



UNIVERSITY OF THE PHILIPPINES
OPEN UNIVERSITY

The Growth Years
2001 - 2006





FOREWORD

Experience is the best teacher, so the saying goes. I do agree with this, but I have to add that experience is also a tough teacher because it gives the test first and the lesson later. It is in this light that I wish to highlight my experience as Chancellor of the UP Open University from March 1, 2001 to February 28, 2007.

I wish there were a school for Chancellors where I could have taken a crash course in the management of an open university within the framework of a conventional university. Unfortunately, the chancellorship is on-the-job training. And I can't say whether or not I passed the final exam. What I can say, though, is that it has been a rewarding experience for me personally and professionally.

We set out to achieve what we thought was best for the UPOU and distance education in the country, and we did achieve quite a number of innovations and interventions. I am not about to begin listing them here. I shall simply invite you to leaf through the following pages and meet the people who contributed much to what we were able to do.

This report is not like a standard "annual report" that presents mountains of statistical data and graphs. We present our experience through personal insights into the task of implementing the policies and programs we laid out for ourselves back in 2001.

With all sincerity and candor, I wish to say unequivocally that all the achievements of the UPOU in the last six years must be credited to the officials, faculty, REPS, and administrative staff of the UPOU. All our successes we achieved together as a team. All the failures, though, are my own accountabilities. I must admit that as Chancellor I have made quite a few mistakes, but to me these are not unforgivable mistakes for I have learned from them.

I wish to express my heartfelt gratitude to the officials of the UP System, our colleagues in the six other constituent universities of the UP System, and of course, the officials, faculty, REPS, and administrative staff of the UPOU, for lending me their support during my term as Chancellor.

Have a pleasant tour of UPOU's past six years.



Felix Librero
Chancellor
February 28, 2007





In 23 February 2007, the UPOU will celebrate its 12th anniversary as a constituent member of the University of the Philippines System.

The Foundation Years, from 1995 to 2000, under the guidance of Dr. Maria Cristina D. Padolina, were marked by the challenge of trying out new methods and approaches, and of overcoming resistance to this new experience of teaching and learning at a distance.

During the succeeding Growth Years, we developed greater expertise in running a distance education institution - an open university. We gained wider acceptance both locally and internationally. We continued to improve course development, even as we adopted innovative systems for course delivery, implementing online tutorials for most of our students.

Most important, we became more certain of what we can do, and what we can aim for.



A large, stylized yellow letter 'C' that is slightly open at the bottom, serving as a decorative element for the first paragraph.

reating a cyber campus means carving out the space where a foundation can be laid, building on strengths and allowing it to prosper. These processes are done in a dynamic environment, often without the guidance of precedents.

Building a virtual university requires creativity. But it's not just thinking out of the box, it's thinking without boxes. This requires bravery and the willingness to take chances. It's about the ability to consider many models, and standing by your own.

Most importantly, it's creating a supportive environment that encourages innovation, where "mistakes" are called learning experiences, and trail blazing is an imperative, rather than an option.

University of the Philippines **OPEN UNIVERSITY**

The U.P. Open University (UPOU) was established in February 1995 as the fifth constituent university of the University of the Philippines System.

The vision of the UPOU is

“to be at the forefront of the knowledge society as a leading institution of open learning and distance education.”



Center of Excellence

UPOU is recognized as the
Center of Excellence in Open Learning and Distance Education
by the Commission on Higher Education.

UPOU is also designated as the

National eLearning Competency Center

by the Information Technology and eCommerce Council.



UPOU EVENTS: 2001-2007

Anniversaries, Graduation Ceremonies and Conferences

7th anniversary (2002)

Lifelong learning for every Filipino, lifelong learning for all

8th anniversary (2003)

UPOU in the Digital Age

9th anniversary (2004)

Fulfilling the Virtual Promise

10th anniversary (2005) Creativity, Collaboration and Convergence at 10

11th anniversary (2006)

Ubiquity and Quality in Distance Education

12th anniversary (2007)

A Culture of Excellence and Equity in Open and Distance Learning

Creativity, Collaboration, and Convergence



in Distance Education

2nd National Conference in Open and Distance Learning
22 February 2005
National Institute of Science and Mathematics Education, University of the Philippines, Diliman

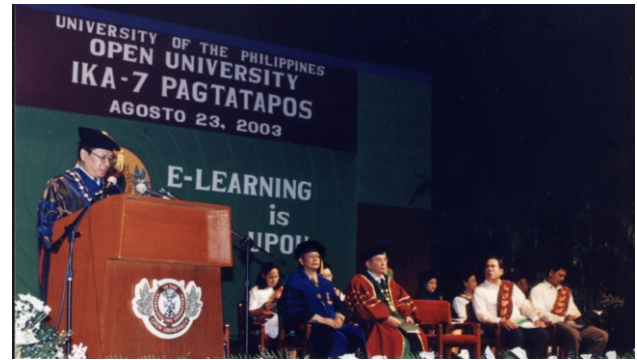
University of the Philippines Open University



Culture of Excellence and Equity

in Open and Distance Learning

3rd National Conference in Open and Distance Learning
23-24 February 2007
Traders' Hotel
Roxas Boulevard, Manila



TOWARDS A MULTIVERSITY SYSTEM

Felix Librero

The UP System is comprised of seven constituent universities. For all intents and purposes, these universities are “independent” but they belong to the same system under one Board of Regents and one president. Essentially, the UP System now has some elements of a multiversity system. While it can be argued that, other than the

UPOU, all the constituent universities are conventional universities, they are actually different universities because they have different thrusts and priorities: basic sciences, humanities and the arts at UP Diliman; agricultural and life sciences at UP Los Baños; health sciences at UP Manila; fisheries and aquaculture at UP Visayas; Islamic and Mindanao studies at UP Mindanao; and Cordillera studies and math education at UP Baguio. Then, of course, the UPOU is into distance education and open learning.

Among its peers in the field of open learning, UPOU is a special case because it is part of a conventional university system. Most other open universities are “stand alone” institutions the United Kingdom Open University (UKOU), Sokhuthai Thammathirat Open University (STOU) of Thailand, Indira Gandhi National Open University (IGNOU) of India, Universitas Terbuka (UT) of Indonesia, Universiti Terbuka Malaysia (OUM), National Open

University (NOU) of Taiwan, Korea National Open University (KNOU), and the Open University of Hongkong (OUH), to name a few.

In effect, the UPOU is really part of a multiversity system. As such, it is bound by a singular philosophy, and one set of quality standards. However, as a constituent unit it may also formulate and apply different rules governing operations arising from unique circumstances. How is this possible? How is this acceptable? I submit that this is done one step at a time.

I believe that the University of the Philippines as a system must continue to lead in the further development and improvement of distance education in the Philippines. It is the only institution that can do justice to this alternative educational delivery system given its expertise, experience, programs, and human resources. That said, UP should look into how it could allow UPOU to operate under rules and regulations appropriate to the requirements of open learning and distance education. This is not extremely difficult since UP is known for cutting edge innovations in university governance, and the promotion, development and maintenance of high standards of education (whether conventional or distance) in the country. ■



BUILDING THE PHYSICAL CAMPUS OF THE UPOU HEADQUARTERS

Melinda F. Lumanta and Grace J. Alfonso

In 1996 the UP Board of Regents assigned an area of approximately 20 hectares to the newly established UP Open University within the IRRI area leased from the University of the Philippines. It was to be the site of the UP autonomous university mandated to offer degree programs through the open learning and distance education (OLDE) modality. By the nature of its operations, the UPOU campus spans and extends beyond its geographical boundaries. Because of this it is oftentimes referred to as the UP's cyber campus.

While the UPOU campus is not geographically bound, the UPOU Headquarters in Los Baños is the

hub of Administration even as it operates Learning Centers and Testing Centers throughout the country and abroad. Hence, it maintains two buildings housing the offices of the Chancellor, the Vice Chancellors, the Deans, the University Registrar; the Faculty Room, the Library, the Information Office, the Printing/Production/Dispatch Unit and the Los Baños Learning Center.

In early 2004 Chancellor Felix Librero sought permission and got the approval of then UP President Francisco Nemenzo to install the UP Oblation on the UPOU grounds. Positioned in the middle of a rotunda, the UPOU Oblation

stands on a stylized pedestal of a ribbon-like Philippine flag reaching to the skies. This landmark art work depicts UPOU's philosophy of access to quality education through open learning and distance education and emphasizes its distinctiveness as a UP campus. The Oblation, UP's most recognizable symbol, is the center piece of the UPOU Centennial Oblation Park. It is to be surrounded by four ponds representing the UPOU values of Excellence, Equity, Efficiency, and Humanism.

Soon after work was completed on the Oblation and initial spadework done on the ponds, Chancellor Felix Librero authorized the



preparation of the UPOU Physical Development Master Plan 2006 by commissioning a team of experts to develop a blueprint which is to serve as a guide for future physical developments in the UPOU campus.

To come up with the campus plan, the Planning and Design Team looked at social and bio-physical factors and held several consultations with UPOU constituents to elicit their ideas as well as articulate their present and future needs. The result is a master plan that has become the embodiment of a collective vision of what the university means to its constituents.

The UPOU Physical Development Master Plan 2006 document details the following components:

- proposed land use plan which specifies academic

zones, academic support zones, parks and open spaces, and circulation system;

- architectural designs for the National Center for Digital Learning, Convention Center, and a three-star hotel;
- landscape designs for the Grand Central Park, Amphitheater Square, Green Corridor, Green Parking Spaces, Programmed Blooming of Trees, and Outdoor Artsapes.

After a six-year term, Chancellor Librero steps down having laid down a comprehensive physical development plan for the UPOU Headquarters. The Land Use Plan, which is a component of the UPOU Physical Development Master Plan, has been submitted to the UP Board of Regents for approval. ■



THE UPOU OBLATION

The second stanza of Dr. Jose Rizal's poem *Mi Ultimo Adios* expresses the idea of supreme sacrifice - of offering one's life for one's country *sin duda, sin pesar*. It is this stanza that became the basis for the symbol of the University of the Philippines. To UP and its constituents, Guillermo Tolentino's Oblation symbolizes the enduring ideals of service and sacrifice to the country and all of humanity, and the noble pursuit of truth and freedom.

UPOU's headquarters has two Oblation sculptures. The first, by Jerusalino Araos, is made entirely of wood and is composed of conjoined free standing parts.

