



UPOU in the Digital Age 2007-2009



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UPOU in The Digital Age

Executive Editor	Primo G. Garcia
Editor	Patricia B. Arinto
Editorial Associate	Luisa A. Gelisan
Writers	Melinda dP. Bandalaria Paz H. Diaz Primo G. Garcia Luisa A. Gelisan Nemah N. Hermosa Maria Fe V. Mendoza
Design	Primo G. Garcia Eleanor P. Manipol
Layout	Eleanor P. Manipol
Photo Credits	Felix S. Bautista Luisa A. Gelisan Al Francis D. Librero Eleanor P. Manipol
Support Staff	Agnes V. Mejia Wyomia F. Pradas
Information Coordinators	Alvie Simmonette Q. Alip Emely M. Amoloza Larry N. Cruz Michael P. Lagaya Milette A. Orias Myra V. Siason Yaselle M. Yambao
Editorial Inquiries	Primo G. Garcia Project Development Associate for Information UP Open University Los Baños, Laguna 4031 email: info@upou.edu.ph

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Foreword

It has been three years since I took my oath as the Chancellor of the UP Open University and committed to promote the distance education and open learning philosophy in the Philippines.

The officials, faculty, research, extension and professional staff, and administrative personnel of UPOU have worked as a team to make quality education accessible to Filipinos everywhere, at home and abroad, who for whatever reason are unable to pursue formal education through traditional channels.

UP President Emerlinda R. Roman, together with her vice-presidents and other university officials, including the chancellors of the UP constituent universities, have been given us support and encouragement, and they have contributed to UPOU's growth. The UP Board of Regents has likewise supported us in our efforts to expand our program offerings, build our infrastructure, and strengthen existing operations.

The UPOU University Council has been responsive, decisive and progressive in its deliberations on course development, student support, and course delivery. The Council's perspective on academic policy and governance is informed by scholarly values and traditions, which are vital in a context characterized by the complex challenges and paradigm shifts in teaching and learning and education management, that have come with rapid technological change.

UP Open University in the Digital Age is an attempt to document the three years that have passed. It is part of the narrative of the fifth constituent university of the University of the Philippines System. It is a compilation of events and accomplishments from the perspective of the individuals and teams that run UPOU's offices, units, programs, and Faculties. It also reflects our collective vision of the way forward for UPOU and distance education in the Philippines.

The events and achievements chronicled in these pages would not have been possible without the dedication and commitment of UPOU's officials and academic and administrative staff. To all of them, my sincerest admiration and gratitude for giving so much of themselves to our university.



Grace Javier Alfonso
Chancellor



UPOU's Third Chancellor

"I, together with my colleagues at UPOU, will do my best to help make sure that open and distance learning contributes to academic freedom and academic excellence, widening access to quality education, strengthening the Filipino workforce, and strengthening tertiary education in the Philippines. I am committed to building a culture of excellence and equity in and through distance education for a more just, democratic, and humane society."

This was the pledge made by Dr. Grace Javier Alfonso during her investiture as chancellor of the University of the Philippines Open University (UPOU) on the occasion of UPOU's 11th Commencement Exercises held on 9 June 2007 at the Cine Adarna, UP Film Institute in Diliman, Quezon City. Dr. Alfonso is the third chancellor of UP's cyber campus.

Dr. Alfonso is a professor of film and mass communication. She is also a painter and sculptor; a filmmaker, director, film researcher, and critic; and an expert in multimedia. She earned her PhD in Communication in 1990, her MA in the Humanities (Art History) in 1980, and her Bachelor of Fine Arts in 1972, all from the University of the Philippines. She also took post-doctoral courses in Media Studies at the New School for Social Research in New York in 1992.

Before her appointment as chancellor, Dr. Alfonso occupied key positions in UP Diliman and UPOU. She was chair of the Film Department, chair of the Graduate Studies Department, and coordinator for Theater and Extension of the Film Institute at the College of Mass Communication in UP Diliman. In UPOU, she was dean of the School for Distance Education - Diliman, director of the Audio-Video Teaching and Learning Laboratory, and then director of the Multimedia Center.



Dr. Alfonso was an advocate of open learning, wider access to education, and full human development long before her involvement with UP's distance education program. Keenly aware of the potential of the new media to help improve people's lives, she hosted and directed in 1987 the TV show "Talent Center on Air", which was not so much a competition as a training ground for short filmmakers. She also directed "Broadcast Workshop" which included the training of directors of short alternative films.

When she was asked to be part of the corps of academicians who would introduce open and distance learning to the UP System, she readily agreed. She was already into new technology at that time (radio and TV broadcasting) and was very much immersed in developmental work. Of open and distance learning within the UP System, she says, "It was easy for me to go that way. I had been doing a lot of developmental audiovisual work at that time. Open and distance learning was developmental work that could use new media to further its cause."

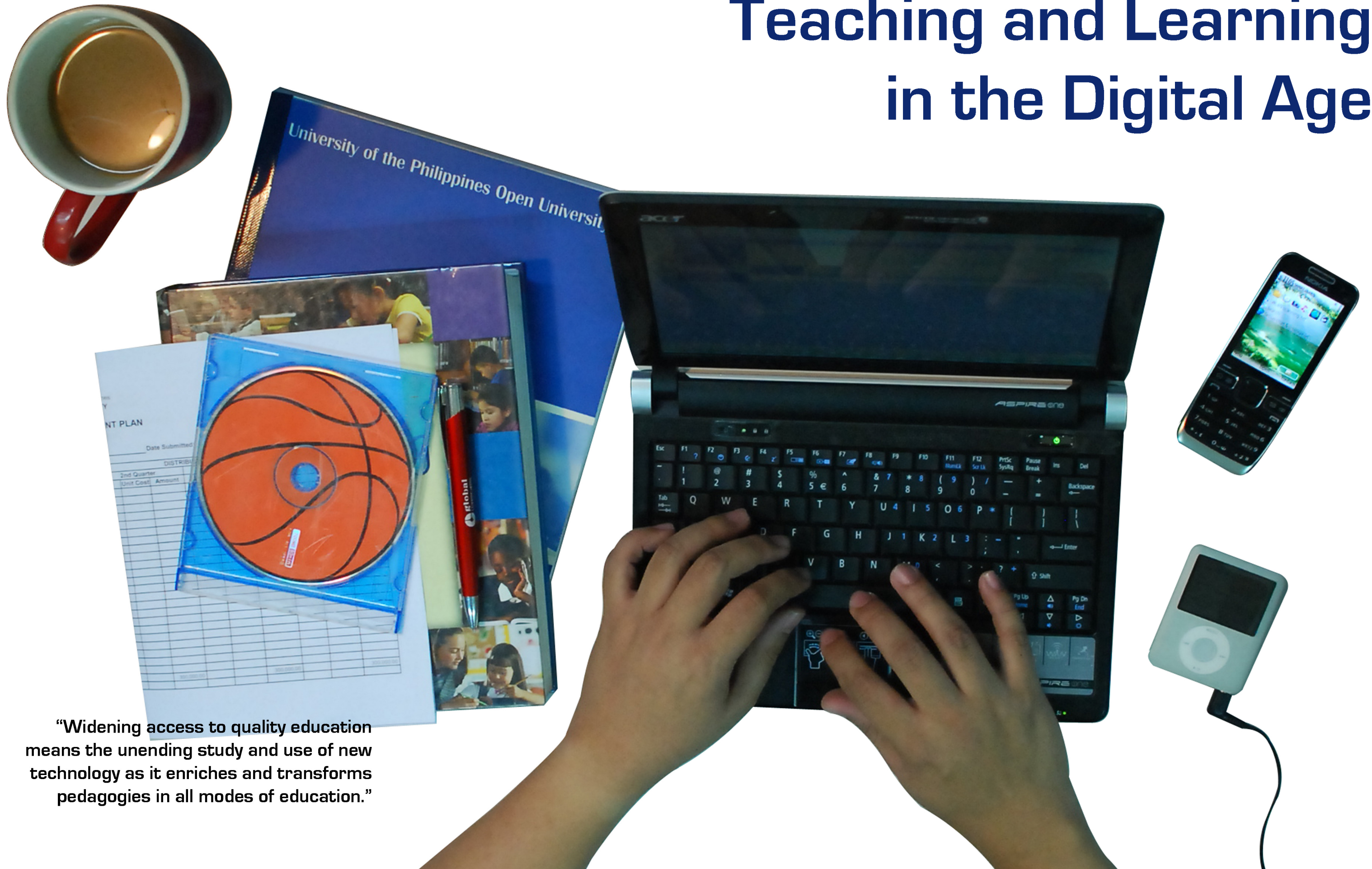
As UPOU's third chancellor, Dr. Alfonso envisions universal access to excellent quality education through open and distance learning. In her investiture speech, she said: "I can see that one day, the UP through the UPOU and with support from the UP System led by President Emerlinda R. Roman and the Chancellors of the various constituent universities, will be able to touch the lives of every Filipino family; that a member of each and every Filipino family can be

a UP student. We can then say that the critical mass of Filipinos has been part of UP. We may be able to answer their different academic needs through different specific formal degree programs and nonformal programs."

For Chancellor Alfonso, the UP Open University is a community of scholars serving the nation and the world. It is for people and about people having wider access to quality education. Under her leadership, UPOU is committed to: a) contribute to uplifting the quality of tertiary education in the Philippines towards the creation of a culture of excellence characterized by academic freedom, critical thinking, and knowledge creation; b) respond to the needs of the Filipino workforce in the country and abroad; c) undertake research in open and distance education and subject area disciplines; and d) provide quality transnational education and build global learning communities.

Chancellor Alfonso affirms that the UP Open University shall pursue with seriousness its mission to bring UP quality education to all Filipinos. She declares, "We are meant to be change agents to empower our fellow Filipinos to help them better their everyday lives." (*Paz H. Diaz and Luisa A. Gelisan*)

Teaching and Learning in the Digital Age



“Widening access to quality education means the unending study and use of new technology as it enriches and transforms pedagogies in all modes of education.”



Promoting Innovation in Teaching and Learning

One of the hallmarks of distance education is the use of technology to deliver instructional content and to enable interaction and dialogue between teachers and learners who are separated in time and place. Technology is seen as a tool, and the selection of which technology to use involves a careful consideration of how well each technology can facilitate teaching and learning. Furthermore, because teaching and learning are dynamic processes and new technologies are constantly being developed, the process of adopting and adapting technologies for teaching and learning is ongoing.

At UPOU, online tutorials were introduced in 2001 as an alternative to face-to-face tutorials conducted in the learning centers. Now practically all of UPOU's courses are delivered online. At the same time, new tools and applications are being developed that have the potential to transform teaching and learning. To help UPOU faculty and staff keep abreast of the new developments in technologies and pedagogies, the university organizes lectures, workshops, colloquia, and planning sessions for faculty, tutors, program administrators, and support staff. Some of these activities in the last three years are described below.

A Resource-Based Approach to Course Development

Resource-based learning involves giving learners access to a variety of learning resources in order to develop subject knowledge, information literacy, and higher order thinking skills, and to foster active learning. At UPOU, interest in the resource-based learning approach has grown in the last two years with unprecedented access to a vast array of knowledge resources on the Web, and the adoption of a learning management system that allows for the easy uploading of learning resources in various formats.

The university has conducted several orientation activities to introduce course authors and instructors to what is now known in UPOU as the resource-based course package (RBCP) approach to course development. In the early years of the university, course materials were written by faculty members in the form of

'standalone' print manuals. In contrast, the RBCP is a collection of study guides and learning resources in various digital formats (text, audio, video) most of which can be downloaded from the Web. Aside from sessions on how to implement the RBCP approach, forums on intellectual property rights as it applies to the use of online resources for course development have been held.

- Colloquium on the Resource-Based Course Package (RBCP) Approach by Dr. Nemah N. Hermosa, organized by the Office of the Vice Chancellor for Academic Affairs on 9 May 2008
- Online Training on Instructional Design and Content Development for e-Learning, facilitated by Prof. Juvy Gervacio and Dr. Sheila Bonito, organized by the Office of Academic Support and Instructional Services (OASIS) on 14 July – 8 August and 18 August – 12 September 2008



- Forum on Highlights of the “National Conference on Intellectual Property and Technology Commercialization” by Ms. Carmelita Orias and Ms. Audrey Anday, organized by OASIS and the University Library on 6 March 2009
- Forum on UPOU’s Intellectual Property (IP) Policies by Atty. Rowena Disini, organized by OASIS on 6 March 2009
- Collective Assessment of BAMMS and MDE Course Materials, organized by OASIS on 24 April 2009
- Workshop on Course Guide Writing by Prof. Patricia B. Arinto and Dr. Nemah N. Hermosa, organized by OASIS on 3-4 December 2009

Teaching with Web 2.0

With recent advances in Web technologies, even those with very little technical knowledge are enthusiastically taking on the role of producers of information, as opposed to being simply consumers of information. The amount of user-

generated content is growing exponentially with the so-called Web 2.0 tools and applications, such as blogs, wikis, video sharing, and social networking sites. How these new tools and modes of information sharing and online collaboration can enhance teaching and research was the focus of several university colloquia held in 2008, as follows:

4 July 2008

- “Google Apps @UPOU” by Jerico Henry Tolentino, Management Information Systems Office,
- “Do It Yourself (DIY) Production and Deployment of Multimedia Content” by Joshua Ebarvia, MISO

18 July 2008

- “Web 2.0 Tools and Rich Media Platforms” by Prof. Alejo Espinosa, Faculty of Information and Communication Studies (FICS)
- “Visualizing Data: Using Design to Make Sense of an Information-rich World” by Mr. Diego Silang Maranan, FICS

Colloquium Series on Distance Education and the Disciplines

UPOU offers degree programs in a range of disciplines. The interplay between these subject area disciplines and the discipline of distance education, particularly within the context of changing modes of teaching and learning at a distance, was the focus of a series of colloquia held from September 2009 to January 2010. The “DE and the Disciplines” colloquium series was organized by the Master of Distance Education program of the Faculty of Education, in cooperation with the Office of the Vice-Chancellor for Academic Affairs, to foster critical reflection and dialogue on pedagogical and curricular innovations, research themes and approaches, disciplinary tensions and debates, and evolving perspectives on distance education. The colloquium presentations included the following:

