  | <b>2017<br/>16 Jun</b> | Dr. Primo Garcia followed in the series wherein he expounded flagship program Mission RA 10650. To help UPOU continue and strengthen ODeL initiatives, Dr. Garcia shared researchable areas for flagship program Mission RA 10650.  |
| <b>2016<br/>2 Dec</b>  | Ms. Louise Antonette Villanueva shared her thoughts on "Phenomenology: Concepts and Applications."   | <b>2017<br/>7 Jul</b>  | Asst. Prof. Rita Ramos discussed flagship program TAYO. She highlighted the vital role of existing interest groups in the university for the program; gave a preview of other programs that may be included in the future; and raised points for consideration in the continuation of the health and wellness program in UPOU.                          |
|                        |  | <b>2017<br/>28 Jul</b> | Dr. Diego S. Maranan shared "Haplos: Vibrating Clothing for Well-being." This discussion was a part of Dr. Maranan's PhD  |

research which draws from philosophy, somatic practices, neuroscience, and technology design. Haplos is a novel, wearable, programmable and remotely controlled technology, and was developed as part of his research at CogNovo at Plymouth University, United Kingdom.



**Figure 23**

*Dr. Diego Maranan during his July 2017 Research Conversation*

**2017  
11 Aug** Dr. Primo Garcia, with Ms. Paula Grace Muyco and Ms. Luisa Gelisan, delivered “Institutionalizing Gender Perspective in Research: Reflexivity as an Alternative.” The discussion covered legal instruments to further strengthen gender and development efforts and reactions to the gender requirements in research.

**2017  
18 Aug** Dr. Sheila Bonito discussed InnovaTE. Aside from the objectives, components and performance indicators of the program, Dr. Bonito called for continued research on open education and OERs as research topic suggestions.

**2017  
25 Aug** “Gender in Research: Framework and Methodologies” was Dr. Odine Maria de Guzman’s discussion.

**2017  
8 Sep** Asst. Prof. Al Francis Librero presented the flagship program UPOU Connected.

**2017  
20 Oct** Ms. Dahlia Aspillera first presented with “Fake News in the Post-Truth Era”, and Dr. Alexander followed with a discussion on flagship program @ccessUP.

**2017  
1 Dec** Lastly, Dr. Joane Serrano discussed flagship program PLAZA. Dr. Serrano describes the aims for accessibility and interaction of the program, and the research ideas/researchable areas related to the program.

**2018  
19 Jan** 2018’s Research Conversations had its kick off with Asst. Prof. Al Francis Librero and Dr. Joane Serrano. Their discussion imparted tips and advice in research and publication. Asst. Prof. Librero shared his advice on conducting and preparing scientific studies, while Dr. Serrano gave notes on journal publications.

**2018  
26 Jan** Dr. Melinda dela Peña Bandalaria and Dr. Melinda Lumanta followed with Teaching Methods in ODeL Discussion Series (theory courses).

**2018  
12 Feb** “Publication: An Editor’s Perspective” was presented by Dr. Don Passey. This special Research Conversations session covered the different kinds of editors based on their involvement in the publication, responsibilities of an editor, and points he considers, as an editor, when accepting publication submissions.

**2018  
23 Feb** “A Conversation on Interdisciplinary Studies” by Dr. Diego Maranan and Dr. Don Passey was held. Dr. Passey talked about concepts on and forms of interdisciplinarity, and gave examples of interdisciplinary research based on his experience in the field. While, Dr. Maranan shared his experience during his doctorate which focused on transdisciplinary studies in arts, humanities, sciences, and technology.

**2018  
9 Mar** “A Conversation on Quantitative Research, Data Analysis and Publishing” was delivered by Dr. Sheila Bonito.

**2018  
16 Mar  
6 Apr  
13 Apr** Dr. Melinda dela Peña Bandalaria and Dr. Melinda Lumanta continued their Teaching Methods in ODeL Discussion Series on research (16 Mar), skills (6 Apr), and integrative courses (13 Apr), respectively.

**2018  
29 Jun** Dr. Melinda Lumanta and Asst. Prof. Cesar Luna discussed the “Basics of Correlation and Regression and Multiple Regression.”

**2018  
2 Aug** Dr. Lumanta with Ms. Louise Antonette Villanueva continued the June Conversation with “Using SPSS for Correlation and Regression Analysis.”

**2018** “Item Analysis” with Asst. Prof. Rita Ramos.  
**7 Sep**

**2018** Dr. Ricardo T. Bagarinao shared his study  
**21 Sep** “The Changing Profile of UPOU’s Graduates with the Changing Modes of Delivery: A GIS-based Analysis.”

**2018** “The Ethics Assessment Form: Filling it  
**12 Oct** Up” with Dr. Myra Oruga.

**2018** Tackling innovative ideas and creativity, Dr.  
**15 Nov** Denham expounded the role of creativity in generating fresh ideas, and how sociological and psychological aspects merge to define, refine, and magnify one’s creativity. Her discussion was entitled “Where Do New Ideas Come From? Cognitive Innovation and Multidisciplinary Research Training.”

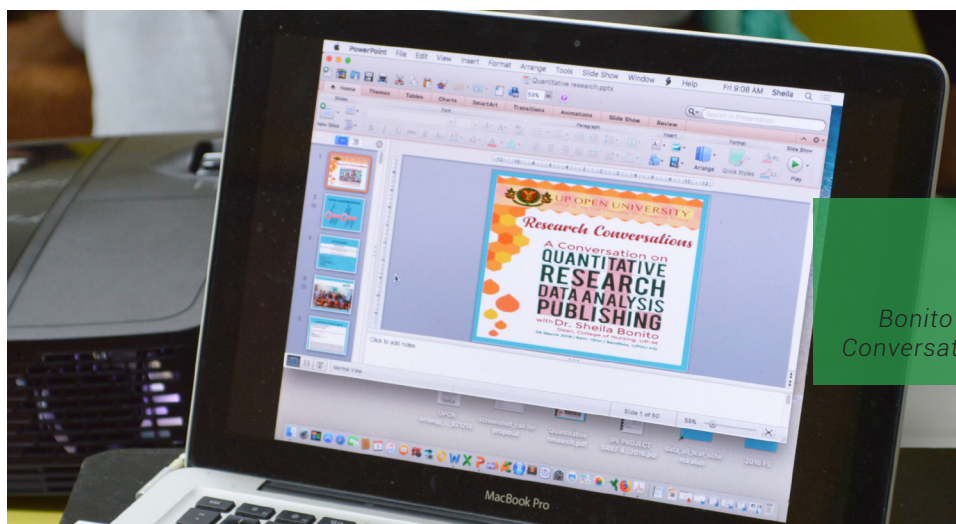
**2018** Ms. Eleanor Manipol concluded the 2018  
**7 Dec** Research Conversations with “Systems and Collective Consciousness Approach in Changing our Education System Towards Inclusivity.”

**4 Analytical Tools Support Project**

To equip UPOU’s faculty and staff in their research efforts further, useful software such as SPSS, TurnItIn and Geographic Information System (GIS) were purchased by the university. Statistical and GIS clinics were also conducted, and learning materials for statistical and GIS-based analyses were created and provided to the faculty and staff. Research Conversations and training sessions on the use of these software were planned and organized to equip UPOU faculty and staff. These accomplishments are interfaced with flagship programs InnovaTE in Strategic Thrust 1, TAYO in Strategic Thrust 4, and QAlidad in Strategic Thrust 5.



**Figure 24**  
 Research Conversations in 2017 with Dr. Primo Garcia, Ms. Paula Muyco, and Ms. Luisa Gelisan



**Figure 25**  
 Dr. Sheila Bonito’s Research Conversation in 2018



**Figure 26**

The University of the Philippines Open University (UPOU) Oblation Rendition in the Main Lobby, UPOU Headquarters



**PUBLIC SERVICE IN  
ODEL  
STRATEGIC THRUST III**

Public service is seen by the University of the Philippines Open University (UPOU) as a function that cuts across its teaching, research, and extension activities. As UPOU continues to be at the forefront of the knowledge society as a leading institution of open learning and distance education, the responsibility of giving back meaningful service to the nation and to the world remains deeply embedded at the core of its mission.

Through UPOU's Strategic Thrust III, unique brands of public service had been contextualized wherein UPOU aimed to widen access to continuing professional education, provide digital opportunities to local communities, foster critical discussion of relevant issues in the community and society, and provide technical assistance to higher education institutions (HEIs), local governments, people's organizations, and civil society.

Moreover, this strategic thrust intended to provide the following: a broad range of continuing professional education programs, leadership in the promotion of critical digital literacy nationwide, promotion of public discussion of critical social issues and participation in social mobilization, and technical assistance in HEIs, local governments, and civil society in ODeL and social development research and innovation.

Aligned with the UP System's Strategic Plan<sup>1</sup> GOAL 1: Contribute to National Development, there were four (4) flagship programs under Strategic Thrust III: Mainstreaming MOOCs (openUP), Promoting Critical Digital Literacy (PLAZA), Public Discussion and Information Dissemination (UPOU Connected), and Leadership in ODeL (Mission RA 10650).

<sup>1</sup>University of the Philippines. (n.d.). *Strategic Plan 2017-2023*. <https://www.up.edu.ph/index.php/about-up/strategic-plan/>

# OPENUP

## MAINSTREAMING MOOCs

For more than two decades now, UPOU has played a pivotal role in widening access to quality education, especially to sectors not normally reached by the conventional educational system. Seeing education as a means to promote not only access but also equity, UPOU has consistently attempted to tear down barriers that have traditionally prevented learners from accessing quality education. To be able to achieve this, UPOU has developed and implemented strategies and public service initiatives such as its flagship program mainstreaming Massive Open Online Courses (MOOCs), openUP. The program was guided by the values upheld by UPOU—scholarship, academic excellence, academic freedom, humanism, social responsibility, and service to the nation.

UPOU's openUP focused on widening access to continuing professional education and mainstreaming MOOCs as part of UPOU's formal and nonformal program offerings. The program targeted to broaden access to continuing education and lifelong learning through the design and delivery of open online courses with its 2 components:

1. Design and development of (conventional) non-formal MOOCs
2. Design and development of MOOCs as part of formal programs

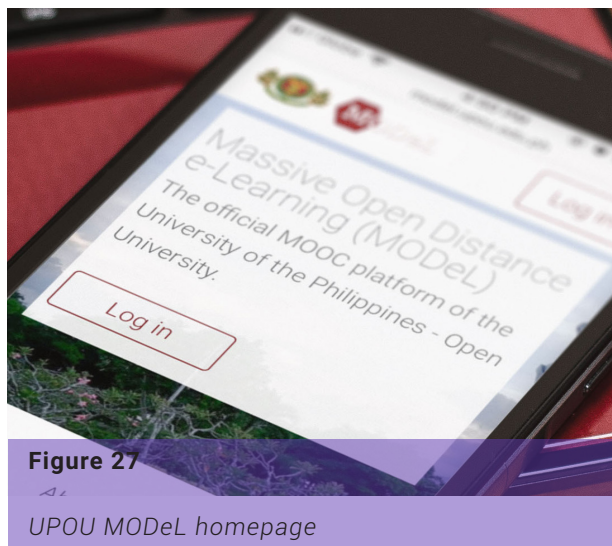
Achievements and activity highlights under openUP

Participating units for this flagship program were the Faculty Offices (Faculty of Education-FEd, Faculty of Information and Communication Studies-FICS, Faculty of Management and Development Studies-FMDS), Information and Communication Technology Development Office (ICTDO), Office of Public Affairs (OPA), and the Office of the Vice Chancellor for Academic Affairs (OVCAA). The success of openUP was measured through these performance indicators: massive enrollment in UPOU MOOCs, reduced attrition rates and high completion rates in UPOU MOOCs, and improved transition rates from non-formal to formal courses through UPOU MOOCs.

### 1 Design and Development of (Conventional) Non-Formal MOOCs

#### 1.A. MOOCs and MODeL

MOOCs are web-based courses open to the public for free and are designed for unlimited learner participation. It was first coined in 2008 by Professor Dave Cormier of the University of Prince Edward Island in Canada<sup>3</sup>. Pioneering the use of MOOCs in the country in July 2013, UPOU offered its first MOOC, Introduction to Mobile Application Development Using Android Platform, which received Merit Awards in the PR Programs Merit on a Sustained Basis (Education/Literacy Category) at the 49th Anvil Awards held on 26 February 2014. The course aimed to equip students with the necessary skills and know-how to deploy android applications for android phones and tablets. It was developed and offered by the FICS in collaboration with SMART Communications, Inc. The university launched Fundamentals of Business Processing Management and Business Communication a year later.



**Figure 27**  
UPOU MODeL homepage

The idea of offering MOOCs in UPOU materialized in 2011. More than accommodating thousands in enrollment, UPOU has emphasized the “openness” of these courses. Being more “open” has been reflected in UPOU’s practice of using only open

<sup>3</sup>Nova Southeastern University. (n.d.). *History of MOOC*. <https://nsufl.libguides.com/c.php?g=112312&p=725994>

educational resources (OERs), producing OERs, and employing open access software in its MOOCs. As early as then, UPOU recognized the potential of MOOCs to reach a wider audience, to make education more open and accessible, and to promote lifelong learning. It has also been perceived to be capable of improving the quality of teaching and learning by fostering open educational practices (OEP).

Since then, UPOU has developed a number of MOOCs with the aim of making education more open and accessible, and promoting lifelong learning. Through its platform for MOOC, the Massive Open Distance e-Learning (MODeL), UPOU offers these courses as part of its thrust of making learning more accessible to more people. These courses have allowed UPOU to cater to career shifters, out-of-school youth, alternative learning system students, and overseas Filipino workers (OFWs). UPOU's MOOCs can be accessed through the MODeL site (<https://model.upou.edu.ph>).

The following list shows the MOOCs offered by UPOU from 2016 to 2018. The MOOC Business Process Management (BPM 101) under the Online Service Management Program was approved by the Commission on Higher Education (CHED) for credit under the tertiary education curricula of degree programs in information and technology management. Schools offering this program can credit as earned units of students who have enrolled and completed the course.

1. ASEAN Studies
2. Business Analytics
3. Child Rights Protection and Promotion
4. DE Readiness
5. eFilipiniana
6. eService Management Program
7. Interlocal Cooperation
8. ODeL Teacher Accreditation
9. Oral Communication and Conversational Fluency
10. Sustainable Development
11. Technology for Teaching and Learning

### 1.B. Continuing Education Program

UPOU's CEP is anchored on the university's objective of providing opportunities for alternative access to quality higher education by offering baccalaureate and post-baccalaureate degree programs and non-formal courses by distance education. Some of these programs are accredited by the Professional Regulation Commission. The inclusion of UPOU's offering of CEPs is its clear and concrete step towards fulfilling its mandate of democratizing and opening access to education and making UP more inclusive. Through this program, UPOU responds to the needs of lifelong learners, helps the industries with their manpower needs, provides learners



the opportunity for professional and personal advancement, and increases their networks in their communities of practice. Spearheaded by the FMDS, the program is offered every January to May and July to November.

The CEP has 12 programs grouped into 3 clusters:

#### Health and Social Development

- Caring for the Child with Special Needs
- Financial Management in Nursing Practice
- Research Utilization in Nursing Administration

#### Environment

- Basic Land Use Planning\*
- Integrating Climate Change Adaptation and Disaster Risk Management Policies, Plans and Investments towards Inclusive and Sustainable Agricultural and Rural Development
- Organic Agriculture
- Responding to Climate Risks in Agriculture and Natural Resource Management
- Satoyama (Living in Harmony with Nature)\*

#### Entrepreneurship

- Introduction to Electronic Commerce
- New Enterprise Planning
- Personal Entrepreneurial Development
- Simplified Accounting for Entrepreneurs

\*offered only in January 2016

First offered in 2002 with only the NEP and PED courses, CEP conducts opening and closing ceremonies and orientations to aspiring and completing students. The CEP holds its opening ceremonies every January and July of the year; while its closing ceremonies are held every June and December.

