

Paghahabi

October 2020

AIJC e-Newsletter



Asian Institute
of Journalism
& Communication

Trust relationship is key to distance learning

Welcome to Paghahabi

Paghahabi is the Filipino term for weaving materials such as textile, mats, baskets. It also means the weaving or telling of stories.

In essence, Paghahabi reflects the core competency of AIJC, communication. This competency transmits truth, creates understanding, builds community. It brings together the diversity of warp and woof and interlaces them into a single colorful fabric of concord and trust.

Our e-newsletter Paghahabi tells AIJC's stories. It reflects our efforts to promote understanding amidst diversity through our various communication programs and projects and to build a network of AIJC partners and stakeholders whose stories are intertwined with ours.

AIJC is committed to weave a community committed to the common good and the best interest especially of marginalized sectors that need the comfort of a warm woven fabric.



In distance learning, trust between teacher and student matters most.

This was the message of Mel V. Velarde, Chairperson and Chief Executive Officer of the Asian Institute of Journalism and Communication (AIJC), as he addressed over a hundred public high school teachers at the close of a teacher training on distance education held online recently.

Velarde said that “*trust comes with authenticity*” and that “*you cannot be unprepared in distance learning,*” citing that students can readily check on the veracity of claims made by teachers, as greater access to the internet becomes available. He added that it is important for teachers to package themselves as co-learners in the exercise of distance learning. He stressed that distance learning facilitators should love distance learning, and that technology is there to make it easy for both the teacher and the student.

The high school teachers participated in five half-day training sessions on distance education organized by AIJC to prepare them for the challenges of distance learning. Supported by INCO Education Accelerator and Google.org, the training program was implemented in coordination with the Schools Division Office of Makati City. *(Continued on page 4)*

Outside the Four Walls of the Classroom

INCO Education Accelerator



with support from



Asian Institute of Journalism
and Communication



MANY public high school teachers in Makati City are now more confident in using the distance learning mode this new school year despite the novelty of the system.

The Asian Institute of Journalism and Communication (AIJC) and the Schools Division Office (SDO) of Makati City started equipping the teachers with distance learning competencies in August and the initiative will continue until November 2020.

“We adopted a comprehensive and needs-based approach in preparing for distance learning. A total of 286 teachers and 27 head teachers and education specialists participated in online training, complemented by online coaching,” said Maria Sophia B. Varlez, AIJC Professional Development Program (PDP) Director.

Before designing the training course, AIJC and SDO Makati conducted a training needs assessment in July 2020 with almost 200 teachers. The result is a training design that covers the distance learning “ecosystem”—from philosophy of learning to online teaching-learning pedagogies and strategies, development of learning materials, and student grading and assessment.

Online training sessions were conducted in August 2020.

Varlez describes the course as “reinventing schooling.” Teachers were challenged to introduce more creativity and innovation in the new learning setting.

A teacher-participant said she could now make her online classes more interactive and collaborative. Another teacher said she feels more confident in assessing the performance of students, even if she could not physically observe them.

Teachers are currently being coached on how to produce digital teaching materials. AIJC mobilized 16 experts to facilitate the activity. The materials will be collated in an online learning portal to be shared among the teachers. The portal is envisioned to be linked with the Learning Commons of the Department of Education.

With better preparation in distance learning, teachers, students and even parents will surely realize that, indeed, true education can be found outside the four walls of the classroom.

AIJC’s Distance Education Training Program to Address School Disruption Due to COVID-19 is a grant from the INCO Education Accelerator, a Paris-based non-government organization, with support from Google.org. (END)

Online coaching of Makati public high school teachers commences



SIXTEEN professionals who share a common love for education, training, digital marketing, content creation, and visual communication started coaching duties for Makati public HS teachers on September 1, with each coach assigned at least 15 teachers. Coaching ends on October 31, 2020.

The coaching program is part of the Distance Education Training Program to Address School Disruption due to COVID-19, a project being implemented by the Asian Institute of Journalism and Communication (AIJC) with the support of INCO Education Accelerator and Google.org.

The 16 coaches are hand-holding the teachers as the latter work on their lesson plans, digital teaching-learning materials, and assessment tools. These outputs are based on the training program the teachers attended in August this year.