Three structures radiate from the central support system, each with a platform colored red, blue and white allude to the Philippine flag and the three geographical regions of Luzon, Visayas and Mindanao. Panels hanging from the central support are etched with Andres Bonifacio's poem *Pag-ibig sa Tinubuang Bayan* (Love for the Homeland) written in alibata and the modern alphabet.

This Oblation is more than a spectatorial work. It encourages viewers to engage themselves in a participatory manner. The platforms are dedication dais, which are spaces intended for the oblation of the individual.

In early 2005, a new Oblation sculpture was installed in the UPOU grounds. It is comprised of a replica of Guillermo Tolentino's original, with the added element of a ribbon-like flag swirling around the pedestal and the oblation, taking it to new heights. The stars represent Luzon, Visayas and Mindanao; the prominent image of the sun represents education. It was conceptualized and built by Grace Javier Alfonso.

Both works of art embody UPOU's mission to widen access to education by creating alternative, dynamic, innovative learning environments and opportunities. ■

A PHILIPPINE CYBER UNIVERSITY

Grace Javier Alfonso

The University of the Philippines established itself in cyberspace through the UP Open University. As the leading institution and pioneer of distance education and open learning in the Philippines, the UPOU provides quality education to students who are constrained by family and professional commitments from attending conventional colleges and universities. At the UPOU, students learn at their own pace, at their own time and where ever there is access to a computer.

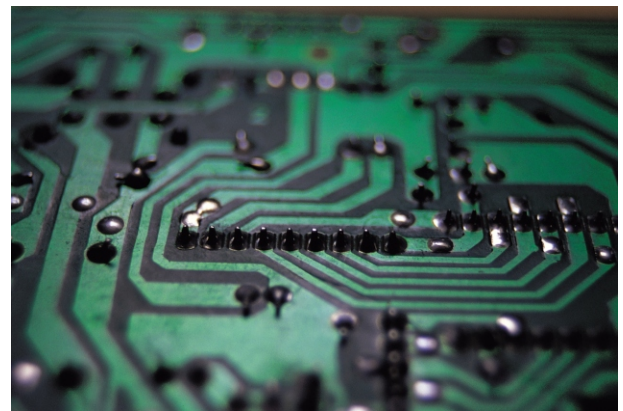
The ways of communicating in today's electronic era have been described by thinkers as interactive, participatory, multi-centered, de-centered, non-linear, as creating communities, as giving voices to the unheard and as making the individual's voice as good as any another's.

Media has found its way into our homes not only through radio and television but through the computer. This phenomenon has created e-groups, e-communities and e-villages. Search engines

provide free access to the libraries of the world. One can even just "blog" about any topic and people will respond instantaneously. Video clips can be easily uploaded to the internet and viewed through the web.

Developments in information and communications technology and more specifically in the fields of multimedia and online teaching and learning are shaping what is known as knowledge societies, in which knowledge workers - professionals who take information as their raw material to create new knowledge products - are the most valued human resource. UPOU is at the forefront of this knowledge society, helping shape knowledge workers who will make the nation proud.

Since its founding in



1995, UPOU has expanded its reach through the publication and production of distance education books, multimedia materials and interactive on-line courses. And more specifically in the past six years, UPOU invested time and resources for probing and studying, experimenting and implementing digital applications to its daily operations in administration, course development and course delivery. More than eighty percent of its courses are online. By the year 2008, UPOU will have 100 percent of its courses online.

The UPOU as part of the University of the Philippines System has somehow molded itself and functioned as a traditional distance education institution grounded on print with the physical distribution of its course materials still mainly through its physical

transfer.

But with the changing times, the UPOU has made its way into penetrating the use of hypertext, hypermedia, and multimedia as a major part of its operations. Hypertext, is the user interface paradigm to show documents on demand. Hypermedia is said to be the logical extension of hypertext in which audio, video, words, and non-linear hyperlinks intertwine to create a generally non-linear medium of information. Multimedia, on the other hand, is the use of more than one medium. Multimedia can carry written words, audio, graphics, animation, and video packaged as digitized materials.

These are indicators of the extent of the awareness of the changing environment in communication where

traditional media and open and distance learning are moving to digitization, where the larger scenario has adapted to e-readiness concerns in areas of e-government, e-commerce, e-culture and even e-life. E-culture has been around for sometime and its effects and persuasions have been felt in the fields of the traditional media. UPOU takes its position in this larger scenario.

UPOU has been recognized as a “Learner-Centered” University. Learner-centered means the formation of communities empowered through its active learners. This concept has broken new grounds as learners are encouraged to access the boundless array of images and sounds and make meanings of them.

UPOU is expected to lead in the field of e-learning in the Philippines; to look at multidisciplinary perspectives of a new encompassing communication medium that has its own protocols, history, discipline, and theories. There is a need to pursue research on the production, creation, and generation processes of multimedia texts as part of the discipline of distance education.

From the directions of the





UPOU and its track record, I see the future as further growth in multimedia and distance education as disciplines, in areas of research and studies, and in the offering of new academic programs.

There are pioneering moves that started several years ago to put together a bachelors program in Multimedia Studies. This responds to the growing needs of the changing media/communication/information technology environment, by graduating students who are producers of text in multimedia and at the same time, creating scholars pursuing studies and researches in the field.

I also see the Open University maintaining its preeminence as the Center of Excellence in Distance Education and as the e-Learning Competency Center. This is because of

several reasons.

UPOU continues to train faculty for further understanding of new media, electronic media, multimedia, hypertext and hyper-multimedia through faculty programs or grants.

UPOU continues to establish strong research programs that study multimedia, hypertext and hyper-multimedia creating pedagogies, methodologies and theories that can explain, expand and help us understand what is in our midst.

And finally, UPOU continues to build its own community of teachers and learners, scholars, and colleagues, with multimedia as a way of life in



the university in much the same way as print was when we were students. Hypertext, hypermedia and hyper-multimedia have entered the space of our everyday lives; they are part of our environment. ■

ADMINISTRATION AND FINANCE IN A NON-CONVENTIONAL UNIVERSITY

Melinda F. Lumanta

The UPOU, being a non-conventional university lodged in a residential system of constituent universities, is bound by the administrative rules and procedures governing conventional campuses. As such, UPOU has to operate as a distance/open learning institution while abiding by rules and regulations of a conventional state university. While the peculiarities of distance education are most apparent in the academic sphere, the administrative realm is expected to complement and be in support of such non-conventionalities.

Early in the term of Chancellor Librero, the Office of the Vice Chancellor for Finance and Administration (OVCFA) geared itself to providing efficient services/operations in support of UPOU's academic functions. Efficiency in operations and responsiveness to a non-traditional university's needs took primacy in running the affairs of this Office while complying with government rules and regulations. After six years of steadfast adherence to this principle, UPOU boasts of a number of innovative approaches in handling its finance and administrative operations supportive of a dynamic, technology-run, non-conventional organization.

The OVCFA made it a point to keep pace with the innovations in the academic realm by providing

complementary financial and administrative procedures and services. Of significance are the computerization of operations to ensure greater efficiency; development of payment schemes supportive of student needs and consistent with the nature of its operations; installation of ICT infrastructure responsive to the requirements of distance education; and cost saving measures for the university, among others.

It began with a planning workshop in 2001 where the unit heads of the OVCFA examined their operations with the end-in-view of streamlining its procedures to achieve optimum efficiency in terms of processing time and operating costs. The various internal operations of each unit were charted and links with other

units of the UPOU were identified. The OVCFA eManual was produced as a result of this workshop which later became the prototype for a UPOU-wide Manual of Operations.

The eManual is a computer-based compilation of processes accessible through UPOU's intranet. It is a guide for UPOU staff and various UPOU clientele in understanding and complying with applicable government rules and regulations that govern the operations of the university.

This comprehensive system flowchart serves as the basis for developing a fully computerized system of OVCFA operations involving its various offices: Cash (CO), Accounting (AO), Human Resources Development (HRDO),





Supplies and Property Management (SPMO), Management Information Systems (MISO) and General Services (GSO). Check preparation, travel requests, monitoring of leave credits, procurement monitoring system, supplies and equipment inventory, and accounting operations as well as generation of all required reports are now computerized.

Consistent with the nature of an open university where the students could enroll and graduate without ever having to set foot in the physical campus, the OVCFA focused its efforts on studying, proposing and implementing payment schemes that would allow students to perform university-related financial transactions through alternative modes. The OVCFA now provides a range of payment options including credit card payments for local and foreign students using over-the-counter (OTC), mail-order-telephone-order (MOTO) and eCommerce modes in addition to online and over-the-counter payments through the Philippine

National Bank (PNB), the Learning Centers and Cash Office at the UPOU Headquarters. Hence, UPOU's online/regular registration is now complemented with an online payment scheme suitable for distance education students.

With an internet payment gateway facility in place, UPOU is positioned to handle other transactions vital to student support services and its own internal operations. The UPOU Online Bookstore is currently being designed to allow easy acquisition of books and other UPOU products through online purchasing and delivery. Internal to its operations, UPOU is looking to the implementation of an eBanking system whereby UPOU can carry out financial transactions through the internet such as fund transfer, remittances, filing and payments which should cut down on time, paperwork and costs. With these developments, it is expected that UPOU could easily comply and/or dovetail with the provisions of the eCommerce and eProcurement laws of the

government.

The UPOU, cyber campus that it is, requires an information and communications technology (ICT) infrastructure capable of handling the demands of both the academic and administrative functions of distance education. With highly-trained end-users supported by a committed IT staff, UPOU faces the challenge of migrating its backend applications to open source platforms and undertaking in-house development of customized web-based information systems for several offices of UPOU. Though not entirely relying on a completely open source solution, UPOU has adopted a heterogeneous system comprising of both proprietary and community-supported open source technologies. This approach has led to a significant reduction in costs in terms of development, maintenance, training and overall cost of ownership.

UPOU has built up its repository of software packages and tools that could handle most office automated tasks. We develop

information systems that are custom-tailored to the specific needs of UPOU's various units. Effective online collaboration among faculty, staff and students is facilitated by a readily accessible and secure local area network (LAN), dial-up services and internet connections supporting file sharing and various forms of internet-based communication. In addition, mobile users can remain connected and informed on their cell phones through a GSM-based service augmented to UPOU's information and communication hub.

UPOU boasts of a one-to-one computer-to-staff ratio. To further enhance staff productivity, Chancellor Librero directed the implementation of a Computer Reflecting Program. In line with this directive, a rationalized computer reflecting schedule

which matches appropriate hardware with task requirements of the staff has been prepared for implementation by the OVCFCA.