## 2 Design and Development of MOOCs as Part of Formal Programs

The ASEAN Studies Graduate Program of the FMDS, offered a MOOC on Art in the ASEAN Region. This MOOC is a venue to explore and experience art in the ASEAN Region as it provides glimpses of the artworks and how the artists/participants communicate in creating these artworks, taking into consideration the cultures of the ASEAN countries.

# PLAZA

## PROMOTING CRITICAL DIGITAL LITERACY

With innovations in education and pedagogies, enhanced literacy initiatives can be blended in the present basic education curricula. As pioneers and leaders in ODeL, UPOU advocates in sharing and collaborating with institutions in need of technical assistance in developing and implementing their own DE modes. Institutions new to the DE mode, or even to open learning, need to be equipped with digital skills to utilize educational technologies effectively and efficiently.

Since digital literacy has now become a must-have skill in this era of immense technological advancement, the UPOU aims to bridge the existing digital divide by initiating capacity-building programs and establishing linkages. Through the public service program PLAZA, UPOU promoted critical digital literacy. PLAZA targeted to take a leadership role in the promotion of critical digital literacy nationwide with 3 components:

1. Establishment of information hubs
2. Training programs in digital literacies (priority are marginalized sectors); improved digital library systems and services
3. Partnerships with telecommunications service providers, government agencies (Department of Information and Communication Technology -DICT, and Department of Science and Technology-DOST), local government units (LGUs), and non-government organizations (NGOs).

Achievements and activity highlights under PLAZA

Participating and coordinating units for this flagship program were the IO, FICS, and University Library. The success of PLAZA was measured through these performance indicators: network of information hubs and collaboration with networks of digital literacy advocates and practitioners and communities of practice.

### 1 Establishment of Information Hubs

Information needs and support services in UPOU were harmonized and developed into a framework to build a more comprehensive and integrated website that can be easily accessed by the public.

The Philippines Learning Commons (PLC) in Kaohsiung was inaugurated on 29 September 2018 at the National University of Kaohsiung, Taiwan. The PLC is a venue and facility established to help Filipinos and other borderless workers based in Kaohsiung to engage in continuing education and acquire new knowledge and skills. It is also aimed at furthering their career development, developing their business and entrepreneurial acumen and providing them an avenue for lifelong learning.

### 2 Training Programs in Digital Literacies

#### 2.A. InfoTeach Outreach Program

**Figure 29**

*Promotion of critical digital literacy*



Funded by and partnered with the Philippine Long Distance Telephone (PLDT), the InfoTeach Program is a collaborative project of UPOU with the Department of Education, local government units, UPOU Foundation, Inc. (UPOU FI), and other educational institutions. It started in 2012 with 1,655 participants from 11 school divisions all over the Philippines. The program promoted digital literacy and maximized the use of information and communication technology (ICT) to empower Filipinos. It aimed to provide access to education and information, and employment and social inclusion using ICT. The teachers and students were trained on the use of computers and the internet as productive tools to enhance the

**Figure 30**

*Chancellor Bandalaria during the InfoTeach Finals, 2016*



instruction process and make learning enjoyable. It also aimed to help teachers cope with the K-12 curriculum requirement of integrating modern technologies in teaching.

The InfoTeach Program focused on four major items under digital literacy, namely: 1) responsible use of digital tools, spaces, and resources; 2) responsible "netizenship," which included compliance with the relevant laws and legal provisions; 3) developing other 21st century skills such as leadership, communication, environmental concern, and 4) use of digital skills for lifelong learning, which is in line with the Education Agenda 2030 of the Sustainable Development Goals (SDG). With 5 phases of the program, the UPOU continued to contribute to efforts in achieving national development by providing greater access to quality education and bridging lifelong learning opportunities for Filipinos worldwide.

During the program's Phase 3 in 2016, implementation of the program curriculum was revised to capitalize on interconnection, training for 21st century skills, and open education to support the Education Agenda 2030 (SDG 4). The revised module focused on the digital productivity tools rather than the digital skills which the participants already possess. Activities such as quiz contests and graduations were held at the division levels. The third phase covered 45 master trainers, 300 trainers, 2,832 teachers, and 3,018 students in 20 DepEd divisions of 150 schools in 42 cities and municipalities in the country.

In 2017, the program's fourth phase targeted 10 divisions and 3 community eCenters for out-of-school-youth (OSY) and senior citizens. This phase produced 23 master trainers, 286 trainers, 2,571 teachers, and 3,154 students from 122 schools in 46 municipalities and cities.

Its fifth phase in 2018, having proactive training curriculum, inclusiveness, and connecting programs and resources, covered another 11 divisions and targeted 147 schools in 48 municipalities and cities. This phase produced 22 master trainers, 304 trainers, 2,821 teachers, and 3,082 students.

It was also during the 5th phase when PLDT donated 6 computers to the municipality of Binmaley, Pangasinan through the initiative of Chancellor Melinda dela Peña Bandalaria. The Info Teach Grand Finals, or the PLDT Home Fibr Broadband Quiz Grand Finals, was held on 14 September 2018 at Mega Fashion Hall in Megamall, Mandaluyong City which concluded the PLDT InfoTeach Outreach Program.

### **2.B. e-Learning Technologies**

The e-Learning Technologies Training Program started on 24 March 2017. The program aimed to enable faculty members to develop multimedia materials on their own which they can use for their classes and to capacitate some staff members in using various e-learning technologies which will help them in providing student support services, and/or in conducting activities for their respective offices. The training program was in flipped-classroom format wherein all instructional content (mostly in short video format) were delivered online, while some projects, exercises, activities and discussion were done during face-to-face sessions.

The first of the training series had Asst. Prof. Roberto Figueroa Jr. as training facilitator, and focused on the following e-Learning technologies: video publishing and live streaming on YouTube, basic screencasting, creating a Zoom-based presentation using Prezi, creating project-based classes or project management groups using Basecamp, and setting up your own Q&A-based class in Piazza.

### **3 Improved Digital Library Systems and Services**

Books were borrowed via Intra-library Loan and Interlibrary Loan (ILL) in the UP Diliman, De La Salle University, and University of Santo Tomas libraries. Books in the different Learning Centers were made available and accessible through the Web Online Public Access Catalog (OPAC). Dr. Felix Librero, former UPOU Chancellor, donated a collection of more than 100 books and journals to be stored in the library for use by faculty, staff, and students. These books were put in the "Librero Section" of the library which provides classic books in various disciplines and current books that are useful supplemental reading materials for students in

various courses. These books were accessible to the OPAC as well to ensure quick search and access to the materials.

In 2018, UPOU was in the process of distributing UPOU materials nationwide, and in improving accessibility and availability to the UP System Online Resources.

#### **4 Partnerships with Telecommunications Service Providers, Government Agencies, Local Government Units (LGUs), and Non-Government Organizations (NGOs)**

Aside from the InfoTeach Outreach Program, UPOU has also forged partnerships and collaborations with various institutions for learning resources and content in the following projects:

##### **4.A. Aruga sa Batang may Cancer (ABC) Initiative**

Aruga sa Batang may Cancer (ABC) Initiative is a web-based palliative care service provider in the Philippines by the FMDS in partnership with Philippine Children's Medical Center (PCMC) and funded by the Department of Science and Technology Philippine Council for Health Research and Development (DOST-PCHRD). The project was formally launched on 22 March 2018 at the PCMC in Quezon City, with representatives from collaborating agencies such as the Ruth Foundation for Palliative Care and Education, DOST-PCHRD, fellows from PCMC and other guests. Aside from these institutions, the following are also the project's partners: Department of Health, Bicol Regional Training and Teaching Hospital, Cebu Doctors' University Hospital, Southern Philippines Medical Center, Vicente Sotto Memorial Medical Center, Kythe Foundation Incorporated, and John Wayne Cancer Institute.

The ABC Initiative aims to give children with cancer, caregivers, and other healthcare providers access to information, services, and experts related to pediatric palliative care. This palliative care service provider can be accessed through its website (<https://arugaproject.com>).

The website has the following features: (1) a telemedicine system in which online consultations for pediatric palliative patients can be done remotely to help ease the burden of children and their families; (2) two learning management systems which house online training courses on pediatric palliative care for health professionals and information resources for primary caregivers who want to learn more about caring for pediatric patients with cancer; and, (3) Pediatric Cancer Registry which contains national statistics on pediatric cancer—information that can help in creating a general picture of the health status of pediatric patients in the country, and in planning

the development of future health programs and policies.

##### **4.B. Project Curriculum Development for the Proposed Master of Research and Development Management Program**

The Diploma in Research and Development Management program partnered with the Department of Science and Technology-Philippine Council for Industry, Energy, and Emerging Technology Research and Development (DOST-PCIEERD) in 2018 to implement the Master of Research and Development Management project. This project aims to upgrade the current DRDM program into a ladderized multi-entry and multi-exit ODeL master's program to cater to the growing demand for research and development (R&D) managers in universities, line government agencies, laboratories, and private industries to keep abreast with knowledge and skills in R&D management. This project was also discussed in flagship program FLEx in Strategic Thrust 1.

##### **4.C. Youth for Ifugao Rice Terraces**

Youth for Ifugao Rice Terraces (#Y4IRT) was a collaborative project between UPOU, Kanazawa University, Ifugao State University and Ifugao Provincial Government. Funded by Mitsui & Co, Ltd., Y4IRT recognized the need to continue to address the extensive problems that still confront the Ifugao Rice Terraces (IRT) despite various conservation efforts. Terrace erosion, unregulated tourism activities, loss of indigenous knowledge, and out-migration of young Ifugaos are among those problems which ultimately result in the lack of succession in the farming and management of the IRT.

The project aims to empower the youth of Ifugao with both the knowledge and leadership capabilities to sustain the IRT landscape. Y4IRT intended to allow them to learn about the Ifugao culture and respect their values and way of life, to learn from each other to promote a holistic view of rural and urban linkages, and to appreciate the interconnectedness of these systems which hopefully will result in a decrease in rural-to-urban migration as well as stimulate economic development, strengthen food security, and preserve the rich cultural and environmental heritage of the Ifugaos.

Y4IRT trained local community leaders on nature and culture studies, and Satoyama research methods including information technology, ecotourism, and agribusiness. Among the project activities were the development of tablet-based training modules, and exchange programs of select Ifugao and urban youths. The project produced a

total of 25 youths who are more concerned and more involved in the conservation and sustainable development of the IRT. Related to #Y4IRT is another project, the Contextualization of the Instructional Materials for the Training of Youths Toward Conservation of Ifugao Rice Terraces as a Satoyama Landscape, funded by the Satoyama Development Mechanism (SDM) in 2018.

The SDM project developed instructional materials using Tawali and Ayangan—the identified most prevalent/common Ifugao languages. This project aimed to provide the Ifugao communities with updated information on the IRT as a Satoyama landscape, its biodiversity status, ecosystem services, and importance of the Ifugao culture and heritage. Using the local language leads to better understanding and appreciation of a subject matter than another learned language.

#### 4.D. Teacher Development Program

The Teacher Development Program (TDP), a joint initiative of UPOU, Quezon Power Ltd, Mauban LGU, DepEd-Quezon and UPOU FI, is one of UPOU's more established community engagement programs which started in 2005. It aims to improve the quality of education in the public elementary and high schools in the municipality of Mauban in Quezon province. This public service initiative intends to upgrade the knowledge and skills of the teacher-scholars. For the 2016–2018 period, the program consisted of support for non-formal training programs/courses such as teaching strategies, integration of computer and internet use to teaching and learning, and scholarship grants to the diploma and master's programs offered by the university. As of 2017, it has trained 132 teachers and more than 100 teachers have successfully completed their degree programs at UPOU.

The TDP was a recipient of the UP 2nd Gawad Pangulo: Award for Excellence in Public Service, given on 5 December 2017. The Award recognizes the outstanding public service initiatives of UP Constituent Universities that exhibit compassion to the people the university serves. TDP was also bestowed with the International eAsia 2011 Award and International Good Practice on Lifelong Learning Award.

One of the major accomplishments of the program, aside from its training sessions, was the establishment of an e-Learning Ville in Mauban, Quezon through partnerships with the Office of Congressman Mark Enverga, PLDT, Intel Philippines, National Computer Center, and DOST. The e-Learning Ville is a model which combines the concepts of a Community eCenter and Learning Town.

**Figure 31**

*ABC Initiative Team*



**Figure 32**

*MRDM Program Project Team*



**Figure 33**

*Y4IRT Team*



**Figure 34**

*TDP Team*



# UPOU CONNECTED

## PUBLIC DISCUSSION AND INFORMATION DISSEMINATION

In today's growing digital generation, there is a need for a platform that allows the affordances of multimedia to facilitate engagement with the public. The use of various media platforms including social media and digital TV is promising in terms of building and strengthening networks. These platforms can also become a significant tool for academic visibility and networking. Engaging the public in discussion and information dissemination characterizes UPOU's third flagship program under public service—UPOU Connected.

UPOU Connected focused on attaining better web visibility, attracting more audience in multiple platforms, and associating with its public in a more interactive and engaging manner. The program targeted to promote public discussion of critical social issues, participate in social mobilization, and disseminate research results and knowledge products with 4 components:

1. Enrichment of the UPOU Networks
2. Use of social media (e.g. Facebook, Twitter, Instagram, Pinterest, etc.)
3. Contributing to UP TV
4. Discussion of social issues

Achievements and activity highlights under UPOU Connected

Participating units for this flagship program were the Multimedia Center (MC), OASIS, ICTDO, Faculty Offices, and OVCAA.

The success of UPOU Connected was measured through these performance indicators: multiple platforms for discussion of social issues and dissemination of research results and knowledge products, and network/s of community media and information service providers.

### 1 Enrichment of UPOU Networks

As part of its thrust to make learning more accessible to the larger community, UPOU launched the UPOU Networks (<https://networks.upou.edu.ph/>) in 2010. UPOU Networks is an online network for station producing, programming and delivering scholarly productions through the Web. Through the Network, UPOU made available research-based scholarly materials, which are in various formats (e.g. print, hypertext, multimedia, and rich media) for use by its students and the general public. As the online repository of all UPOU-produced multimedia resources, the UPOU Networks provide access to a plethora of knowledge in various multimedia formats such as OERs, publications, web-streamed lectures, presentations, seminars, university events, radio, and podcasts.

The UPOU Networks is now the university's window to the world where communal interaction happens in real-time. This is in line with UPOU's vision for "Pamantasang Bukas Para sa Magandang Bukas" and its mandate in Republic Act 10650 (Open and Distance Learning Act) as the lead institution to promote best practices for open and distance learning in the country. The latest version of the UPOU Network, launched in February 2017, has the following features:



Figure 35

UPOU Networks

**UPOU Live**, it features lectures, fora, research presentations, seminars, and other university events that are web-streamed in real time. It enables the university to communicate/reach out to various publics scattered all over the world. Online viewers are also given the chance to interact with the presenters/speakers through an online chat.

**UPOU Commons**, a repository for university-produced OERs that can be used and accessed by anyone for free.

**UPOU Mix**, contains learning materials on various topics and in various formats, i.e., video, podcasts, animation. Speakers/lecturers in these multimedia materials are known experts in their fields.

**UPOU OnRecord**, an internet radio and also a repository of podcasts produced by UPOU.

**UPOU Featured Program**, showcase of UPOU program offerings on a bi-weekly basis.

## 2 Use of Social Media

UPOU established its social media presence through sites such as Facebook, Twitter, Instagram, Pinterest, and YouTube. As of December 2018, UPOU had 39,904 followers on Facebook, 5,221 followers on Twitter, and 1,637 followers on Instagram. Almost each degree program in UPOU has its own Facebook page to accommodate students and interested audiences. Important and relevant events, news, and announcements are posted and shared in the UPOU social media pages.