During the recent online updating meeting of the AIJC Coaching Team, the coaches shared their experiences in coaching the teachers assigned to them. Some have conducted synchronous sessions with their mentees, while others arranged for asynchronous sessions in view of the teachers' busy schedules.

The coaches provided their mentees with reference materials on online learning and shared tips and techniques in the delivery and presentation of the lesson plans. Some coaches have also initiated peer review and critique sessions among their mentees to further enhance the content of their teaching-learning materials.

The coaching team is led by Marco M. Polo, supported by two Distance Education Specialists: Paz H. Diaz, PhD and Angelita B. Resurreccion, PhD. The coaches include Fernando Academia, Rechelle Ann Barraquias, Alejandra Ruth Camua, Mark Lester Chico, Jimmy Domingo, Stanley Gajete, John Christopher Isabedra, Gerald Manapsal, Leslie Medina, Rodel Patrick Naui, Marlon Julian Nombrado, Wilmor Pacay III, Marielle Vernice Papica, Joyce Ann Quezada, Amor Jude Thadeus Soriano, and Francis Jim Tuscano. The INCO program is being managed by Maria Sophia B. Varlez of the AIJC.

The coaches will make sure that the teachers' outputs are aligned with the Most Essential Learning Competences (MELCs) articulated by the Department of Education for Junior and Senior High School students. (END)

UNESCO interviews AIJC president on addressing racial discrimination through MIL



ENGLISH ▾



Ramon R. Tuazon, President, Asian Institute of Journalism and Communication, The Philippines



UNESCO: Mr Tuazon, you are a MIL expert/practitioner. How do you think MIL is relevant to tackle racial discrimination?

Ramon R. Tuazon: MIL provides competencies needed for discernment, expression, and action to mitigate harmful media messages and effects which promote or perpetuate intolerance, negative stereotyping, and spread of discrimination and prejudice.

MIL enables (and empowers) individuals to assess media misrepresentations and disinformation which are purveyors of discrimination and hatred and incitement to violence (based on religion or belief).



AIJC President Ramon R. Tuazon is featured in the UNESCO Media and Information Literacy (MIL) Experts Speak interview series, where he talks about the role of media and information literacy (MIL) in empowering citizens to resist stereotyping, hate, and discrimination.

Tuazon explains how MIL empowers individuals with competencies in critical thinking and analysis, which enable them to become more discerning and to take action when they encounter media messages and information that “promote or perpetuate intolerance, negative stereotyping, and spread of discrimination and prejudice.”

“MIL provides the competencies required in intercultural (interethnic) communication and interreligious (interfaith) dialogue,” Tuazon adds. “These competencies include understanding commonalities among diverse groups/sectors; respect and value differences; tolerance and openness to differences; and building trust and enabling understanding and harmony.”

Read the full interview here. <https://en.unesco.org/news/media-and-information-literacy-against-racial-discrimination-experts-philippines-and-india>

(Continued from page 1)