In efforts to comply with government austerity measures decreed by Malacañang in 2004, UPOU studied, proposed and implemented a four-day-work-week scheme for implementation at the UPOU Headquarters in Los Baños. With offices closed one day a week, we saw savings in consumption of basic utilities like electricity and water.

The four-day-work-week scheme ensures that staff productivity and quality of UPOU services are not compromised by incorporating, as its vital feature, a nerve center that remains open on the day-off (Mondays). The Office of the Chancellor, serving as the nerve center, is staffed by a skeletal force

which can act on urgent matters so as not to disrupt transactions with other offices and students. This scheme pioneered at UPOU has become a test case for other similarly-situated UP units/campuses.

In a most ideal situation, financial and administrative operations of a non-conventional university should be governed by rules appropriate to its operations. The UPOU experience has shown that it has managed to maintain its leadership as the top-rated Open University in the country despite realities under which it operates through the development of innovative financial and administrative approaches. One can only imagine how much farther, higher, faster the UPOU could go under conditions supportive of its endeavors. ■



T

he UPOU upholds the following values:

- **EXCELLENCE** - UPOU promotes academic excellence as it adheres to the standards of the University of the Philippines. The value of excellence, likewise, shall permeate all aspects of UPOU's operations and shall be manifested in the performance of its staff.
- **EQUITY** - As an open university, UPOU widens access to quality education by overcoming barriers to education such as geographic distance, physical disability, professional commitments and filial obligations. The value of equity shall likewise be observed in the fair practice or recognition and reward for performance.
- **EFFICIENCY** - UPOU is committed to the optimum use of resources in its operations and in the delivery of services.
- **HUMANISM** - UPOU shall uphold the primacy of human concerns over the use of technology as a means of achieving its goals.

A UNIVERSITY FOR LIFELONG LEARNERS

Victoria A. Bautista

There was never a dull moment at the UP Open University when I assumed office as Vice Chancellor for Academic Affairs, on secondment from the National College of Public Administration and Governance (NCPAG), in spite of the fact that I only came to office a little more than two years (November 2004 to February 2007) before the Chancellor's term is to be completed. I took over the reins of this office from Dr. Teresita Barcelo of the College of Nursing, who served for three years (November 2001 to October 2004, taking over Dr. Josefina Natividad (March 2001 to May 2001) and Prof. Patricia Arinto (June 2001 to October 2001) as Officer-in-Charge).

When I became Vice Chancellor, UPOU had just formalized a major reorganization. This meant that the OVCAA also integrated the functions of the Office of the Vice Chancellor for Student Support Services and the Office of the Vice Chancellor for Research and Development in an attempt to streamline the functions of the University in the early part of 2004. The integration of the functions of support services and R&D meant that the staff functions are decentralized to the different Faculty Offices, headed by their respective deans. The role of the VCAA is mainly to integrate or oversee these activities.

UPOU plays an important role in offering courses geared towards

the needs of a dynamic workforce. A great majority of our students are employed, most are in their 30s to 40s, many are heads of families with young children. They aim for upward mobility in their offices; they seek opportunities they missed in their younger years because of adverse life events. We have physically challenged students, and incarcerated students. We have overseas Filipino workers in countries where options for higher degrees are scant and irrelevant. We also have stakeholders who are not interested in pursuing degrees, but want to increase their knowledge and skills in particular areas of interest. For them we have a set of non-formal courses dealing with various topics. And we allow them to take courses (within degree programs)

as non-degree students; with the option of having these credited to a degree later, if they so wish.

The most important function of the VCAA is to understand the needs of students in a holistic way, and to match these with real, relevant, and meaningful learning opportunities that UPOU can offer.

On a regular basis, we deliberate on curricular proposals either for presentation to the UPOU University Council or for submission to the University System, through the University's Academic Advisory Committee where the VCAs of the different constituent universities sit *en banc*.

Courses revised under the Chancellor's term include: MA in





Education major in Language Studies (this integrated major areas like language education and reading education offered in the past, and officially recognized in 2003); Master of Information Systems in 2003; and Master of Arts in Education in such areas as Biology Education, Chemistry Education, Mathematics Education and Physics Education, in 2003.

Our most significant curricular proposal during Chancellor Librero's term was the institution of the Master of Distance Education which was approved by the Board of Regents on August 25, 2006 at UP Los Baños, Laguna. The institution of the MDE is considered timely and necessary as a capacity building measure to develop quality expertise in the field of distance education in the Philippines and the region. Graduates will be able to have a firm knowledge of theories, models, and principles of open

learning and distance education; to lead in designing, developing and delivering distance education programs; and to lead in managing distance education programs in different contexts, among others. This will be offered in the first semester of 2007-2008.

Although we have developed programs and courses in a range of disciplines, I take special pride in how UPOU is well positioned to offer courses in the field of open learning and distance education, whether in the form of short-term seminar-workshops or full degree programs.

We first offered a non-formal course on Online Teaching and Learning in 2003. It has been sustained through the years with an average of 92 students per year since it was first offered. It has now been instituted as a 3-unit course in the MDE program (EDDE 210) and is an elective course for students

taking degrees in Information Systems, Development Communication, and Education.

In addition, there has been a growing demand from various groups to obtain knowledge about open and distance learning, requesting the UPOU to offer seminars on this mode of instruction. However, the offering of these seminar-workshops is set back by the lack of a holistic view of the requirements to establish distance education systems and structures and the theoretical foundation for open and distance learning. Hence, the MDE curriculum was developed to meet this demand in a more systematic manner.

A series of seminars on distance education were introduced in 2006, and targeted administrators, faculty and staff of higher education institutions. The three components are: Distance

Education for Managers, which aims to provide participants with the organizational context, milieu and issues in the management of DE; Materials Development for Distance Education which aims to provide participants with the requirements in order to prepare effective materials for distance education; and, Student Support in Distance Education, which aims to discuss mechanisms for student support covering academic, administrative, peer, counseling, financial and technical needs.

We hope that these seminars will be regularly offered twice a year, for those who wish to start or upgrade distance education operations in their institutions.

With these seminars, and the MDE program, we are confident that we can better promote distance education as an endeavor, a discipline, and as a process geared towards improving learning opportunities for our students. ■



UPOU DEGREE PROGRAMS

Faculty of Education

1. Associate in Arts
2. Diploma in Science Teaching
3. Diploma in Mathematics Teaching
4. Diploma in Language Studies for Teachers
5. Diploma in Social Studies Education
6. Master of Arts in Education (Language Studies)
7. Master of Arts in Education (Social Studies)
8. PhD in Education

Faculty of Information and Communication Studies

1. Diploma in Computer Science
2. Master of Information Systems
3. Masters in Development Communication

Faculty of Management and Development Studies

1. Diploma in Agriculture (on hold)
2. Diploma in Research and Development Management
3. Diploma in Women and Development (on hold)
4. Diploma/Master of Social Work
5. Diploma/Master of Environment and Natural Resources Management
6. Master of Hospital Administration (on hold for Revision starting June 2007)
7. Master of Public Health
8. Master of Arts in Nursing
9. Master of Public Management

BUILDING A LEARNER-CENTERED FACULTY

Alexander Flor, Paz Diaz and Nemah Hermosa

UPOU went through a period of reorganization in September 2003 wherein academic staff were clustered into three Faculties: the Faculty of Information and Communication Studies (FICS), Faculty of Management and Development Studies (FMDS), and Faculty of Education (FEEd).

The main task of the Faculties is to ensure that students have access to educational resources, and have opportunities to achieve learning goals. This learner-centered view is operationalized by instituting, reviewing and updating programs and courses; developing quality course materials; ensuring meaningful interaction between students and their professors and peers; providing for the development of its human

resource base; encouraging discipline-specific research as well as research in the field of distance education; and meeting students' administrative support needs given the physical separation between learners and teachers in the distance education setting.

The FICS was formed with the realization that information technology and communication science are in a process of convergence, resulting in synergies that are spawning exciting new areas of study. Information technology and communication science, in fact, share similar if not identical roots. The study of technology should not be divorced from the study of people. The UP Open University is now in the forefront of the marriage of these

two traditions.

The UPOU Reorganization Framework states that the FMDS “shall develop and offer interdisciplinary programs in areas of concern in developing countries.” The FMDS harnesses expertise in the health sciences, public management, R&D management, and environment and natural resources management.

From its inception, UPOU has focused on teacher training. The Faculty of Education manages programs in various levels: short courses/workshops for teachers, certification (Professional Teaching Certification program), diploma, masters and PhD. In 2003, the first batch of PhD students graduated from UPOU. There are now 20



students who have finished the PhD program.

The FEd also manages the Associate in Arts program for undergraduates, while the FICS is currently laying the groundwork for a program called Bachelor of Multimedia Studies.

The Faculty Deans are academic leaders of diverse groups of teaching staff -- diverse not only in terms of the inter- and cross-disciplinary nature of the Faculties, but also with regards to the nature of their relationship to the University. For example, in one recent semester, the teaching staff of the FMDS consisted of seven full-time UPOU faculty members, 35 part-time faculty members whose main appointment is with another UP constituent unit, and 12 lecturers from outside the UP system.

This arrangement presents some administrative problems (foremost being the need to continuously redefine the relationship between UPOU and other constituent units of the UP System). However, it does present a unique strength:



UPOU can draw from a larger pool of experts for module writing, mentoring, and facilitating delivery of courses; experts who welcome the chance to teach students who otherwise would not have access to educational opportunities given the constraints of the traditional mode of instruction. UPOU, being part of the UP System, has access to a formidable human resource powerhouse composed of highly

trained and experienced scientists, educators, researchers, artists and managers, whose accomplishments are unequaled by other educational institutions in the country.

All the operations of the Faculties are guided by the need to adhere to Up's standards of academic excellence; and to develop and deliver courses that make quality education more accessible to more learners. ■

ENCOURAGING CONTINUING EDUCATION

Larry N. Cruz

From January 2001 to December 2006, UPOU offered a range of continuing education/non-formal courses:

Course	Number of Offerings	Number of Students
Caring for the Older Person	5	67
Caring for the Special Child	8	241
Certificate in Barangay Administration (through the Local Government Authority)	6	254
(video-based "Wats UP sa Barangay")	1	34
Information Technology in Health Research	3	58
Introduction to Development Communication Practice	1	16
Introduction to eCommerce	11	158
Laws and Policies of Relevance to Biodiversity Conservation, Management and Utilization	1	8
New Enterprise Planning	9	154
Online Teaching and Learning (now a degree course, EDDE 210)	6	87
Personal Entrepreneurial Development	9	143

Many of these courses were developed and delivered in collaboration with other agencies of government (the Local Government Authority for CBAd); research and training institutions (International Plant Genetic Resources Institute for the Biodiversity course); and private corporations (Johnson & Johnson for CSC; RPN Channel 9 for the airing of CBAd's "Wats UP sa Barangay"). Promotion of PED and NEP strengthened linkages with institutions helping to develop entrepreneurial culture among Filipinos.