Aside from social networking sites, UPOU launched its own official blog site through (<https://openupconnect.com>) in January 2018. The UPOU blog is accessible to the public, both for perusing and contributions. The blog entries seek to open and unmask UPOU and its constituents further so the public will know more about UPOU's ins and outs better and deeper. Through the blog, UPOU shares stories and reflections about UPOU, its faculty members, students, and alumni to reach more people and to create more opportunities.

### 2.A. Lunch & Learn

Lunch & Learn (L&L) Sessions were initiated by the Office of Public Affairs to help improve communication among Designated Information Officers (DIOs), including those who are tapped for publicity and promotion tasks, to share updates, new knowledge, ideas and best practices in connection to contributing to achieving the goals of the university. Administrative Officers, DIOs, and the UPOU SociaTeam participate in the sessions to communicate information, to increase UPOU web visibility, and to advise attendees of new topics. Six L&L sessions have been conducted since its first one on 13 December 2017.

## 3 Contributing to TVUP

TVUP, the University of the Philippines' Internet Television Network, delivers free content for information and educational purposes. It participates in generating OERs to be made public by producing its own materials and collecting other content from existing sources. TVUP is a testament to UP's character as the national university, a teaching, research, public service, and global/regional university, shared freely with all state universities and colleges, private and public higher training institutions, other training institutions, and the general public<sup>4</sup>. UPOU participated in the development and launching of TVUP in November 2016, and in the production and contribution of most of TVUP's video materials and resources.

<sup>4</sup>University of the Philippines. (n.d.). *TVUP: University of the Philippines' internet television network*. [http://tvup.ph/?page\\_id=37](http://tvup.ph/?page_id=37)

## 3 Discussion of Social Issues

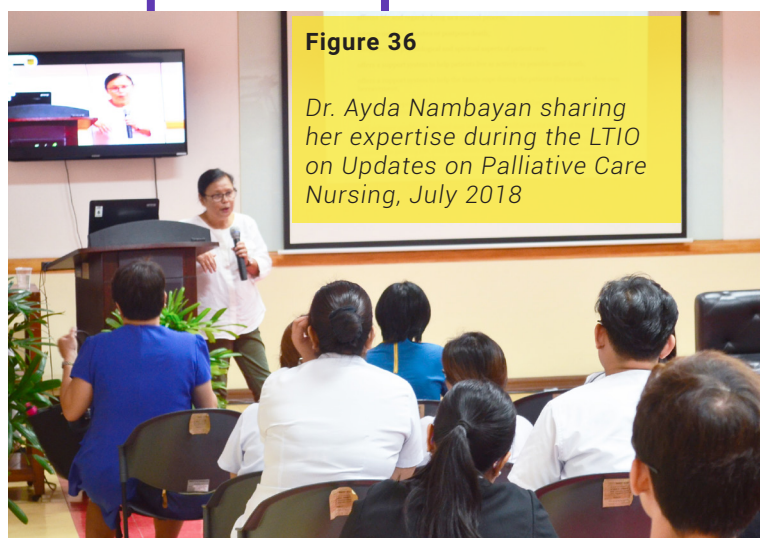
### 3.A. UPOU Earth Ambassador

The UPOU Earth Ambassador, an on-going project started by FMDS in 2010, focuses on training a core group of elementary students to promote awareness about sustainable development, biodiversity conservation and management of natural ecosystems and traditional socio-ecological landscapes. In this project, elementary students are tasked to promote and advocate for environmentalism in their respective schools and communities. Through capacity building and other advocacy approaches, the children are empowered to be responsible stewards of the environment. Likewise, this project becomes a venue for the experts in ecology, environmental management and various disciplines to share their time and expertise with young children.

The UPOU Earth Ambassadors' activities from 2016 to 2018 were the following:

In February 2016, the 3rd UPOU Earth Ambassadors Research Forum on "Green School is Cool" was conducted. Students, teachers, and parents from Dayap Elementary School, Santo Domingo Elementary School, and Serranz Learning Center, Inc. participated in the activity. This forum intended to: develop the research skills, critical thinking and problem solving skills of the UPOU Earth Ambassadors; provide a venue for young researchers to share their research outputs on how to green their schools; provide a venue for young researchers to exchange ideas and thoughts on how to sustain their initiatives in greening their schools; and produce learning objects that are OERs which can be shared with other students.

*Brigada Eskwela* activities were organized in May 2017 (Santo Domingo Elementary School) and May 2018 (Santo Domingo and Dayap Elementary Schools). In June 2018, a Let's Talk It Over (LTIO) session in Santo Domingo Elementary school was conducted with 272 students in attendance.



**Figure 36**

*Dr. Ayda Nambayan sharing her expertise during the LTIO on Updates on Palliative Care Nursing, July 2018*

### 3.B. Let's Talk It Over (LTIO) Series

The LTIO Series is a medium for professionals, students, and experts to share their knowledge and experiences in their fields of specialization, so as to reach the intended audience of these research, best practices, and new knowledge. UPOU had its first LTIO Series, spearheaded by the FMDS, in 2013. Since then, these discussions have been conducted and web streamed. The LTIO Series were also live streamed for public access. For the years 2016 to 2018, these were the LTIO series organized by UPOU and FMDS:

#### 2016

1. Research Opportunity and Overview: From Lab to Industry with Dr. I.R.Sukendah and Dr. Akhmad Fauzi (24 May)
2. Oriental Healthy Lifestyle with Dr. Alfonso T. Lagaya (6 June)
3. Creating Virtual Corridors: Social Network Discovery and Landscape Patch Connectivity of Permaculture Projects and Initiatives on Facebook with Mr. Jabez Flores (27 July)

#### 2017

1. Role of Ecological Valuation for Conservation Management with Hari Sulistiyowati (23 January)
2. Physiological Time for Prediction of Insect Population Growth with Dr. Wachju Subchan (23 January)
3. Satoyama in the 21st Century with Dr. Joane V. Serrano, Dr. Inocencio E. Buot, Jr., Dr. Consuelo D. Habito, Dr. Koji Nakamura, Dr. Aida Mammadova and Dr. Koji Ito (16 February)
4. Public Forum on Federalism and Local Governance at Nueva Vizcaya State University

with Dr. Danilo dela Rosa Reyes (UP-NCPAG) and Hon. Carlos M. Padilla (Governor, Nueva Vizcaya Province) (16 February)

5. Kababaihan, Kalikasan, Komunidad with Ms. Marita C. Pimentel and Dr. Thelma R. Paris (21 March)
6. Sustainability Perspectives with Dr. Osamu Saito (17 April)
7. Tree Nurturing with Dr. Armand Palijon (20 June)
8. The Science behind the Problem on Earthworms in relation to the Rice Terrace Collapse in Ifugao with Dr. Nestor T. Baguion (17 August)
9. Reengineering Local Government towards Climate Change: The Oragon Model (in cooperation with Bicol University, 18 November)
10. Philippines-Japan GIAHS Twinning for Sustainable Development through Capacity Building: Updates on Ifugao Satoyama Meister Training Program Phase 2 with Dr. Koji Nakamura (15 December)

#### 2018

1. Socio-ecological Production Landscapes and Biodiversity Conservation: A Model for Sustainable Development (25 January)
2. Situating Women in Today's Economy and the Environment with Dr. Nathalie Africa-Verceles and Dr. Thelma Paris (23 March)
3. Theory and Practice of Public Administration (2 June)
4. For UPOU Earth Ambassadors at Sto. Domingo Elementary School (25 June)
5. Updates on Palliative Care with Dr. Ayda Nambayan in UP Manila (6 July)
6. Development in Public Administration and Governance: Issues and Challenges (10 November)
7. Isulong: Tamang Pag-aaruga para sa Lahat ng Bata (10 November)
8. Native Trees (13 November)
9. Promoting Healthy Development for Very Young Children (13 November)

### 3.C. EDUKussion

EDUKussion is a public service and extension program of FEd which aims to present and discuss education-related issues, challenges, and opportunities. The EDUKussion is an important venue to share teachers' thoughts and experiences to improve the country's education, thereby producing better students and more functional citizens.

Attendees of EDUKussion forums from 2017 to 2018 were mainly students and teachers from primary and secondary schools and HEIs within and near Laguna. Its very first forum was conducted on 17 May 2017 with Dr. Ester Ogena and Dr. Vivien Talisayon as resource speakers. Their forum focused on the challenges and opportunities of science and mathematics education for “Challenges and opportunities of science and mathematics education in the Philippines.

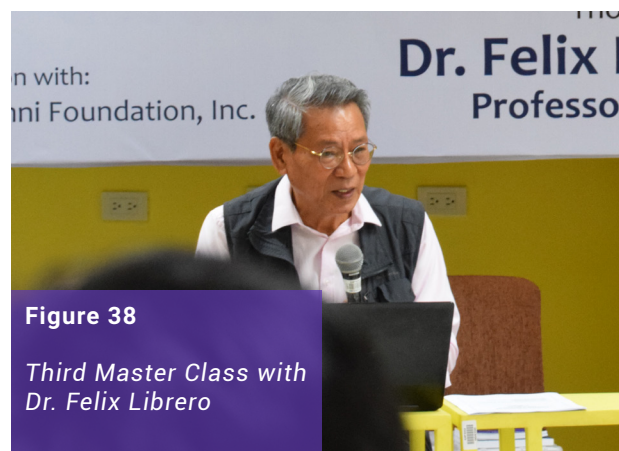
The second and third EDUKussion forums were held on 27 November and 8 December 2017, respectively. The second EDUKussion forum focused on the issue of mother-tongue-based multilingual education with Dr. Romylyn Metila as resource person. Meanwhile, the third EDUKussion forum discussed learning analytics, policies, and innovations in the education landscape in the country and indigenous people’s education. The resource speakers for this forum were Dr. Elle Wang, Asst. Prof. Charisse T. Reyes, Hon. Antonio L. Tinio, Dr. Ma. Theresa de Villa, Ms. Maria Lourie Victor, and Ms. Nemia Gareza.

**Figure 37**

*Professor Tomoyuki Kobara led the 5th EDUKussion Forum, March 2018*

In 2018, the 4th EDUKussion forum was held on 20 February with Dr. Don Passey, a professor from Lancaster University in the United Kingdom, who shared relevant information with the basic education teachers on inclusive teaching and learning of basic education. On 26 March 2018, the 5th EDUKussion forum was conducted with Prof. Tomoyuki Kobara of Fukuyama University. This session discussed “Social Studies for Effective Citizenship Education: Japan Perspectives.”

In the 6th EDUKussion forum, Dr. Nema H. Hermosa on 22 June 2018 shared her expertise on how enhanced literacy initiatives can be blended in the present basic education curricula. Last for 2018, the 7th EDUKussion forum was held on 8 December with Ms. Cecilia C. Panadero, a graduate of the UPOU Graduate Certificate in DE, as resource speaker.



**Figure 38**

*Third Master Class with Dr. Felix Librero*

### 3.D. Master Class

The Master Class, an extension project from FICS, is a series of lectures given by experts and academics (specifically named as “Thought Leaders”) from the fields of Development Communication, Mass Communication, and Communication to give expert discussions to the public. Master Class thrives in spontaneous exchanges of ideas or transfer of knowledge from the Thought Leader.

The very first Master Class was on 21 October 2017, with Dr. Felix Librero and Dr. Alexander Flor as thought leaders for the class on “Systems Theory and Problematique Analysis.”

In 2018, Dr. Felix Librero was also the thought leader on the second and third classes on 2 February and 30 May, respectively, for “Communication Contagion” and “Thesis Writing: a Practical Guide.” Thought leader Asst. Prof. Roberto Figueroa, Jr. shared “On Immersive Technologies for Sustainability Science Teaching and Learning: The Potentials of Virtual Tours as Interpretive Experience” on 30 August.

The fifth class was with Dr. Jean Saludadez who talked about “Understanding the Philosophical Assumptions of Qualitative Research” on 8 November. Dr. Saludadez, with Dr. Pamela Custodio and Dr. Diego Maranan, also conducted the sixth class with “Theorizing in Communication: An Intergenerational Perspective on the State-of-Play” on 22 November.

The seventh Master Class was held on 4 December at La Consolacion College, with Dr. Felix Librero’s “Research Methodology: An Issue Clarification.”

# MISSION RA 10650

## LEADERSHIP IN ODeL

The ODeL worldview adopted and practiced by UPOU got highlighted in the crafting of the Republic Act (RA) 10650 or the Open Distance Learning (ODL) Act. Specified in the Act are the roles and responsibilities to be undertaken by UPOU to provide leadership and promote ODeL in the Philippines. RA 10650 has tasked UPOU to assist relevant national agencies, HEIs and technical and vocational institutions in developing their distance education programs through training, technical assistance, research and other academic programs.

Since the establishment of RA 10650, UPOU has implemented activities to fulfill its mandate, such as organizing conferences and academic assemblies for educators and administrators to acquire and advance knowledge about ODL, offering MOOCs on ODeL, conducting specialized training workshops on blended learning, and sharing educational resources with Philippine HEIs. These activities were aligned with UPOU's flagship program Mission RA 10650.

Mission RA 10650 targeted to fulfill UPOU's role of assisting CHED and the Technical Education and Skills Development Authority (TESDA), and providing leadership in the implementation of open distance learning in the Philippines. Its 3 components were:

1. Capacity building in ODeL through the ODeL MOOC series for HEI faculty and Non Formal Education (NFE), ODeL webinar series, ODeL teaching certification, and ODeL OER repository
2. Establishing an ODeL community of practice through partnerships, collaborative projects, and national conferences in ODeL
3. ODeL program accreditation system

Achievements and activity highlights under Mission RA10650

Participating units for this flagship program were the Faculty Offices, OASIS, and OVCAA. The success of Mission RA 10650 was measured through these performance indicators: network of ODL scholars and practitioners in the Philippines, and adoption of best practices in ODL in higher education and technical education and skills development in the Philippines.

### 1 Capacity Building in ODeL through ODeL MOOC Series for HEI Faculty and NFE, ODeL Webinar Series, ODeL Teaching Certification, and ODeL OER Repository

#### 1.A. UPOU Cascading Program

As a promotion of UPOU programs, the UPOU Cascading Program, or the visits to different HEIs and SUCs, was implemented. This program aims to assist HEIs in the country in utilizing technology in their mode of instruction and in strengthening their distance education programs. Prominently, visits and meetings with Benguet State University-Open University (BSUOU), Cavite State University (CvSU), and Ifugao State University College of Open Distance Education and Transnational Education (IFSU CODETE) were conducted.

##### a. BSU OU

On 18 to 19 September 2017, BSU OU and UPOU had an exploratory meeting wherein three areas of collaboration were identified: technical assistance for the learning management system (LMS) of BSU OU, course material development, and research. The second visit to BSU OU was on 12 to 13 April 2018 which devised more concrete plans and activities for BSU OU's DE programs.