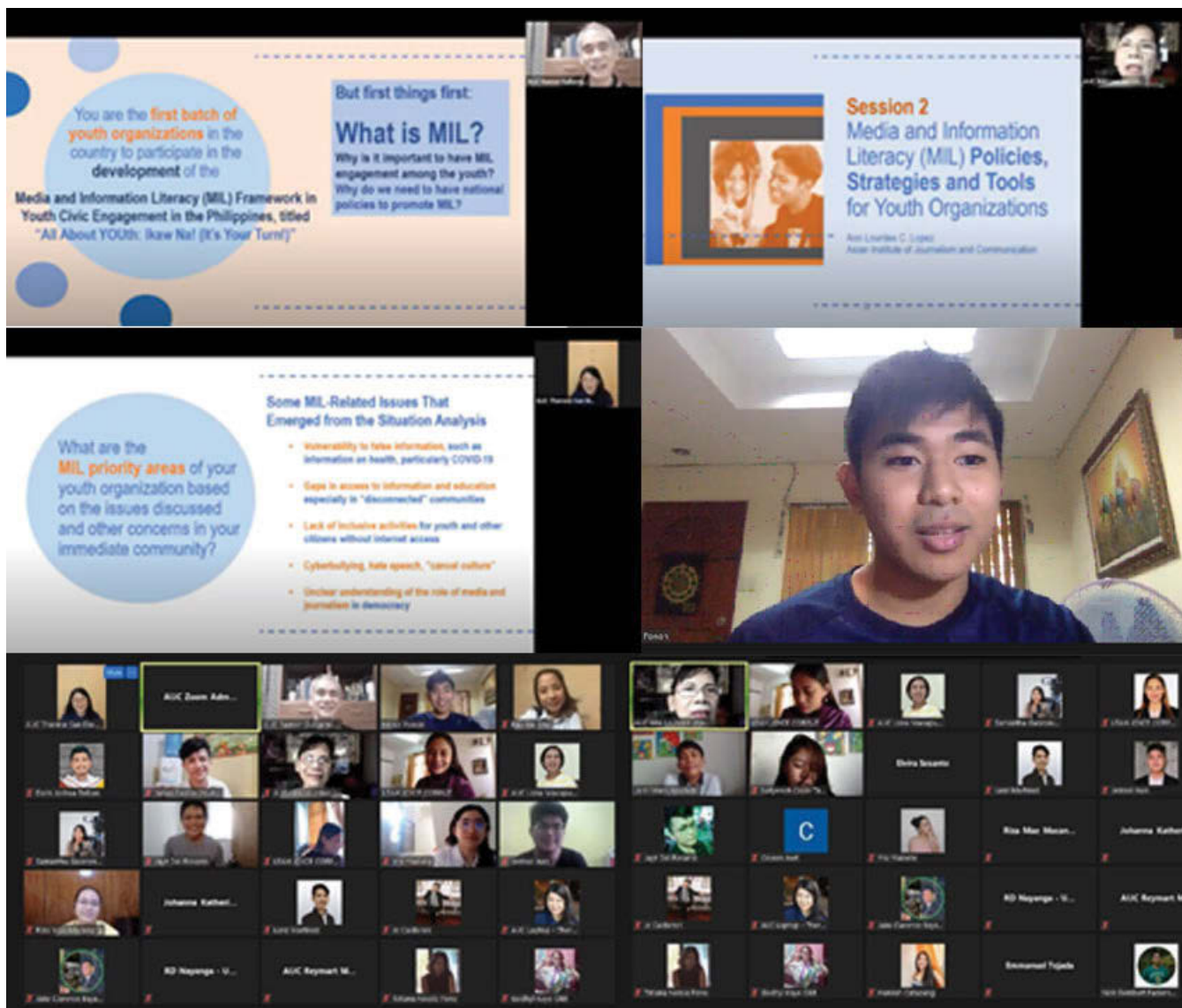
Trust relationship is key to distance learning

In illustrating the importance of technology in promoting effective distance learning, Velarde said that AIJC recently proposed to Congress the enactment of a Philippine Public Broadcasting Act which envisions the next television or radio organization in the country as one *“that is not government owned, not owned by a family with commercial interests, but owned by the people.”* He noted that teachers’ skills, intellectual ability, and technical ability *“to innovate, to conceptualize, to create and facilitate distance learning programs”* are key to supporting AIJC as it fulfils its vision of

seeing the proposed bill become a law. This is an initiative that was started several years ago by AIJC President Emeritus Florangel Rosario Braid, PhD, one of the founders of the Institute.

He also invited the teachers to become members of the AIJC community and help provide engaging and enriching content for the planned studio that will be put up in Espana, Manila, which will showcase the integrated technical, technology, courseware development, assessment formulation, and other skills present in the Institute. (END)

AIJC works with Filipino youth organizations in mainstreaming media and information literacy



