



AIDE

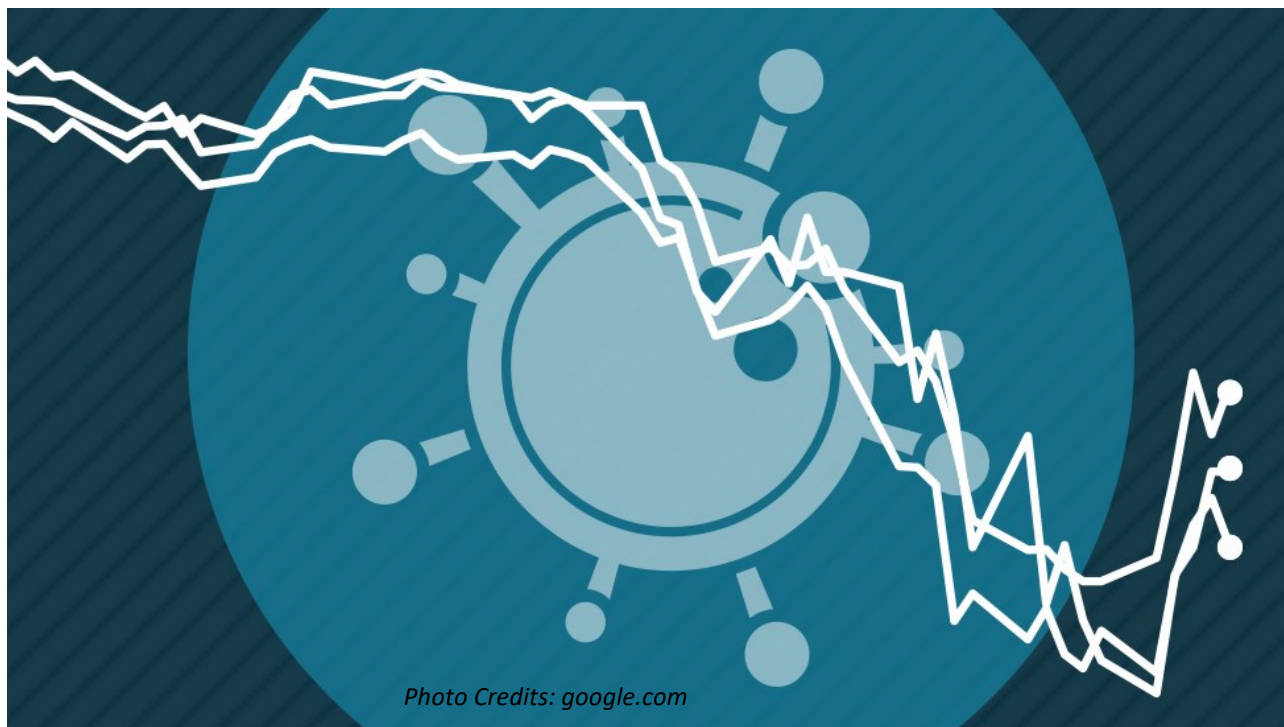
INFOBOARD

The official electronic publication of the Asian Institute for Distance Education

IN THIS ISSUE

- **What are the Course Description of the subjects under Business Economics Curriculum? (6 of 7) pp. 2-4**
- **AIDE publishes paper at NOVA Science Publishers, pp.6-7**
- **Gauging the Use and Application of Massive Open Online Courses in the Philippines (1 of 4), p. 8**

What are the Course Description of the subjects under Business Economics Curriculum? (6 of 7)



SPECIAL TOPICS IN BUSINESS ECONOMICS

This subject focuses in depth on the issues and theories in a particular field of business economics. Topics include industry studies, environmental economics, international trade and labor standards and COVID related issues like COVID-19 and its impact on international trade and COVID and Child Labor.