##### b. CvSU

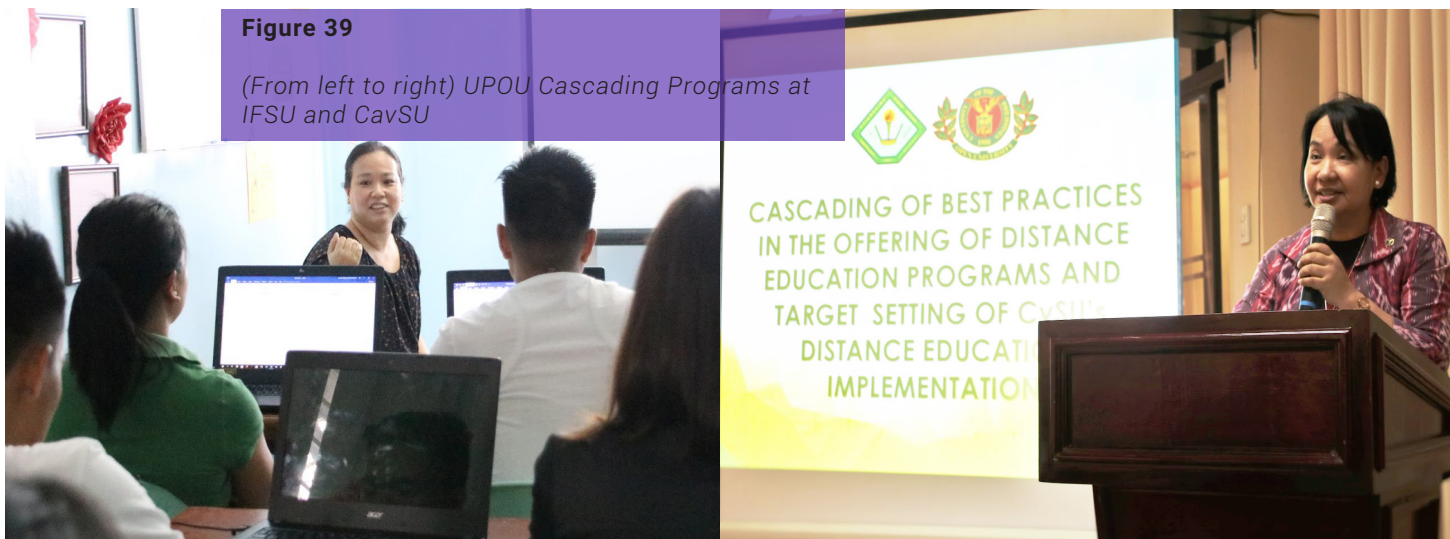
An exploratory meeting with CvSU faculty and staff members was organized on 10 October 2018 to assist CvSU in reviving their DE programs which have been on hold since 2014. The meeting presented a brief history of CvSU's open learning college, its present status, and its strategic plan to revive and offer DE by the first semester of AY 2019.

##### c. IFSU CODETE

For IFSU's Lamut campus, UPOU first met the institution on 14 November 2017 for an exploratory meeting on the DE Readiness of the university's faculty and staff. The meeting highlighted the current status and initiatives of IFSU's DE program, and the LMS developed by IFSU. Possible plans and activities under the cascading program and recommending free online courses on DE Readiness offered by UPOU were also discussed in the meeting. A second meeting on 20 May 2018 was facilitated through a focus group discussion (FGD) with 27 IFSU faculty and staff members

**Figure 39**

(From left to right) UPOU Cascading Programs at IFSU and CavSU



to share best practices in the development and management of open and distance e-learning programs. In this FGD, UPOU and IFSU also discussed the difficulties encountered by IFSU faculty and staff in the ODeL MOOCs offered by UPOU, and the accomplishments of IFSU in the delivery of online courses. IFSU has also shared the continuing development of their LMS since the November 2017 visit.

### 1.B. Accommodating Benchmarking Visits

UPOU accommodated visitors from different regions of the country and Asia who seek to benchmark about open and distance e-learning. Some of the institutions who visited UPOU were:

- Mindanao State University-Iligan Institute of Technology (07 April 2016)
- University of Culture in Saigon (26 April 2016)
- UP Baguio (30 June 2016)
- Southville International School and Colleges (Sept 2016)
- Mindanao State University (Sept 2016)
- United Nations University Institute for the Advanced Study of Sustainability (5 December 2016)
- Leyte Normal University (16 December 2016)
- Benguet State University (23 Mar 2017)
- Central Bicol State University of Agriculture (16 Feb 2017)
- Adamson University (10 May 2017)
- International Institute of Computer Science and Administration Kuwait (23 May 2017)
- Pangasinan State University-Open University System (19 Sept 2017)
- Juvenile and Justice Welfare Council (20 Feb 2018)
- Kalinga State University (20 March 2018)
- UP Los Banos Humanities Class (27 March 2018)

- Colombo Plan Staff College (11 April 2018)
- Philippine Public Safety College (5 June 2018)
- Diversify Offshore Staffing Solution (26 July 2018)

### 1.C. ODeL Webinar Series

In 2017, the ODeL webinar series was organized. It started with "Open Education" on 27 March during the Open Education Week with Dr. Patricia Arinto as resource person. It was followed by the second webinar about OERs in UPOU held on 9 May with Dr. Sheila Bonito and Ms. Carmelita Orias as resource persons. The third webinar was about OER in and for Education by Asst. Prof. Charisse Reyes on 27 June. Asst. Prof. Rita Ramos conducted the fourth webinar on 14 July with OER in Health. This ODeL Webinar Series is interfaced with flagship program InnovaTE in Strategic Thrust 1.

### 1.D. ODeL Teaching Certification

As listed and discussed in flagship program InnovaTE in Strategic Thrust 1, the ODeL Certification Programs are sets of MOOCs which can be taken by UPOU faculty members, affiliate faculty members, lecturers and tutors. The MOOCs are also open to teachers, administrators and technical staff of HEIs who want to offer their programs in the distance e-learning mode. This program includes:

- ODeL Teaching Certification Program
- ODeL Administrators Certification Program
- Technology for ODeL Certification Program

### 1.E. ODeL OER Repository

As interfaced with flagship program @ccess, in the Faculty Portal component, the web portal was revived through (faculty.upou.edu.ph). Efforts to improve and develop this are continuously being done.

## 2 Establishing an ODeL Community of Practice through Partnerships, Collaborative Projects, and Conferences in ODeL

### 2.A. Local Partnerships and Collaborations

#### a. TESDA

In 2016, Chancellor Melinda dela Peña Bandalaria met with TESDA to discuss the training of TESDA staff on LMS. Specifically in September 2016, she delivered the topic “Blended Learning” in the TESDA Training of Trainers. Chancellor Bandalaria also assisted them in their Strategic and Action Planning Workshop on the TESDA Online Program 2017–2020.

#### b. Blended Learning Training

Basic Open and Distance e-Learning Technologies and Pedagogy Training Workshop was conducted by FICS at UP Baguio (UPB) on 28 February 2017 and on 22–25 August 2017 for UPB at the Savannah Hotel in Angeles, Pampanga.

Consequently, a series of seminar-workshop sessions on Blended Learning for faculty members of UP Mindanao was conducted by OASIS in cooperation with FEd. The first one was held on 07–09 August 2017 with Dr. Patricia Arinto and Dr. Sheila Bonito as the resource persons. The second was held on 01–02 October 2018.

#### c. Department of Health

An exploratory meeting was conducted by UPOU faculty members with the DOH for the project “Implementing Blended Teaching and Learning in DOH Training Programs” on 19 January 2018.

#### d. Moodlerooms Training for End Users

FMDS faculty and staff attended Moodlerooms training in line with a future project titled “Consulting Services for the Development of Blended Courses for the Department of Health.”

#### e. Philippine Public Safety College (PPSC)

UPOU was involved in the seminar-workshop on Blended Learning Modality for the PPSC’s Master in Crisis and Disaster Risk Management (MCDRM), which was held on 20–21 June 2016. During the seminar-workshop, a MOU was signed between PPSC and UPOU, thereby formalizing UPOU’s assistance to PPSC in building the capability of its faculty and staff in blended learning mode.

### 2.B. Conferences

UPOU has hosted and organized a number of national and international conferences since 1998. From 2016 to 2018, these were the conferences organized by UPOU:

Figure 40

AAOU 2016



Figure 41

NCODEL 2017



Figure 42

ASEANnale 2018



Figure 43

ICODEL 2018



### International Conference on Open and Distance e-Learning

The International Conference on Open and Distance e-Learning (ICODEL) is a biennial international conference series on ODeL, first launched on 22 February 2012 in Manila, Philippines. ICODEL aims to provide a forum for distance education for e-learning scholars, practitioners, and policymakers to share and reflect on experiences, and to collaboratively create and explore spaces and possibilities for ODeL for development. The first and second ICODEL were held in 2012 and 2014 in Manila.

In the 2018 ICODEL, the third in the series, 228 participants attended. The 3rd ICODEL was organized and hosted by UPOU in partnership with National University of Kaohsiung and the Open University of Kaohsiung.

### National Conference on Open and Distance e-Learning

In 1998, UPOU organized its 1st National Conference on Open and Distance Learning (NCODL) with the objective of sharing with HEIs and other interested institutions its experiences in instruction and research in distance education, and promoting distance education as a mechanism for inclusive education. The 2017 National Conference on Open and Distance e-Learning (NCODEL), the fifth in the series, built on the successes of previous conferences and aimed to introduce participants to the concepts, principles, and methodologies of and recent trends in open and distance learning.

The 5th NCODEL garnered 288 participants from 84 universities and academic institutions around the Philippines.

### Asian Association of Open Universities Annual Conference

The Asian Association of Open Universities (AAOU) Annual Conference is an important venue for the sharing of research findings and best practices among academics involved in the theorizing and practice not only of ODL but also, more generally, of the use of modern ICTs for education. In the process, participants and presenters in the conference contribute to the growth and development of the discipline of ODeL.

Founded in 1987, AAOU is a non-profit organization of higher learning institutions that are primarily concerned with open and distance education. It strives to widen the educational opportunities available to all people in Asia and to improve the quality of the institutions in terms of their educational management, teaching and research. It promotes education by distance teaching systems, as well as professional and ethical standards; develops potentialities of open and distance education; cooperates with official bodies and

others directly or indirectly interested in education at a distance; and facilitates cooperation with other similar regional and international bodies<sup>5</sup>. UPOU is a member of the organization, and Chancellor Melinda dela Peña Bandalaria was appointed President of AAOU in 2016 and continues to serve as its President until present. UPOU first hosted the Annual Conference in 2000.

Organized by UPOU at the Crowne Plaza Manila Galleria, Metro Manila, Philippines, the 2016 AAOU Annual Conference was attended by 559 participants, of which 143 are foreign, from 96 institutions and 23 countries.

<sup>5</sup>Asian Association of Open Universities. (n.d.). *What is AAOU?*  
<https://www.aaou.org/what-is-aaou/>

### ASEANnale

ASEANnale, an ASEAN biennale and festival of ideas in multi-modal and multi-textual spaces, is a composite of activities that showcases the creative and research works of higher education students and faculty from the 10 ASEAN member countries. It shows to the region and the world the artistic and innovative works of ASEAN higher education students and faculty in producing films and multimedia materials, and highlight research and studies that manifest the narratives of their countries and the regional culture of ASEAN. It is envisioned to be the space for the sharing of voices, collaboration, and networking of ASEAN higher education students and faculty.

The ASEANnale 2018, co-organized by UPOU with CHED, UP Diliman Asian Center, the UP College of Mass Communication, TVUP, and the UP System, brought together the 1st Film and Multimedia Competition and Exhibition and the 2nd International Symposium on ASEAN Studies (2nd ISAS).

### 2.C. Projects

1. Aruga sa Batang may Cancer Initiative
2. Contextualization of the Instructional Materials for the Training of Youths Toward Conservation of Ifugao Rice Terraces as a Satoyama Landscape
3. Development of Nine Course Materials for Business Analytics for Higher Education as OERs and Training of 1000 HEI Teachers on Content and Teaching of Courses in Blended Learning Mode
4. Enabling the UPOU for Mission RA10650 and Strengthening its Position as a Leader in ODeL in the Region
5. Faculty Development Program II for Business Analytics Project
6. K to 12 Transition Program Scholarships for Graduate Studies and Professional Advancement
7. Master Class Video Series (OERs) with funding from CHED
8. Youth for Ifugao Rice Terraces (#Y4IRT)



## 2.D. International Partnerships

To strengthen its international linkages, UPOU has fostered partnerships with international academic institutions through accommodating and meeting visiting professors at the University, arranging Memoranda of Understanding (MOU), and coordinating foreign and local meetings with potential international partners among other internationalization activities.

### a. Visiting Professors

In 2016, Dr. Osamu Saito of the United Nations University-Institute for the Advanced Study of Sustainability was a visiting professor for the FMDS. In the same year, he discussed a potential collaboration for sustainable science/studies with the FMDS Dean and faculty. In 2017, Dr. Saito delivered a research paper at a Roundtable Discussion on Sustainability Perspectives, and recorded a video lecture on "Assessing and Mapping Ecosystem Services." With the FMDS, he provided and discussed his comments on the proposed PhD program on Sustainability Science with its Task Force to refine the said proposal.

Dr. Koji Nakamura from Kanazawa University in Japan has been a visiting professor at the university since 2016, as he is collaborating with FMDS project, Y4IRT. Dr. Nakamura has discussed numerous research results on Satoyama landscapes in Japan and in the Philippines, and has shared practices of his projects similar to Y4IRT.

A Professor of Technology Enhanced Learning at Lancaster University in the United Kingdom, Dr. Don Passey was as a visiting professor of FEd from 4 February to 2 March 2018 to share his knowledge and best practices. As a result of his visitorship, a collaborative project on rural empowerment for sustainability success, together with 3 other universities in Malaysia and India (Cambodian Institute for Urban Studies, Sunway University, Amity University, and Manav Rachna International Institute of Research and Studies), was established.

Dr. Emilio Padoa-Schioppa, a Professor from the University of Milano-Bicocca, was FMDS' visiting professor from 27 September to 10 October 2018. Dr. Padoa-Schioppa partook in the following activities: review of the proposed curriculum of the PhD in Sustainability Science, lectures on Sustainability Science (which were recorded for future use as learning materials), collaboration on publication of scholarly papers on sustainability studies, field visit of the Mitsui Project in Ifugao, and D/MENRM program review.

Dr. Sue Dunham, a Professor in the School of Psychology Faculty of Health and Human Science at Plymouth University, delivered a Research Conversations session on 15 November 2018 in UP Diliman. Dr. Dunham tackled innovative ideas and creativity with her topic, and expounded the role of creativity in generating fresh ideas and how sociological and psychological aspects merge to define, refine, and magnify one's creativity. She is currently being tapped as a visiting professor at the university.

**b. Signed Memorandum of Understanding (MOU)** with the following universities for joint academic activities:

- Anadolu University
- Cyber University of Korea
- University of Washington, with the project ABC Initiative (2018)
- John Wayne Cancer Institute, with the project ABC Initiative (2018)
- Universitas Jember

### c. Exploratory Meetings

For inclusivity, the UPOU has started a discussion with UNESCO-Paris in 2016 for the implementation of UPOU MOOC/MODEL accessible for persons with disabilities, a reference that can be adopted in the degree courses.

In February 2018, a collaborative meeting was organized by FMDS with Dr. Don Passey, a



Professor in Lancaster University, United Kingdom, to discuss a collaborative project on sustainable education, and to share tips on the development of the program.

With Prof. Markus Arthur Launer from Ostfalia University in Germany, an exploratory meeting was conducted in September 2018 with Dr. Joane Serrano and Dr. Ricardo Bagarinao to look into collaboration in the areas of PhD program in FED; Master of Business Administration, Social Work in FMDS; teaching; linkage; and, research in IT and immersive technologies, tapping UPOU's expertise in e-Learning.

Benchmarking with international open and cyber universities in Seoul, South Korea through study visits and meetings with officials of Cyber University of Korea (CUK), Korea National Open University (KNOU), Seoul Cyber University (SCU) and Kyunghee Cyber University (KCU) was done last 13-14 September 2018.

After the 2018 ICODEL, a meeting with National Open University in Taipei, Taiwan was conducted on 29 November 2018 to discuss and coordinate possible partnership activities such as the staff and faculty exchange programs.

Lastly for on-going collaborative research, UPOU has cooperated with the following academic institutions: Lancaster University, Universiti Sains Malaysia, and Beijing Open University.

An institutional linkage with Jember University and FMDS was established in 2017 through Dr. Hari Sulistiyowati and Dr. Wachju Subchan. Agreed collaborative initiatives were: creation of a web-based platform on ecological valuation, contributing to the development of a short open online nonformal course in sustainable agriculture for small land, book writing on technology commercialization, and faculty exchange (wherein UPOU faculty members will be given an opportunity to give lectures at Jember University).