9 September 2009

“Distance Education for Health” by Dr. Dinah Palmera Nadera, Faculty of Management and Development Studies

“Maximizing Potentials of Distance Education in Nursing” by Dr. Sheila Bonito, Faculty of Management and Development Studies

25 September 2009

“e-Learning and the Public Sector: Interactive Experiences, Challenges and Prospects” by Prof. Juvy Lizette Gervacio, Faculty of Management and Development Studies

“Organizational Management and Distance Education: Lessons from Three Cases” by Prof. Primo Garcia, Faculty of Management and Development Studies

9 October 2009

“ODL and ICS [Open and Distance Learning and Information and Communication Studies]: Synchronicities, Syntheses and Synergies” by Dr. Alexander G. Flor, Faculty of Information and Communication Studies

“DevCom in the Digital Age: The Convergence of 1 and 0” by Dr. Melinda dP. Bandalaria, Faculty of Information and Communication Studies



23 October 2009

“The DE Environment: A Landscape Ecological Perspective” by Dr. Ricardo T. Bagarinao, Faculty of Education

“Enhancing the DE Experience in Coastal Resources Management Using Online Resources” by Prof. Cesar Z. Luna, Faculty of Management and Development Studies

26 November 2009

“The Ouroboros: The Reflexive as a Definition of the Discipline and Praxis of the Humanities in Distance and Open Learning” by Prof. Rosella M. Torrecampo, Faculty of Education

“Teaching Qualitative Research at a Distance” by Dr. Jean A. Saludadez, Faculty of Management and Development Studies

14 January 2010

“Didaktik and Hybridity in Distance Education and the Disciplines” by Prof. Patricia B. Arinto, Faculty of Education

Improving Program Administration and Student Support

Successful teaching and learning at a distance requires much more than access to and use of technology. In addition to effective course design and strong academic and tutorial support, non-academic support is needed to create supportive learning environments.

At UPOU, various forms of non-academic support are provided by several units. The task of coordinating these support services at the level of programs is the responsibility of program chairs. As part of continuing efforts to improve the quality, efficiency, and effectiveness of program administration, the Office of the Vice Chancellor for Academic Affairs organized a Program Chairs’ Assembly on 15 January 2010. Program chairs of UPOU’s 19 undergraduate

and postgraduate programs discussed strategies for enhancing pre-registration advising, academic counseling, student and faculty orientation, exam administration, course materials development, course evaluation, faculty and tutor training and support, and program promotion.

Although online modes of service delivery have been adopted, the UPOU learning and testing centers continue to play an important role in providing non-academic support to learners. Aside from serving as enrollment and examination sites, the centers are equipped with networked computers that learners can use. Thus, the centers help strengthen the learners’ sense of connectedness to the institution. In 2009 three new learning centers and five testing centers became part of UPOU’s national network of learning and testing centers. *(Primo Garcia)*

New Learning Centers

1. Bani, Pangasinan Learning Center, established in cooperation with the Bani Municipal Government
2. Tagbilaran, Bohol Learning Center, established in cooperation with the Tagbilaran City Government
3. Cotobato Learning Center, established in cooperation with the Cotabato City Government

New Testing Centers

1. Divine Word College of Vigan, Vigan City
2. Ifugao State College of Agriculture and Forestry, Lamut, Ifugao
3. Northwestern Visayas Colleges, Kalibo, Aklan
4. Mountain Province State Polytechnic College, Bontoc, Mt. Province
5. Bataan Peninsula State University, Balanga, Bataan



Critical Reflections on Teaching Online

One of the most important benefits of using online technologies in distance education is the reduction of the transactional distance between teachers and learners and among learners. The earlier generations of communication technologies did not allow for much interaction and dialogue, making distance education a lonely experience not just for learners but also for teachers. Today, teachers and learners can choose from an array of online tools and applications to discuss course content, share information and insights, and undertake collaborative learning projects.

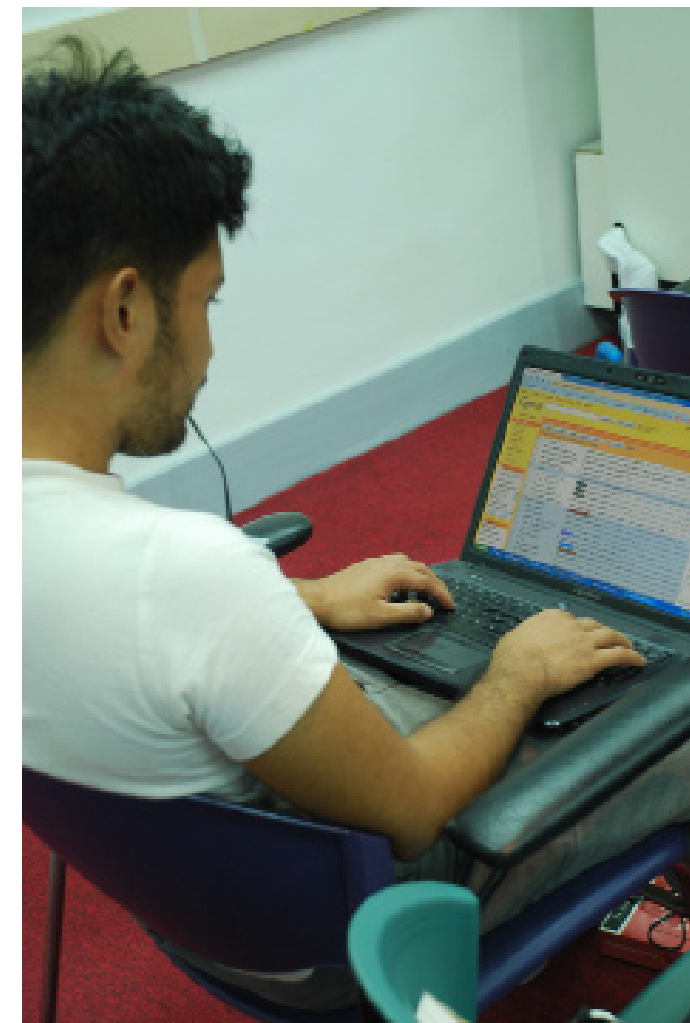
This is certainly the case at UPOU, one of the earliest adopters of e-learning in the country. UPOU began using an integrated virtual learning system for online tutorials in 2001. Since then, the university has made great strides in the effective integration of online technologies to improve course delivery. Much of this comes from consistent efforts to provide not only access to technology (for example by maintaining a 1-to-1 personnel-computer ratio) but also continuing professional development in online distance education to faculty and staff. More importantly, the university has cultivated an atmosphere of openness to innovation, encouraging faculty members to experiment with new technology-supported teaching strategies and to engage in collaborative critical reflection on practice. As can be gleaned from insights shared by faculty members, the latter is an important aspect of effective teaching online.



Getting to Know Learners Better

According to Diego Maranan, an instructor in UPOU's Bachelor of Arts in Multimedia Studies (BAMS) program, "the biggest challenge [in teaching online] has been coping with the absence of data that would allow me to judge what kind of learner a particular student is. That data could take the form of physical cues taken from face to face interactions with students or drawn from some kind of holistic assessment conducted prior to the class."

Hence the importance of understanding the online learning behavior of students, explains Dr. Ricardo Bagarinao who teaches courses in the PhD in Education program. Dr. Bagarinao looks closely at the online behavior of his students in terms of the number of visits to the course site, the day and time of the visits, and the peak and off-peak activity hours. He uses this information to determine when and how often to post new information to the course site.



Also to develop a better understanding of how students learn online, Prof. Juvy Gervacio did a survey of students' profiles and their perceptions of e-learning experiences. The results of the survey helped her identify the learning tools students are most comfortable with. Juvy teaches courses in the Master of Public Management program.



Keeping Students Connected

Motivating students to participate in the learning process is a major concern. Because they are physically separated from their teachers and peers, online students often feel isolated. To mitigate this feeling, Dr. Bagarinao uses Internet-based SMS applications like Chikka, and online chat applications like Skype or Yahoo Messenger, to send regular messages to students. The messages

include reminders about assignments, study and exam schedules, and trivia questions about course concepts. Thus, even students who cannot log in to the course every day or who are able to log in only once a week never feel disconnected from the class. Dr. Bagarinao also uses video chats for online student presentations.

“Being mediated, online interaction... challenge[s] an online teacher to keep the learner interested in interacting,” notes Dr. Jean Saludadez who teaches courses in Research & Development Management. Dr. Saludadez monitors each student's level of activity on the course site throughout the duration of the course. When she notices that a student has been inactive for some time, she sends the student an email message. “For instance, at the beginning [of the semester], I email or make a call to students who have yet to enroll in the course site and remind them to introduce themselves at the welcome forum. Also, I monitor who read[s] or who has not read the notes that I post at the end of each learning unit and remind those who have not done so to read the notes when they have the time. Inviting the students to email me so I can give [an individualized] assessment of their performance is another way of keeping students interested in interacting,” says Dr. Saludadez.

Aside from facilitating online interaction, teachers need to be able to provide their students with relevant and informative supplementary online learning resources. Dr. Bagarinao stresses the importance of using multi-modal representations to help students understand concepts better. Prof. Cesar Luna, who teaches courses in the Master of Environment and Natural Resources Management program, believes in tapping cutting-edge databases available on the Web. To develop a new course in Ichthyology, he will be using FishBase, an online global information system featuring over 30,000 species of fish. Cesar says, “I'm developing the course based largely on an online book that can be accessed within FishBase and... exercises involving the use of FishBase.”

Building a Sense of Community

Because students have diverse concerns, providing student support is a complex challenge. In addition to course-related academic support, they need support in meeting program requirements. For example, they might need advice on what and how many courses to enroll, the sequencing of courses, and how to meet program retention policies. Prof. Aleta Villanueva, who is program chair of the Associate in Arts (AA) program, responds to these needs through the UPOU Community Site, a Web-based forum initiated and maintained by Prof. Al Librero, program chair of the Diploma in Computer Science program. Aside from providing general program advice, Aleta encourages AA students to share feedback on aspects of program management on the community site. According to Aleta, “I get immediate feedback from students to plan for things which I think they need.... Now, I'm glad to say that we have PE Hatha Yoga, Walking for Fitness and CWTS [Civic Welfare Training Service], bits of which were a product of interaction with students at the site.”

Aleta also uses the community site for getting students involved in various community building activities. She recounts: “[A]ctivities I was able to do with different groups of students ranged from ground working and mobilizing for the AA General Assembly/ Fellowship, and the memorable Centennial Lantern Parade, to a cozy field trip to the National Museum. The site documented slices of all these initiatives from both students and faculty members who cared to respond...all these to identify with the ‘university of the people.’”



Learning from Our Learners

As the foregoing accounts by UPOU faculty suggest, being an online teacher requires faculty members to perform multiple roles. “The tripartite responsibility of being an innovative subject domain expert, an effective distance education instructional designer, and an inspiring course facilitator remains a challenge,” Diego observes. Developing expertise in one's subject area discipline and in effective teaching is a lifelong process requiring continuing professional development. Equally important is mentorship, as Diego attests: “Mentors have been crucial to my development as a member of the academic community... [M]entorship can come from anywhere. Students, staff, and faculty can all provide critical knowledge at any given point.”

In fact, the new digital technologies are making new, more participatory, more democratic forms of knowledge creation possible. For Chancellor Grace Alfonso, this simply means that “[o]ur learners will remain co-creators of scholarly texts. This is a process where scholars are honed as producers of new knowledge and, through instruction, mentoring and guided independent study, [learners] become the experts in their fields of study.” (*Primo Garcia*)



Building Global Learning Communities

“UPOU is committed to widening access to quality higher education for Filipinos in the country and abroad. We aim to provide educational opportunities for all sectors of Philippine society, especially the marginalized.”



Supporting the Transition Generation

The years 2007-2009 witnessed a more upbeat approach to the use of information and communications technologies (ICTs) to deliver instructional content and student support services at UPOU. Since the university started delivering courses online in 2001, modifications in student support services have been introduced. But the changes have become more apparent in the last three years, probably because academic and non-academic staff are now more familiar and more comfortable with the use of online technologies. After more than five years of engaging in online teaching and learning, bolder innovations and interventions are being undertaken to improve operations and services at various units of UPOU.

The Office of the University Registrar (OUR) is no exception. Since the abolition of the Office of the Vice Chancellor for Student Support Services in 2004, the OUR has taken over the provision of administrative support services to UPOU students. Perhaps this is because the OUR is the first point of contact with students, and it is also the office that they deal with on a regular basis throughout their stay in the university. To improve service delivery, the OUR has been working to put in place online systems for admission, registration, records, and certification/documentation. In reconfiguring its service delivery mechanisms, the OUR aims to address

the needs of a growing community of learners, as well as partners in UPOU testing centers in the Philippines and abroad.

