To be or not to be: E-teaching in the Graduate School in a Philippine Perspective

Rosaly B. Alday, Member, IACSIT, Ma. Maureen R. Pascual

Abstract—E-teaching is an innovative teaching strategy using the e-learning technology to empower both learners and teachers thus providing opportunities for superior learning experiences. The study enhances the education practice of those teachers handling different graduate programs specifically those offered by Lyceum of the Philippines University - Batangas. This study focused on assessing and analyzing the different important factors pertaining to the readiness and inclination of the teachers. This involves introduction of e-teaching on the part of the teachers and e-learning on the part of the graduate students to their respective programs of study. The findings revealed that the graduate school teachers are aware of their vital role in developing effective delivery of instruction and their openness on the active participation in conducting classes in an online learning environment. Also, the university is ready to take the e-teaching program as a mode of instruction for the Graduate School.

Index Terms—E-learning, e-teaching, online learning, technology in education.

I. INTRODUCTION

According to www.elearning.ph, e-learning in the Philippines is a “technologically-supported learning, which includes the use of electronic media such as the Internet, personal computers, phone bridging, audio and videotape, video teleconferencing, satellite broadcast, mobile phones, personal digital assistants, and other related technologies to enhance teaching and learning.”

E-learning is already integrated in some areas in the academe and the industry, but they are mostly confined to the Internet. Local e-learning is also possible through the use of low-cost, high-quality, and custom-designed development tools [3].

In this study, E-teaching is a method of teaching that uses e-learning to enhance the learning of the graduate students. It offers modular courses wherein most of the lessons will be conducted online to cater to the needs of students who cannot attend regular classes due to demand of work in most places in the country.

The graduate school, as a venue for advancement of learning, continues to uphold the molding of the curriculum in proper shape in order to meet the challenges of the times and make education more responsive to the students that it serves [1].

The study enhanced the curriculum by the development of the e-teaching program to support important principles of education: that it should have a program based on an understanding and assessment of the working environment and conditions of the present generation; that it should have a program that is both practical and effective; that it should bring the school closer to the students; that it should provide opportunities for all the types of learners because learners are not the same; and that it should encourage to develop creative and effective teaching.

The readiness of the graduate school in integrating e-teaching program in the delivery of instruction was determined by assessing the (1). Computer skills; (2) experience on the online environment and qualifications; (3). teaching styles and habits needed to teach online; (4) teaching and commitment and 5). online teaching methods of the teachers.

Another primary concern of this study was how technology can be applied to learning, rather than the use of the technology itself. It aimed to promote the value-added, self-directed learning outside the classroom. Technology can play a key part in terms of linking classroom activity and core reading through online information, discussion and formative testing of what has been learned [4]. Technology and online learning is important to the future of higher education. It maximizes the opportunities it brings to increase the quality of learning and the student experience [6]. Some advantages of online learning can be stated as follows: (1) no classrooms or other onsite facilities that are needed; (2) students do not need to travel to the university and no parking is needed; (3) it is possible to reach student markets anywhere in the country; and (4) an infinite number of students can be serviced at no significant extra cost.

II. E-TEACHING AND E-LEARNING

E-teaching and e-learning are technologies that can be used by any educational institution as an enhancement in the services offered by their respective school website [6]. The Lyceum of the Philippines University can have an in-house development of the technology through this research. There is no need to outsource programmers from outside or get the services of software consultancy companies in order to deliver the service. There is a developed on-line learning technology of the College of Computer Studies as one of the pioneer college out of the 10 colleges of the university, which is MyLyceumTechlearn, a product of another institutional research, which will be the e-learning to be used [2].

There are a lot of advantages in using e-learning in the
in-school and off-school settings in the Philippines. It allows interactivity between the lesson and the learner. The individualization of each learner is enhanced. The cost-effectiveness can be seen on it since the reproduction and distribution of learning materials is considered to be inexpensive. Its novelty allows the learners to deal on interesting lessons allowing them to become well motivated and receptive to ideas provided. The integrity of each lesson can be maintained since the computer allows the delivery of uniform information in a sequential manner based on the needs of the learners, anytime and anywhere [10].

Electronic communication has reduced the world into a global village. The speed of information exchange between distant locations is in real time. Most higher learning institutions worldwide operate in the online environment to educate students and professionals alike [5]. Students no longer have to travel to the source of their education. Online education comes to the student. An Internet connection can put you into a classroom anywhere in the world [8].

III. THE PARTICIPANTS

The survey was conducted to the teachers of the Graduate School of the Lyceum of the Philippines University in Batangas, second semester SY 2009 – 2010. The study determined the readiness of the said teachers in terms of computer skills assessment; experience on the online environment and qualifications; attitudes toward teaching and learning in the online environment; teaching style and habits needed to teach online; teaching and commitment; and online teaching method. The readiness will serve as the basis for the introduction of E-teaching in the graduate school of the Lyceum of the Philippines University in Batangas City.

IV. THE RESULTS

The teachers of the graduate school are highly competent with regards to computer skills necessary for e-teaching. They have significant positive attitudes toward e-teaching and e-learning. Furthermore, they demonstrated interest and enthusiasm in indulging into various E-teaching strategies.

V. FUTURE DIRECTIONS

On going studies of the e-Teaching program to other universities offering graduate programs should be sustained in order to achieve more practical and professional exposure to online learning environment. The teachers can appreciate the advantages of online quizzes, discussion board and chat room through actual demonstrations. Teaching styles and habits can be modified through seminars and training so as to suit the teaching preferences for online learning, so continuous conduct of training is very important.

<table>
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<tr>
<th>TABLE I: ATTITUDES TOWARDS E-TEACHING AND E-LEARNING</th>
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<tbody>
<tr>
<td>Attitude</td>
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<tr>
<td>Do you have (or are you willing to obtain) access to a computer and Internet connection at home?</td>
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<tr>
<td>Are you willing to upgrade your computer</td>
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<tr>
<th>TABLE II: ON-LINE TEACHING METHOD</th>
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<tr>
<td>Methods</td>
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<tr>
<td>Online chatting between student</td>
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<tr>
<td>Online chatting between student and teacher</td>
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<tr>
<td>Online chatting between students &amp; other outside class</td>
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<tr>
<td>Online chatting between student and teacher</td>
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<tr>
<td>Discussion board between students</td>
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<td>Discussion board between students and other classes</td>
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<td>Discussion board between student and teacher</td>
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<tr>
<td>Email between student</td>
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<tr>
<td>Email between student and teacher</td>
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<tr>
<td>Assignment posted online</td>
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<tr>
<td>Submit work electronically</td>
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</tbody>
</table>

FIG. 1. Philippine colleges and universities with e-learning programs [10]

REFERENCES


[3] Caccam, Anne Margarrete, E-learning in the Philippines Through the Use of Affordable, High Quality and Custom Designed Development Tools, a report of ASTI - Advanced Science and Technology Institute, Philippines


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