**Figure 44**

*(From left to right) Dr. Emilio Padoa-Schioppa's Research Forum in October 2018. The FMDS in discussion with Dr. Koji Nakamura. Dr. Don Passey during the 4th EDUKussion forum. Chancellor Melinda Bandalaria with the Director-Generals of the Ministry of Labor (Taiwan), UP Vice President for Planning and Finance, and NUK President at the PLC, NUK*

The Philippines Learning Commons in Kaohsiung was also inaugurated on 29 September 2018 at the National University of Kaohsiung, Taiwan

#### **d. OU5**

UPOU is part of the Open University 5 (OU5), a research group of five open universities in the ASEAN Region aiming to conduct collaborative research and consultancy in areas of mutual interests, share data for the purpose of comparative studies, and encourage the exchange of academic staff in research areas of mutual benefits. The group is composed of the UPOU, Open University of Malaysia (OUM) and Sukhothai Thammathirat Open University (STOU) in Thailand, Hanoi Open University (HOU) in Vietnam and Universitas Terbuka (UT) in Indonesia. This research collaboration resulted in the creation of the ASEAN Journal of Open and Distance Learning (AJODL). Furthermore, the ASEAN Studies Graduate Program has been collaborating with OU5 on research on: Higher Education Policies Promoting ASEAN; Open Education in ASEAN; and, Labour Migration Policies in ASEAN.

Chancellor Melinda dela Peña Bandalaria, then Dean of FICS, participated in the OU5 research team meeting held in Surabaya, Indonesia on 29 January to 1 February 2016, wherein UPOU was the lead in the institutional research group. She also went to the OU5 meeting in Bali, Indonesia on 3–4 August 2016. For 2017, UPOU faculty and staff participated in the OU5 Meeting held at Hanoi Open University in Da Nang City, Vietnam on 20–25 March 2017. In 2018, Dr. Melinda Lumanta, Dr. Jean Saludadez, and Asst. Prof. Myra Almodiel attended the OU5 meeting in Jakarta on 17–20 July 2018 to represent UPOU in the collaborative research among the OU5.

## **2.E. UPOU Exchange Fellowship**

The fellowship occurred from 1 to 30 November 2017 with the theme “ASEAN Education in the Era of Openness.” Two Faculty Offices hosted two fellows from foreign universities and academic institutions. The call was released and disseminated on the UPOU website, AAOU bulletin, and other venues. FMDS selected Dr. Bo Yang from Beijing Open University, and FEd selected Dr. Ghanta Pushpa Chakrapani from Dr. B.R. Ambedkar Open University.

Dr. Bo Yang is a Professor in the Beijing Open University. He visited the university to work on academic exchanges and discussions with selected FMDS faculty about the Case Study Book on UPOU (Comparative Study on Quality Assurance System Operation of BJOU and UPOU), which is a part of a book series on Case Studies on World Open Universities being published by the Open University of China Press.

A Professor, Department Head of Physics, Director of Prof. G.Ramreddy Research Academy of Distance Education and Internal Quality Assurance, Dr. Ghanta Pushpa Chakrapani was the exchange fellow of FEd from 4 November to 1 December 2017. Dr. Chakrapani teaches in the Dr. B.R. Ambedkar Open University (BRAOU) in Hyderabad, Telangana, India. The professor was tapped for the program to discuss possible joint research and collaborative projects with UPOU, and to share BRAOU’s best practices.

## **3 ODeL Program Accreditation System**

### **3.A.ODeL MOOCs Certification Series**

With the support of CHED, UPOU aimed to empower higher education practitioners through the MODeL Certification Series, which lends to the goal of capacity-building among HEIs through open distance learning and lifelong learning. As a project funded by the CHED Institutional Development and Innovation Grants, two MOOCs (ODeL 101: Introduction to ODeL, and Quality Assurance in ODeL) were opened as certification programs for HEI faculty and staff members in 2017.

**Figure 45**

The Staff tab in the University of the Philippines Open University (UPOU) main website, and the Multimedia Center Acting Workshop Event page in the UPOU website



## **PARTICIPATORY ADMINISTRATION AND GOVERNANCE STRATEGIC THRUST IV**

Participatory administration and governance in the University of the Philippines Open University (UPOU) adopts the idea that employees of the university have the right to know how the processes and matters of UPOU are managed and administered. Being participatory means involving every UPOU stakeholder in all its practices to create and maintain a working environment that protects the interests and welfare of its employees. To do so, UPOU streamlined university systems and processes and strengthened employee development incentives and programs.

As the university continues to lead in ODeL and accessible education, UPOU needs to be excellent in all its aspects. This can be addressed by upgrading and developing the technical, managerial, and leadership skills and overall welfare of all UPOU faculty and staff. Leaning on the values of enhancing administrative efficiency to support academic excellence, enhancing

faculty, staff and student welfare, and promoting sustainable governance, UPOU was able to craft and execute programs under this Strategic Thrust.

Through UPOU's Strategic Thrust IV, UPOU focused on resource optimization and efficiency, sustainability, innovation/creativity, collaboration and collegiality, and wellness. Moreover, this strategic thrust intended to achieve administrative productivity and efficiency, sustainable operations, and participatory governance.

Aligned with the UP System's Strategic Plan<sup>1</sup> GOALS 3 & 4: Optimize Use of Resources, and Improve Welfare of Constituents, respectively, the three (3) flagship programs under Strategic Thrust IV were: Administrative Productivity and Efficiency (eFA 3.0), Climate Adaptive and Resilient UPOU (CARE UPOU), and Team Approach and Youthful Outlook for UPOU (TAYO).

<sup>1</sup>University of the Philippines. (n.d.). *Strategic Plan 2017-2023*. <https://www.up.edu.ph/index.php/about-up/strategic-plan/>

# EFA 3.0

## ADMINISTRATIVE PRODUCTIVITY AND EFFICIENCY

Making its administrative processes technology-mediated should be a natural move for the UPOU. The Office of the Vice Chancellor for Finance and Administration (OVCFA) had taken strides to realize the administrative efficiency and productivity promised by electronic technology a long time ago although its labeling as e-FA was made only in 2013 (with the motto “Sa e-FA gusto ko Happy ka”).

The goal of eFA 3.0 was to make the existing eFA systems, structures, and social aspects more responsive to the needs of the UPOU constituency and to develop other systems and provide structures that can promote efficiency and productivity of work, specifically those systems and structures that are not covered by the eUP, but in parallel and in line with the existing eUP systems and goals. eFA 3.0 also targeted to promote administrative productivity and efficiency through its 3 components:

1. Use of digital technologies in financial and administrative transactions, including automation where applicable
2. Networked UPOU financial and administrative system
3. e-Monitoring of financial and administrative projects, programs, and processes

Achievements and activity highlights under eFA 3.0

Participating units for this flagship program were the Human Resource and Development Office (HRDO), Budget Office, Supply and Property Management Office (SPMO), Accounting Office, Cash Office, and the Office of the Vice Chancellor for Finance and Administration (OVCFA). The success of eFA 3.0 was measured through these performance indicators: strategy-based optimization of available resources, improved coordination between units, lower cost of operations, and flexible administrative processes. The accomplishments of this flagship program can be classified under all the components of eFA 3.0.

### 1 UPOU Internal Communication System

The UPOU Internal Communication System (OUIC) is a solution to help strengthen the internal communication of the university so that all concerned internal stakeholders have access to all UPOU-relevant information. An integrated communications solution, OUIC served as a platform for UPOU faculty and staff to receive information and memos from the university. OUIC is a space for them to share their ideas and thoughts that concern UPOU, and a repository of relevant documents. Mails, group emails, and social media were linked to the system. The OUIC contains the following features and fields: Events, Memo, News and Announcements, Training, 201 eFiles, Resources, and Photo Gallery. Aside from these features, the OUIC is also interfaced with other information systems of the university.

OUIC was launched during UPOU’s 23rd Anniversary on 25 February 2018. The system went live on 26 March 2018, and since then has been maintained by the Office of Public Affairs (IO). Access was given to appointed persons (Administrative Officers and Designed Information Officers) in all offices, and they were oriented on the system’s proper use on 18 May 2018. To encourage the constant usage of OUIC, all employees were visited and instructed to set the OUIC as their browsers’ default page.

**Figure 46**

*The UPOU OUIC logo*



## 2 Unified Employee Information Systems

The UPOU Unified Employee Information System (UEIS) was implemented in 2017 to serve as UPOU's centralized information system for the university's research and extension activities. UEIS aims to create a paperless and efficient process of applying for and approving research grants and other benefits such as Performance Based Bonus (PBB) by allowing employees to create their own digital portfolio. This is achieved by allowing university constituents to encode their research (patents, presentations, and publications) along with their training, extension and advisory services into one database. The system then serves as a repository of these data for auditing and other relevant purposes. Employees may view their own data visually through a dashboard. They can also generate and download standard forms. Identified focal persons are given access to perform the same functions in UEIS for their specific office.

## 3 Financial and Administrative Information System

In 2016, a networked UPOU financial and administrative system was initiated. Since then, the Financial and Administrative Information System (FAIS) has been developed. This system aims to streamline and automate financial processes in accounting, budget, and case management, and enable the automatic generation of reports. FAIS was launched on 5 February 2018 and was integrated with the OUIIC.

With FAIS, the following were accomplished: digitized remittance lists to different agencies from 1997 to 2015 except for PHIC which from 1997 to 2008; established e-credit notifications of reimbursements, payments and salaries of employees, and external stakeholders of UPOU; created an email notification system for credit disbursements; and coordinated with the eUP team for the development of Payroll System through Human Resources Information System (HRIS) which aims to enhance human resource processes such as management of employee profiles, accomplishments, benefits, performance, and training

The other information systems in place and implemented since 2016 in UPOU are the Online Procurement and Property Information System (OPPIS) for procurement, and the Supply, Procurement and Campus Management Information System (SPCMIS) for automating processes related to procuring goods and services, and managing supply and property management.

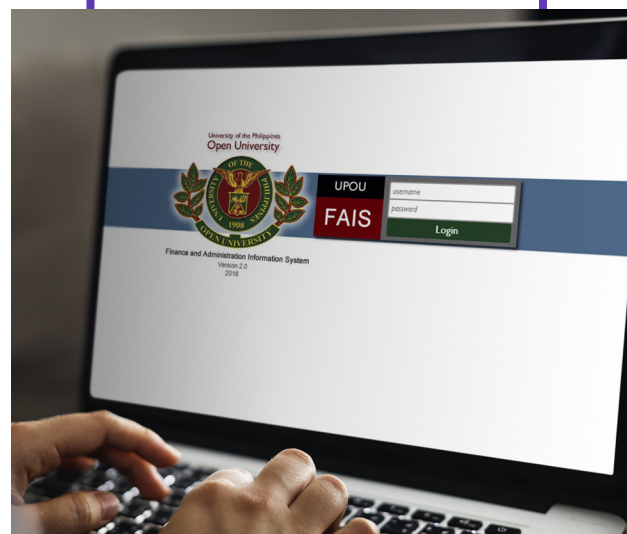
Figure 47

UEIS



Figure 48

FAIS



# CARE UPOU

## CLIMATE ADAPTIVE AND RESILIENT UPOU

In recent years, climate change and environmental degradation have been the center of discussion and debate in various settings. The Philippines is not excluded from the impacts of climate change and environmental destruction. The occurrences of typhoons that are increasingly stronger in recent years and several flood events do not only cripple the operations of various household, commercial, and industrial establishments. They also affect academic institutions' operations, especially those that fail to establish adaptive measures. This is partly due to the loss of electricity during typhoons or flood occurrences. This is critical for UPOU whose operation depends largely on wired and wireless technology that is powered by electricity.

The flagship program Climate Adaptive and Resilient UPOU, or CARE UPOU was UPOU's strategy to integrate the principles of sustainability, responsible resource utilization, and disaster risk reduction and management in its operation actively. It was also UPOU's program to actively establish resilience and adaptive mechanisms against climate-related risks, geohazards, fire, and information security risks.

CARE UPOU targeted to ensure sustainable operations. It also intended to develop policies and guidelines to address climate change mitigation and adaptation, disaster risk reduction and management, resiliency, and sustainability concerns in the university; to implement, monitor, and evaluate related projects and activities; to enhance the university's environmental management advocacies; and to conduct research studies on the various elements of the program. CARE UPOU's 2 components were:

1. Green UPOU
2. Disaster risk reduction and management (DRRM)

Achievements and activity highlights under CARE UPOU

All UPOU offices and units participated in this flagship program. The success of CARE UPOU was measured through these performance indicators: reduced energy and water consumption and carbon emissions, solid waste management system, disaster preparedness, and e-Resilience.

### 1 Green UPOU

This component entailed the adoption and implementation of sustainable and 'energy-reducing' practices in UPOU to reduce its carbon footprint and waste. For three years, UPOU accomplished the following:

2016

1. Installation of additional solar panels in the UPOU Community Hub
2. Construction of UPOU Multi-Purpose Hall
3. Construction of UPOU International Convention Center
4. Construction of UPOU Teaching and Learning Hub (TLH)
5. Construction of UPOU Academic Residences
6. Construction of elevator shaft for Administrative/Main Building
7. Repair of administrative building ceiling eaves
8. Replacement of CFL bulbs with LED bulbs streetlights
9. Repair and maintenance of electrical poles and facilities inside UPOU premises

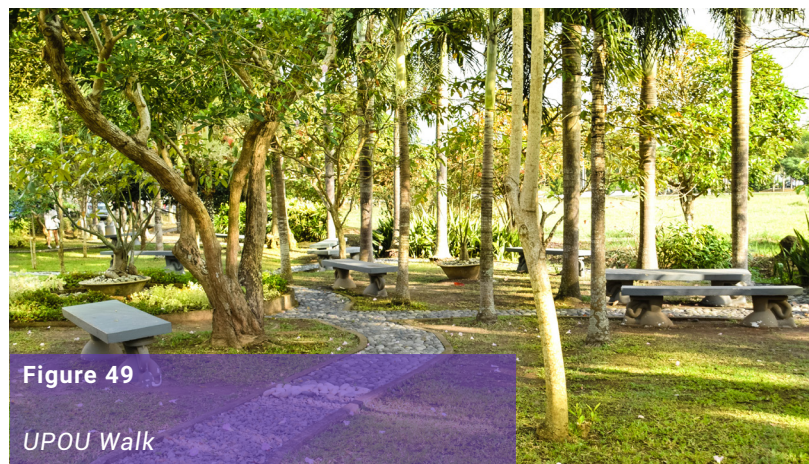


Figure 49

UPOU Walk

2017

1. Installation and use of panoramic elevator in the Administrative Building
2. Ongoing construction of UPOU TLH and International Convention Center
3. Planning for the construction of World Class Multimedia Center
4. Paperless Chancellor Advisory Council meetings since July 2017

2018

1. Repair of roads with asphalt overlay
2. Refurbishment of all comfort rooms
3. Turning-over and refurbishing of the Academic Residences
4. Completion of the Teaching and Learning Hub

**Figure 50**

*UPOU Administrative Building*



**Figure 51**

*UPOU Community Hub*



## 2 Disaster Risk Reduction and Management (DRRM)

UPOU has its own DRRM Committee appointed by the Chancellor. The DRRM Committee adopted the six DRRM teams relevant to schools identified by Philippine Institute of Volcanology and Seismology, namely, First Aid Team, Fire Safety Team, Evacuation Team, Communication Team, Building Safety and Security Team, and Data Security Team. Some initiatives and efforts of the committee for 2016 to 2018 include: integration of D/MSW and DWD Programs of social work and gender components into the DRRM plan; collaboration in developing a certificate program in disaster preparedness (Disaster Preparedness Course) with National University of Kaohsiung's Science and Technology Center for Disaster Prevention and Reduction and Environmental Engineering Department; conduct of the 2017 Earthquake Disaster and Information Risk Forum; and celebration of the International Day for Disaster Risk Reduction through infographics.

In addition to those, an assessment of work spaces for the rationalization of space allocation was also coordinated to ensure workplace safety (i.e. avoidance of overcrowding in a room/in an office which may cause stampedes or accidents during evacuation) in times of calamities and emergencies.