Most of UPOU's students are based in the Philippines and they are served by UPOU's network of learning centers in the major cities and testing centers in various provincial locations. However, the number of offshore students has been growing in recent years, and providing support services in ways that take into account differences in time zones, as well as the lack of traditional partners in service delivery, has

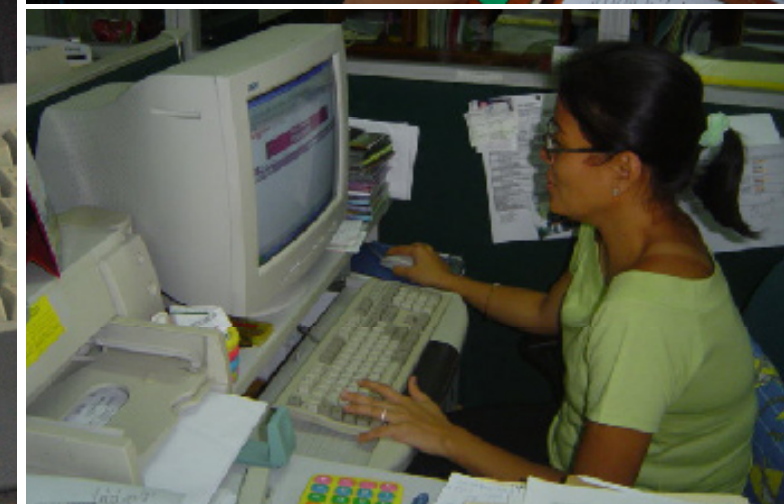
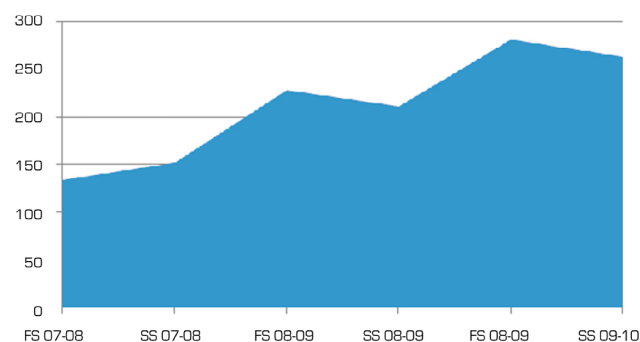


Figure 1: Offshore student enrollment, 2007-2010



become a major challenge. Figure 1 shows the trend in offshore student enrollment from 2007 to 2009. The number of UPOU students outside of the Philippines jumped from 134 in 2007 to 281 in the first semester of academic year 2009-2010. From 34 countries in 2007, UPOU now has students in 63 countries.

To help build and support UPOU's 'global learning communities', the OUR has piloted a number of innovations that can now be spun off as the 'Virtual Learning Center' for offshore learners. These innovations include the following:

1. An Online Global Community coordinated and administered by the OUR to assist UPOU students abroad in becoming better integrated into academic life at the university. Specifically, the Online Global Community is a venue for:
 - a. Online orientation activities for new students;
 - b. Announcements about UPOU activities and student concerns such as exam arrangements; and
 - c. Social networking leading to the formation of support groups for students enrolled in the same course or program, or for students living in the same country or in neighboring countries.



2. Mechanisms for ensuring the integrity of the examination process. These include the following:
 - a. Identifying and accrediting exam proctors and testing centers for sit-in exams;
 - b. Instituting offshore exam proctor's fee and developing a procedure for payment of proctors based outside the Philippines;
 - c. Expanding the network of testing centers outside the country and the pool of proctors to serve whenever needed; and
 - d. Conducting online examinations, which will require the development of an exam portal, procedures to prevent cheating and the like, and the training of online exam proctors.

The continuing advocacy for online administration of exams as an option in areas without a readily available proctor is helping to change the paradigm of assessing learning among faculty members. In fact, the OUR has been receiving requests from faculty members to administer exams online even to students based in the Philippines. Currently, faculty members are administering online examinations either through the mechanism developed for offshore students,

through the learning management system, or through mechanisms that they have developed on their own.

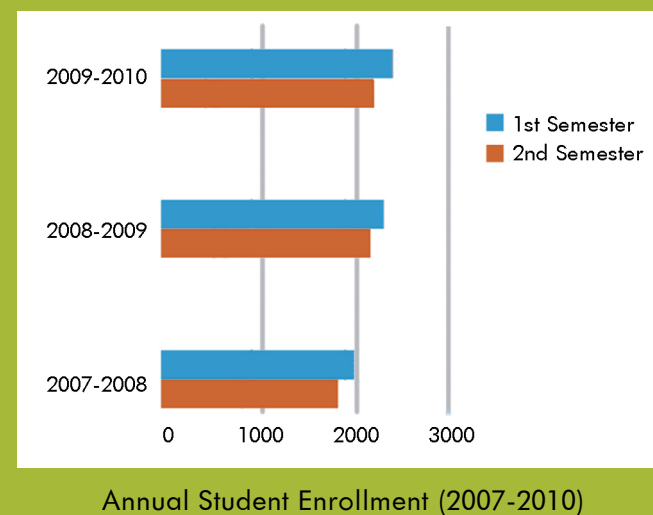
As the use of ICTs becomes more pervasive, and as the demand for more flexible modes of lifelong learning increases, the protocols developed for offshore students in the last three years could well be adopted or adapted for identifying and coordinating UPOU testing centers around the country.

It is also worth noting that our learners today are a 'transition generation' composed mostly of 'digital migrants' but also a growing number of 'digital natives'. The OUR is, in a manner of speaking, the university's gatekeeper. As such it must safeguard academic standards and values, while also bidding welcome to all learners, to natives and migrants both, who are aspiring for membership in our increasingly global community of learners. *(Melinda dP. Bandalaria)*

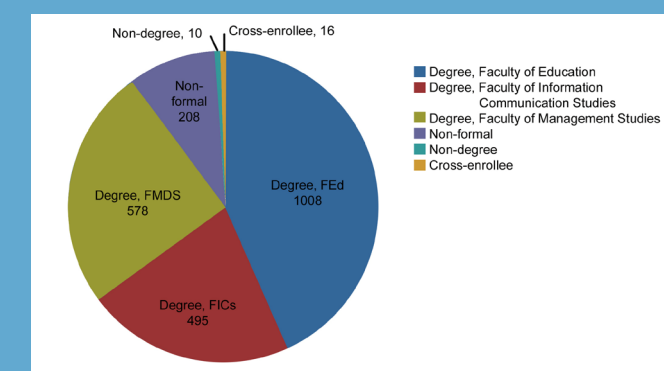


Student Enrollment

Annual student enrollment rose from 4,049 in AY 2007-2008 to as high as 4,818 in AY 2009-2010. This represents a 19 per cent increase in student enrollment over this period.



As of the second semester of AY 2009-2010, the total student enrollment can be broken down according to student type as shown below.



Student Enrollment per Student Type (as of 2nd semester 2009-2010)



UPOU: A national university with a global reach

Interest in the international dimension of higher education has been growing in recent years, with the demand for international education estimated to increase to 7.2 million international students in 2025 from 1.8 million in 2000. Although some proportion of the demand will be met by student mobility, the forecast is that there will be exponential growth in the movement of programs and institutions across national borders.¹

Internationalization is not new to UPOU. Since it was founded in 1995, the University has adopted and adapted international best practices for developing and delivering programs at a distance through partnerships with well established distance education institutions, notably the Open University of the United Kingdom, Simon Fraser University of Canada, the University of South Africa, and the Open University of Israel.

UPOU's move to online delivery of its programs in 2001 paved the way for the enrollment of students based outside the country. The phenomenon of OFWs (Overseas Filipino Workers) enrolling in UPOU programs instantly 'globalized' UPOU education. But the non-Filipino student population is also increasing. As an online university, UPOU is now reaching more than 60 countries across five continents.

This global reach necessitates certain internationalization strategies. For instance, UPOU's off-shore examination system is implemented through arrangements not only with Philippine embassies and consulates in various countries, but also with academic institutions, research centers, and non-government organizations in different parts of the world. These currently include the Royal University of Bhutan, Nanzan University in Japan,



South Korea Forest Research Institute, MWR Community Library in Cuba, Rehab Plus in New Zealand, CARE Hospital in India, Hope International in Rwanda, and International School in Zambia, among others.

The 2007-2009 period also saw a marked increase in the University's involvement in international collaboration and development projects. There is an ongoing cross-registration and exchange arrangement between UPOU's Faculty of Information and Communication Studies and the Pannashastra University, Cambodia and Kasetsart University, Thailand. The Faculty of Management and Development Studies has delivered a series of courses in the eLearning Development and Implementation (eLDI) program in partnership with InWent Capacity Building International, Germany, with participants from different countries across Asia. UPOU also belongs to the 12-country consortium of universities and telecentre academies of Telecentre.org organized and funded by the International Development Research Centre of Canada.

UPOU is currently in the midst of developing a Master of Arts in ASEAN Studies program jointly with five other open universities in the region—Universitas Terbuka, Indonesia; Open University Malaysia; Wawasan Open University, Malaysia; Sukhothai Thammathirat

Open University, Thailand; and Hanoi Open University, Vietnam. A certification and diploma program in Land Valuation Management that is adopting international standards for land valuation is being developed through the Land Administration and Management Program (LAMP), in partnership with the Department of Natural Resources, Land Registration Authority, and the Department of Finance, and with funding support from the World Bank and technical assistance from the Australian Agency for International Development (AusAid). UPOU faculty members who underwent training at the Central Queensland University in Australia are developing the courses.

Also at the development stage is a Master of International Health program, with the cooperation of experts from the Department of Health, World Health Organization, University of Melbourne in Australia, and Christopher Blindenmission, an international NGO specializing in community rehabilitation of various forms of disability. Explorations are likewise underway for the establishment of UPOU as the Philippine base for the International Mental Health Observatory based in the University of Melbourne.

In a 2007 address titled "Education without Borders", Princeton University President Shirley M. Tilghman said, "To be effective in the 21st

century, schools will need to become truly cosmopolitan... (they should) internationalize themselves, while maintaining their national identities—a balance that must be carefully struck.”² This principle underpins the thrusts of the UP Open University as it moves towards the second decade of the 21st century. UPOU’s 13th anniversary (2008) theme of “Matibay na Ugat, Mayabong na Sanga” is a metaphor alluding to the University’s being rooted in the Philippine context while being increasingly global in reach. The latter theme was articulated more distinctly in UPOU’s 14th anniversary (2009) theme of “Building Global Learning Communities”.

Indeed, UPOU is a national university reaching out in international ways to position itself on the global stage. (*Nemah N. Hermosa*)

NOTES

- ¹ Knight, J. (2006). “Crossborder Education: An Analytical Framework for Program and Provider Mobility” in J. Smart and B. Tierney (eds.), *Higher Education Handbook of Theory and Practice*. Springer, Dordrecht, Netherlands.
- ² Global Connections (2007). “Building ‘Global Learning Communities’”. Retrieved 2/10/2010 at http://www.hotchkiss.org/documents/Magazine/F07_GlobalConnections.pdf

Reflecting on the Role of Open and Distance Learning



Education institutions worldwide are confronted with complex challenges arising from the demand for universal access to quality basic education, the clamor for continuous and flexible education to ensure economic competitiveness, and the global consensus that education is the cornerstone of democratic participation and sustainable development. Increasingly, open learning and distance education are recognized as having an important role to play in enabling education systems to meet these challenges. The use of new digital technologies in open and distance learning (ODL) to reach out to unserved and underserved populations and to support increasingly diverse groups of learners is of particular interest to policymakers and education leaders. In the Philippines, two recent UPOU conferences have helped to highlight the important role of ODL in responding to the imperatives for education and development.

Towards Excellence and Equity

Creating a culture of excellence and equity in ODL was the theme of the 3rd National Conference on Open and Distance Learning organized by UPOU on 23-24 February 2007. In her keynote address at the conference, then newly installed UPOU Chancellor Grace Javier Alfonso emphasized that ODL “must be used to assure academic freedom, academic excellence, access to quality education, the strengthening of the Filipino workforce, and the betterment of tertiary education in the country to help construct a culture of excellence and equity in and through distance education for a more, just, democratic and humane society.”

More than 350 distance education and e-learning practitioners, academics, advocates and students participated in the conference held at the Traders Hotel in Manila. They discussed two key themes in ODL: equity, which refers to providing educational opportunities for all; and excellence, which refers not only to high standards but also to mechanisms for ensuring learner success.

Scholarship for the Nation and the World

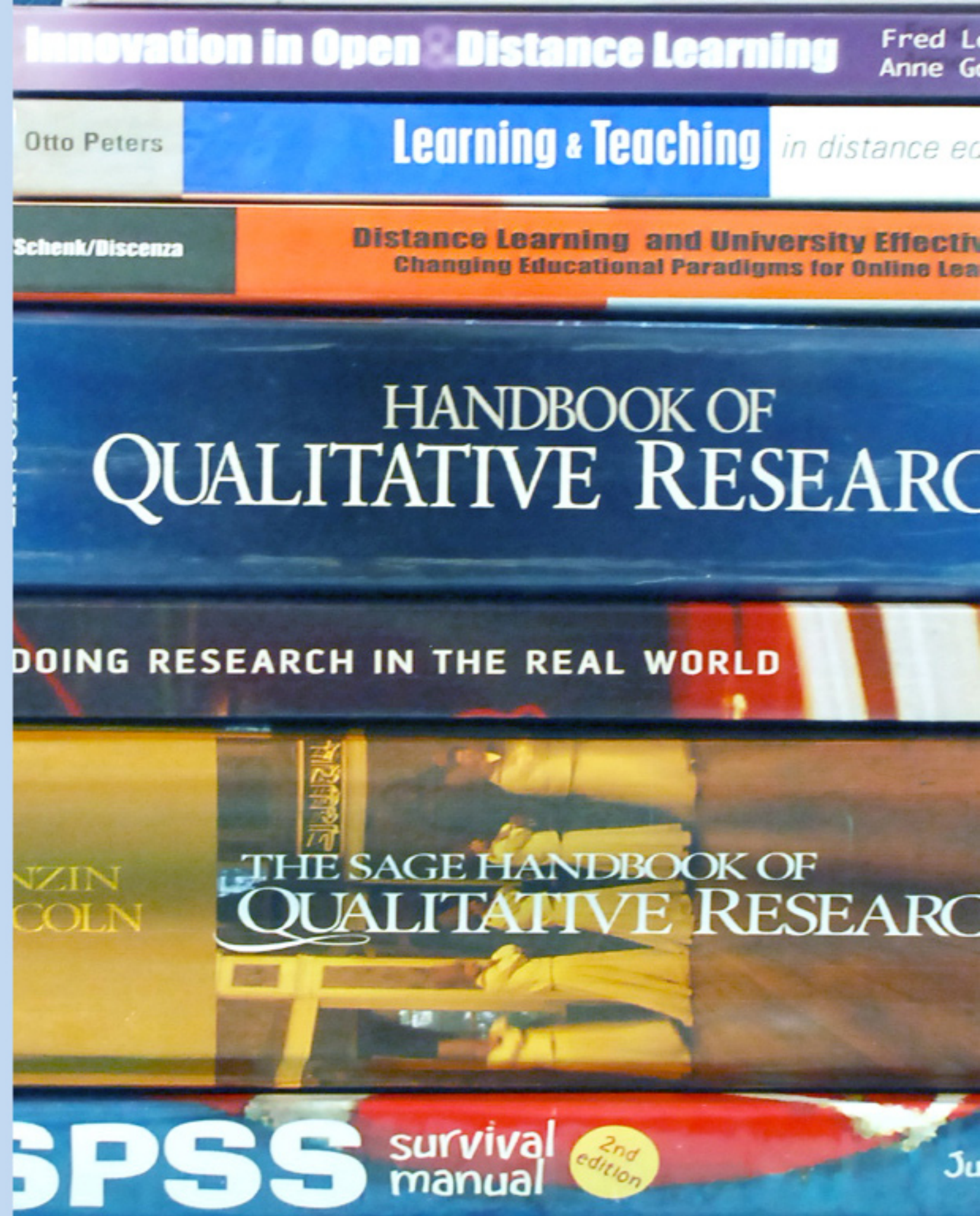
On 14-15 October 2009, the UPOU community discussed UPOU’s role as a constituent university of the University of the Philippines System, and plotted a roadmap for UPOU in the digital age. Chancellor Alfonso led UPOU officials, faculty and staff in affirming UPOU’s role as ‘a community a scholars serving the nation and the world’ through the offering of undergraduate, graduate and continuing education programs in fields critical to national development; through multidisciplinary research and pedagogical innovations for participatory learning and knowledge generation; through partnerships and networks for the achievement of university access to quality higher education and global aspirations for sustainable development and multicultural understanding; and through the promotion of high standards of public service through capacity building for leaders and citizens.