Courses such as ITHR and eComm, both piloted in 2001, highlight UPOU's efforts to develop and conduct non-formal courses online. By the summer of 2003, OTL was offered, and soon enough, all non-formal courses were redeveloped with online components. OTL was eventually instituted as a 3-unit course, and we now see that there are more students who take the course as an elective in their degree programs.

The online mode of course delivery increases access not only to students

but also to the pool of trainers. EComm author Dr. Maritess Khanser was in Davao City during the first few offerings of the course, while UPOU staff were managing the course from Los Banos. PED and NEP tutors now include business practitioners/entrepreneurs. Prof. Fortunato T. dela Peña, Undersecretary for Science and Technology has served as a course coordinator.

In 2004, the Chancellor's Advisory Committee approved policies and procedures to guide the development and delivery of continuing education courses at UPOU. These policies essentially mandate the Faculties to serve as primary units responsible for the conceptualization, development, marketing, delivery, and evaluation of non-formal courses. A year later, in February 2005, a policy review led to a Memorandum of Agreement whereby UPOU and UPOU Foundation Inc. agreed to jointly undertake the offering of the non-formal courses. Currently, most non-formal courses are managed by the staff of the Deans' offices on top of their regular duties and responsibilities. Their efforts are recognized through a policy specifying honoraria levels.

Overall, UPOU's non-formal courses serve a need for continuing education among our workforce. For some students, fruitful experiences in non-formal courses have opened the doors to completion of degrees. These courses serve as an introduction to distance education methods and processes, and to a larger extent, they also promote the idea of lifelong learning among our students, and how it is important for them to continue to upgrade their knowledge and skills. ■

IMPROVING ACCESS, BUILDING NETWORKS

Victoria A. Bautista

While the UPOU is a virtual university, widely accessible via the Internet, it also occupies physical space, with headquarters in Los Baños, administrative/faculty offices in Diliman and Manila, and satellite offices (called Learning Centers or LCs) in various parts of the country.

We experimented with, and evaluated the character and nature of LCs during the period of 2001-2006. With increasing accessibility and ubiquity of the Internet, and wider acceptance of online tutorials, it became increasingly apparent that it is not necessary to have year-round administrative offices in many places. Students could download their registration forms from the UPOU website, and send requirements directly to the University Registrar. They could access class discussions online (rather than meet periodically in physical classrooms), and submit assignments via email (rather than send hard copies through their LCs). Many courses do not have face-to-face meetings anymore.

There is, however, an increasing need for places where students can take proctored examinations; and we do not have enough of those. Many students live far from LCs, and we certainly cannot maintain LCs abroad, where a growing number of our students are.

And so that's how the idea of

Testing Centers (TCs) was conceived. In mid-2005, three Learning Centers were converted to TCs and were designated to act mainly as sites for administering examinations, registering students, and as a venue for disseminating information about the UPOU. These Centers are Catanduanes State Colleges, Eastern Samar State University and University of Eastern Philippines.

By mid-2006, the list of Learning Centers consisted only of the UP-based UPOU offices (in Baguio, Cebu, Davao City, Diliman, Iloilo, Los Baños, Manila, and Tacloban), plus institutions where there is a high concentration of students - Universidad de Sta. Isabel, Cagayan State University and the Department of Education Regional Office of Cagayan de Oro. All the other LCs have been converted to Tcs.

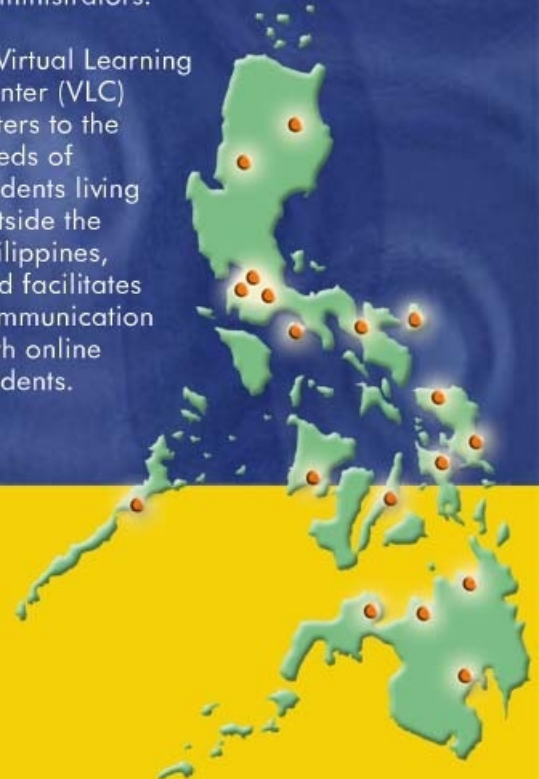
We have expanded our network of LCs and TCs, through partnerships with Our Lady of Lourdes College Foundation in Bicol, and La Consolacion College in Bacolod City. Although the Hongkong Learning Center was

discontinued some time back, we now have a TC in Thailand through Worldwide Education Link, a private company operating

Course Delivery

Courses are delivered through a network of Learning Centers (LCs). These provide information on UPOU programs and procedures. LCs also serve as registration centers where students enroll and pick up learning materials. They are venues for study sessions and examinations, and are a means by which students stay in contact with faculty, counselors and administrators.

A Virtual Learning Center (VLC) caters to the needs of students living outside the Philippines, and facilitates communication with online students.



education facilitation projects, specializing in international linkages between education institutions in Asia and the Middle East. A total of 42 enrolled from Thailand in the first Semester of 2006-2007, compared to only one the previous year. Close to half of this total (17 in all) are Filipinos.

We have also been relying increasingly on the goodwill of Philippine embassies, as well as UP alumni based abroad, to proctor exams of students in other countries.

This expansion of the UPOU network happened concurrently with consolidation on the homefront. We have been able to put together under one building

our various offices in UP Diliman. This has facilitated interaction and communication between our different offices that were formerly found in different locations in the Diliman Campus. The Office of the Vice Chancellor for Academic Affairs (OVCAA), the Office of Academic Support and Instructional Services, the Diliman Learning Center, Faculty Offices, Multimedia Center (MC), and MC Theatre were all housed at the National Computer Center in 2004. In 2005, the OVCAA was given a space in the front part of the National Computer Center that used to house its Museum, making the UPOU-VCAA Office more visible to its visitors, and making it more contiguous with other UPOU offices.

The Manila Learning Center was transferred from UP Manila to the Philippine Nurses Association (PNA) Building on June 15, 2005. Perhaps its visibility along a main thoroughfare, as well as being more accessible to nurses, could have influenced the increase in number of students by 100 more compared to the previous year.

Staff and officials take every opportunity to promote UPOU in various meetings, conferences and fora. Our aim is to make UPOU well-known to its public. We want to remove the transactional distance—physical, geographic, economic and social—between UPOU and its current and potential students. ■



PARADIGM SHIFT AT THE OFFICE OF THE UNIVERSITY REGISTRAR

Melinda dP. Bandalaria

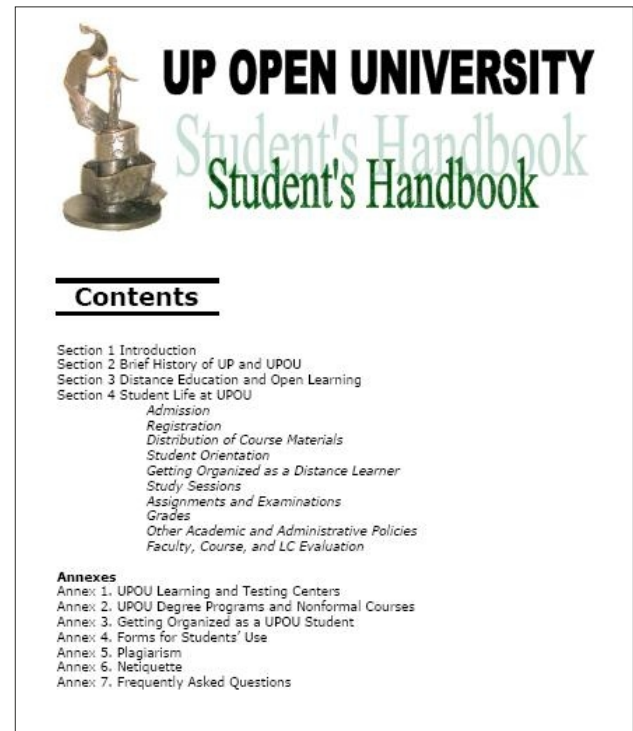
It may not be totally paperless but there are certainly less papers, fewer filing cabinets fewer tables, but more computer terminals at our office.

During the growth years of UPOU, the Office of the University Registrar bolted out of the box in terms of its processes and procedures, in tandem with the major changes taking place in the way our academic programs are being offered.