The UPOU also participated in the simultaneous National Earthquake Drills on 6 October 2016. Prior to the Drill, the Provincial Disaster Risk Reduction and Management Office (PDRRMO) of Laguna oriented the UPOU employees about earthquakes in preparation for the drill. Speakers from the PDRRMO demonstrated the proper evacuation procedures during an earthquake. On 6 and 8 December 2016, the UPOU DRRM Committee organized forums on Disaster Readiness through Earthquake Disaster and Info Risk Forum. Earthquake Disaster Preparedness and Management and Information Security Risk were tackled during the forums.

**Figure 52**

*A UPOU employee extinguishing a fire during a Fire Drill Activity, April 2017*



**Figure 53**

*UPOU employees participate in the Earthquake drill, October 2018*



# TAYO

## TEAM APPROACH AND YOUTHFUL OUTLOOK FOR UPOU

UPOU acknowledges that efficiency, productivity, and quality service naturally follow a healthy workplace environment, for employees are given utmost value. Creating such an environment entails efforts to cultivate the culture of camaraderie among workers and to ensure the welfare of every employee, thus the implementation of Team Approach and Youthful Outlook for UPOU (TAYO) program.

Through flagship program TAYO, the university aimed to ensure the health and wellness of its employees. Anchored on the overall wellness of its constituents, TAYO targeted to promote participatory governance and health and wellness within UPOU through different initiatives that promote the employees' physical, mental, and social health. It also targeted a streamlined organization compliant with the UP and UPOU mandate, participatory governance, and healthy workspaces and workforce, with its 3 components:

1. Organizational audit
2. Expansion of venues for socialization and collaboration
3. Wellness program

### Achievements and activity highlights under TAYO

Participating and coordinating units for this were the OVCFA, HRDO, and the University Health and Wellness Committee. The success of this flagship program was measured through these performance indicators: optimal organizational and staffing pattern, collegial and collaborative decision-making, and healthy work spaces and a healthy workforce.

### 1 Organizational Audit

Organizational audit focused on the organizational structure fitted to the mandate of UP and UPOU taken into consideration the current trends in Open and Distance e-Learning (use of digital facilities and processes). The workload of administrators, faculty, and staff were assessed to attain balanced workload for all concerned while ensuring work efficiency and efficacy. This defined the output of UPOU, what to produce and for what purpose. To ensure better efficiency of the organization, the internal audit resulted in a recommendation to add offices, such as the Procurement Office, Technology Transfer Office, Business Affairs Office, Internal Audit Office, Public Service Office (Continuing Education Office will be under it), and the Alumni Office.

### 2 Expansion of Venues for Socialization and Collaboration

This component assessed the need for socialization and collaboration among the people/personnel in the university and eventually developed and supported appropriate projects or activities. The university had "venues" for the following aspects: sports, health, safety, and personality development. Venues were reflected into interest groups: Dance Group, Tempo Band, UPOU Closed Facebook Group, Biking Group, Basketball Group, Volleyball Group, Pilates Group, and Ukulele Group. Aside from interest groups, conduct of general assemblies (every December of the year), sectoral consultations (during university official nominations and elections), and representations were also this component's accomplishments.

Figure 54



**Figure 55**

*Transforming UPOU into a Healthy, Nurturing and Transformative University*



### 3 Wellness Program

Lastly, the wellness program aimed at evaluating the university's current work environment and spaces which must provide coherent space allocation and ergonomic workspaces for all concerned people/personnel in the university. This component was planned to show changes in the work environment in batches within the scope and limits of related governing national policies.

Yearly, the university allows for the annual medical and physical exam of its employees at the University Health Service in UP Los Baños. In 2016, a Health and Wellness Committee was organized among UPOU faculty and staff to spearhead health-related activities and efforts for the university personnel. The committee initiated and accomplished various activities in three years, and some of which are: forum and free check-up on mammography, Health and Wellness Seminar, Health and Wellness Assessment Survey, inclusion of exercises in the weekly flag ceremony, and conduct of "Transforming UPOU into a Healthy, Nurturing and Transformative University: from Summit to Action" for UPOU faculty and staff.

Other efforts in line with TAYO initiated by UPOU were: the Head and Neck Cancer Consciousness and Vaccination Forum on 28 April 2017; provision of ergonomic and green spaces for walkability to its employees and guests; and provision and updating of age-, ability- and gender-responsive facilities (i.e. elevator in the Administrative Building, wheelchair racks, breastfeeding station and kids' corner). The rationalization of work areas for space allocations, already mentioned in the previous flagship program, can be interfaced with this component.

### 3.A. Staff Training

UPOU faculty and staff attended several training from 2016 to 2018 organized by UPOU and other institutions. International and national conferences, discussed in Strategic Thrusts 2 and 3, were also considered training for university faculty and staff. The list below presents the training activities attended and participated in by UPOU faculty and staff. Another list shows the international and national conferences, not listed in Saliksik, attended by UPOU faculty and staff.

#### 2016 Training Sessions

- Research Review Workshop on Impacts of Open Educational Resources, 9–15 January 2016, Open University of Sri Lanka, Nugegoda, Sri Lanka
- QA and iAADS Workshop, 3 February 2016, UPOU Multimedia Center (MC), Quezon City, Philippines
- 8th Geographic Information System Training, 19–21 February 2016, UP Los Baños, Laguna, Philippines
- Summative Review of the Office Functions, 17–18 March 2016
- Short Course on Environmental Planning, 25–30 April 2016, UP Los Baños, Laguna, Philippines
- Tourism Awareness and Visitor Reception Seminar, 27 April 2016, UP Los Baños, Laguna, Philippines
- Training Workshop on Action and Leadership on Environmental Protection and Disaster Risk Reduction Management, 28–29 April 2016, Soledad Suites Hotel, Bohol, Philippines
- Workshop on Research Ethics Committee Standard Operating Procedures, 19–20 May 2016, Philippine Nurses Association Building, Manila, Philippines
- Training Workshop on Basic Audio Video Systems, 18 May 2016 (by UPOU MC)
- Continuous Operational and Outcomes-based Partnership to Excellence in Research and Academic Training Enhancement (COOPERATE), 22–27 May 2016, Shu-Te University, Taiwan
- Managing Tax Assessment and Collection and Workshop on Voluntary Quality Assurance Review-Practitioner Module, 25–27 May 2016, San Pablo City, Laguna, Philippines
- Training Workshop on Publication, 2–3 June 2016, UP Mindanao, Davao City, Philippines
- ePortfolio Workshop, 15 June 2016
- Seminar Workshop on Blended/Technology-Enhanced Learning, 20–21 June 2016 (by the FMDS for faculty members of the Master in Crisis and Disaster Risk Management [MCDRM])

**Figure 56**

*Various UPOU trainings for faculty and staff*



- program of the Philippine Public Safety College [PPSC]
- Managing Records with the Law in Mind, 20–24 June 2016, Puerto Princesa City, Palawan, Philippines
- Agricultural Librarians Association of the Philippines Hong Kong Educational Visit, 4–7 July 2016, Chinese University of Hong Kong Library, Hong Kong
- Enhancing Competencies in Gender and Development Planning and Budgeting, 18–20 July 2016
- UP System Gender and Sensitivity Training Enhancement Workshop, 21 July 2016
- eUP Training Workshop for the Paloalto Gateway, 3–5 August 2016
- Summer Youth Research Clinic ColLaboratoire, 12–24 August 2016, Plymouth University, United Kingdom
- TESDA LMS Trainers’ Training, 5–7 September 2016, TESDA National Training Center, Marikina (by the Faculty of Education [FEEd])
- RM201: ISO-Compliant Records Management Processes and Control, 13–15 September 2016, Cagayan de Oro City, Philippines
- Learning Management System (LMS) Training of Trainers Program for Generali Philippines, 15 and 28 September 2016 (by FICS)
- Career Service Examination Review Course for UPOU Employees, 19 September 2016
- Capability Building and Training for Quezon Provincial Planning and Development Office, 28 September 2016, Quezon, Philippines
- India ASEAN Green Fund Workshop on Hydrological and Forest Modelling for Climate Change, 2–9 October 2016, Bangalore, India
- eUP Congress, 17–19 October 2016, Burnham Suites Hotel, Baguio City
- Training of UPOU Faculty Members on Multimedia Tools, 3 November 2016 (by UPOU MC)
- Designing Engaging e-Learning Courses, 4 November 2016, Centro Escolar University, Manila, Philippines (by UPOU MC)
- Civil Service Commission Leadership Series for 2016: “Good Governance for Excellence,” 16 November 2016, Sofitel Philippine Plaza, Pasay City, Philippines
- Organizational Change and Transformation: How Human Resource Management Personnels Can Lead the Change, 28–30 November 2016, Philippine International Convention Center, Pasay City, Philippines
- Managing Social Media Records and Information, 5–9 December 2016, Subic Peninsular Hotel, Zambales, Philippines
- InCites Training, 14 December 2016

### 2016 Conferences

- System-wide Mini Conference on Gender and the General Education Program in the UP and Assessment of the State of Gender-Mainstreaming in the Curriculum, 11–13 January 2016, UP Visayas, Iloilo, Philippines
- International Forum on Synergizing Research and Human Capacity Building for Landscape Sustainability in the Philippine-Japan GIAHS Twinning Program, Ifugao Satoyama Meister Training Program, 20–23 January 2016, Ifugao State University, Lamut, Ifugao, Philippines
- 4th Higher Education Summit on Gender Issue, 26–28 January 2016, Philippine International Convention Center, Manila
- 17th Biennial PASSAGE Conference, 3–5 February 2016, SEARCA, Los Baños, Laguna, Philippines
- Global Online Association of Learning (GOAL) Learning Summit, 16–18 February 2016, SMX Convention Center, Pasay City, Philippines
- MOODLE MOOT Japan 2016, 21–23 February 2016, Tokyo University, Tokyo, Japan
- League of Local Planning and Development Coordinators of the Philippines, Inc. 27th Annual National Convention, 1 March 2016, Clark Freeport, Pampanga, Philippines
- 3rd e-Learning and Distance Education Conference, 11–16 March 2016, Lahore, Pakistan
- BIOMODD (TAi8), 15–20 March 2016, National Taiwan Museum of Fine Arts, Taichung, Taiwan
- Smart Global Development Conference, 13–14 April 2016, Delegation of the Ismaili Imamat, Ottawa, Canada
- Asian Symposium on Culture, Policy and Education, 23–28 April 2016, Hiroshima, Japan
- World Health Assembly, 18–28 May 2016, Geneva, Switzerland
- 2016 Public Sector Human Resources Symposium, 23–25 May 2016, Cebu City, Philippines
- 16th Annual and 4th International Scientific Conference of the Philippine Society for the Study of Nature, 24–28 May 2016, Silliman University, Dumaguete City, Philippines
- Korea-ASEAN Cooperation Project (KACP) Collaborative Research Development Workshop on Gender Justice and Democracy in Asia, 3–6 June 2016, Mandarin Hotel, Bangkok, Thailand
- Preconference of the 66th Annual Conference of the International Communication Association (ICA), 7–9 June 2016, Fukuoka, Japan
- 2016 International Conference on Urban Development, 12–13 June 2016, Manila, Philippines
- International Conference on Subterranean Biology, 13–17 June 2016, Arkansas, USA
- The International Conference on Social Work, 5–6 July 2016, Manila, Philippines
- International Conference on Open and Flexible Education, 5–9 July 2016, Hongkong
- MOOC Development for the “MOOC for Higher Education in Nepal,” 7–13 August 2016, Kathmandu University, Nepal
- 2nd International Conference and 6th Tri-level Conference of Teachers and Educators, 3–5 October 2016, College of Education, University of Santo Tomas, Manila, Philippines
- Philippine Health Ethics Research Network 2nd Scientific Assembly, 24–25 October 2016, Pasig City, Philippines
- 10th Philippine Networks of Educators on Environment (PNEE) International Conference and Scientific Meeting, 24–26 October 2016, Tarlac Agricultural University, Tarlac, Philippines
- 3rd Regional Conference for 2016 Asean University Network for University Social Responsibility and Sustainability Secretariat, 21–23 November 2016, SMX Convention Center, Pasay City, Philippines
- 9th Global Conference in Health Promotion, 21–25 November 2016, Shanghai International Convention Center, Shanghai, China
- 21st National Senior Educator’s Assembly for Environmental Protection and Management, 22–24 November 2016, Iloilo City, Philippines
- National Association for Social Work Education, Incorporated Conference, 22–25 November 2016, Patio de San Jose, Albay, Philippines
- Philippine Institute of Certified Public Accountant 71st Annual National Convention, 24–26 November 2016, Davao City, Philippines
- 2016 National Conference of the Association of Development Communication Educators and Practitioners, 1–4 Dec 2016, Benguet State University, La Trinidad, Benguet, Philippines
- Association of Schools of Public Administration in the Philippines National Conference, Assembly and General Elections, 7–10 December 2016, Ateneo de Davao University, Davao City, Philippines

### 2017 Training Sessions

- Training of MC Staff and other UPOU Staff on H5P, 18–19 January 2017
- National Association of Registrar of State Universities and Colleges (NARSUC) Seminar-Workshop and 8th National Convention, 1–3 February 2017, Davao City, Philippines
- Data Privacy Act Seminar, 9 June 2017, UPOU Headquarters, Los Baños, Laguna
- Seminar-Workshop on Business Intelligence and Analytics, 20–21 April 2017
- Basic Hands-on Training Workshop on IBM SPSS Statistics, 28 April 2017, UPOU Headquarters, Los Baños, Laguna, Philippines

Figure 57



*UPOU faculty and staff in attendance to international and national conferences*



- Business Analytics Workshop, 11–12 May 2017
- Continuous Operational and Outcomes-based Partnership for Excellence in research and Academic Training Enhancement (COOPERATE) Program, 15–19 May 2017, Taiwan
- Workshop on Internet Radio and Communication Plan, 8 June 2017
- Effective Business Writing Workshop, 13–14 June 2017
- Training for Online eCoaches of Local Government Academy, 21–23 June 2017
- Training for Trainers Seminar Workshop on Gender, 13–14 July 2017, UP Cebu, Lahug, Cebu City
- Essentials of Social Media Management, 26–27 July 2017, Makati City, Philippines
- Presentation for Turnitin Feedback Studio (Anti-Plagiarism Software), 13 September 2017, Oblation Hall, UPOU Headquarters, Los Baños, Laguna
- Pedagogy and Preparation of Self-Directed Learning Modules and Implementation of Blended Learning, 27 September 2017, De La Salle Health Sciences Institute, Dasmariñas City, Cavite
- Public Service Fellowship Writeshop, 24–25 October 2017, Philippine High School for the Arts, Los Baños, Laguna
- Seminar on Psycho-Emotional Wellbeing of Women and Men in the Workplace, 26 October 2017, AVR, UPOU Headquarters, Los Baños, Laguna
- Workshop on Increasing Accessibility, Visibility and Web Presence, 7–8 November 2017, Quezon City
- Instructional Design in ODeL, 22 November 2017 (by FED)

### 2017 Conferences

- 3rd Philippine/Japan Workshop on GIAHS Twinning for Human Capacity Building and Sustainable Development, Ifugao Satoyama Meister Training Program Forum, 2 February 2017, Ishikawa, Japan
- MOODLEMoot Japan, 16–20 February 2017, Jichi Medical University, Tochigi-Ken, Japan
- The Open Education Global 2017 Conference, 6–12 March 2017, Cape Town, South Africa
- International Symposium of Sustainability Science Journal, 24 March 2017, Tokyo, Japan
- International Conference in Nature Studies 2017 and 17th Philippine Society for the Study of Nature Annual Scientific Conference, 19–21 April 2018, Los Baños, Laguna, Philippines
- International Conference on Recent Developments in Social Sciences and Business Studies, 24–27 April 2017, Jalan Afifi, Singapore
- Conference for Social Studies Educators in the Philippines, 27–29 April 2017, UP Diliman, Quezon City, Philippines
- Food and Agriculture Organization Modernization of Agriculture Extension Technical Cooperation Project, 3–5 May 2017, Myanmar
- International Conference on Interdisciplinary Design and Industrial-Academic Collaboration, 26–28 May 2017, Shu-Te University, Kaohsiung, Taiwan
- R&D Congress on Sustainable Urbanization in the Course of ASEAN Economic Integration, 26–30 June 2017, Sofitel Philippine Plaza, Metro Manila, Philippines
- Filipino Indigenous Knowledge, Systems, and Practices, 1–8 July 2017, Sakahang Lilok, Tanay, Rizal
- PAMATI Conference, 1–8 July 2017, Tanay, Rizal