The UPOU conference was part of a systemwide conference series on what it means for the University of the Philippines to be the national university in the 21st century. UP President Emerlinda R. Roman gave the keynote talk.



Knowledge Generation

"Research participants are no longer considered passive objects of study or mere beneficiaries of research results. Rather, they are co-creators of research knowledge. As we see greater participation from the people with whom we conduct research, we expect to witness the creation of more spaces for them to tell their stories."



Research

UPOU faculty and staff conduct research in distance education practice and in the various subject area disciplines covered by UPOU's programs. For the period 2007-2009, most of the research work on distance education dealt with students' learning styles and performance. Table 1 lists these UPOU studies.

Table 1. Distance education-focused research

YEAR	TITLE OF RESEARCH/STUDY	RESEARCHER/S
2007	The Changing Profiles of Distance Learners	Alexander Flor Maria Estrella Sibal
	Follow-up Study on Comparing Residential and Distance Learning Students in their Academic Performance	Melinda Bandalaria Margaret Jarmin
	Modes of Learning and Performance Among Students of Distance Education	Victoria Bautista Larry Cruz Maria Estrella Sibal Margaret Jarmin Rhea Carino
	Factors Related to Persistence of Students of UPOU	Ana Quimbo Joane Serrano Yasele Yambao Elinor Lopez
	Understanding Academic Performance of Distance Learners: A Perspective of their Learning Style	Victoria Bautista Maria Ana Quimbo
2008	Assessing in Distance Education Students' Study Experience with Online Learning Academic Performance of UPOU Students	Maria Ana Quimbo Melinda Lumanta
2009	Factors Correlated to the Use of Mobile Phones as a Web 2.0 Platform for Philippine Online Rural Communities	Alvie Simonette Alip Melinda dP. Bandalaria
	Connectivity Behavior of DE Learners in an Online Course: A Log file Analysis	Alexander Flor
	A Study of Drop-out in three Asian Open Universities	Ricardo Bagarinao
		Melinda dP. Bandalaria- UPOU Tian Belawati- Universitas Terbuka Insung Jung & Colin Latchem - Korea National Open University

The discipline-based studies for this period have also been diverse. Topics range from knowledge management to health, from basic education to global competitiveness. Please refer to Table 2 for the list of discipline-based researches conducted in this period.

Table 2. Discipline-based research, 2007-2009

YEAR	TITLE OF RESEARCH/STUDY	RESEARCHER/S
2007	Design, Development and Testing of a Knowledge Management Model for Natural Resources Management in Southeast Asia	Alexander A. Flor
	Examining the Impact of and Responses to Globalization of Local Communities in the Philippines and Thailand	Glenda Wui
2008	Models of Dual Language Programs in Two Progressive Schools	Juliet Aleta Villanueva
	ICT and Rural Livelihoods in Southeast Asia: A Scoping Study	Alexander Flor
	Developing Core Competencies in Data Visualization Techniques	Diego Maranan
	Competition in the Philippine Electricity Industry	Maria Fe V. Mendoza
2009	Assessment of the Higher Education Link between the University of the Philippines and University of Manchester	Maria Fe V. Mendoza

Publications

UPOU faculty and staff have authored a number of academic publications, creative work, and conference papers in 2007-2009.

2007

Journal Articles

Arinto, P. 2007. Going the Distance: Towards a new professionalism for full-time distance education faculty at the University of the Philippines. *The International Review of Research in Open and Distance Learning*, Vol. 8, No. 3, pp. 1-13.

Bautista, VA. 2007. Fighting Poverty: Lessons learned from a community-based monitoring system, highlights of case studies. *Journal of Administration and Governance*, Vol. 2, No. 1.

Bautista, VA and Quimbo, MA. 2007. Predictors of Performance in Distance Learners in the Philippines. *Asian Journal of Distance Education*, Vol. 5, No. 3.

Garcia, P and Hardy, C. 2007. Positioning, Similarity, and Difference: Narratives of individual and organizational identities in an Australian university. *Scandinavian Journal of Management*, Vol. 23, No. 4, pp. 363-383.

Hermosa, NN. Beyond Bloom and Gray: The PISA framework for reading assessment. *The RAP Journal*, Vol. 30.

Book chapters

Bautista, VA. Introductory Chapter, Case Study on Palawan, and Conclusions and Recommendations. *Learnings from the Community-based Monitoring System (CBMS) Implementation: Selected Case Studies*.

Quimbo, MA and Serrano, J. Municipal CBMS Initiatives in Camarines Sur. *Learnings from the Community-based Monitoring System (CBMS) Implementation: Selected Case Studies*.

*Author in boldface is UPOU staff

2008

Journal articles

Bagarinao, RT. 2008. Land Use Change and Its Implications on the Environment and People's Health: The case of Mananga Watershed in Metro Cebu Philippines. *Asian Life Sciences*, Vol. 2, pp. 65-76.

Bagarinao, RT. 2008. Agricultural Dynamics in Mananga Watershed, Cebu, Philippines: Temporal analysis. *Journal of Nature Studies*, Vol. 7, No. 2, pp. 91-96.

Bagarinao, RT and Alcantara, AJ. 2008. Geospatial Distribution of Land Use Units in Mananga Watershed, Cebu Philippines: Basis for its management. *Journal of Nature Studies*, Vol. 7, No. 1, pp. 27-32.

Flor, AG. 2008. A Policy and Planning Framework on Information and Communication Technology for Basic Education in the Philippines. *International Journal of Education and Development*, Vol. 4, No. 3, September.

Manalili, NM; Campilan, DC & **Garcia, PG**. 2008. Cooperative enterprises: Losing relevance or still responsive to the challenges of dynamic markets? *Stewart Postharvest Review*, Vol. 4, No. 5, pp. 1-7.

Villanueva, JA. 2008. The Roots of Curriculum Integration in Modern Philosophy and Educational Thought. *Alipato Journal of Basic Education*, Vol. 3, No. 2, pp. P 43-61.

Villanueva, JA. 2008. A Model of Integrated Social Studies: Sample study units. *Alipato Journal of Basic Education*, Vol. 3, No. 2, pp. 62-79.

Journal articles

Alip, A and Quimbo, MA. 2009. Exploring Reasons for Course Completion in an Online Learning Environment. *Journal of Open Education Research*, February.

Bandalaria, MdP. 2009. Building Global Learning Communities: Issues and challenges in the UP Open University context. *ASEAN Journal of Open and Distance Learning*, Vol.1, No. 1.

Flor, AG. 2009. Agriculture's Response to an Emerging Global Food Crisis. *I4D: Information for Development*, February.

Garcia, PG. 2009. Equipping Agro-industrial Entrepreneurs through Open and Distance Learning: Potentials and issues for Southeast Asia. *ASEAN Journal of Open and Distance Learning*, vol.1, no. 1, pp. 59-68.

McLean, S; Flor, AG; and Hazelman, M. 2009. ODL for Agricultural Development and Rural Poverty Reduction: A Comparative Analysis of Innovations and Best Practices in Asia And the Pacific. *Journal of Open and Distance Learning*, vol.1, no. 1, pp. 11-24

Book chapter

Campos, MA. 2009. Pricing of Water and Sewerage Services in Metro Manila with the Contingent Valuation Method. In *Water and Urban Development Paradigms*. London, UK: CRC Press. Pp. 609-612.

Handbook

Arinto, P. 2009. *Handbook on Instructional Design for the Academy of ICT Essentials for Government Leaders*. Incheon, Republic of Korea: UN Asian and Pacific Training Centre for Information and Communication Technology for Development.

Creative Work

2008

Alfonso, Grace J. 2008. Director, UP Centennial Lecture Series. University of the Philippines, Quezon City.

Alfonso, Grace J. 2008. Artist/Sculptor, Oblation of UP Manila.

Alfonso, Grace J. 2008. Artist/Sculptor, Oblation of UP Manila, School of Health Sciences, Palo Leyte.

Maranan, D; Miranda, D; and Lasam, R. 2008. Wreckless Acts. Green Papaya Art Projects, Quezon City, Philippines.

2009

Alfonso, Grace J. 2009. Artist/Sculptor, CHED 2009 Republica Award Trophy.

Alfonso, Grace J. 2009. Videoconferencing on Universal Health Care for Filipinos, UP Diliman, Quezon City.

Maranan, Diego. 2009. Biomodd [LBA2]. Los Baños/Manila, Philippines.

Papers presented

2007

Alfonso, G. 2007. *Recent Trends in Cinema and Film Education in the Philippines*, Regional Seminar on Asian Cinema, Singapore.

Bandalaria, M. 2007. *ICTs for E in the Philippines: The Past, The Present and the Future of Distance Education in the Country*, 8th APRU Distance Learning and Internet Conference, Bangkok, Thailand.

Bandalaria, M. 2007. *Support Services to Distance Education Students: Going Beyond Instructional Content to promote Learning*, 21st Association of Asian Open Universities Conference, Kuala Lumpur, Malaysia.

Flor, AG. 2007. *Policy Interventions Promoting Partnerships and Donor Harmonization for ICT4D initiatives in the Philippines*, 11th APEID International Conference, Bangkok, Thailand.

Hidalgo, MS. 2007. *Teacher as Scientist: Teaching Science while Teaching Scientific Content*, 8th APRU Distance Learning and the Internet, Bangkok, Thailand.

Librero, F. 2007. *Student Support Services in ODL: Observations Distilled from Philippine Experience*, International Seminar on Pursuing Quality in Open and Distance Learning in Southeast Asia, Bangkok, Thailand.

Nadera, DP. 2007. *Suicide in the Philippines: A Second Look at Rates and Ratios*, World Psychiatric Congress, Shanghai, China.

Quimbo, MA. 2007. *E-Learning Courseware Integration in the Curriculum: Its impact on Student Learning and Teacher Performance*, 8th APRU Distance Learning and Internet Conference, Bangkok, Thailand.

2008

Alip, AS. 2008. *Exploring Reasons for Course Completions in Online Learning Environment*, 22nd Association of Asian Open Universities Conference, Tianjin, China.

Bandalaria, M. 2008. *E-learning in the Philippines*, E-learn 2008 Conference, Las Vegas, Nevada.

Bandalaria, M. 2008. *The Academe in the Philippines Telecenter Movement: Promoting Digital Learning in a Digitally Divided Country Through the Innovative Use of ICTs*, eIndia 2008 ICT Conference, New Delhi, India.

Flor, AG. 2008. *Social Capital Formation as an ODL Mission: Networking within the Central Agricultural Broadcasting and Television School*, 22nd Association of Asian Open Universities Conference, Tianjin, China.

Gervacio, JL. 2008. *Developing the Capabilities of Public Servants through eLearning*, 7th European Conference on eLearning, Agia Napa, Cyprus.

Books Published under the UPOU Licensing Agreement

Developing Societies in the Information Age: A Critical Perspective (2009)
By Dr. Alexander G. Flor

The book argues against the 'World is Flat' hypothesis of Thomas Friedman. The book provides a theoretical framework for a critical perspective on information societies and its impact on developing countries. It is based on the author's research study, "The Information Rich and the Information Poor: Two Faces of the Information Age in a Developing Country".

Distance Education in the Philippines: Issues and Concerns (2007)
by Dr. Felix Librero

This is a comprehensive view of distance education in the Philippines presented in 18 chapters divided into three parts. Part 1 covers basic issues and concerns that have been taken up in various academic discussions in past conferences but which remain significant discourse points today. Part 2 deals with issues and concerns that have been observed based on firsthand experiences in the UP Open University. Part 3 engages with issues and concerns that go beyond the UPOU and the Philippines.

Development Communication Praxis (2007)
By Dr. Alexander G. Flor

This volume contains several articles written within the span of three decades, and which explore the depth and breadth of the development communication discipline. Collectively, these articles attempt to redefine the boundaries and reconstruct the narrative that forms the basis of development communication praxis. The term 'praxis' refers to the marriage of theory and practice or "the process by which theory is applied". This is particularly significant to the study of development communication where theory and practice are expected to validate each other.