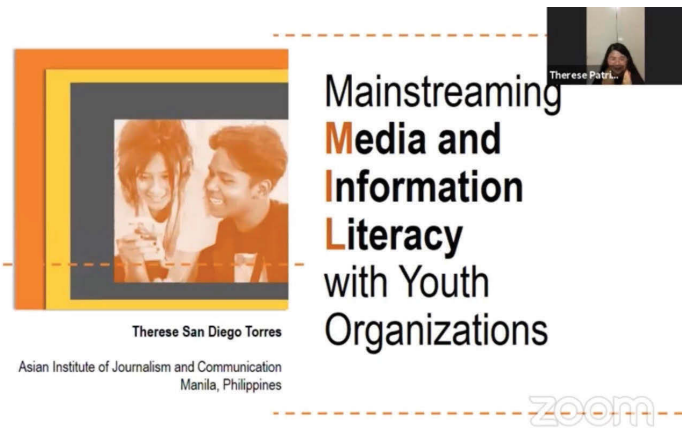
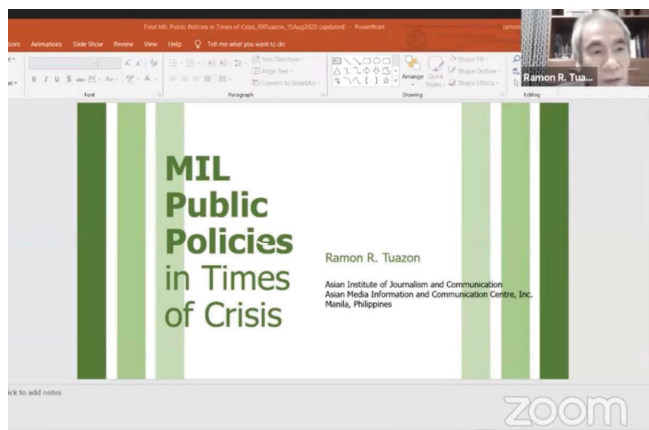
Filipino youth organizations participated in the first Media and Information Literacy (MIL) Orientation and Planning Workshop organized by the Asian Institute of Journalism and Communication (AIJC) in September 2020.

The workshop is part of the MIL in Youth Civic Engagement Project implemented by AIJC with support from UNESCO and in cooperation with the National Youth Commission.

This is the first batch of youth organizations in the Philippines to be engaged in the development of the MIL Framework in Youth Civic Engagement in the Philippines, and in the inclusion of MIL in their advocacy and activities. During the workshop, they drafted action plans on how to integrate MIL into their organizational policies and activities.

Apart from the online workshop, phone consultations are scheduled with youth organizations with limited internet access. *(Continued on page 7)*

AIJC participates in online UNESCO IFAP Conference in August 2020



AIJC President Ramon R. Tuazon and Program Officer Therese San Diego Torres were invited to present a paper and participate in the “Three-Day Online International Conference on Access to Information in Time of Crisis - The UNESCO Information for All Programme (IFAP) Priorities and the COVID-19 Pandemic” on 26-28 August 2020. Torres and Tuazon presented papers on media and information literacy (MIL).

Tuazon presented his paper, “MIL Public Policies in Times of Crisis,” where he emphasized the importance of a policy framework in harnessing the potential of MIL and facilitating the enjoyment and exercise of media freedoms and rights. At the same time, he cautioned against MIL-related policies being co-opted in the pretext of preventing disinformation.

Tuazon gave the following recommendations:

1. The **adoption of a National MIL Policy Framework** should be pursued. It should cover communication-related sectors to achieve coherence and consistency in policy and program planning and implementation.
2. **MIL policies should intersect with development sectors** as media, information and technology are drivers of progress in these areas – education and literacy, health, gender and development, peace and reconciliation.
3. **Youth involvement must be a prerequisite** in all policy and program development. Not

only are young people the major users and producers of media and information, their participation also provides a platform for civic engagement and leadership.

4. **Transnational and national technology companies should be targets of MIL policy advocacy**, especially since their policies, programs, and services have significant impact on individuals and societies.
5. There is a need to **pursue new and emerging research areas to make informed MIL policies and programs**. These areas include Social Media Effects and Impact, Disinformation Studies, Community Standards and Policies, and Economic Opportunities and Digital Platforms. Research approaches must evolve from interdisciplinary and multidisciplinary to transdisciplinary. We should also do more meta-research to establish correlations and patterns.

Torres presented her paper, “Mainstreaming Media and Information Literacy (MIL) with Youth Organizations,” and discussed the potential of the Filipino youth in developing MIL policies beyond formal education.

She noted that MIL policy is needed to address the gaps in MIL mainstreaming for a number of reasons: (1) the spread of false information or “infodemic” on social media, the primary source of information for millions of Filipinos; (2) the enactment of laws that may be used to either prevent disinformation

or curtail freedom of expression/stifle dissent; and (3) the sudden shift to online learning, which raises issues on not only access to technology and connectivity, but also student readiness and responsibility in the face of digital distractions and threats.