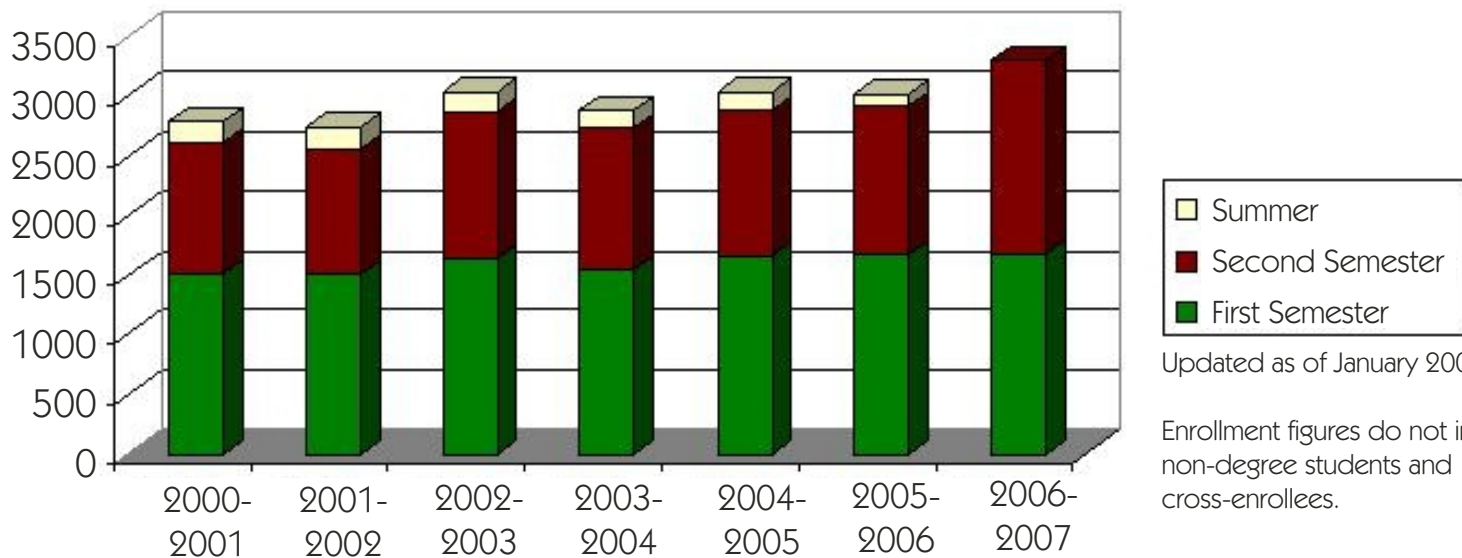
One of the major transformations involves aligning the OUR's services with the online delivery of instructional content and other support services; and using the appropriate information and communications technologies in the delivery of these services. Hence, mechanisms continue to be

developed so that the OUR is always accessible to our students: when they apply for admission, inquire about results of applications, register, check on their grades, apply for graduation, and all points in between. The Academic Catalogue (three versions had been published) is available both in print and online.

We are now able to automate various processes like acknowledging applications received, disseminating results of preliminary evaluation of applications, and uploading and updating lists of admitted applicants. In terms of enrollment, gone are the days when students have to queue in long lines at Learning Centers. They can now just go to an Internet café and enroll online. All records of



UPOU Students (2000-2007)

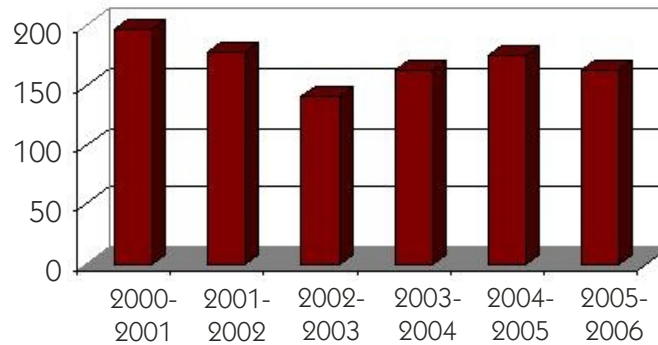


students are digitized to facilitate immediate access to student records. Data are easy to retrieve for statistical analysis, giving us a clear picture of what the student constituency is like and how the university is doing in terms of the input-output process of admitting and graduating students. Students can also view their grades online

The OUR of UPOU has the non-conventional task of campaigning for enrollment. This is because UPOU still needs to make itself known to various stakeholders. The shift to online delivery of instruction and student support services has made it possible for UPOU to go beyond Philippine shores and boost its overseas enrollment. From the very few cases of offshore enrollment during the late 1990s, offshore enrollment continues to rise since it was formalized in 2002. This necessitated the revision of policies and procedures (including fees) associated with delivering instructional content and support services to students based outside the country.

All these developments require that we continuously search for appropriate, affordable and accessible solutions in order to better serve student needs. ■

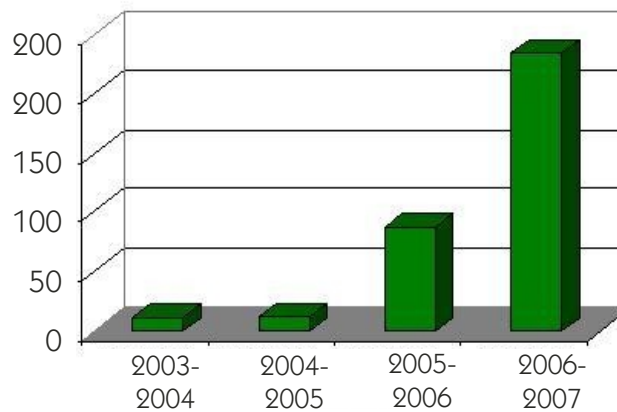
UPOU Graduates (2000-2006)



In total, 2,419 students have graduated from degree programs at UPOU since its founding in 1995.



UPOU Students Overseas (2003-2007)



Overseas students receive their course packages via direct mail or they download these from an online bookshop in PDF format.

All tutorials and interactions with peers are done online. In a few cases, meetings are conducted via video conferencing (e.g., thesis proposal presentation).

Exams are proctored at approved testing sites, usually at Philippine diplomatic missions abroad, or through an educational service provider. UP alumni often serve as exam proctors. In a few cases, examinations are conducted in real time online, with students monitored through a web camera.



IMPROVING AND UPGRADING STUDENT SUPPORT SERVICES

Melinda dP. Bandalaria and Victora A. Bautista

Ormond Simpson(2000) in his book Supporting Students in Open and Distance Learning said that more than anybody else, educators in the DE system have a better understanding of student support services (SSS) - their importance in the learning process and their effect on the successful completion of students.

The growth years of UPOU clearly reflect this better understanding as indicated by several major transformations in the delivery of SSS, as we continuously attempt to find the most appropriate and effective ways of reaching out to our students.

Information and communications technologies play a major role in service delivery. In determining which technologies to use, access and cost are always major considerations. UPOU promotes the use of affordable, appropriate and ubiquitous ICTs. SMS, for example, is fast becoming a part of the learning and teaching process, given the wide availability and use of mobile phones.

Along with the challenge of determining the appropriate combination of technologies to use, there is always the overriding concern that pedagogy should precede technology, and that technology is a tool (rather than the driving force) for achieving desired learning outcomes.

- SSS is a function primarily of the academic units (deans' offices). This devolution is an indication of the importance attributed to SSS and how it cannot be separated from other academic concerns. This is also an indication that UPOU sees SSS as contributing to academic integrity in the distance education mode of instruction.
- With the increasing accessibility of information and communications technology, SSS can now be delivered online. One major service first to go online was the tutorial system. The decision to do implement online tutorials university-wide in 2001 drastically changed the profile of UPOU's students in terms of their geographical locations. Consequently, this ushered in a host of changes in the way other student support services are currently delivered.
- UPOU students can register/enroll in their courses online without having to go to a UPOU Learning Center. They can access the online registration system anytime and from anywhere during the regular registration period. Students can also view their academic checklist, and update personal information. Online payment enables students to pay their school fees using their credit card. Updates on the status of student enrollment (including confirmation of enrollment) facilitate preparation of class lists and generation of enrollment statistics.
- Mechanisms have been put in place to make the collections at the UPOU Library accessible and available to students online. UPOU students, faculty, officials and staff members can borrow books and request to have journal articles and chapters or books photocopied from the UPOU main library located at the UPOU Headquarters,



UNIVERSITY OF THE PHILIPPINES OPEN UNIVERSITY

"Lifelong learning for every Filipino,
lifelong learning for all."

Online Registration System



You have reached the Online Registration System of the UP Open University. Only bonafide students of the university are allowed access into this system.

How to Log-in

1. Enter your Student ID (e.g. 1998-53241) and password then click the "Login" button to go to the Online Registration page.
2. If you don't have a password yet, enter your Student ID and click the "Login" button. You will see your name and email address. Click the "Send Password" button to receive your password through email.

LOGIN	
Student ID	<input type="text"/>
Password	<input type="password"/>
<input type="button" value="Login"/>	
Forgot password?	
REGISTRATION SCHEDULE (2nd Semester 2006-2007)	
Start: September 16, 2006	
End: September 30, 2006	
Late Registration: until Oct. 14, 2006	



■ UPOU is mandated to provide guidance and counseling to its students. Although its students are not physically present on campus, there are ways to deliver this service through a creative combination of online communication and referrals to networks established for this purpose. This system reflects UPOU's paradigm of operating through effective networking, linkages, and convergence of resources.

and mailed to them or their Learning Centers. If the requested materials are not available at the UPOU Library, UPOU will borrow the materials from other constituent university libraries through the UP Interlibrary Loan System. UPOU students can also use the library facilities of other UP constituent units free of charge.

■ UPOU continues to increase its collection of library books and materials. However, our efforts are still short of the ideal number of 10,000 titles to meet the University's standards for each constituent unit. At the same time, students feel shortchanged when they pay the full library fee but are unable to physically access any UP library. One solution that UPOU has adopted is to link with the collections of other libraries, particularly those that can be accessed online. After several consultative meetings, UPOU students now have access to the collections of the Philippine eLibrary, a collaborative project of the National Library of the Philippines (NLP), University of the Philippines (UP), Department of Science and Technology (DOST), Department of Agriculture (DA), and the Commission on Higher Education (CHED).

■ The bulk of inquiries from students fall under the administrative concerns category. These include requests for clarification on academic and administrative policies and procedures. The virtual environment has become the venue for these transactions facilitated by a variety of information and communications technologies - email, chat, voice over IP, SMS (or texting), and voice calls.

■ Orientation of new students is an important activity in any university but UPOU faces the reality that not all students can be physically present. In addition to orientation programs in UP-based learning centers, a real-time meeting in an online chat room has been setup so that students can have their questions answered immediately by university officials.

■ With the move of UP campuses to deliver lectures via multi-point videoconferencing, UPOU has found a way by which its students can also be integrated into this mainstream and join their peers in other UP campuses in academic interactions and debates. The creative use of a combination of technologies has made possible for UPOU students situated in the country and abroad to participate in these activities. ■



DEVELOPING QUALITY INSTRUCTIONAL MATERIALS FOR DISTANCE EDUCATION

Maria Lurenda S. Westergaard

The Office of Academic Support and Instructional Services (OASIS) acts as the implementation arm for course materials design and development efforts of UPOU. As soon as programs or courses are approved by the academic bodies of the university, OASIS steps forward to ensure that quality instructional materials are produced. This is done through coordination among members of the quality circle: authors, peer reviewers (readers), instructional designers, multimedia specialists, artists, and language editors.