ASEAN Journal of Open and Distance Learning (AJODL)

The *ASEAN Journal of Open and Distance Learning* (AJODL) is a new academic journal jointly published by the Open University of Malaysia (OUM), UP Open University, and Sukhothai Thammathirat Open University (STOU) of Thailand. The bi-annual journal aims to provide a venue for the sharing of knowledge and experiences among open and distance learning practitioners and researchers in countries in the Association of Southeast Asian Nations (ASEAN).

AJODL is housed at OUM. It was officially launched on 12 August 2009 in Kuala Lumpur, Malaysia. Malaysian Minister of Higher Education Mohamed Khaled Nordin led the launching ceremony, which was witnessed by Associate Professor Dr Pranee Sungkatavat, President of STOU; Prof. Dr. Anuwar Ali, President and Vice Chancellor of OUM; and Dr. Jean Saludadez, representative of Dr. Grace J. Alfonso, Chancellor of UPOU.

Mendoza, MF. 2008. *Competition in Electricity Markets: Philippines*, APEC-IDRC Conference in Competition Policy Issues on Services Sector, Lima, Peru.

Saludadez, J. 2008. *Taking a Recursive Position in a Communication Study of Research Networks as Temporary Organization*, Qualitative Research in Management and Organization Conference, New Mexico, USA.

Saludadez, J. 2008. *Tutors and Learners as Co-Creators of Knowledge in Distance Education*, 22nd Association of Asian Open Universities Conference, Tianjin, China.

Villanueva, JA. 2008. *Dual Language Education Program Models in the Philippine Proressive Schools*, Conference in Language Development Revitalization and Multilingual Education in Ethno-linguistic Communities, Bangkok, Thailand.

Bonito, S. 2009. *Supporting Health Promoting Schools Through the Urbani School Health Kit*, Global Conference on Health Promotion, Nairobi, Kenya.

Campos, MR. 2009. *Governance and Partnerships for the Improvement of Water and Sanitation Facilities in Metro Manila*, International Symposium on Earth Science and Technology, Fukuoka, Japan.

Garcia, P. 2009. *Organizational Practices, Broader Discourse, and Identity Narratives: The Social Construction of Individual and Organizational Identities in an Australian University*, ICRODSC International Research Workshop on Discourse and Practice, Melbourne, Australia.

2009

Gervacio, JV. 2009. *Reforming Property Valuation and Taxation in the Philippines*, Conference on Public Governance in Challenging Times: Human Resource Development at the Battlefront, Seoul, South Korea.

Hermosa, N. 2009. *The iSchools Project: Enhancing the Language Arts Curriculum through Computer-based Learning Objects*, 16th European Conference on Reading and 1st Ibero American Forum on Literacies, Braga, Portugal.

Mendoza, MF. 2009. *Public Sector Reform in Times of Economic Downturn: The Case of Tax Havens and the Prospects of a Tax Information Exchange Bill in the Philippines*, Conference on Public Governance in Challenging Times: Human Resource Development at the Battlefront, Seoul, South Korea.

Nadera, DP. 2009. *Building Partnerships for Community Mental Health*, Asia Pacific Community Mental Health Development Workshop, Taipei, Taiwan.

Biomodd [LBA2]

Biomodd is an interactive and collaborative art project that integrates nature and technology. It brings together installation art, ecology, game culture, and advocacy.

Conceived by Belgian artist Angelo Vermeulen, the Biomodd project was first launched in the United States in 2007. It is designed to be a nomadic project to be set up in different places and countries, each time with different collaborators and new materials. Thus, it has no singular art object-oriented focus and each version has its own particular character. After being showcased, a Biomodd piece is disassembled and its components are recycled through thrift stores and recycling centers. Plant life is adopted by the collaborators or taken back to nature. However, selected parts of previous versions are always integrated into each new structure. In this way, all versions are conceptually and physically connected independent of time or location.

In 2009, a team of volunteers worked with Dr. Vermuelen at the UP Open University to develop a Philippine version of Biomodd that fused recycled computers, aquaponics, a rainforest ecosystem, Paete woodcarving, and a video game based on the mythology of Mariang Makiling. Dubbed Biomodd [LBA2], the Philippine project was supported by the UP Open University, the Flemish Authorities, and The Living Room. The first exhibition of Biomodd [LBA2] was formally opened at the Student Union Building of UP Los Baños on August 5, 2009. A second exhibition ran on September 1-25 at the Museum of Contemporary Art and Design, De La Salle University – College of Saint Benilde.



Cultivating New Fields of Study

"UPOU is committed to contributing to uplifting the quality of tertiary education for the creation of a culture of excellence characterized by academic freedom, critical thinking, and knowledge creation and innovation... Helping to improve higher education in the country means having strong degree programs that address the needs of various groups of learners."



New Academic Programs

In 2007-2009, the University instituted three degree programs: Bachelor of Arts in Multimedia Studies, Doctor of Communication, and Graduate Certificate in Distance Education. Non-formal courses in accounting, community mental health, and land valuation were also instituted during this period.



New Degree Programs

Bachelor of Arts in Multimedia Studies (BAMS)

BAMS is an undergraduate program that aims to develop knowledge and skills in the following areas:

- multimedia information and communication technologies;
- philosophical and theoretical underpinnings of developments in multimedia studies and their social implications;
- emerging trends, protocols, and procedures in multimedia design, and their implications for practice;
- hardware operation, software development, and applications use in multimedia design; and
- development of multimedia knowledge products, such as interactive CDs.

The 144-unit program includes 15 General Education courses (45 units), 18 major courses (54 units), six multimedia production courses (18 units), five electives (15 units), PI 100 (3 units), a three-unit Special Topics course, and a six-unit special project. Except for the multimedia production courses which are face-to-face summer workshops, all courses are delivered entirely online.

Doctor of Communication

The Doctor of Communication (DComm) is a professional doctorate designed for communication practitioners. The program aims to develop:

- the capability to undertake independent evaluative and integrative studies that would lead to better understanding of communication as a profession;
- a deeper understanding of and higher level expertise in specific areas of specialization in communication, such as corporate

communication, information and knowledge management, and communication research;

- knowledge of and skill in the use of information and communication technologies (ICTs); and
- the ability to serve as policymakers, planners, managers, consultants, and/or communication entrepreneurs.

Graduate Certificate in Distance Education

The Graduate Certificate in Distance Education (GCDE) is a focused, compact post-baccalaureate program for professionals who are looking for a formal introduction to the field of distance education. It aims to develop knowledge and skills in the development and delivery of distance education programs that are underpinned by effective pedagogy and appropriate and sustainable use of technology, and in the

management of distance education programs in different contexts.

GCDE courses include foundations of distance education, learning theory and instructional design, assessment in distance education, management of distance education, research in distance education, online teaching and learning, design and evaluation of multimedia education materials, m-learning, and lifelong learning.

New Non-formal Courses

In 2009 three new non-formal courses were approved for development, as follows:

- Simplified Accounting for Entrepreneurs
- Community Mental Health
- Continuing Professional Education Program on Land Valuation

Service to the University

"Ang bawat isa sa atin ay may mahalagang papel na ginagampanan sa ating pamantasan. Hindi maaring sabihin ng isang tao o ng isang grupo na sila lang ang dahilan kung bakit patuloy na lumalakas at umuunlad ang ating unibersidad. Naniniwala ako na ang bawat isa ay may mahalagang tungkuling dapat gampanan. Kung may isang susuko o titigil sa kanyang gawain, babagal o hindi magiging maayos ang takbo ng ating pamantasan."





CENTENNIAL CELEBRATION

The UPOU held various activities to commemorate the 100th anniversary of the University of the Philippines.



First UPOU Film Festival and Forum

The 1st UPOU Independent Film Festival, with the theme “Gender through Indie Eyes”, was held on 22-24 August 2007 at the UPOU Audio-Visual Room. The festival, which was organized by the UPOU Committee on Gender Concerns and Committee on Culture and the Arts, featured full-length films such as “Kubrador”, “Inang Yaya”, “Ang Pagdadalaga ni Maximo Oliveros”, “Mudraks”, “Rome and Juliet”, and short films “Dansport”, “Geegee at Waterina”, “Kunyang”, and “Talyer at Tuos”.

The films, which revolve around the struggles of different individuals in defining and constructing a vision of themselves and their worlds, were chosen with the aim of increasing gender awareness and gender sensitivity among UPOU faculty and staff, the Los Baños Science Community, and members of the local community surrounding UPOU.

The festival was preceded by a forum on how cinema can be an active agent in maintaining as well as in transforming gender stereotypes. Actors, directors, producers, and academics spoke at the forum, which was Web streamed to the UPOU Learning Centers.



One Hundred Days of Global Voices and Online and Visual and Virtual Conversations on Open and Distance Learning

UPOU celebrated its 13th anniversary on 21–24 February 2008 with the launching of two online conferences on open and distance learning: “One Hundred Days of Global Voices Online” running from February to April 2008, and “Visual and Virtual Conversations on Open and Distance Learning”.

Leading up to the conferences was the UPOU Alumni eFriends workshop held on 21 August 2007, where UPOU faculty, students, alumni and friends created Centennial eGreeting cards that were available on the Web throughout the UP Centennial Year.



“Ang Paghahabi ng Tagni-tagning mga Alaala”

“Ang Paghahabi ng Tagni-tagning mga Alaala” is a tapestry of UPOU memories consisting of 12” x 12” pieces of cloth embroidered, painted, and quilted by UPOU alumni, faculty, students and friends on 22 August 2007, the first day of the 1st UPOU Film Festival. The unfurling of the completed tapestry took place on 24 May 2008.



UPOU Centennial Oblation Park

The UPOU Centennial Oblation Park was inaugurated on 21 February 2007. Also inaugurated were the Excellence Lagoon and the Equity Lagoon, two of four lagoons representing UPOU’s core values. Two more core lagoons, for Efficiency and Humanism, will be constructed.

Centennial Fund Raising

In 2008, UPOU engaged in several fund-raising activities to raise at least PhP 150 million for various modernization projects and scholarships for students in commemoration of the UP Centennial.

The following fund-raising activities were undertaken: (i) Modernization Fund Drive for equipment upgrade and building of state-of-the-art multimedia labs and studios, modernization of the audio-visual room and seminar room, conference theater upkeep, and e-library enhancement; (ii) Centennial Building Fund Drive; (iii) Oblation Fund Drive featuring the sale of UPOU Oblation replicas designed and sculpted by UPOU Chancellor Grace Alfonso, to raise funds for student scholarships and inspire the ‘iskolars ng bayan’ to be ‘iskolars para sa bayan’; (iv) Faculty Development Fund Drive to increase the opportunities of faculty members to do research through research grants, Professorial Chairs and other incentives; and (v) Art Plate featuring the art work by UPOU’s Centennial Chancellor, Dr. Grace Javier Alfonso.



100% Courses Online

Also to mark the UP centennial, UPOU announced on 13 September 2008 that 100% of its courses are online. On 25 February 2009, on the occasion of its 14th anniversary, UPOU showcased some of its online courses at an exhibit of UPOU's virtual classrooms. The exhibit also featured an interactive map (based on Google Map and Google Earth) of UPOU's global community of learners. UPOU has students in 63 countries.



UPOU has been offering courses online since 2001. It was declared the National elearning Competency Center by the IT and e-Commerce Council (the predecessor of the Commission on Information and Communication Technologies) in 2004.

Video Documentation of UP's Centennial Activities

Chancellor Alfonso and the UPOU Multimedia Center played a major role in the documentation and direction of the video coverage of University-wide centennial activities, such as the UP Centennial Lecture Series, the Pamantasang Hirang Concert, the UP Naming Mahal CD production, and the Centennial Kick-Off and Lantern Parade. UPOU also hosted the Centennial Lecture of President Fidel V. Ramos.



100 Narratives

UPOU launched on 9 May 2009 a coffee table book titled *100 Narratives*. The book features narratives written by 100 members of the UPOU community, including officials, faculty, staff, students, alumni, and partners. (Ma. Fe V. Mendoza and Luisa A. Gelisan)

Service to the Nation

“UPOU...acts as a change agent
and likewise produces change agents
for national development.”





UPOU as a Public Service Institution

Service to the nation is at the core of UPOU's mission. By providing greater access to quality education for Filipinos worldwide, UPOU contributes to efforts to achieve national development. Individually, UPOU faculty members and staff are engaged in a host of public service, extension, and volunteer activities. On a broader scale, the university contributes to improving the quality of public service in the country through capacity-building programs for individuals and organizations in the public and private sectors. Some of these university initiatives in 2007-2009 are described in the succeeding pages.

Faculty of Education

The Faculty of Education (FEd) provides teacher training not only through its formal degree programs but also through training programs developed and implemented in collaboration with government and non-government organizations.

In 2007, FEd partnered with the Commission on Information and Communications Technology (CICT) to design and develop instructional materials for learning English for dissemination to public high schools.

A project that also aimed to improve the English proficiency of elementary school teachers in selected schools in Mindanao was undertaken in 2008 with funding from the National Educators Academy of the Philippines (NEAP), Department of Education. Dubbed 'Certification Program in English', the project enabled 98 elementary school teachers to complete four courses in various aspects of teaching English.

In 2008 and again in 2009, members of the Faculty served as resource persons on curriculum trends and strategies at the i-Schools Project Camp Blog. Funded by CICT, Camp Blog gave an institutional touch to a largely informal online activity by engaging students and teachers in blogging about their personal experiences of and interests in relation to existing curricula.

Also in 2008, FEd co-organized the 3rd National Congress on ICTs in Basic Education with the Foundation of Information Technology Education and Development, Inc. and the Department of Education. This biennial congress of Philippine educators and education stakeholders focuses on issues surrounding the use of information and communications technologies (ICTs) in primary and secondary education.

In the field of science education, FEd provided continuing support to scholar-graduates of the Science Education Institute, Department

of Education (SEI-DOST) and other qualified applicants wishing to pursue higher education in the S&T sectors through the ‘Accelerated S&T Human Resource Development Program-Science Education Component’.