Torres made the following recommendations:

- 1. Sustain MIL mainstreaming through the integration of MIL policies in youth organizations.** Mainstreaming media and information literacy into policies and programs of youth organizations will enable young people to reach not only their peers but also the larger community.
- 2. Encourage the youth to find creative ways to address misinformation.** Young people can play a key role in combating misinformation by promoting analytical thinking over quick judgments on various

issues. They can educate each other, and other citizens, on how to manage their biases.

- 3. Place more emphasis on intercultural dialogue and diversity of voices in the MIL Framework in Youth Civic Engagement, and amplify voices from all communities—with or without internet access.** The use of new/social media as well as traditional and folk media in mainstreaming MIL will help ensure that connected and disconnected communities will be reached and heard.

The conference was organized by the India Centre for Information Ethics at the University of Hyderabad India; the Russian National IFAP Committee, Interregional Library Cooperation Centre (Russian Federation); the African Centre for Information Ethics at the University of Pretoria, South Africa; and the UNESCO Chair on Language Policies for Multilingualism, University of Santa Catarina (Brazil).

(Continued from page 5)

AJJC works with Filipino youth organizations...

Participating youth organizations in the first batch are based in Luzon (Manila, Bulacan, Rizal), Visayas (Bacolod City, Iloilo), and Mindanao (Marawi City). The organizations are as follows: Highlight the Impact. Forward, Youth Volunteers (High FYV) Inc., San Jose Del Monte Free College Entrance Exam Review Guild (SJDM FCEER), Sustainable Energy and Enterprise Development for Communities (SEED4Com), United Diwata Familia, United Leaders of the Philippines, Youth Advocates for the Philippines (YAP), ASEAN Youth Advocates Network (AYAN), Youth for Earth Society (YES), Pag-asa Youth Association of the Philippines-Bulacan Chapter, PLMun University Student Council, and Lanao Youth Council, Inc.

This is only the beginning, as the project is being expanded to include more youth organizations and partners. Coaching sessions are scheduled with participating organizations to guide them in the finalization and implementation of their MIL action plans.



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Alexander Rosete Successfully Defends His M.A. Thesis



An Evaluation of the Philippine Red Cross 143 Volunteer Recruitment, Retention, and Engagement Program in the City of Manila (PRC-Manila Chapter) is a graduate thesis submitted by

Mr. ALEXANDER T. ROSETE to the Faculty of the Graduate School of the Asian Institute of Journalism and Communication (AIJC) on August 4, 2020. With the approval and acceptance of his graduate thesis, Mr. Rosete will now be conferred the Master of Arts in Communication degree by the AIJC Graduate School, with recognition by the Commission on Higher Education CHED).

Mr. Rosete's study contributes to the lack of available research and publication on volunteers in aid, development, non-profit and non-government and people's organizations in the Philippines, in general, and in the Philippine Red Cross, in particular. These organizations rely on their volunteers to deliver timely, effective, and compassionate assistance to the most vulnerable.

Mr. Rosete's quantitative-qualitative research study appraised the organizational identification of volunteers of the Red Cross 143 program to the Philippine Red Cross as a focal organization. The study focused on the communicators of company identity in the recruitment, retention, and engagement strategies of the Red Cross 143. In addition, it tested the awareness and understanding of individuals about voluntary service, described the motivations of volunteers to join and stay in the Red Cross 143 volunteer program, evaluated the use of communication in the recruitment, retention and engagement strategies of the Red Cross 143 program and related it to organizational identification, and proposed an action plan to communicate Red Cross 143 strategically.

In his study, the researcher looked into the shared identity between the Philippine Red Cross as the focal organization, and the Red Cross 143 volunteers of Red Cross Manila Chapter that

produces mutual benefits and critical positive consequences to the organization and its volunteers such as perception, performance, participation, competitive advantage, and sustainability.