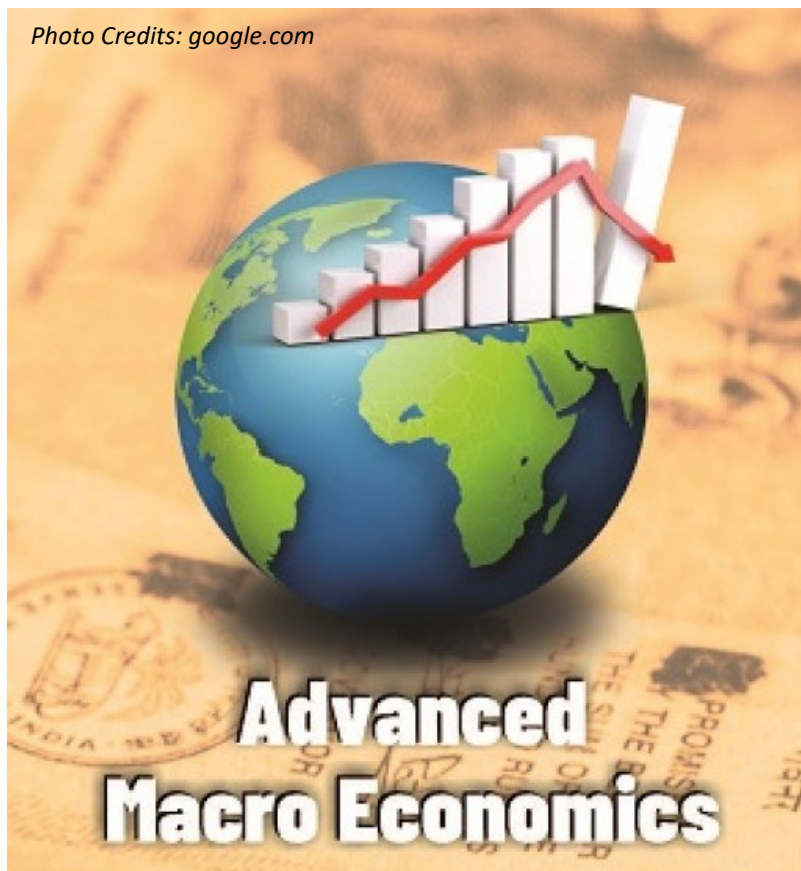
“The [UN’s Framework for the Immediate Socio-Economic Response to the COVID 19 Crisis](#) warns that “The COVID-19 pandemic is far more than a health crisis: it is affecting societies and economies at their core. While the impact of the pandemic will vary from country to country, it will most likely increase poverty and inequalities at a global scale, making achievement of SDGs even more urgent.”

Source: [Socio-economic impact of COVID-19 | United Nations Development Programme \(undp.org\)](#)



What are the Course Description of the subjects under Business Economics Curriculum? (6 of 7)

Photo Credits: google.com



“Without urgent socio-economic responses, global suffering will escalate, jeopardizing lives and livelihoods for years to come. Immediate development responses in this crisis must be undertaken with an eye to the future. Development trajectories in the long-term will be affected by the choices countries make now and the support they receive.”

Source: <https://www.undp.org/coronavirus/socio-economic-impact-covid-19>

ADVANCED MACROECONOMICS

Macroeconomics is the study of the economy as a whole. It is therefore concerned with some of the most important questions in economics. Among the questions that this subject will respond to are:

- ⇒ Why are some countries rich and others poor?
- ⇒ Why do countries grow?
- ⇒ What are the sources of recessions and booms?
- ⇒ Why is there unemployment, and what determines its extent? What are the sources of inflation?
- ⇒ How do government policies affect output, unemployment, inflation, and growth?



What are the Course Description of the subjects under Business Economics Curriculum? (6 of 7)

ADVANCED MACROECONOMICS (Continued from page 3)

These and related questions are the subject of macroeconomics. This subject is an introduction to the study of macroeconomics at an advanced level. It presents the major theories concerning the central questions of macroeconomics. Its goal is to provide both an overview of the field for students who will not continue in macroeconomics and a starting point for students who will go on to more advanced courses and research in macroeconomics and monetary economics.

Specifically, the subject takes a broad view of the subject matter of macroeconomics. A substantial portion of the subject is devoted to economic growth, and separate discussions are devoted to the natural rate of unemployment, inflation, and budget deficits. Within each part, the major issues and competing theories are presented and discussed. Throughout, the presentation is motivated by substantive questions about the world. Models and techniques are used extensively, but they are treated as tools for gaining insight into important issues, not as ends in themselves.



Photo Credits: google.com

AIDE INC. INFO BOARD

EDITORIAL BOARD

Mrs. Zenaida Villaescusa

Dr. Cecilia J. Sabio

Editor-In-Chief

Ms. Marichu B. Ebdani

Ms. Susan B. Sanders

Ms. Juvy C. Bangued,

Editorial Staffs

Veronica Remis

Circulation

Volume VI—2022

ISSN 2599-3739





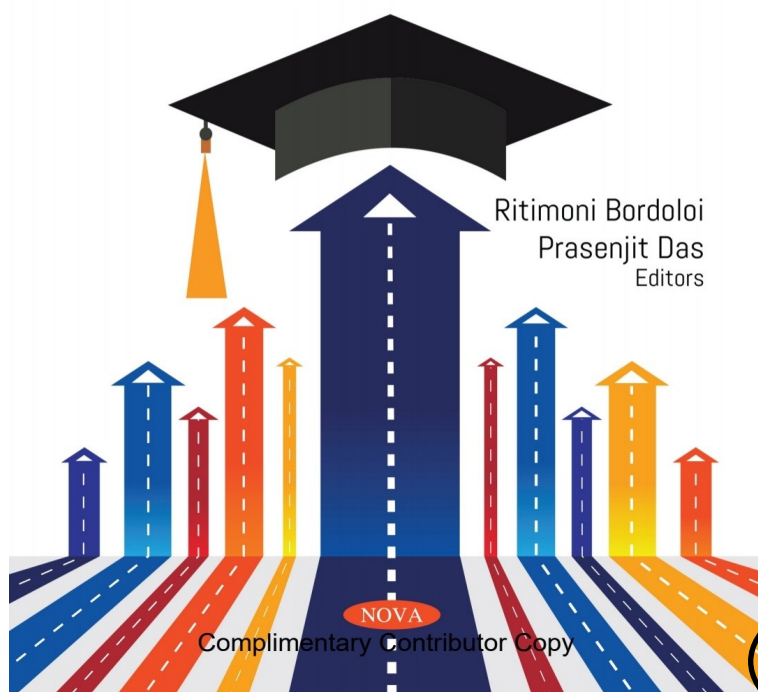
Wishing all our Stakeholders a Happy New Year with the hope that you will have many blessings in the year to come.