The Faculty also undertook two research and development projects in 2008-2009 with support from SEI-DOST: ‘Exploring Science Culture in Elementary Schools through Participatory Audit: The Case of Bani, Pangasinan and Los Baños, Laguna’ and ‘Exploring the Culture in a Grade 4 Science Classroom: Teaching and Learning Practices and Student Performance’.



Projects undertaken by the Faculty of Education, 2007-2009

PROJECT TITLE	FUNDING AGENCY	YEAR
Accelerated S&T Human Resource Development Program-Science Education Component	Science Education Institute, Department of Education (SEI-DOST)	2007
Computer Based Training Materials in English for Public Secondary Schools	Commission on Information and Communications Technology (CICT)	2007
3 rd National ICTs in Basic Education Congress	Foundation for Information Technology Education & Development, Inc. (FIT-ED)	2008
iSchools Project Camp Blog	CICT	2008-2009
Exploring Science Culture in Elementary Schools through Participatory Audit: The Case of Bani, Pangasinan and Los Baños, Laguna, Philippines	UPOU/Local Government of Bani, Pangasinan	2008-2009
Exploring the Culture in a Grade 4 Science Classroom: Teaching and Learning Practices and Student Performance	SEI-DOST	2009
Certification Program in English	National Educators Academy of the Philippines (NEAP), Department of Education	2009
Teacher Development Program Phase 2	Quezon Power (Philippines) Limited Co. and Congressman Wilfrido Mark Enverga of the 1st District of Quezon Province.	2009



Faculty of Information and Communication Studies

The Faculty of Information and Communication Studies (FICS) develops and implements programs designed to upgrade the competencies of the information and communications sector, which plays an important role in the national economy. In 2007-2008, FICS implemented ‘An Online Bridging Program on the Non-Technical Dimensions of ICT for the Cyber Corridor Workforce (Phase 1)’. Funded by the Commission on Higher Education (CHED), the program sought to develop among workers in the Cyber Corridor an understanding of and appreciation for the ethical, legal, and social dimensions of ICT. The second phase of the online program was implemented in 2008-2009.

Aside from training, FICS has conducted several studies with the objective of helping to strengthen the ICT sector in the country. The project ‘ICT and Rural Livelihoods in Southeast Asia: A Scoping Study’ was carried out in 2008 to undertake a systematic review of the literature relevant to the area of ICTs and livelihoods in developing countries; assess the state-of-play of the wide range of activities and development interventions around utilizing ICTs to improve rural livelihoods; recommend modalities for a research network on ICTs and livelihood; recommend cases and suggested methodologies for which ex-post evaluations of existing projects within the region will be conducted; and recommend action research pilots for testing innovative models and technologies. The project was funded by the International Fund for Agricultural Development (IFAD) and the International Development Research Centre (IDRC) of Canada.

In 2009 and again with the support of IDRC, FICS did the study ‘Factors Correlated to the Use of Mobile Phones as a Web 2.0 Platform for Philippine Online Rural Communities’. The study sought to identify factors that may be associated with levels of participation in Web content provision, and to develop a protocol for online participation and content provision for rural online communities using mobile Internet and rich media.



Projects undertaken by the Faculty of Information and Communication Studies, 2007-2009

PROJECT TITLE	FUNDING AGENCY	YEAR
Design, Development and Testing of a Knowledge Management Model for Natural Resources and Training (SFRT) Program	SEARCA Seed Fund for Strategic Research Management in Southeast Asia	2006-2007
Development of a Tool for Evaluation of the Use of Non-Sexist Language in UPOU Course Materials	UPOU Committee on Gender Concerns	2007 (Phase 1 completed)
QPL Staff Communication Skills Enhancement Training Program	Quezon Power (Philippines) Limited Co.	2007
An Online Bridging Program on the Non-Technical Dimensions of ICT for the Cyber Corridor Workforce (Phase 1)	Commission on Higher Education	2007-2008
ICT and Rural Livelihoods in Southeast Asia: A Scoping Study	International Fund for Agricultural Development (IFAD) and International Development Research Center (IDRC) of Canada	2008
An Online Bridging Program on the Non-Technical Dimensions of ICT for the Cyber Corridor Workforce (Phase 2)	Commission on Higher Education	2008-2009
Factors Correlated to the Use of Mobile Phones as a Web 2.0 Platform for Philippine Online Rural Communities	IDRC	2009
Teacher Development Program Phase 2	Quezon Power (Philippines) Limited Co. and Congressman Wilfrido Mark Enverga of the 1st District of Quezon Province.	2009

Faculty of Management & Development Studies

At the Faculty of Management & Development Studies (FMDS), development-oriented projects range from course development to policy advocacy.

In October 2008, FMDS, with funding from the World Bank and technical assistance from the Australian Agency for International Development (AusAID), embarked on the 'Land Administration and Management Project - Phase 2' (LAMP2) which aims to develop globally recognized non-degree and degree programs that will professionalize land valuation and management services in the Philippines. The programs, which will be delivered in distance education mode in 2010, will adopt international standards for land valuation.

In 2009, FMDS in cooperation with TechAdvantage Corporation and the UPOU Foundation, Inc. developed online courses in leadership and management for officers of the Philippine National Police (PNP) as part of PNP's Integrated Transformation Program. A total of 208 PNP officers have enrolled in these courses.

For the health sector, FMDS undertook the 'Development and Pre-testing of an Online Course for Community Mental Health' with funding from the World Health Organization (WHO). The online course developed by the project is designed for health workers involved in promoting mental health in Philippine communities. The Faculty also undertook a 'Desk Review of Literature on the Major Health Emergencies and Disasters in the Philippines' in partnership with the Department of Health. The project aimed to develop an accessible and organized database of selected health emergencies and disasters in the Philippines to enrich resources that are essential for upgrading the health emergency management system.



Since 2009 FMDS has also been involved in enhancing e-learning skills worldwide, especially in South-East Asia, through the 'eLearning Development and Implementation Course' of the Internationale Weiterbildung und Entwicklung Gmbh, Capacity Building, International of Germany (InWent). The course is designed for individuals and institutions offering e-learning courses in Asia and Africa.

In late 2009 FMDS initiated a multi-year project on 'Improving Philippine Competitiveness through Policy Advocacy of Economic Reforms and Strategies'. The project aims to advocate,

through information/education campaigns and consultative policy forums, strategic economic reforms and mechanisms to improve the climate for competitiveness in the Philippines, and develop the capacity of stakeholders for policy analysis and advocacy. The project, which runs until 2010, is funded by two programs—the Bilateral Programme Budget and the Strategic Programme Fund Low Carbon High Growth (SPF LCHG) Tactical Fund of the United Kingdom. The project also aims to identify 10 champions in the Philippine Legislature who will shepherd economic reforms to improve the country's competitiveness. *(Primo Garcia)*

Projects conducted by the Faculty of Management & Development Studies, 2008-2009

PROJECT TITLE	FUNDING AGENCY	YEAR
Land Administration and Management Project	World Bank and Technical Assistance from the Australian Agency for International Development (AusAID)	2008
Emergencies and Disasters in the Philippines	Department of Health	2009
Development and Pre-testing of Online Course for Community Mental Health	World Health Organization	2009
Development and Delivery of Online Courses in Management for PNP Officers	Philippine National Police	2009-2010
eLearning Development and Implementation Coursee-skills Course	Internationale Weiterbildung und Entwicklung gGmbh, Capacity Building, International, Germany (InWent)	2009-present
Improving Philippine Competitiveness through Policy Advocacy of Economic Reforms and Strategies	Bilateral Programme Budget and Strategic Programme Fund Low Carbon High Growth (SPF LCHG) Tactical Fund of the United Kingdom	2009- 2010



INVESTING IN FILIPINO TEACHERS

The Teacher-Scholars of Bani, Pangasinan

It takes 10-12 hours by car to get to the fishing and farming town of Bani, in the western-most part of the province of Pangasinan. On 18 July 2007, UPOU opened a testing center there to serve UPOU students residing in Bani and nearby towns. During the signing of the memorandum of agreement for the establishment of the testing center, then newly elected Bani Mayor Marcelo E. Navarro Jr. expressed the hope that a UPOU education “shall serve as a catalyst for the town’s transformation into a Center of Educational Excellence in Western Pangasinan in the coming years.”

Aside from providing a venue for the UPOU testing center, the Bani Municipal Government also gave scholarship funds for 25 residents of Bani. In February 2008, the Commission on Higher Education (CHED) provided additional funds for more scholars and for the purchase of additional computers for the testing center.

Of the 45 CHED-Bani scholars enrolled in the second semester of academic year 2009-2010, 17 are enrolled in teacher education programs and 26 are enrolled in the undergraduate Associate in Arts (AA) program. One of the teachers is Mrs. Lalaine Nieves, a grade six teacher from Dacap Sur, a remote barangay of Bani. Encouraged by the Department of Education District Supervisor in Bani, Dr. Elpidio Calixtro Jr., to study at UPOU, she said she “grabbed” the “once in a lifetime opportunity” to study even if “I did not know how to operate a computer and...what the Internet is.”

Indeed, studying at a distance is not without challenges. Learners enrolled in the AA program say that studying at UPOU causes a “nosebleed”, which is slang for hardship or suffering, as they have to read unfamiliar and difficult texts that are far different from what they read in their high school years. Some cry over the difficult lessons and assignments. But despite the challenges and “nerve-racking experiences”, they agree that studying at UPOU has “widened our horizons because we get to interact and share experiences with classmates from various parts of the country and even abroad through the Internet.” They have

Since the UP Open University was founded in 1995, teacher education has been one of its main thrusts. The first academic program instituted at UPOU was the graduate Diploma in Science Teaching (DST) program. This was followed soon after by the Diploma in Mathematics Teaching (DMT) program. That these programs are delivered at a distance allows teachers to immediately apply what they are learning in the classroom. Thus, the DST and DMT programs are an important strategy for arresting the decline in the performance of Filipino students in science and mathematics.

Also within the first two years of its founding, UPOU instituted graduate diploma and Master’s programs in Language Studies for Teachers (which has since been renamed Language and Literacy Education) and Social Studies Education.

UPOU seeks to make these programs more accessible to Filipino teachers by entering into partnerships with institutions and individuals who can provide scholarships for teachers. Local government units, government agencies, nongovernment organizations, legislators, and private sector donors have joined hands with UPOU in its work of helping to improve the quality of Philippine education through teacher professional development. The outcomes, as in the cases of Bani, Pangasinan and Mauban, Quezon, demonstrate that this is indeed a mission worth pursuing.





also learned to be more “independent, disciplined, and determined,” which they say would be their edge over contemporaries who have studied in conventional campuses.

UPOU learners in Bani are learning more than what’s in the official curriculum. Mrs. Vernice C. Ngayawon, a principal in one of the public schools in Bani, is currently enrolled in the DMT program. She says that DepEd is encouraging teachers like her to use “modular art” in teaching mathematics, but many of her co-teachers are not familiar with modules. At UPOU, courses are taught using specially designed modules. So, to help her co-teachers, Mrs. Ngayawon has developed a module on how to prepare modules and she has presented it at a training program. She says that at UPOU she has learned not only new knowledge in Mathematics but also new techniques for teaching and learning a difficult subject like Mathematics.

Mr. Marlon Valdez, who is also an elementary school principal, said that his co-teachers have asked him about his studies at UPOU and he believes that his sharing has influenced them to study again. Indeed, as Mr. Frankie Oliveroz puts it, studying at UPOU has a multiplier effect. In Mr. Oliveroz’s case, his students have been encouraged by his example to study through distance education. Several of his former high school students passed the UPOU entrance exam and are now enrolled in the AA program. And his co-teachers borrow his UPOU modules for self-study.

The Teacher-Scholars of Quezon Province

Mauban, Quezon is only about 4-5 hours drive away from Manila, but as one enters the municipality one cannot help but notice how quiet and laid back the town is. Few public utility vehicles ply the streets and horses traverse the dusty roads.

UPOU staff first visited the municipality in the third quarter of 2005. It all started when UPOU was asked to develop a summer training program for public school teachers in Mauban, Quezon to improve Mathematics, Science, and English education in the municipality. Dr. Melinda Bandalaria, the University Registrar, pointed out that a short training program would have negligible effect. UPOU proposed instead a longer program, and thus was born the Teacher Development Program (TDP) Phase 1 jointly supported by the Mauban Municipal Government, Quezon Power (Philippines) Limited Company (QPL), the Department of Education Region IV-A, and UPOU.

According to Ms. Litz Santana, QPL’s public affairs director and herself a former UP student, their company believes that education is the “equalizing factor between the rich and the poor” and that through this collaborative teacher development program, the people of Mauban shall benefit from the high quality of education that UP is known for.

Forty-one public school teachers became TDP scholars. They enrolled in UPOU’s diploma programs in Science Teaching, Mathematics Teaching, and Language and Literacy Education (LLE). They also underwent customized training in Pedagogy, Communication in Basic English, Planning and Production of Teaching Aids, and Basic Computers and the Internet during school breaks, as part of TDP.

Tutorials at UPOU are conducted online for all courses—that is, except for special groups of learners like the Mauban teachers who did not have ready access to computers and the Internet. There is only one computer shop in the poblacion of Mauban and it has only a few computers and a slow Internet connection. Not surprisingly, most of the teacher-scholars did not even know how to switch on a computer, much less what email is. Some of them had teaching assignments in barangays without electricity and telephone lines, and with poor connections to cell sites. So instead of online tutorials, UPOU held monthly face-to-face tutorials for the teacher-scholars of Mauban.

These sessions highlighted the team work among the cooperating agencies and the local community. UPOU’s course instructors, called faculty-in-charge (FIC), and tutors from Diliman, Quezon City travelled to the UPOU Headquarters in Los Baños on a Friday night to join colleagues from Los Baños on the early morning journey to Mauban, Quezon. The tutorial sessions were conducted in the QPL

Village site or in public elementary schools. The district supervisor and principals took turns making their classrooms available for the face-to-face tutorials.