Among the recommendations offered by the study for the Red Cross 143 recruitment, retention, and engagement program in the City of Manila are the following:

1. The Red Cross identity's external and uncontrolled communicators play a significant role in the successful recruitment, retention, and engagement of volunteers; thus, communication through and among channel or network volunteers and other shareholders is an effective means to enlist more active, dedicated, and committed volunteers.
2. The Volunteer Service representatives can use "helping others", the top descriptor, and "achievement motivation/doing challenging tasks", the primary motivator of volunteerism, as their guide throughout the Red Cross 143 recruitment, retention, and engagement processes.
3. This study found that the way to recruit, retain and engage Red Cross 143 volunteers is through training, orientation, and seminars and through offering recognition to volunteer members and therefore should be taken seriously.
4. Training of volunteers that involve interaction and two-way communication supports retention and engagement as there was a high preference to personal and informal communication activities such as the use of face to face interaction to communicate among community volunteers and disseminate information than more formal means of communication with the Red Cross 143 Strategic Communication Action Plan developed by Mr. Rosete serving to achieving the strategic communication objectives of Red Cross 143 in the Manila Chapter.
5. The Manila Chapter could craft a positive recruitment message that invites and encourages people to act and get involved with the organization, call to action drives the

community to be proactive and invite Red Cross 143 volunteers to register with the Chapter promptly.

6. The Chapter can consider the preparation of crucial messaging in selected channels or media and the need to integrate monitoring and evaluation processes to ensure success in the implementation of the volunteer program.
7. The Chapter can consider key benefits and positive consequences of organization identification to volunteer recruitment, retention, and engagement to add value to the Red Cross identity. The alignment of the framework/system to the volunteer program will capture indicators that would result in excellent program outcomes.
8. A good working relationship should be established by the Chapter with the intended audience to facilitate program implementation and timely resolution of any program issues. There exists a need for the Chapter to organize quarterly review meetings to track the progress and submit highlights of the program against the target for a specific period. The use of appropriate recording and reporting systems can capture activity highlights for information and future review.
9. Reports can also be provided to partners, donors, and supporters containing updates on program implementation, accomplishment, issues and concerns, fund disbursement status, and revised work plan reflecting any changes in implementation. The report should contain information on program outcomes, issues and concerns, lessons learned, best practices, and fund utilization.
10. The Chapter needs to piece together its Red Cross 143 volunteer recruitment, retention, and engagement communication strategy and share effective ways to improve volunteer recruitment, retention, and engagement strategies should be multi-faceted and should involve outreach, fund-raising, public education, awareness programs, advocacy and communication with partners, local and national government units and school groups.

Prepared by
PAZ H DIAZ, Ph.D.
Vice-President for Academics
17 October 2020

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Graduate School

School Trimestral Calendar – Academic Year 2020-2021

JULY 2020						
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JUNE 2021						
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OFFICIAL/SPECIAL HOLIDAYS

2020

First trimester Holidays

July 30 – Eid Al-Adha
 August 21 – Ninoy Aquino Day
 August 31 – National Heroes Day

Second trimester Holidays

November 1 – All Saints’ Day
 November 2 – All Souls’ Day
 November 30 – Bonifacio Day
 December 24 – Christmas Eve
 December 25 – Christmas Day
 December 30 – Rizal Day
 December 31 – New Year’s Eve
2021

January 1 – New Year’s Day
 February 15 – Chinese New Year
 February 25 – EDSA People Power

Third trimester Holidays

April 1 – Maundy Thursday
 April 2 – Good Friday
 April 3 – Black Saturday
 April 9 – Day of Valor (Araw ng Kagitingan)
 May 1 – Labor Day (Araw ng Manggagawa)
 June 12 – Independence Day
 June 24 – Manila Day

Academic Year 2019-2020

First Trimester: July 18 to October 17, 2020
 Trimester Break: October 18 to 31, 2020

Second Trimester: November 7, 2020 to February 27, 2021

*Christmas Break: December 20, 2020 – January 2, 2021

Trimester Break: February 28 to 13, 2021

Third Trimester: March 20 to July 3, 2021

Trimester Break: July 4 to 17, 2021

TOTAL: 45 Weeks or 252 Days or 162 Hours

Note: Each three-unit course is composed of 14 sessions - 3 hours each or a total of 42 hours plus the practicum of 6 hours of irregular schedules in a Trimester.

AIJGSAcadcalendar20-21/C:GS:schoolcalendar