While UPOU's course materials have traditionally been in printed format, there is now an increasing move towards integrating web-based resources as well as the development of supplementary materials in other media. In cases where materials are to be rendered as audio, video, or interactive CD, OASIS coordinates design and production with the Multimedia Center. In June 2006, OASIS piloted the distribution of online modules in PDF format, blurring the distinction between "print" and "online". Close to 80 course modules are now available for password protected downloading by enrolled students.

Although continuous development, revision and updating of materials for the almost 200 courses of UPOU seems like a gargantuan task, OASIS attempts to keep pace through open channels of



BOOKS AND VIDEOS for Distance Education

University of the Philippines
Open University



communication with authors, Faculty Deans, OUR and VCAA; institution of mechanisms for efficient flow of communications; and frequent meetings with staff to ensure that production deadlines are met and quality outputs are achieved.

In the past six years, OASIS has moved forward with the publication of modules as textbooks for wide distribution, resulting in the increasing use of UPOU materials in residential UP campuses as well as other universities in the country. These

published books also serve as our in-house standard, as we move to improve other materials that are still in their early drafts, or need updating and revision.

Efficient systems, along with whole-hearted efforts of staff, allowed an easy shift toward direct mailing of materials to students, in contrast with the relatively simpler task of sending materials in bulk to Learning Centers.

These experiences in course materials development and production have generated interest among other education and training institutions seeking to implement distance education methodologies in their operations. As a result, OASIS spearheaded the development of a training program on Course Materials Development for Distance Education, which forms part of a seminar series that includes Distance Education for Managers, and Student Support in Distance Education.

There is a lot of work yet to be done - new programs are being instituted, old materials have to be reviewed and updated, and new technologies for printing and distribution need to be tested. Also, there is a need to review policies and standards regarding contractual arrangements, credit loading, the role of other constituent units in supporting the course development process, copyright, royalties, and instructional materials fees.

But all that work is to be expected in a dynamic university, especially if its stakeholders place a premium on quality materials, and if the main goal - creating meaningful learning experiences for all students - is to be achieved. ■



 A screenshot of a Moodle LMS interface. At the top, it says 'UP OPEN UNIVERSITY' and 'You are logged in as Moodle Admin (Logout)'. The course title is 'Training@UPOU » EDR 201'. The interface is divided into several sections:

- People:** Includes a 'Participants' link.
- Activities:** Includes a 'Resources' link.
- Search Forums:** Includes an 'Advanced search' button.
- Administration:** Includes links for 'Turn editing on', 'Settings', 'Edit profile', 'Professors', 'Students', 'Groups', 'Backup', 'Restore', 'Import course data', 'Scales', 'Grades', 'Logs', 'Files', 'Help', and 'Teacher forum'.
- Course categories:** Includes links for 'Training on Distance Education', 'Training for UPOU Faculty', 'Miscellaneous', 'Training for UPOU Staff', 'UPOU Course Module Downloads', and 'UPOU Course Module Downloads 2nd Semester 2006-07'.
- Topic outline:** Displays the course title 'THE PSYCHOLOGY OF READING' by Nemah N. Hermosa, along with a list of modules from EDR 201 Module 1 to EDR 201 Module 12.
- Upcoming Events:** States 'There are no upcoming events'.
- Recent Activity:** Shows activity since Sunday, 18 February 2007, 04:04 PM.

MULTIMEDIA CENTER: ANSWERING THE CHALLENGES OF DIGITAL TIMES

Grace Javier Alfonso

Academe and many other centers of knowledge have been seriously grounded on the printed mode since the founding of the Gutenberg press. The shift to hyper-multimedia, hypertext, hypermedia and hyper-multimedia is not a widely explored process for conventional universities that have not seen the necessity of looking at electronic media as being in the center of their operations. At the UPOU, however, these media play essential parts in the teaching and learning process.

The roots of multimedia in UPOU can be traced back to the establishment of the Audio and Video for Teaching and Learning Laboratory (AVTELL) and the Online Teaching and Learning Laboratory (ONTELL) to address the needs of the university in the production of audiovisual materials as supplements to the printed course materials. There was likewise the great need for improving computing services in the delivery of courses.

As AVTELL was producing AV materials to help promote UPOU as an institution, and to support course delivery, there was the parallel development of the Integrated Virtual Learning Environment (IVLE), tailor-making the applications for course delivery and student support.

“MyPortal.upou.org” is a learning management system that keeps the distance education student

connected at all times to UPOU. MyPortal won a best digital practices award from APEC's Digital Opportunities Center (ADOC).

The establishment of the Multimedia Center in 2002 merging AVTELL and ONTELL was a recognition of the need for a venue where multimedia specialists and multimedia researchers can pursue their calling in creating course packages, in training trainers, in conducting researches in multimedia and hypermedia, and in assuring connectivity for the UPOU community.

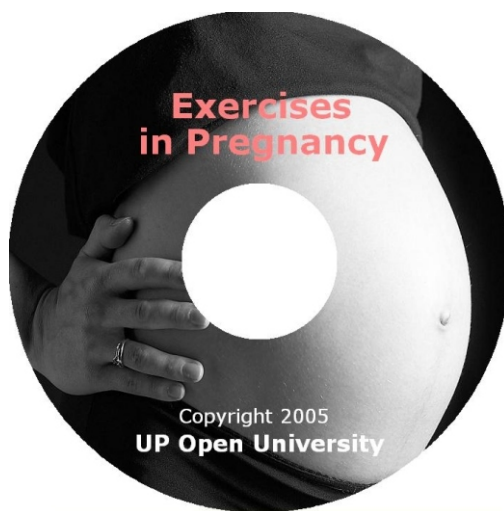
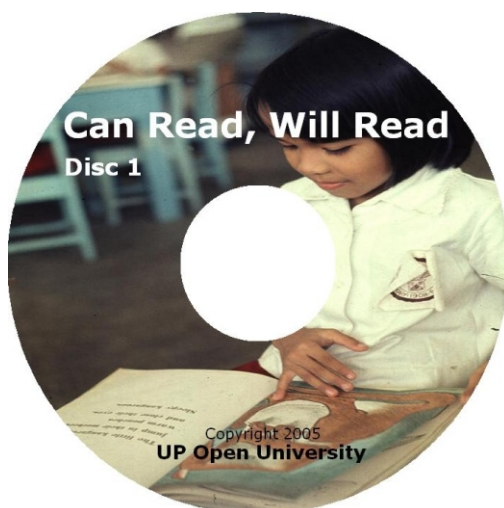
The Management Information Systems Office was another new

creation of the reorganization. MISO is an important arm that provides computing services for administrative processes and specifically addresses the University Registrar's requirements.

The UPOU has positioned itself as being in the forefront of a technology driven university. It is the Center for Excellence in Distance Education and is the e-learning Competency Center. It is



A screenshot of the myportal@upou website. The header features the UPOU logo and the text 'myportal@upou'. Below the header, there is a navigation bar with 'UPOU Home' and 'IVLE 4.0 Integrated Virtual Learning Environment'. The main content area is divided into three sections: a login section with fields for 'User ID' and 'Password', an 'ANNOUNCEMENTS' section with a list of updates, and a 'Culture of Excellence and Equity' section with a logo and text. The footer contains links for 'No Password? | Forgot Password? | Login Problems?' and 'User Manual | Contact Technical Support'.



therefore necessary not to focus at the limitations of multimedia but instead see the many possibilities that will have to be explored in terms of the need for changing pedagogies for teaching.

It is imperative that we see multimedia as not a mere *supplement* to instruction and research but as being in the *center* of both instruction and research.

In the course development area, *Filipiniana Online* is an interactive course on Filipino art and culture that was an early multimedia project. Two interactive CDs that followed were for non-formal courses: *Introduction to Ecommerce*, and *Information Technology in Health Research*. With partners from the Southeast Asian Fisheries Development Center, we developed interactive materials on fish health and nutrition.

A more recent production is *Chemistry A*, which contains animation, simulations, quizzes, and audio to supplement printed materials.

The development and production of the interactive course material in Philippine Institutions 100 is a prototype of a computer-based training material answering the need for interactivity in our products.

We were able to produce multimedia materials for broadcast: *Open UP*, and *What's UP sa Barangay*, as part of the Certificate in Barangay Administration program. For another non-formal course, *Caring for the Special Child*, we produced several videos showing: a documentary, panel discussion, and footage of children going through therapeutic interventions.

The first video course was produced in 2002, a multimedia production composed of 12 VCDs as course materials for Devcom 207, a course in the Masters in Development Communication program. The course teaches visual design, photography, digital photography, videography and audio and video production as well. The tutorials for this course eventually became fully online.

Allow me to mention the following recent VCD productions, produced through a grant from the Commission on Higher Education: *Pre-reading as an Aid to Making the Reading Outline* for Communication I, *Wake Up to a World of Communication* for Communication III, *Can Read, Will Read* for EDR 210, *Updating the History of Children's Literature in the Philippines* for EDR 221, *Overview of the Research Process* for EDRE 201, *Designing an Environmental Advocacy Plan* for

ENRM 222, *Exercises for Pregnant Women* for Nursing 230, *Problem Analysis in R&D Program Planning* for R&DM 231, *Physical Examination of an Adult Patient* and *Taking a Nursing History of an Adult Patient* for Nursing 260.

There have been many other productions, particularly documentation of university colloquia, seminars, conferences and lectures. These materials can be later packaged into resources for specific courses.

The Multimedia Center technical and creative staff continue to be responsible for the voluminous output of institutional productions that carry the narrative of our UP Open University, the numerous production and replication of multimedia course materials for formal and non-formal courses, and annual orientation materials for new students.

We also continue to facilitate short term training courses in multimedia for UP units as well as partner agencies, and we provide other technical services in support of faculty, REPS and administrative requirements.

The Multimedia Center will continue to respond to the university's dynamic environment and changing needs. ■

TECHNOLOGY-MEDIATED TEACHING

Maria Lurenda S. Westergaard

Studies tell us that expert teaching requires three types of knowledge: content knowledge of the subject matter to be taught; pedagogical knowledge of how to teach; and practical knowledge of the social and political context in which teaching and learning occur.

The first requirement is probably the easiest to achieve. After all, when UPOU was created, the Board of Regents' resolution cited that: "As an institution with the largest full-time faculty, the highest number of advance degrees, and the widest fields of study among institutions of higher education in the country, UP is in the best position to offer quality distance education programs."