At one tutorial session, the FIC noticed the microscopes in the science classrooms. She learned that the microscopes had never been used because the teachers did not know how to use them. The FIC volunteered to conduct free training in the use of the microscope and to teach simple exercises for elementary science classes. Ms. Riza Talabong, a teacher in Balaybalay, Mauban, said that the training enabled her to make good use of the microscope that until then had simply been on display in her classroom. She was also able to apply what she learned from her DST courses through new science activities for her pupils. Her students were “in awe, thrilled, and excited to see up close under the microscope what blood looks like,” she reported.

About 80 percent of the TDP Phase 1 scholars have graduated. And they are grateful not only for the diploma they have earned but also for the confidence they have developed in their abilities as individuals and as teachers.

Encouraged by the program outcomes, QPL allotted funding for the implementation of a second phase. Launched in 2009, TDP 2 is also supported by Congressman Wilfrido Mark Enverga of the First District of Quezon Province. This has broadened the reach of the program in



Quezon Province. TDP 2 provides scholarship grants to 45 public high school teachers from Dr. Maria D. Pastrana High School, Cagsiy 1 National High School, Cagbalete Island National High School and Liwayway National High School in Mauban; Manuel S. Enverga Memorial College of Arts and Trade in Lucena City; Sampaloc National High School in Sampaloc; Tongohin National High School in Infanta; Ungos National High School in Real ; Pagbilao National High School in Pagbilao; Rosario Quesada Memorial National High School in Tayabas; and Paaralang Sekundarya ng Lucban in Lucban. The teachers are enrolled in the DST, DLLE, and DMT programs and they are expected to also undergo various customized courses.

Ms. Irene Marino feels “lucky to be one of those chosen to receive the scholarship since not everyone is given this opportunity.” She says that enrolling at UPOU has helped her to meet new friends who, like her, are hoping to learn how to be more effective teachers. Ms. Blande Tullao from Pagbilao National High School agrees with Marino. “The DST program not only augments my intellectual capability but also enhances my teaching prowess,” she observes.

UP’s Service to the Nation

UP President Emerlinda R. Roman has noted that UP serves the nation through its graduates. UP graduates who are also teachers help UP serve the nation more. Through their efforts, the quality of Philippine education improves, and more people benefit from a UP education.

For UPOU, “teaching the teachers” is an important mission, not least because this is a way of reaching all Filipino learners, especially the underserved and the marginalized. To fulfill this mission, UPOU shall continue to form partnerships and build networks with all who are willing to invest in the development of Filipino teachers and, through them, the Filipino nation. *(Luisa A. Gelisan)*

Scholarship Grants

UPOU currently has 23 scholarship programs supported by 20 generous individuals and organizations.

Under Chancellor Alfonso’s term, the following scholarship programs were established:

1. Access to Quality Education Through E-Learning

The Commission on Higher Education (CHED) has tapped UPOU to pilot a project that will enable constituents of LGUs to pursue formal degrees and non-formal courses to upgrade their capabilities in providing services to the public sector.

CHED has allotted PhP 9 million to the project: PhP 3 million to establish three testing centers and to purchase equipment, and PhP 6 million for scholarships.

Involved in the project are the LGUs of Bani, Pangasinan; Tagbilaran, Bohol; and Cotabato City.

2. Scholarship for Elementary and Secondary Teachers under the Department of Education, Division of Cebu City

The Department of Education, Division of Cebu City has allotted more than PhP.2 million to fund scholarships at UPOU for public elementary and high school teachers in Cebu City.

3. Congressman Junie E. Cua Scholarship Program at the UP Open University

Congressman Junie E. Cua has provided scholarship funds for graduate studies of the people of Quirino Province.

4. Congressman Manuel N. Mamba Scholarship Program

The scholarship program is intended for public school teachers in the 3rd District, Province of Cagayan (covering Amulung, Enrile, Iguig, Peñablanca, Solana, Tuao, and Tuguegarao City).

5. Congressman Edgardo S. San Luis Scholarship Program

The scholarships are intended for public school teachers in the 4th District of Laguna (covering the towns of Cavinti, Famy, Kalayaan, Luisiana, Lumban, Mabitac, Magdalena, Majayjay, Paete, Pagsanjan, Pakil, Pangil, Pila, Santa Cruz, Santa Maria, and Siniloan) who will enroll in UPOU’s teacher education programs.

6. Teacher Development Program: Investing on the Youth of Quezon (Phase2)

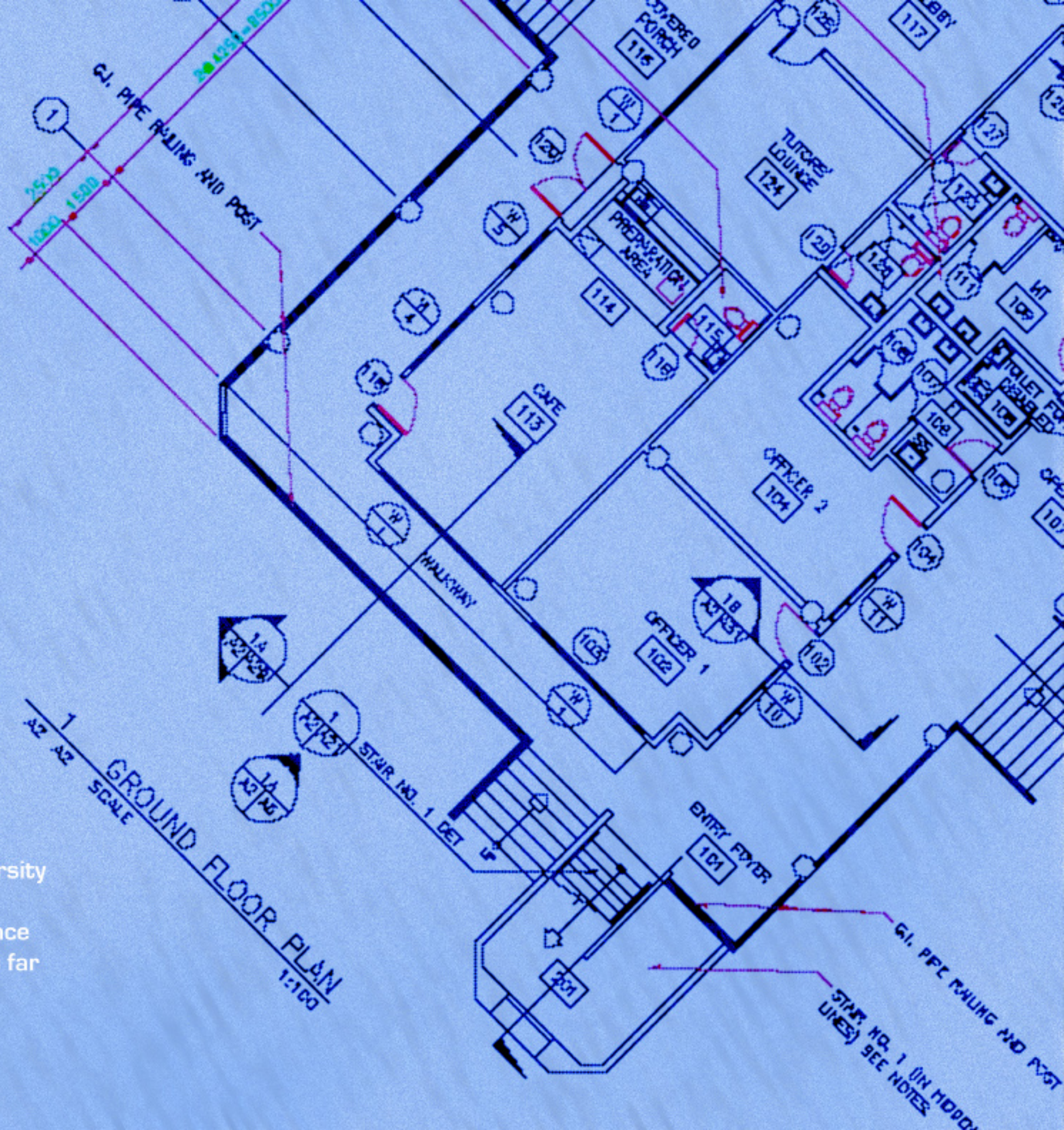
This scholarship program from Congressman Wilfrido Mark Enverga and Quezon Power (Philippines) Ltd. aims to upgrade the teaching capabilities of public high school teachers in the First District of Quezon Province.

7. Honorable Francis Pangilinan Scholarship Grant for Providing Opportunities for Education Through Distance Education Program

This scholarship grant is intended for Filipinos residing in the Philippines who wish to enroll in any of UPOU’s degree programs.

Building a Cyber Campus

“The development and construction of additional infrastructure for the university is crucial in responding to the growing and complex needs of an open and distance learning institution whose reach extends far beyond the islands of the Philippines.”

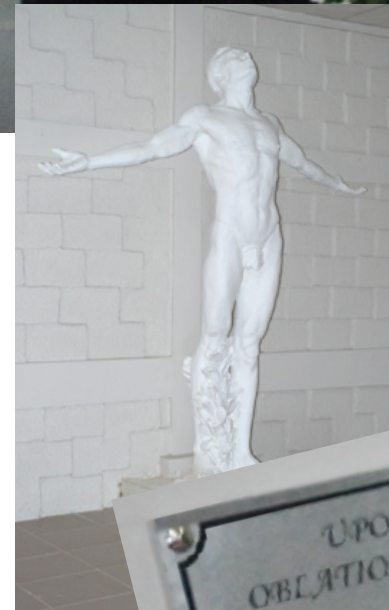


INFRASTRUCTURE DEVELOPMENT

Alongside the continuing development of its academic and student support services, UPOU is putting in place additional facilities to meet the growing needs of the university and its increasing number of students. The following physical development projects have been undertaken since 2008.

Centennial Plaza

The Centennial Plaza was constructed in November 2008 to serve as a space for outdoor events such as mini-concerts, exhibitions, and other social and cultural events. In the middle of the Plaza stands the UPOU Centennial Marker created by National Artist Napoleon V. Abueva—a metal sculpture with the title “The Pursuit of Education”, which symbolizes education in all its forms for the building and strengthening of communities and the Filipino nation.



Oblation Hall

A space at the Instructional Material Development and Printing Building where Chancellor Grace Javier Alfonso made the first cast of the UPOU Oblation, has been converted into the UPOU Oblation Hall. With a seating capacity of 80 people, the Hall is a venue for seminars, workshops, and other events.





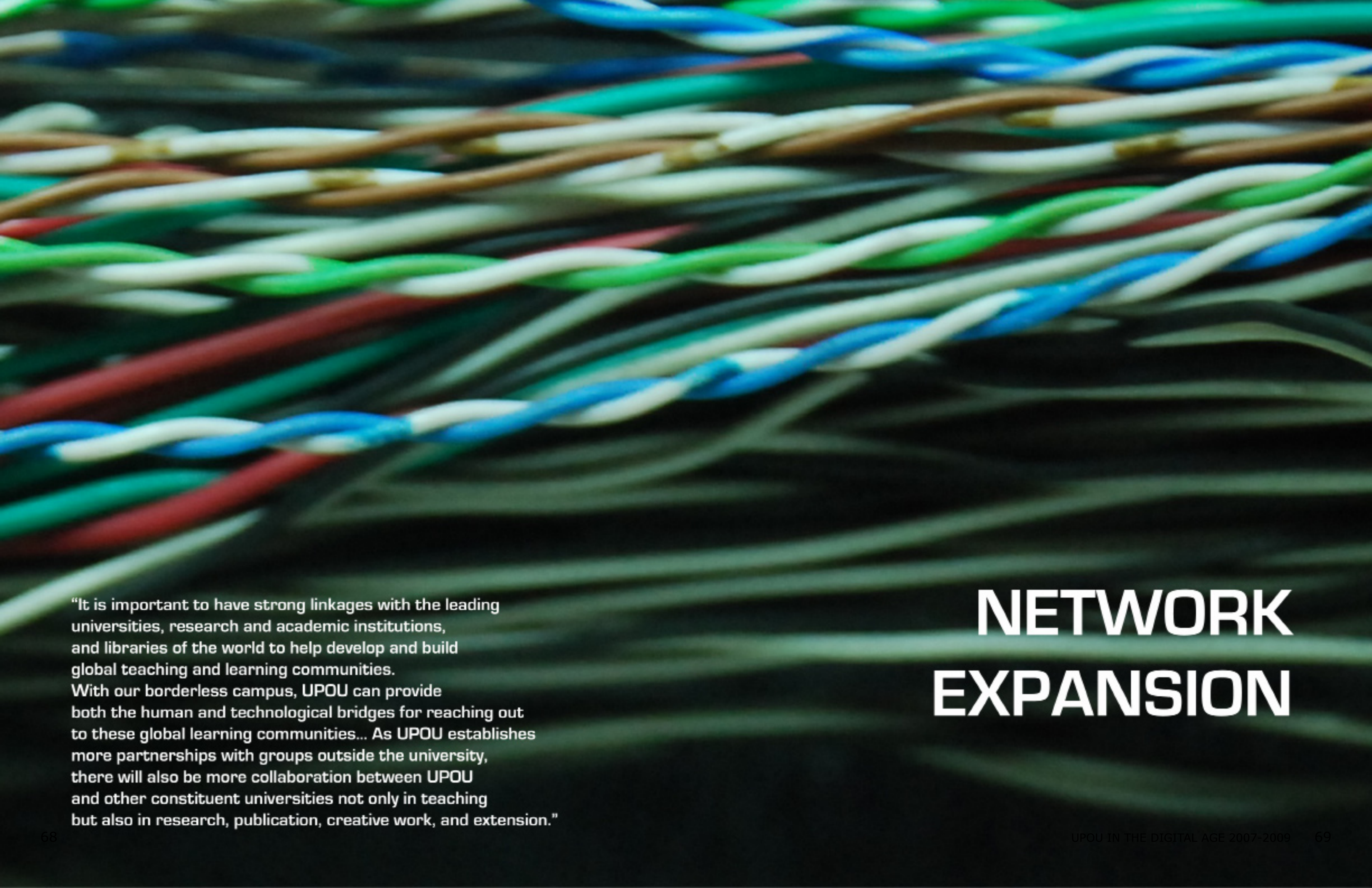
Centennial Center for Digital Learning Building

The two-storey Centennial Center for Digital Learning Building was inaugurated on 15 November 2009. It will house the UPOU Learning Center in Laguna, the University Library, the Museum of Distance Education in the Philippines, and the nerve center of UPOU's video-conferencing network. The building will have a digital conference hall and seminar rooms. The UP System Centennial Fund provided support for the construction of the building, with additional financing from the UPOU Revolving Fund.