- ASPAP Regional Conference, 23–26 July 2017, Naga City, Bicol
- Off the Lip 2017: CogNovo Colloquium on Experiences and Applications of Cognitive Innovation, 16–18 August 2017, Plymouth University
- Balance-Unbalance, 21–23 August 2017, Plymouth University
- NCPAG 65th Anniversary International Conference, 22–25 August 2017, Pasig City, Philippines
- e-Learning Korea, 29–31 August 2017, Seoul, South Korea
- Theory Meets Practice: Teacher Training in the Digital Era Conference during the Asia-Europe Foundation, 7–11 September 2017, ASEM LLL Hub and University of Teacher Education, Zug, Switzerland
- ASEAN Commemorative Conference on Traditional Medicine, 26–27 September 2017, Manila
- 31st Annual Conference of the Asian Association of Open Universities, 27–29 September 2017, Royal Ambarrukmo Hotel, Yogyakarta, Indonesia
- Conference on Gender Mainstreaming in Higher Education Institutions in the ASEAN, 28 November 2017, Sofitel Philippine Plaza, Manila, Philippines
- Global Health Seminar for Young Professionals, 10–13 October 2017, UP Cebu
- 2017 Association of Pacific Rim Universities (APRU) Global Health Conference: 11th Annual Conference, 16–19 October 2017, Novotel Hotel, Araneta Center, Cubao, Quezon City
- 2017 CODE Conference: Transforming Space in Higher Education, 23–26 October 2017, RMIT University Vietnam, Ho Chi Minh, Vietnam
- 6th ASEAN Traditional Textile Symposium, 19–21 November 2017, Bandar Seri Begawan, Brunei Darussalam

### 2018 Training Sessions

- Workshop for Development of Course Packages with Enhanced Accessibility and Mobility, 24–26 January 2018
- Workshop on Sharing of Outcome Measurement in Palliative Care, 6–12 February 2018, King's College, London, United Kingdom
- Records and Documents Management Training Workshop, 16 February 2018, AVR, UPOU Headquarters
- Web of Science Workshop, 20 February 2018
- Association of Schools of Public Administration in the Philippines' (ASPAP) Learning Visit, 11–18 March 2018, Kaohsiung, Taiwan
- Training on Basic Research Ethics, 14–15 March 2018, CCDL, UPOU Headquarters
- Make Media Your Ally, 16 March 2018
- Multimedia Workshop Series: UPOU Commons, 21 March 2018, UPOU Community Hub
- Multimedia Workshop Series: Lecture-Workshop on ZOOM, 21 March 2018, UPOU Community Hub
- Training on the Use and Operation of New Audio and Video Equipment, 5 April 2018
- Film Photography and Vlogging, 16 April 2018,
- Training on Basic GIS and its Application using QGIS, 16–17 April 2018, UPOU Community Hub
- AUN-QA (Tier 2) Training for Assessors, 19–25 April 2018, Diamond Hotel and University of Santo Tomas, Manila, Philippines
- Training on Handbook and Online Module on Public Service Reporting for Institutional Projects Consultation, 26 April 2018, Vidal Tan Hall, UP Diliman, Quezon City, Philippines

**Figure 58**

*UPOU faculty in attendance to MoodleMootPH 2018*



- Acting Workshop, 3 May 2018, Multimedia Center Theater, UP Diliman, Quezon City
- Acting Workshop, 10 May 2018, Multimedia Center Theater, UP Diliman, Quezon City
- Effective Business Writing and Presentation Skills Workshop, 25–28 June 2018, Boso Boso Highlands Resort and Hotel, Antipolo, Rizal
- Online Training/Workshop on Accessibility, 6 August 2018
- Data Science Program Workshop, 23–24 August 2018, Greenbelt Astoria (with and by FICS)
- Workshop on The Art of News and Feature Writing for Digital Media, 24 August 2018, AVR, UPOU Headquarters
- Popular Yet Traditional: The Art of News and Feature Writing for Digital/New Media, 24 August 2018, AVR, UPOU Headquarters
- Research Writing Workshop for the DA-SAAD, 23–24 August 2018, DA Conference Room, Quezon City, Philippines
- In-Depth Training on Zoom, 22 October 2018, UPOU Community Hub
- Workshop on Developing Inclusive Practices with Technologies for Online Learning and Teaching with Lancaster University, 12–13 November 2018, UPOU Headquarters
- International Health Program Workshop, 21–22 November 2018
- Data Science Workshop, 12–14 December 2018, The Bellevue Manila, Muntinlupa, Philippines
- Asia-Europe Meeting: e-ASEM Forum 2018, 12–15 December 2018, Bangkok, Thailand
- Health Xph, PCHRD DOST, 8–10 June 2018, Davao City, Philippines
- GE Teaching Conference, 11–13 July 2018, School of Statistics and Institute of Mathematics, UP Diliman, Quezon City, Philippines
- ICEM 2018 Annual Conference, 3–8 September 2018, Tallinn University, Estonia
- 14th National e-Learning Conference (NeLC 2018), 11–13 September 2018, Almont Inland Resort, Butuan City
- 4th Annual Public Policy Conference of the Philippine Institute for Development Studies (PIDS) on Fourth Industrial Revolution, 19 September 2018, EDSA Shangri-La, Mandaluyong City, Philippines
- 1st Southeast Asian Coffee Education Congress, 1–4 October 2018, Tagaytay City, Cavite, Philippines

### 3.B. eHOPe

With the approval of UP's Enhanced Hospitalization Programme (eHOPe) in January 2017, UPOU initiated programs to support its implementation among UPOU employees. The eHOPe is an enhanced version of the Financial Assistance Program for Hospitalization Expense (FAPHE), UP's assistance to hospitalization set up in 2010, which allows P200,000 hospitalization reimbursement for the lifetime of each UP employee. The eHOPe now provides a yearly P80,000 for hospital expenses covering medical diagnostic procedures, laboratory examinations, prescribed drugs and medicines in accordance with the Generics Act of 1988 (RA 6675), professional fees of PhilHealth-accredited physicians and specialists based on the Relative Value Unit (RVU) set by PhilHealth, and expenses for room and board for the duration of the confinement. In addition, a yearly P10,000 is provided for medication prescribed upon discharge of the UP employee.

In implementation of the eHOPe, the UPOU OVCFA, through the HRDO, has initiated the university's partnership with hospitals within the vicinity of its headquarters (in Los Baños). Through this, UPOU employees can benefit from medical services. To date, partner hospitals are Los Baños Doctors' Hospital and HealthServ Los Baños Medical Center. Moreover, an eHOPe seminar attended by UPOU faculty, staff, and Research, Extension and Professional Staff was organized in January 2018 by the UPOU All UP Academic Employees Union (AUPAEU), where it emphasized the need to develop a healthy workforce from a physician's view.

### 2018 Conferences

- 2018 Association of Schools of Public Administration in the Philippines (ASPAP) National Conference, 24–27 January 2018, Roxas City, Capiz
- 1st GAIN 2018 National Convention, 8 February 2018, Manila, Philippines
- MoodleMoot UK and Ireland 2018, 26–28 March 2018, University of Strathclyde, Glasgow, United Kingdom
- UP OVPPA Systemwide Conference, 12–13 April 2018, Continuing Education Center, UP Los Baños, Los Baños, Laguna, Philippines
- 34th IEEE International Conference on Data Engineering, 16–19 April 2018, Paris, France
- MoodleMoot Philippines, 26–27 April 2018, Manila Hotel, Manila, Philippines
- Gender and the Media Conference: Constructing Gender in Multimedia Contexts, 30 April 2018, Bulwagang Balagtas, Ninoy Aquino Learning Center, Polytechnic University of the Philippines, Manila, Philippines
- 4th Healthcare Social Media Summit 2018, 9 June 2018, Grand Regal Hotel, Davao City, Philippines

**Figure 59**

*The University of the Philippines Open University Oblation*



## **QUALITY ASSURANCE IN ODEL STRATEGIC THRUST V**

As the pioneer and leading open and distance e-Learning (ODEL) institution in the Philippines, the University of the Philippines Open University (UPOU) has a responsibility to assure the quality of its processes, products, and services. UPOU must extend beyond what it has control of, and consider quality indicators brought about by open educational practices. UPOU also needs to develop a Quality Assurance Framework to audit all its processes and procedures codified from narratives of different staff members working on the different aspects of ODeL program implementation. Completing the framework and audit then puts UPOU to the role of sharing these pieces of information to other higher education institutions (HEIs) intending or already adopting ODeL.

Having quality assurance guarantees UPOU's leadership and excellence in ODeL. With the landscape of education constantly changing, UPOU

needs to be receptive and on top of its game. As an institution of openness and accessibility, UPOU has to actively practice quality alongside its core values of honor, excellence and service.

Through UPOU's Strategic Thrust V, UPOU aimed to establish a quality assurance (QA) culture within UPOU and to promote and model QA in ODeL. Moreover, this strategic thrust intended to review existing and relevant frameworks and models in QA; to document the current quality standards in the university in instruction, research, public service, and administration; to formulate QA components and indicators for the university; and, to foster a QA culture.

Aligned with all the UP System's Strategic Plan<sup>1</sup> GOALS, there is only one (1) flagship program under Strategic Thrust V: Quality Assurance in ODeL (QAlidad).

<sup>1</sup>University of the Philippines. (n.d.). *Strategic Plan 2017-2023*. <https://www.up.edu.ph/index.php/about-up/strategic-plan/>

# QALIDAD

## QUALITY ASSURANCE IN ODEL

Constant self-reflexivity is a crucial step towards growth, be it as an individual or an institution. Likewise, Quality Assurance or QAlidad, through the reviewing of current programs and projects in the institution, was geared towards ensuring continual development of the institution in terms of instruction, public service, research, and administration.

QAlidad aimed to establish a QA culture within UPOU and to promote and model QA in ODeL. It also intended to review existing and relevant frameworks and models in QA; to document the current quality standards in the university in instruction, research, public service, and administration; to formulate QA components and indicators for the university; and, to foster a QA culture through these 3 components:

1. QA audit
2. Development of UPOU QA framework
3. UPOU QA system implementation

Achievements and activity highlights under QAlidad

Participating units for this flagship program were the Office of the Vice Chancellor for Academic Affairs (OVCAA), Faculty Offices (Faculty of Education [FEd], Faculty of Information and Communication Studies [FICS], Faculty of Management and Development Studies [FMDS]), and all academic and administrative units. The success of QAlidad was measured through these performance indicators: relevant QA framework and effective QA system.

### 1 QA Audit

This component included various activities of UPOU that reviewed and documented its academic processes. The following were activities related to QA audit:

#### 1.A. Roundtable Discussion Series on Assessment

a. Peer Assessment and System of Online Examination with Dr. Kuncheon Jeotee, Dr. Jean A. Saludadez and Ms. Donalyn Piamonte launched on 17 March 2017

b. UPOU Exam Taskforce composed of Dr. Sheila Bonito, Dr. Joane Serrano and Asst. Prof. Charisse Reyes on 5 April 2017

c. FMDS Online Exam Systems by Dr. Joane Serrano and Asst. Prof. Rita Ramos launched on 5 May 2017

d. Third Party and Industry Based Assessment: Models Addressing e-Learning's Dark Side by Dr. Alexander G. Flor and ePortfolio-based Assessment by Asst. Prof. Al Francis Librero on 25 May 2017

e. Learner Assessment with Intelligent Tutoring Systems by Asst. Prof. Roel Cantada on 8 June 2017

f. Creating a Platform to Ensure Credibility of Online Assessment of the ASEAN Studies Graduate Program by Dr. Kuncheon Jeotee, Dr. Jean Saludadez, Asst. Prof. Reinald Adrian dL Pugoy, Asst. Prof. Mari Anjeli B. Lubrica on 23 June 2017

g. Assessment of Future Learning and Authentic Assessment by Dr. Sheila R. Bonito on 27 June 2017

**Figure 60**

*Roundtable discussions*



### 1.B. QA/iAADS

As part of the University of the Philippines (UP) System, UPOU has participated in the Internal Academic Assessment and Development System (iAADS) since 2011. iAADS is an academic assessment of the core academic functions of departments/institutes implemented by the UP System as part of its commitment to academic excellence. The aims of the iAADS include the following:

1. Gather up-to-date baseline data
2. Improve the academic unit
3. Help the unit to plan more effectively
4. Enable it to benchmark against other units in the UP System or other universities
5. Serve as a basis for evaluating requests for additional resources
6. Serve as a basis for the grant of institutional incentives and awards.

In UPOU, a forum was held on 3 February 2016 which discussed Quality Assurance/Enhancement in UP. The iAADS was explained to UPOU constituents.

### 1.C. Academic Clinic

UPOU participated in the UP Systems' "Academic Clinics" which are meetings held to discuss the UP Systems' various programs in support of Constituent Universities' faculty, Research, Extension and Professional Staff (REPS) and staff. Representatives of FEd, FICS, and FMDS and other UPOU academic units met with the UP Office of the Vice President for Academic Affairs representatives in one such "academic clinic" on 30 May 2016 to address several issues and clarifications such as the lack of job items in UPOU, scholarship for students, K-12 transition, faculty development, research productivity, and other matters of concern affecting UPOU's performance as a Constituent University.

### 1.D. Projects on Quality Assessment, Quality Assurance and Accreditation

1. Development of UPOU Internal QA System (OC, Php 1.128M)
2. Development of Technology for Accreditation of Prior Learning: Transfer of Credits System (FICS, Php 150k)
3. Graduate Tracer Study for the Master of Information Systems Program (FICS, Php 180k)
4. Planning and Development of Policies and Guidelines for Universal Design for Learning (UDL) in UPOU Websites and Portal as part of Quality Assurance Framework (Office of Public Affairs, Php 500k)

### 1.E. Curricular Programs and Course Offerings

1. Development of Course Packages with Enhanced Accessibility and Mobility (FEd)
2. Diploma in/Master of Environment and Natural Resources Management Workshop/Program Review (FMDS)
3. Development and Improvement of Curricular Programs with Focus on Content and Pedagogy including Assessment System and Multimedia Development as Learning Materials for all Courses in Diploma in/Master of International Health Programs (FMDS)
4. Review, Assessment, and Improvement of the Diploma in Research & Development Management Program (FMDS)
5. Course Module Development for Diploma in/Master of Social Work through Resource-based Course Package Approach (FMDS)
6. Seminar-Workshop on the Review and Revision of Course Content of the Maternal and Child Nursing Curriculum in the Master of Arts in Nursing Program (FMDS)
7. Diploma in/Master of Land Valuation and Management & Diploma in Land Use Planning Program Meeting/Writeshop for the Remaining Courses (FMDS)
8. Development, Review and Improvement of UPOU-FMDS Non-Formal Courses (FMDS)
9. Development of Open Educational Resources (OERs) and Study Guides for the New General Education (GE) Courses (Office of the Chancellor/OVCAA)
10. Revision of the undergraduate curricula (Associate in Arts and Bachelor of Education Studies-FEd; Bachelor of Arts in Multimedia Studies-FICS)

### 1.F. Staff Development through Training

As part of the QA audit of UPOU, staff development was also considered since training activities are avenues to refine existing and learn new knowledge on pedagogical, administrative, and technical/technological innovations. Interfaced with flagship programs Saliksik and TAYO, staff training sessions were introduced and discussed in Strategic Thrusts 2 and 4, respectively.

