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AIDE

INFOBOARD

The official electronic publication of the Asian Institute for Distance Education

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What made you decide to take your course at AIDE? Some reasons cited by the Students

To continue our social experiment, specifically on the result of our survey on why students chose their specific courses at AIDE where the initial findings of these survey were partially published in our January and March 2021 issue of AIDE INFOBOARD, we are publishing In this issue the following reasons cited by the students:
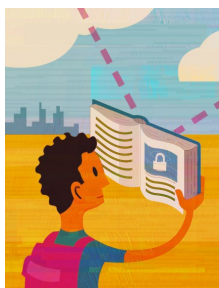
What made you decide to take your course at AIDE?

An AB English Language Student answered:

—"I have a strong imagination and I am eloquent at the English Language."

Photo Credit: Google.com

- "Major in English is the closes to my passion which is the Art of English and it is also close from our home."
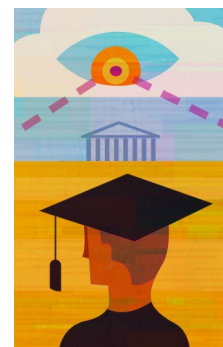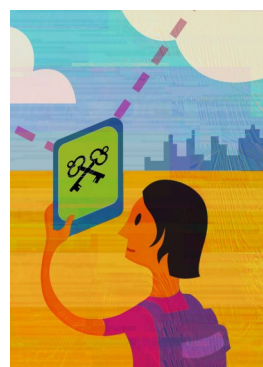
AB English Language Student

Photo Credit: Google.com

⇒ "I decided to take my course at AIDE because my experience with my previous school was not good that it made me anxious to be with other people so I opted for Distance Education."

- Coreen, BSBA Student

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

Photo Credit: Google.com

- Karen, BSBA Cross Enrollee

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AIDE receives its Certificate of Registration from the IPOPHIL

INTELLECTUAL PROPERTY
OFFICE OF THE PHILIPPINES

Certificate of Registration

Registration No. : **4/2019/00015718**
Date of Registration : **14 December 2020**
Term : **10 years (until 14 December 2030)**

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Asian Institute for Distance Education

AIDE ASIAN INSTITUTE FOR DISTANCE EDUCATION

Filing Date	:	**5 September 2019**
Registrant	:	**ASIAN INSTITUTE FOR DISTANCE EDUCATION FOUNDATION INC. [PH]**
Address	:	**Unit 302 Greenbelt Mansion, Perea St. Legaspi Village, Makati City, Metro Manila, Philippines**
Class(es) - Goods/Services	:	**Class 41: Education**
Claim of Color(s)	:	**Maroon, golden yellow**
Disclaimer	:	**Asian Institute for Distance Education**
Transliteration / Translation	:	**None**
Three-dimensional	:	**No**
Claim of Priority	:	**None**
Published for Opposition	:	**IPO e-Gazette, published on 13/11/2020**

LENY B. RAZ
Director
Bureau of Trademarks

Digitally Signed by IPO Philippines
04/03/2021

Document No: 2021/55187

On September 5, 2019, AIDE applied for a certificate of registration/patent, to legitimize the use of its logo, to the Intellectual Property Office of the Philippines. The AIDE official logo has been in use for the past thirty seven years.

On April 3, 2021, said registration was finally approved and a Certificate of Registration has been officially issued to AIDE to make official the use of the said logo for the exclusive use of the Institute.

The IPOPHIL is the government agency mandated to administer and implement State policies on intellectual property (IP) to strengthen the protection of IP rights in the country.

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AIDE releases Human Resource Management Course Descriptions, (2 of 4)

In our previous issue we released the first of the 3 series course descriptions of the major subjects under BSBA - Human Resource Management.

To continue describing the courses under the said major, we are providing this article so that the students will be guided accordingly as to the coverage of the subjects that they are going to take in the future.

1. TRAINING AND DEVELOPMENT

The course will emphasize the theories of training and development, and the practical application of these theories in today's organizations. The overarching objective of this course is for each student to learn how to assess, develop, carry out, and evaluate a training program. To get to this objective, we will review the field of training and development, as well as the broader area of human resource development (HRD). This means covering some of the basic concepts of training/HRD, such as development and learning theory, needs assessment, and the evaluation of training. Different types of training programs will be examined, including orientation, skills training, team building, management development, organization development, and diversity training.

Source: https://www.google.com

Flexible learning is here to stay: CHED Chair pronounces

"From now on, Flexible Learning will be the norm. There is no going back to the traditional, full-packed face-to-face classrooms," CHED Chairman J. Prospero De Vera III stated during a webinar entitled "Educating our Children in the New Normal" on Friday, May 21.

With this pronouncement, conventional face-to-face learning may no longer be adopted by the higher education institutions as the Commission on Higher Education (CHED) adopts a policy to implement Flexible Learning in the coming school years.

It was during the webinar organized by the Center for Strategy, Enterprise, and Intelligence, De Vera explained that CHED has adopted a policy that Flexible Learning will "continue in school year 2021 and thereafter." He further stated that: "If we go back to the traditional face-to-face classroom, we run the risk of exposing our stakeholders to the same risks if another pandemic comes in." He added that: "if we go back to the traditional face-to-face, we would have wasted all the investments in technology, in teacher training, in the retrofitting of our facilities." De Vera further stated that: "old paradigm of face-to-face versus online will now disappear." What will happen, he added, is a "flexible system where universities will mix-and-match flexible learning methods appropriate to their situation."

Photo Credits: google.com

It must be recalled that during Academic Year 2020-2021, CHED issued Memorandum Order (CMO) No. 04 Series of 2020, otherwise known as the "Guidelines on the implementation of Flexible Learning." The CMO contains the general guidelines on the implementation of flexible learning and teaching options, approaches, strategies, systems, pedagogies and modalities in the higher education programs, both for undergraduate and graduate programs, including those under permit status, by all public and private higher education institutions (HEIs) in the country. It shall be applicable to all on-going students of the HEIs, including the incoming first year students. *See Page 6*

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Flexible learning is here to stay: CHED Chair pronounces

In the said CMO, CHED defines flexible learning as a pedagogical approach allowing flexibility of time, place, and audience including, but not solely focused on the use of technology. Although is commonly uses the delivery methods of distance education and facilities of education of education technology, this may vary depending on the levels of technology, availability of devices, internet connectivity, level of digital literacy, and approaches.

The design and delivery of programs, courses and learning interventions address learner's unique needs in terms of place, pace, process and products of learning. It involves the use of digital and non-digital technology and covers both face-to-face or in-person learning, out of-classroom learning modes of delivery, or a combination of modes of delivery. It ensures the continuity of inclusive and accessible education when the use of traditional modes of teaching is not feasible, as in the occurrence of national emergencies.

The CMO also stated that under the flexible learning delivery, learners and teachers are co-creators of knowledge and have control of customization of the learning experiences for enhancement of learning grounded on the realities of our learning and teaching environment. Hence, flexible learning is a convertible teaching and learning design that considers the student needs for various access to course content and recognition of their diverse learning styles.

As a learner centered approach, AIDE has long been using flexible learning as part of its learning delivery that is deeply rooted in the needs of the students. Since the early 80's the Institute has already put emphasis on its goal to provide learners with the most flexibility on the learning content, schedules, access and a different form of assessment, making use of both digital and non-digital tools.

The flexibility, equity, greater access and inclusivity that the Institute applies are actually among the main reasons why students enroll at AIDE. The design and delivery of AIDE's programs and courses addresses learners' unique needs in terms of time, space, place and pace. These are the reasons why many OFWs and working adults have graduated at AIDE.

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