UPOU Executive Guest House

UPLB has made available a housing unit to UPOU to serve as the latter's official Executive Guest. Located at #6 Narra Street, Forestry Campus, UP Los Baños, Laguna, the UPOU Executive Guest House features wooden sculptural furniture designed by Chancellor Grace Javier Alfonso. It is the official residence of UPOU officials, faculty, and staff members from other UPOU campuses while in Los Baños. It is also open to guests of UPOU.



“It is important to have strong linkages with the leading universities, research and academic institutions, and libraries of the world to help develop and build global teaching and learning communities. With our borderless campus, UPOU can provide both the human and technological bridges for reaching out to these global learning communities... As UPOU establishes more partnerships with groups outside the university, there will also be more collaboration between UPOU and other constituent universities not only in teaching but also in research, publication, creative work, and extension.”

NETWORK EXPANSION



OUTREACH and INSTITUTIONAL LINKAGES



In pursuit of its aim of providing quality education for Filipinos and building global learning communities, UPOU establishes linkages with individuals, government offices and non government institutions here and abroad.

From 2007 to 2009, UPOU entered into partnership for various types of undertakings with 36 national institutions and organizations and with 19 international agencies.

Philippine-based institutions

Ayala Technology Business Incubators
 Cagayan State University, Tuguegarao, Cagayan
 Catanduanes State Colleges
 Colombo Plan Staff College
 Commission on Higher Education
 Congressman Edgar San Luis
 Congressman Wilfrido Mark Enverga
 Department of Environment and Natural Resources
 Department of Finance
 Department of Health
 Department of Justice
 Department of Environment and Natural Resources
 Department of Education-Misamis Occidental
 Eastern Samar State University
 Foundation for Information Technology Education and Development, Inc. (FIT-ED)
 Institute for Cooperative Excellence
 La Consolacion College in Bacolod City
 Local Government Unit of Bani, Pangasinan
 Local Government Unit of Cotabato City
 Local Government Unit of Tagbilaran, Bohol
 Local Government Unit of the 4th District of Laguna
 Lourdes College-Cagayan de Oro City
 Mariano Marcos State University, Batac, Ilocos Norte

Marinduque State College
 National Educators Academy of the Philippines
 Palawan State University
 Philippine eCenter Academy
 Public Relations Society of the Philippines
 Quezon Power (Philippines) Ltd.
 Science Education Institute-Department of Science and Technology
 Still Mountain Institute Tai Chi Kung Center, Inc.
 Techadvantage Corporation
 Technical Education and Skills Development Authority
 University of Eastern Philippines, Eastern Samar
 Urios College, Butuan City
 Universidad de Sta. Isabel, Naga City

International Agencies

Asian Association of Open Universities
 Asian Mass Communication and Information Centre
 Australian Agency for International Development
 British Embassy-Manila
 Central Agricultural and Broadcasting School of China
 China Agricultural Broadcast and Television School
 Consorcio Red de Educación a Distancia
 Hanoi Open University
 International Council for Distance Education
 InWent-Capacity Building International, Germany
 Ministry of Education of Ethiopia
 North Carolina A&T University
 Open University Malaysia
 Open University of Kaohsiung, Taiwan
 SEAMEO-SEARCA
 Sukhothai Thammathirat Open University
 Universitas Terbuka
 Wawasan Open University
 World Health Organization



Strategic Directions

“UPOU will pursue with seriousness its raison d’etre, which is to provide education opportunities to individuals aspiring for higher education and improved qualifications but who are unable to take advantage of traditional modes of education. Indeed, UPOU is committed to providing quality education to empower Filipinos in their pursuit of development for themselves and their communities.”



A Roadmap for the UP Open University in the Next Century of the University of the Philippines: Strengthening UPOU as a Graduate, Research, Regional and Global, Public Service University in Open and Distance Learning

by Grace Javier Alfonso

Allow me to share my thoughts and reflections on the University of the Philippines, the National University, as it enters its next century, and the corresponding implications on the UP Open University (UPOU) as UP's cyber campus.

The University of the Philippines, our university, has been given the challenge of being the National University. This has been concretized in black and white, in legal documents in the form of the new UP Charter enacted by the Congress of the Philippines. The UP Charter describes UP as a graduate university, a research university, a regional and global university, and a public service university.

As a university dedicated to academic excellence, national development, and the formation of global teaching and learning communities, UPOU will do its share in securing UP's status as the National University.

Keynote Address delivered on the occasion of the UPOU Conference held on 14 October 2009 at the Development Academy of the Philippines, Tagaytay City.



UPOU's Mission and Vision

UPOU is a community of scholars serving the nation and the world. As such, it is —

- for people and about people having wider access to quality education;
- committed to contribute to uplifting the quality of tertiary education to create a culture of excellence characterized by academic freedom, critical thinking, and knowledge creation;
- committed to responding to the needs of the Filipino workforce in the country and abroad;
- committed to research in open and distance education and the disciplines; and
- committed to providing quality transnational education and building global learning communities.

This declaration of the vision and mission of the UP Open University cannot be claimed by one person. Inspiration for this comes from the many brilliant ideas of colleagues in UPOU shared during committee meetings, colloquia, seminars, workshops, and conferences. What follows is an attempt to articulate in concrete terms what we in UPOU value as a community.

UPOU as a Research University

Research characterized by academic rigor will always be the basis for the creation of new knowledge in the disciplines and in emerging areas of study. However, there will be an expansion of the definition of scholarly outputs in our university; various incentives and rewards for quality academic work; and critical application of appropriate standards of evaluation as part of respecting the diversity and specificity of the different fields of study.

The Center for Digital Learning will be the venue for educational design and capacity building in course development, course delivery, and student support to strengthen quality assurance at all levels of open and distance learning in the digital environment. The Center for Digital Learning will be fully operational with the following research and training agenda:



UPOU as a Graduate University

To help improve higher education in the country, strong graduate programs that address the needs of various groups of learners should be in place. There will be a strong emphasis on graduate programs in teacher education to provide our educational institutions with teachers and administrators who are equipped with the necessary knowledge and skills for 21st century teaching and learning.

We shall develop in our learners the capacity to be co-creators of scholarly text. Through guided independent study, mentoring, and collaborative learning, our learners shall be honed to become experts, resources persons, and producers of new knowledge in their fields of study.

As part of our commitment to lifelong learning, we shall continue to pursue the growth and expansion of our undergraduate, graduate, postgraduate, and continuing education programs through the establishment of an educational continuum with various bridges and pathways, and multiple entrances and exits. In responding to our people's aspirations for higher learning, UPOU shall contribute not only to the personal and professional growth of individuals but also to the development and transformation of local communities and Philippine society as a whole.

Systematic and periodic reviews of academic programs shall ensure their quality and continuing relevance. Student support and instructional delivery systems for all programs will be strengthened. A special academic council shall provide support for the Associate in Arts and Bachelor of Arts in Multimedia Studies programs. New courses and programs will be proposed for emerging fields, and a culture of research and innovation will be nurtured. A new bachelor's program with a liberal arts orientation shall contribute to the growth of a community of

a) Basic, applied, and policy research in Education, Communication and Information Studies, and Management and Development Studies, such as:

- Information and Communications Technology for Development (ICT4D)
- Multiple and new literacies
- Virtual learning communities
- Redefining a science culture in the digital era
- Convergence of ICT, ecological systems, art and community
- Knowledge management in a digital environment
- Environment and natural resources management in developing societies
- Mental health and wellness in the global arena

- Social networking in open and distance learning
- Open learning philosophy in the disciplines

c) DE-focused educational design, such as:

- Designs for flexible learning
- Learning management systems development for rich media content
- Web 2.0 applications in distance education
- m-Learning applications in open and distance learning

With easier access to broadband, there will be massive production of original multimedia texts for the Web, including academic audio-visual work produced by our researchers, academics, multimedia specialists, and instructional designers. Multimedia and rich media will become a significant means of data gathering in research and in the dissemination of research findings.

The UPOU Networks will be established. This is an online network/station producing, programming and delivering scholarly productions through the Web using a content management system programmed with various

applications. The UPOU Networks will produce research-based scholarly texts in various formats, from hypertext to rich media, for use in regular course offerings, special courses, and programs for the general public. The materials will vary from open educational courseware (freeware) to courseware designed for the exclusive use of specific client groups. The materials stored in the UPOU Networks will be accessible on demand subject to curatorial and programming approval by a Creative Academic Board of Advisers.

The Web will be populated with voices and conversations in hypertext and hypermedia that will thicken discourse in all fields. At the same time, policies and practices related to the management of intellectual property will be scrutinized, and openness to resource sharing could well lead to the emergence of new policies and systems of knowledge management.

Alongside the development of Web-based venues for research dissemination will be the establishment of the Philippine Journal for Open and Distance Learning with issue editors to be regularly rotated among the Faculties.



learners who will be adept in academic discourse online and who will be imbued with lifelong learning skills and values. The newly instituted Doctor of Communication program shall provide a framework for the integration of professional expertise and scholarly inquiry in the diverse fields of communication in the knowledge society.

And even as we strengthen our virtual learning environment, we shall continue to build physical spaces for teaching and learning, such as the UPOU Learners Hall adjacent to the Centennial Center for Digital Learning. This will house the Library, a Digital Laboratory, and living quarters for learners visiting the UPOU headquarters.



UPOU as a Regional and Global University

Universities shall continue to provide leadership in higher education, education in the professions, and continuing education. With governments emphasizing education as the pathway to sustainable development, there will be a global demand for universities to be content and service providers. Universities with a reputation for academic excellence and humanism, such as the University of the Philippines, can help governments and social institutions in developing countries in their pursuit of national development.

UPOU is committed to widening access to quality higher education for Filipinos in the country and abroad. We aim to provide educational opportunities for all sectors of

Philippine society, especially the marginalized. And through transnational education, we are reaching out to learners from other countries in need of quality education services.

To build global teaching and learning communities, we need to have strong linkages with the world's leading universities, research institutions, libraries, and learning organizations. There will be many partnerships to enter into and exchanges of students, faculty, administrators and staff that will mutually benefit the cooperating academic institutions. Our partner institutions will serve as our learning and testing centers, and we will engage their best faculty as tutors, proctors, or learning center coordinators. We will join and establish networks for the development of cutting-edge interdisciplinary programs in fields of study that will foster international understanding and cooperation. All these will be implemented to assure a world-class teaching and learning environment.

UPOU as a Public Service University

As a public service university, UPOU acts as a change agent and produces change agents for national development. Creating leaders and arming both leaders and constituents with critical thinking skills in all fields is the university's paramount concern.

Our main function as a university is the creation of knowledge that can better the lives of individuals and communities. We create new knowledge through research and extension programs and projects that are informed by the principles of scholarship, from theorizing, to data gathering and analysis, and application and evaluation. And we seek to make new knowledge available to end users through formal and non-formal courses and programs. The challenge now

for UPOU is to make our teaching and learning innovations, including knowledge products and services, accessible to more people through various formats and platforms. This will allow people to select whatever is relevant and adopt or adapt these to benefit their communities.

To improve our capacity for public service, we shall strengthen existing partnerships and establish new ones. To date, we have partnered with 36 national institutions and 19 international agencies, and we are forming new linkages around the world. For example, we are working with the government of Bangladesh in monitoring and evaluation for bureaucrats; with the World Health Organization in medical special services, disaster management, and forensic medicine; with the University of Melbourne for the establishment of the Observatory for Research for comparative mental health; and with the UP Information Technology Training Center for IT programs in partnership with industry. There are many more of these projects and programs that target specific publics.

All these will be possible only through the support of UPOU's hardworking and committed faculty and staff. It is important to have a strong faculty and staff development program to develop leadership in open and distance learning. It is likewise necessary to establish key offices to put in place mechanisms to support our UPOU knowledge enablers to function at their best in the digital age.

UPOU will pursue with seriousness its *raison d'être*, which is to provide education opportunities to individuals aspiring for higher education and improved qualifications but who are unable to take advantage of traditional modes of education. Indeed, UPOU is committed to providing quality education to empower Filipinos in their pursuit of development for themselves and their communities.

Thank you.

UPOU PROGRAMS

Undergraduate programs

Associate in Arts

Bachelor of Arts in Multimedia Studies

Post-baccalaureate Diploma programs

Diploma in Computer Science

Diploma in Environment and Natural Resources Management

Diploma in Language and Literacy Education

Diploma in Mathematics Teaching

Diploma in Research and Development Management

Diploma in Science Teaching (Biology, Chemistry, and Physics)

Diploma in Social Studies Education

Diploma in Social Work

Master's programs

Master of Arts in Education (Language and Literacy Education)

Master of Arts in Education (Social Studies Education)

Master of Arts in Nursing

Master of Development Communication

Master of Distance Education

Master of Environment and Natural Resources Management

Master of Hospital Administration

Master of Information Systems

Master of Public Health

Master of Public Management

Master of Social Work

Doctoral program

Doctor of Philosophy in Education

(Biology, Chemistry, Physics, Mathematics)

Nonformal courses

Caring for the Older Person

Caring for the Special Child

Community Mental Health

Filipiniana Online

Introduction to E-Commerce

Laws and Policies of Relevance to Biodiversity Conservation,
Management and Utilization

New Enterprise Planning

Online Teaching and Learning

Personal Entrepreneurial Development

Certificate Programs

Certificate in Barangay Administration

Professional Teaching Certification Program