The second and third aspects of expert teaching are complicated under the usual circumstances, but they are made even more tricky given the unconventional

processes and methods of distance education, particularly online teaching and learning.

There were several reasons for why UPOU committed fully to online delivery of courses: we had students far from Learning Centers who couldn't be present for face-to-face study sessions; courses could not be offered at many LCs because of lack of faculty that could be fanned out to different parts of the country; the cost of sustaining face-to-face study sessions (including flying tutors to LCs once a month) was too high.

At the same time, more faculty members were becoming adept and confident at using new educational technologies. This was mainly because of organized efforts toward staff development through short-term training courses, faculty exchanges, and visits to other universities abroad that were

successfully operating distance education programs.

In 1999, we adopted the Integrated Virtual Learning Environment for our online course sites. Developed by the National University of Singapore, version 4.0 was open to the public for downloading. We signed a user's agreement with their institution, and invited one of their developers to conduct workshops in Los Baños for our faculty and staff. IVLE was eventually re-designed into MyPortal to have the UPOU "look and feel." Essentially, IVLE is very simple to use. Students and faculty members with very little experience in online teaching and learning could easily learn to use its Discussion Boards and Workbin.

We found that active discussion boards are characterized by the following:

- Students and faculty have the

The screenshot shows the myportal.upou.org interface. At the top, the user is identified as JUANITA DELA CRUZ, and the date is Saturday Jun 4, 2005. There are navigation links for myDesk, myClassroom, myEmail, and myContacts. A [Sign Out] button is visible in the top right. Below the navigation bar, the page is titled "My Online Courses" and lists several discussion forums for the course EDDE210_2_2004, "Online Teaching and Learning". The forums are organized by module, with their respective post counts in brackets. A Workbin link is also present at the bottom of the list. The IVLE 4.0 logo is visible in the bottom right corner of the interface.

Course ID	Course Title
EDDE210_2_2004	Online Teaching and Learning
Discussion Forum	Module 1: DE Readiness [56/57]
Discussion Forum	Module 3: Constructivism and Online Learning [44/45]
Discussion Forum	Module 4: Designing an Online Course [110/110]
Discussion Forum	Module 5: Designing Online Learning Activities [87/89]
Discussion Forum	Module 6: Creating a Community of Learners [82/82]
Discussion Forum	Module 7: Evaluating Students' Learning [35/45]
Discussion Forum	Module 2: Why Teach Online? [53/53]
Discussion Forum	Introductions/Pagpapakilala [57/65]
Workbin	Online Teaching and Learning



requisite basic computer skills and good Internet access.

- Faculty members are able to facilitate meaningful discussion (e.g., by asking interesting questions such as: “Do people have to have traumatic experiences before they can write good poetry?”).
- Students and faculty are able to express themselves well in writing and are willing to share their thoughts on discussion topics.
- The discussion environment is supportive and collaborative.

Early on, our objective was to try to make the environment as simple as possible, in order to minimize the "culture shock" of migrating to online discussions from face-to-face study sessions. But at this point, six years down the line, both students and faculty are so much more tech savvy - they have easy access to computers and the Internet, they are members of online communities, they have mobile phones, VCD/DVD/MP3

players, and maintain blogs and wikis. The time is ripe for a qualitative leap in the design of our online courses, making better use of multimedia, and establishing different styles of interaction.

By itself, no one educational technology is better than the other. We find that technologies have to be used in combination, allowing the synergy to increase the possibility that learning objectives are achieved.

The entry of educational technologies into the teaching-learning equation does not change the process of instructional design. Our selection of the technology to use is a result of the design process. We do not use an educational technology just because it is new or “cutting edge.” Indeed, the development and selection of instructional materials happens towards the end of the design process. This happens only after a rather involved and iterative

process that begins with assessing needs and identifying goals. Before the semester starts, UPOU faculty members must determine the nature of the learning package that the student will receive. This package has to be enriched and updated, not just in terms of content, but also in the way content is delivered. Faculty members must determine the optimum combination of materials. For example, a professor may decide that the best combination consists of printed modules, journal readings on the web, a textbook, a videotape, and a password allowing students to stay in contact with peers and a tutor via an online discussion board.

Fortunately, the professor is not alone in making these choices. UPOU promotes a multi-disciplinary team approach in the design, development, delivery and evaluation of its courses. The relationship among members of this team is often complicated and

there are many challenges and hurdles in pushing the processes forward. But we continuously need to make this effort, in order to ensure that students have meaningful educational experiences.

Whatever the combination of technology and pedagogy used in delivering a distance education course at UPOU, the parameters for evaluating success are the same:

1. Participation – students feel involved in the course
2. Relevance – students see the course as having an impact in their lives and are thus motivated to study
3. Reflection – students are able to generate a new understanding of themselves and the world around them
4. Interactivity – students are engaged by course materials, and are able to communicate with their peers in a collaborative environment, with the ability to understand and respect each other's points of view
5. Cognitive and affective support – students receive help in understanding course content and receive encouragement when they encounter learning difficulties

At the end of the day, what is most important to students is the quality of learning they achieve. Technologies allow greater access to educational experiences. But these are only vehicles used to convey instructional messages. No amount of technology can dress up outdated, irrelevant, and irrational content. And technologies cannot teach without teachers who know how to wield them. ■

PROMOTING RESEARCH IN DISTANCE EDUCATION

Maria Ana Quimbo

In the past six years, 29 research projects on distance education were undertaken and 17 of these were completed. Funding support for research from the UPOU General Fund is limited to P250,000.00 a year. Given this limitation, faculty members and researchers are expected to look for additional support and maximize available facilities and resources of the University. A substantial portion of the research expenditure, hence, is generated by the faculty members and researchers themselves from external sources. They are also given credit load for the conduct of their research projects.

2001

Exploring the Causes of Course/Program Discontinuance Phenomenon at the UPOU

Melinda Bandalaria

Evaluation of Master of Arts in Nursing Program of UPOU

Sheila Bonito

Information and Communication Technology (ICT) Infrastructure and E-Readiness Assessment of the UPOU

Aileen Alviar-Escobin

Toward a Predictive Model of Achievement in Distance Learning

Maria Ana Quimbo

2002

Assessing Graduates' Satisfaction of UPOU's Program Offerings

Alvie Alip, Margarette Jarmin, Joane Serrano and Yasele Yambao

Predictors of Learner Satisfaction in a Computer-mediated Tutorial Support System

Melinda Bandalaria

2003

Assessing Distance Education Students' Study Experience with Online Learning

Alvie Alip

Collaboration via Computer-mediated Communication Systems

Aileen Alviar-Escobin

Gender Issues in Computer-assisted Learning

Aileen Alviar-Escobin

2003 Environmental Audit of the UPOU

Aileen Alviar-Escobin

Collaboration as a Strategy in Distance Education: The case of UPOU

Felix Librero

Sustaining the Gains of PhD Education Program at the Faculty of Education in the UPOU: An evaluation research

Luisa Mariano and Giselle Bombay

Path Analysis of Mixed Variables in Distance Education using Linear and Logit Regression Procedures

Maria Ana Quimbo

Rethinking the Role of Learning Centers. The Challenge of Online Tutorials

Joanne Serrano

Development of a Tool for the Evaluation of the Use of Non-Sexist Language in UPOU Course Materials

Ma. Estrella Sibal, Judith Garcia and Dinah Nadera

2004

Development of a Knowledge Capture Protocol Algorithm for the Documentation of Best Practice

Alexander Flor

Reading Strategies and Academic Performance of DE Students

Portia Padilla

Predictive Validity and Reliability of the UPOU Distance Education Readiness Questionnaire

Maria Ana Quimbo

Redefining Student performance: Learners' Construction of the Diploma in R&D Management

Jean Saludadez

2005

Comparing Residential and Distance Learning Students in their Academic Performance

Victoria Bautista, Maria Ana Quimbo, Melinda Lumanta, Melinda Bandalaria, Larry Cruz, Yasele Yambao, Joane Serrano, Margaret Jarmin, Ethel Sibal and Elinor Lopez

Assessment of a Nonformal Course Offering of UP Open University to Pannasastra University Students in Cambodia

Alexander Flor, Maria Estrella Sibal, Emely Amoloza and Margaret Jarmin

Open and Distance Learning for Agricultural Development and Rural Poverty Reduction

Alexander Flor

Feasibility Study of a Distance Learning Program to Build the Capabilities of Local Government Units for GIS Based Land Use Planning

Alexander Flor, Maria Estrella Sibal, Margaret Jarmin, Franjel Consolacion and Ruby Salac

2006

Learner Satisfaction in an Online Learning Environment

Melinda Bandalaria

Follow-up Study on Comparing Residential and Distance Learning Students in their Academic Performance

Victoria Bautista, Maria Ana Quimbo and Elinor Lopez

Modes of Learning and Performance Among Students of Distance Education

Victoria Bautista & Maria Ana Quimbo

Factors Related to Persistence of Students of UPOU

Victoria Bautista & Maria Ana Quimbo

The Changing Profiles of Distance Learners

Alexander Flor, Melinda Bandalaria, Maria Estrella Sibal and Margaret Jarmin

2007

Understanding Academic Performance of Distance Learners: A Perspective of their Learning Style

Maria Ana Quimbo and Melinda Lumanta



UPOU RESEARCH PUBLICATIONS: 2004-2007

Research Monograph, Volume 1 – Readiness Towards Distance Learning (2004)

Technological and Educational Preparedness of the Philippines for e-Learning: A Review of Available Literature

Arnie Trinidad

User Perceptions of Internet Technology in Distance Education

Aileen Alviar-Escobin

UPOU Online and Face-to-face Students'

Perspectives on Support Services Needs

Alvie Alip, Margaret Jarmin, Joane Serrano and Yasele Yambao

Research Monograph, Volume 2 – Evaluation in Distance Education (2004)

A Model for Evaluating Distance Education Programs

Maria Ana Quimbo

Predictive Value of the Undergraduate Admission Test (UgAT) Scores on Academic Performance of Students in the Associate in Arts Program

Sheila Bonito

Approaches to Study in Residential and Distance Learning

Aurora Fe Bautista

Learning Styles of High- and Low – Performing Undergraduate Students in Distance Education

Lizamarie Olegario

Research Papers in Distance Education, Volume 1, Number 1 (2005)

Collaboration as Strategy in Distance Education: The Case of the UP Open University