- From AIDE Management



AIDE publishes an article at NOVA

OPEN HIGHER EDUCATION IN THE 21ST CENTURY



In a book edited by Dr. Ritimoni Bordoloi and Dr. Prasenjit Das published by Nova Science Publishers Inc., the Asian Institute for Distance Education (AIDE) has been invited to write an article on Open and Distance Learning (ODL) in the Philippines. Having had a thorough experience on distance education and open learning for almost forty (40) years now, the institute gladly accepted the invitation through the representation of Dr. Cecilia J. Sabio, Dean Academic Affairs.

See Page 7

Chapter 9

OPEN AND DISTANCE LEARNING (ODL) IN THE PHILIPPINES: DEVELOPMENT, POLICIES AND CHALLENGES

*Cecilia Junio-Sabio**

Academic Affairs, Asian Institute for Distance Education,
Makati City, Philippines

Section B. Open Learning: Some Country Specific Experiment

Chapter 7 Skill Based Higher Education:
Prospects and Challenges in the Cont
Moumita Das and Prabir K. Biswas

Chapter 8 ODL in Malaysia:
Current Perspectives and Challenges
*Phalachandra Bhandigadi, Ooi Li Hs
and Chew Bee Leng*

Chapter 9 Open and Distance Learning
(ODL) in the Philippines:
Development, Policies and Challenge
Cecilia Junio-Sabio

Chapter 10 Exploring Learners' Behavioural Inte
towards Mobile Learning: A Case of
Program of Bangladesh Open Univer
Kazi Sharmin Pamela and Md. Mizar



AIDE publishes an article at NOVA

Nova Science Publishers, Inc. is one of the leading STM (Scientific, Technical and Medical) publishers worldwide. Its publications include printed (hardcover and softcover) and electronic [books](#), [journals](#), conference proceedings, handbooks, encyclopedias, edited collections and [series collections](#). It was able to published over 1,000 new titles every year by scientists in the top universities and colleges from around the world. (novapublishers.com)

Dr. Sabio's Chapter entitled ODL in the Philippines: Development, Policies and Challenges, reports on the growth and development of distance education in the Philippines. It also documents the pioneering distance education providers in the country, the laws and policies that relates to distance education and open learning. The paper also discusses the mode of delivery as well as the guiding principles needed by schools/universities to adhere to the philosophy of openness and flexibility as mandated by Open and Distance Learning (ODL) Act of 2014. Also, some recent developments on the employment of online remote learning modality are discussed in this paper; this is a form of proactive response of the educational sector to continue learning during the Pandemic and avoid learning loss while most students are on home quarantine. The challenges that the country is facing in implementing online remote learning arrangement are also included in this paper.

In conclusion, the paper stated that: While distance education has a big potential to provide access to higher education among countries in the Asian region much still needs to be done especially if we are to respond to the Education Development Goals as set by UNDP.

Given the Pandemic, most countries in Asia employed immediate solution to avoid learning loss and continue learning while on home quarantine. While others are prepared technologically, many countries in the Region simply employed some stop gap measure to continue learning while on global health crisis. Included in those countries is the Philippines which was caught unprepared with the outbreak just like many others in the Region. As reflected in the above discussion, there are many challenges that the Philippine educational sector needs to polish when it comes to making education more accessible and flexible. There are issues of connectivity, infrastructure, access, content, teacher training and capability build-up in the use of technology-enabled teaching-learning processes, among others. There is also the challenge on the absence of government policies to fully support the implementation of a full distance education system; this is in addition to what has already been enumerated above. Since the law on distance education also mandates Level III accreditation of all programs to be offered via ODL, the issue of program accreditation is another important factor that needs to be assured to guarantee that courses taken via distance are being subjected to relevant quality assurance. It is to be noted that all schools/universities have already employed remote learning modality during this period of Pandemic even those without program accreditation as the circumstances require. This is another challenge that the Philippine Higher Education Commission has to attend to as most schools have already veered away from the required Level III accreditation when they offered remote online learning modality. While we understand the impact of COVID-19, higher education institutions should still be responsible for the quality as well as the social, cultural and linguistic relevance of education and the standards of qualifications provided in their name, no matter where or how it is delivered, it is essential therefore that the programs that they offer are of comparable quality to those being delivered in the conventional mode or even better and that a commitment to this effect should be made known to its stakeholders.