## 2 Development of UPOU QA Framework

### 2.A. Writeshops for the Study Guides and Production of OERs for New GE Courses

GE courses and material development workshops were conducted in 2017 and 2018 by UPOU Faculty to ensure the quality and completeness of GE curricula and materials. The 1st GE workshop was on 10 May 2017 wherein changes and approvals for some GE courses were agreed upon. And on 31 May 2017, the second workshop was held to discuss the format and revision of course proposals.

In 2018, the OVCAA convened a workshop on 7 February for the undergraduate programs of UPOU in line with the new GE program wherein the GE courses shall only be offered once a year. On 11–13 July 2018, fourteen UPOU faculty members attended the GE Teaching Conference organized by the UP System. In response to the system-wide conference, the UPOU GE Committee held a meeting on 3 August resulting in a decision to have course outlines refined to fit the UPOU mode of instruction and that OER materials be added to the GE courses. With the second resolution from the August 2018 meeting, UPOU, in coordination with TVUP, developed OER materials for the GE courses under the GE project of the university. From September to November 2018, eleven OER materials have been developed.

Another GE courses writeshop was conducted on 15 to 16 October 2018 to re-develop the existing GE learning materials, and to integrate universal accessibility and gender sensitivity in the redevelopment process. It also intended to identify needs for additional resources in the production of video lectures/materials (OERs).

### 3 UPOU QA System Implementation

Manifestations of quality in UPOU products and services are reflected by the following awards and recognitions from 2016 to 2018:

#### 3.A. Leadership

- President (2016–2019), Asian Association of Open Universities (AAOU)
- Chair, Asian Massive Open Online Courses (MOOCs) Committee
- One of the founding members, Global Consortium: Benchmarking Framework and Data Set for Online, Open, Smart and Technology-enhanced Higher Education (QA initiative spearheaded by Hamdan Bin Mohammed Smart University)
- Leader, Research on QA for Asian MOOCs
- Chair, AAOU Task Force Open Education Accreditation Services
- Leader, Southeast Asian Ministers of Education Organization (SEAMEO)-funded research on the Use and Impact of Open Educational Resources (OER) in the Southeast Asian Countries
- Lead Developer, OERs and MOOCs on Digital Global Citizenship
- Coordinator, OU5 Research Team (hosted the meeting in 2016)
- Member, International Council for Open and Distance Education (ICDE)
- Writer, Philippines' National Report on Lifelong Learning
- Philippine representative, Development and promotion of OERs and MOOCs on Information and Communication Technology-Competency

Framework for Teachers (ICT-CFT) developed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) - OERs already part of OER Commons

- Member, Age-friendly University Global Network
- Participating Institution, Association of Southeast Asian Nations (ASEAN) Cyber University Project
- Focal Person (Philippines), SEAMEO-Regional Centre for Lifelong Learning (CELLL)
- Deputy Principal Investigator, Multi-country Research on Open Educational Resources for Development (ROER4D) Project
- Board of Trustees, Los Baños Science Community Foundation, Incorporated
- Member, International Association of Schools of Social Work
- Chair, Philippine Community eCenter Network

**Figure 61**

*The AAOU flag received by Chancellor Melinda dela Peña Bandalaria during the turnover, with Dr. Grace Javier Alfonso, AAOU Annual Conference October 2016*



#### 3.B. Presentations, Publications, and Public Service

##### 2016

- 2016 Bernd Rode Award, Senior Researcher category: Dr. Sheila Bonito
- UP Scientists: Prof. Bonito and Dean Alexander Flor appointed as UP Scientist I; renewal of Prof. Bagarinao's appointment as UP Scientist I
- Information and Communication Technology (ICT) Education Researcher of the Year Award: Asst. Prof. Roberto B. Figueroa, Jr.
- Best paper/presenters awards
  - a. Asst. Professor Myra Almodiel and Asst. Professor Aurora Lacaste (International Conference on Open and Flexible Education 2016)

b.Ms. Anna Ma. Elizabeth F. Cañas-Llamas and Ms. Jeniffer de Passion-Guevarra (ASEAN University Conference on Public Relations and Communication 2016)

- c.Asst. Prof. Finaflor F. Taylan (3rd AsiaEngage Regional Conference)
- 2nd Invention Disclosure Incentive Awarding Ceremony, 25 November 2016, UP Diliman - Asst. Prof. Charisse T. Reyes, "Rice Bran Phospholipid-Based Nanoliposome-Encapsulated Malunggay (*Moringa oleifera* Lam.) Leaf Phenolic Extract for Nutraceutical and Cosmeceutical Applications"

**2017**

- Gawad Pangulo Award for Excellence in Public Service: Dr. Melinda dela Peña Bandalaria, Michael Lagaya, Ms. Rhonna Marie Robles-Verena, and Ms. Luisa A. Gelisan
- Best Presentation Award, ASEAN University Conference on Public Relations and Communication 2017: Rhonna Marie Robles-Vereña
- Two UPOU (Professional Teaching Certificate and Bachelor of Education Studies) students passed the Licensure Exam for Teachers
- AAOU 2017 Young Innovator Silver Medal Awardees: Asst. Professors Reinald Adrian Pugoy and Mari Angeli Lubrica Crisanto
- Public Service Writing Fellows: Luisa A. Gelisan and Emely Amoloza

**2018**

- 2018 Excellence in Communication Award: Dr. Grace J. Alfonso in the Gender and the Media Conference: Constructing Gender in Multimedia Contexts
- Chief Marketing Officer (CMO) Asia Education Leadership Awards 2018: Dr. Ricardo Bagarinao
- Diploma of Service Award from the Philippine Red Cross: Blood Donation Drive

With the aim of helping the community on its ever increasing demand for blood, UPOU conducts its blood donation drive every year on the 6th of April. This activity is spearheaded by the FICS in partnership with the Office of the Vice Chancellor for Finance and Administration. For 3 years, UPOU had 45, 50 and 67 bags/successful donors.

- Best Paper Award, 1st International Conference on Science, Technology and Engineering for Sustainable Development 2018: Prof. Merites M. Buot ("The Influence of Education in Enhancing Community Wellbeing")
- Best Paper Award, Open Society Conference 2018: Dr. Jean A. Saludadez ("The Affordances of Technology in Building the ASEAN Community through Graduate Education")
- Award for Excellent Poster Presentation, 9th International Conference on Environmental and

- Rural Development: Dr. Inocencio E. Buot, Jr.
- 2nd Best Paper Award for Social Science Category, 1st Southeast Asian Coffee Education Congress: Ms. Emely D. Amoloza
- Best Paper Finalists, ICODEL 2018: Patricia Calora and Yrelle Lleva
- DepEd ICT Innovations Award for Teaching and Learning and Finalist in the same award for Governance, 1st National DepEd ICT Summit: Ms. Ann Michelle Media (Master of Distance Education Student)
- Outstanding Campus Ambassador, 2018 United Nations Winter Youth Assembly: Ms. Louise Mabulo (Associate in Arts student)
- UPOU's Public Service Fellow for 2018: Ms. Rhonna Marie Robles-Vereña

**Figure 62**

*Dr. Grace Javier Alfonso receiving the 2018 Excellence in Communication Award*



**Figure 63**

*The UPOU Blood Donation Drive, 2018*





**Figure 64**

*The flags of the Republic of the Philippines and University of the Philippines Open University*



The UP Open University (UPOU) has committed itself to the use of ODeL framework in delivering instruction—a framework which resulted from the convergence of open learning philosophy, principles and concepts of distance education, and the pedagogy and mechanisms of online learning or e-learning. It is also a framework powered by the sound use of information and communication technology to achieve the intended results. Maximizing the affordances of ODeL and capitalizing on the foundations it has built to date, UPOU has pursued the 9 Action Points listed in the next pages.

### 1. Push for more openness and sharing

UPOU programs and courses fall on different points of the openness continuum. Each exhibits at least one or a combination of the different aspects as follows: OER use in the course materials so learners can access them for free; open admission or no admission requirements for those who are interested to learn; free or no course fees; open schedule/on demand content/self-paced study; open option for technology use so learners can access the courses using whatever technology is accessible to them e.g mobile phone, PC, tablet, radio, television, and print; available multiple paths to learning a lesson like through video or podcast or text; and, language or dialect option.

To push for more openness, UPOU pursued the MOOCs for Credit move more vigorously, increased the number of MOOCs or MODEL offering that are part of a credit course, increased the level of OER use in teaching, and increased the number of MOOCs/MODEL offerings that are targeted to specific groups or sectors and to the achievement of specific goals. Some of the groups who are targeted learners for UPOU MODEL courses were: school-leavers after high school or before finishing college (or out-of-school youth); unemployed college graduates; OFWs who intend to go back home and may need to prepare for their reintegration into the Philippine workforce or to become entrepreneurs; PWDs and elderlies who still have the capacity to engage in gainful economic activities; and, professionals who either want to shift careers or advance their knowledge and skills for the work that they are currently doing.

To promote equity in access to education further, the multiple paths to learning included options to take courses via the Internet, through the traditional broadcast media, or mobile phone. This addressed the still prevailing digital divide in the country and the consequent exclusion of some sectors from the UPOU courses even if they are offered for free. The starting points of this endeavor were our courses on child rights promotion and protection, Inter Local Cooperation, organic farming, the NEP and PED, to name a few.

With regard sharing, simultaneous with our maximum use of OERs in our courses, UPOU developed its own OERs and contributed to the enriching of the digital world with credible resources. Moreover, Section 12 of RA10650 mandates UPOU to share our activities or operations, the implementation of the different systems of ODeL, and also the knowledge products that resulted from our work. Sharing was operationalized through publication and other research dissemination activities such as presenting papers in conferences and serving as resource persons in academic fora.

### 2. Codify the Quality Assurance (QA) Framework for ODeL

As mentioned, UPOU has committed itself to the use of the ODeL framework. We have concepts of what constitutes quality in the different subsystems of ODeL, some we practice; others remain as concepts. Codifying the concepts and practice of quality becomes more necessary now with the implementation of RA 10650 where UPOU must perform lead functions in tasks that are aligned with the identified domains or pillars of quality in ODL. These domains include: course materials; teacher and university staff; IT resources; learner and faculty support; research; academic references; teaching; curriculum; instructional design; and evaluation or assessment of learning. In codifying the QA framework for ODeL, various levels can be considered such as course, program, and institution level. Likewise, other domains or indicators of quality were included such as the level of use of OERs in the course materials, level of internationalization, pedagogical soundness of the learning design, the facilitation of the different types of interaction deemed necessary for the social construction of knowledge (learner-teacher; learner-content; learner-learner; and learner-community of practice interaction), and the areas of research pursued as they relate to the overall thrust of ODeL.

It should also be noted that a fully developed and codified QA framework for ODeL will also address the lingering perception that DE or online learning is second class instruction and the credentialing concern or recognition of the certificates or statements of accomplishment issued to MOOC or MODEL completers. As can be noticed, UPOU broke away from the MOOC framework earlier adopted by the big MOOC providers like Coursera and edX because even at the initial stage of our journey towards openness, we were very much concerned with QA; hence, the coming up with the MODEL framework.

### 3. Increase student population, and course and program completion rates

As a university, one of our primary functions is instruction; therefore, we can measure our strength as a university by the number of students enrolled in our courses and programs. Further, an increasing student population is indicative of the quality of work that we do. In ODeL, however, there is the seamless interface of research, instruction, and extension or public service instead of doing them as disjointed university functions. Under this framework, we do our research in our instruction and public service, and we do instruction as a form of public service and as focus of our research.

#### **4. Develop learner support system appropriate for ODeL**

Our delivery of instructional content has fully evolved from the First Generation DE to the fully online ODeL that we have now. Our staffs are grounded enough on DE and ODeL, and we have started to develop, fully, a learner support system that projects or anticipates the kinds of support that our students may need, thereby reducing the instances where they would directly request for it. It should likewise serve as a protocol that everyone at the university can subscribe to, thus standardizing the delivery of this ODeL subsystem.

Being involved and keeping the students engaged in university activities like this can also provide them with the sense of belonging, a factor considered important in program completion in DE. Another aspect of learner support which was looked into was the strengthening of the online community of learners through social media presences. This mechanism was viewed as a venue for peer support and establishment of personal and professional networking among students and kept the students connected to something identifiable with the university. We extended our horizon in terms of looking into applying Artificial Intelligence/semantic web/web3.0, analytics, and data mining so we can provide immediate feedback to our students' works through mechanisms like tutoring where we have an ongoing research, automated assessment in aid of learning, and development of mobile apps to give students important reminders and notifications.

#### **5. Achieve administrative efficiency**

Significant initiatives had been put in place to achieve administrative efficiency with the eUP project. Taking it from there, the UPOU was able to institutionalize the FAIS, UEIS, and OUIIC.

#### **6. Increase student and alumni participation in student activities**

The need to keep our students engaged cannot be overemphasized enough and this can also be done by making them part of university activities. Aside from that perspective of providing them with the sense of belonging, the engagement will provide them with the opportunity to apply immediately what they are learning in their courses and assimilate the UP culture of service and nationalism.

#### **7. Promote staff welfare through good work-life balance**

Our people are our greatest assets. They are what make us the university that we are today. There were wellness programs geared towards protecting the health of our people and these programs were integrated into the university

framework. We recognized these initiatives but we also understood the limitations that prevent their sustainability. Moreover, we have started to put into practice whatever knowledge we have on analytics and artificial intelligence, so we can automate some tasks and procedures and free the time of our people so they can attend to more important concerns that are deserving of their talent and skills. We also started to maximize the available mechanisms which will allow us to get additional teaching and non-teaching staff like affiliate and adjunct faculty members, lecturers, teaching fellows and assistants, visiting professors, and non-government workers (NGWs).

These mechanisms did not only increase the existing manpower complement of the university but also enabled us to mentor more people about ODeL. The continuous professional and personal development of our staff was re-emphasized as part of the regular program of the university so they can continuously contribute to the productivity and quality standard of UPOU.

#### **8. Harnessed the potential of partnership and linkages**

Partnerships and linkages had helped UPOU expand the coverage of its instruction, research, and public service initiatives. Collaboration has enabled us to push the limit of our resources so UPOU can provide more learning opportunities to Filipino lifelong learners and also help industries which are major contributors to the Philippine economy. UPOU continued forging partnerships aimed at fulfilling our mandates and realizing our vision.

#### **9. Improve the university's information and communication system**

We improved the UPOU Networks, and the UPOU website and microsites as they play a major role in the university's information and communication system. We also explored other avenues (such as social media and blogs) by which we can inform our various publics of our initiatives and accomplishments. An internal communication system for employees (OUIIC) was also developed.

Accomplishing all these in the last three years (2016-2019), UPOU had affirmed its leadership in ODeL, served the Filipino lifelong learners by enabling their socio-economic transformation, and contributed to the country's progress and to the sustainable development goals.

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Original text from Chancellor Melinda dela Peña Bandalaria's Vision Statement in 2016. Minor edits were made for this publication.

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## ABOUT THE COVER

Four images signify the four main themes of this publication: Openness, Inclusivity, Excellence, and Quality. Representing 'openness' is the image of the Massive Open Distance e-Learning (MODeL) platform of UPOU. One of UPOU's initiatives to promote open and quality distance education is through the offering of Massive Open Online Courses (MOOCs) via MODeL. The image of a learning physically disabled individual represents 'inclusivity' as it reflects UPOU's strategies in providing access to quality education to all Filipinos. 'Excellence' is depicted through knowledge creation/knowledge generation from scholarly publications (represented by the typing image). UPOU continues to lead in the field of open and distance e-Learning (ODeL) in the country through its education and service to its students and to the public. Lastly, depicting 'quality' is the image of the UPOU Administrative Building. The success of UPOU was made possible by the faculty and staff, and the quality-assured processes and operations of the institution.

With these four images and the UPOU Oblation as the highlight, the cover symbolizes the identity the UPOU has branded itself from 2016 to 2018.



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