Felix Librero

Research Papers in Distance Education, Volume 1, Number 2 (2005)

Search for Causal Predictors of Achievement in Distance Education Using Path Analysis

Maria Ana Quimbo

Occasional Paper (2006)

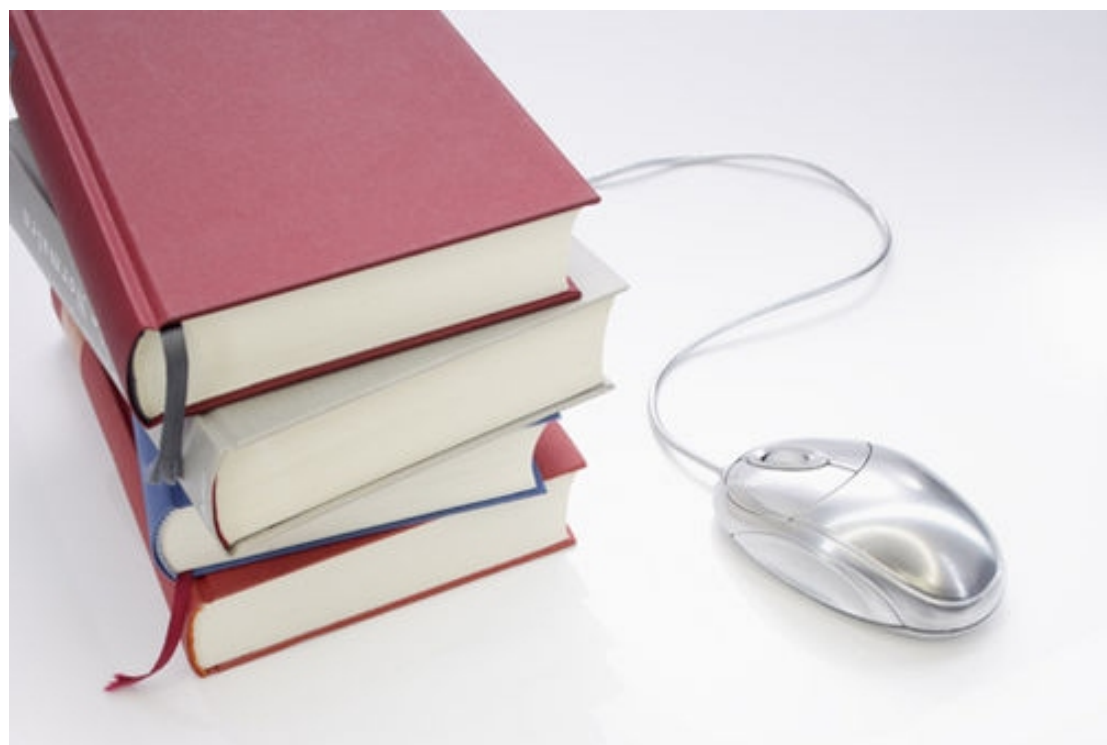
Learning Centers: Management Functions, Contributions and Challenges

Victoria Bautista

Research Papers in Distance Education, Volume 2, Number 1 (2007)

Predictors of Performance in Distance Learning: The Case of UP Open University Graduates

Victoria Bautista and Maria Ana Quimbo



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he stakeholders of UPOU are the individuals and institutions who share the vision, mission and goals of the University.

The students, who invest their time, effort, discipline, resources, and commitment, in the pursuit of knowledge;

The members of the faculty, who infuse their expertise, dedication and commitment to the University;

The employees, who commit their skills, resourcefulness, and services;

The alumni, who pledge loyalty and support to the University;

The policy makers, in the UP System and the government, who support and provide funds and the policy framework for UPOU's operations; and

The institutional partners, who collaborate with the University in pursuit of mutual goals and interests.

UPOU EVENTS: 2001-2007

Signing of Memoranda of Agreement/Understanding

2001

Southeast Asian Ministers of Education Organization
Regional Center for Graduate Study and Research in Agriculture (SEAMEO-SEARCA)

Online Education and Training International (OETI) and Infinity

2002

Commission on Higher Education Pilot Program
Advanced Science and Technology Institute/ PREGINET
Department of Science and Technology-ASTI
Infinity Plus



Congressman Joaquin Chipeco, Jr.
Sun Microsystems
Leyte State University
RPN 9
DWIZ Aliw Broadcasting
National Broadcasting Network
ABC 5
Daily Tribune
Viva Productions
Center for Regional Resource Development and Community Empowerment
SEAMEO Regional Open Learning Center (SEAMOLEC)
Child Adolescent Psychiatrists of the Philippines, Inc.

International Rice Research Institute and UP Bio Informatics
Pinoy Mail Corporation

2003

National Computer Center
Senator Francis Pangilinan

2004

Congressman Timmy Chipeco
Equitable Cardnetwork Inc.
ABS-CBN Foundation Inc.
International Plant Genetic Research Institute

2005

Philippine Council for Agriculture, Forestry and Natural Resources Research and Development (PCARRD)
University of the Philippines Los Baños and International Rice Research Institute
Quezon Power Philippines, Inc, Mauban Municipal Government, and Department of Education Region-IVA



2006

Lourdes College
Department of Science and Technology Science Education Institute
Cahbriba Alternative School Foundation
Universidad de Santa Isabel

In the past six years, UPOU actively sought partners: universities, training and research institutions, education service providers, media establishments, donor agencies, sponsors, and government offices that play a role in interfacing technology and education. The common goals were to promote distance education, and to help create opportunities for lifelong learning.

Marinduque State College
La Consolacion College
World Wide Education Link



University of Perpetual Help System
Pambayang Kolehiyo ng Mauban

2007

International Crops Research Institute for the Semi-Arid Tropics
North Carolina A&T State University



STAYING CONNECTED

Melinda F. Lumanta and Luisa A. Gelisan

The UPOU alumnus/alumna is, to say the least, not similarly situated as other UP alumni. To begin with, distance education students, in most instances, go through their education physically distant from their fellow students and teachers resulting in less frequent physical contact with each other. Moreover, the bonding that happens among batch mates of a class (usually undergraduate) is often based on their common experiences in pursuing their academic degrees while on campus. Given their unique circumstances, UPOU students operate on a redefined concept of socialization whereby interaction oftentimes happens over the internet or through the monthly face-to-face study sessions. On these occasions course-related



matters take precedence over extra-curricular matters. Needless to say, the very basis for the formation of traditional alumni associations is not as pronounced in an open and distance learning situation as it is in conventional universities.

This is particularly true in the case of the UPOU where most curricular programs offered are in the graduate level. Nevertheless, an Alumni Relations Officer has been appointed, even as an Office of Alumni Relations is yet to be



established, to serve as a link between the UPOU alumni and the rest of the UP community. The UPOU alumni, on the other hand, have organized themselves into a duly-registered foundation. These actions reflect the desire of both the university and the alumni to keep in touch and stay connected beyond the learning years that had initially bound them together.

The UPOU experience shows that the alumni form a crucial support group to those who are still enrolled in the programs as well as to those who have temporarily dropped out due to varied reasons.

During graduation, at which they officially become UPOU alumni and in some cases, get their first opportunity to see each other, these UPOU graduates often devise strategies to contact their batch mates who did not make it to graduation to encourage them to continue on with their programs.

To help them with their organizing effort, the UPOU has provided the UPOU Alumni Association Foundation, Inc. with a link to the UPOU Alumni website through the UPOU homepage. Likewise, through the efforts of the Alumni Association, an online directory has

been put up to help update their contact information.

It has now become a tradition that during graduation, a homecoming is sponsored by the graduates and a general meeting of the alumni is held to elect their set of officers. The university plays host on this occasion. In this way, connectivity among alumni, alumni-to-be and the university is ensured. To date, the UPOU Alumni Association Foundation, Inc. has around 2000 members.

The UPOUAA, as with most other alumni associations, is vital to its alma mater. Their initiative to promote the university's dictum of "lifelong learning for all" through personal ways of convincing fellow life long learners to enroll or stick it out in the university is truly laudable.

As the Alumni Association continues to strengthen itself organizationally, the UPOU looks to a continued and mutually enriching association with its alumni who uphold the UPOU's educational philosophy, values and standards. ■



THE CHANCELLOR'S ADVISORY COMMITTEES

2001-2003 and 2003-2007



DEVELOPING THE HUMAN CAPITAL OF UPOU

Jean A. Saludadez, Michael P. Lagaya and Joane Serrano

When asked what his administration's centerpiece was, Chancellor Librero answered “online education”. Indeed human resources development at UPOU during Chancellor Librero's term concentrated on online education.

For the faculty (full time and affiliate faculty members)

- Training programs were conducted on resource-based learning, planning and managing online learning, and facilitating online discussions, as well as on the use of MyPortal/ Integrated Virtual Learning Environment, the platform used by UPOU for its online courses.
- Regular FIC/Tutor Orientations were held at the start of every semester, focusing not only on the roles of the Faculty-in-Charge and tutor, but also on online teaching.
- Free enrollment was offered for EDDE 210 - Online Teaching and Learning. The course focuses on the pedagogical theories, approaches and methods of online learning.



For research, extension and professional staff (REPS)

- The UPOU established a system of professional development for the REPS through advanced studies (degree programs), skills upgrading (non-formal courses), and attendance in conferences or symposia.
- Training Needs Analysis (TNA) was conducted to identify individual needs.
- Permanent positions were given to four REPS, while five were promoted.
- Three REPS served as teaching staff in the Master of Public Management, Master of Arts in Education and Associate in Arts programs of UPOU.





For all faculty and staff

- On a longer term basis, UPOU encouraged and supported its faculty and staff pursuing higher studies.
- Faculty and staff were encouraged to take courses through online education or blended learning methodologies. This allowed them to not only gain degrees in their respective fields but also experience in online education.
- UPOU supported faculty and staff attendance in conferences, seminars and symposia on eLearning and online education, both as paper presenters and as delegates.
- On the hardware side, every staff of the university has a computer and access to internet. The

computer:staff ratio is 1:1. Towards the end of 2006, new sets of computers were procured to cope with increasing requirements of online education services.

- A system for recognition of exemplary services rendered to the university was established, with awards given out once a year, during anniversary celebrations.
- All staff members were encouraged to participate in extension work, especially since these serve to expand knowledge in specific disciplines as well as broaden experience in the delivery of distance education services.
- All staff members were encouraged to use computers and other communications technologies.





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www.upou.edu.ph
www.upou.org