



**Reflections
Learning
in the Time
of Corona**

Page 3

CHED launches HiEd Bayanihan

PNU, 5 PH universities capacitate HEIs for flexible learning

By Janir T. Datukan, Ernest Dave A. Tenorio
and James V. Bailon

The Philippine Normal University (PNU) has collaborated with the Commission on Higher Education (CHED) and five other Philippine universities to offer free teacher training programs on flexible learning under the commission's HiEd Bayanihan project.

PH universities to offer free flexible learning training

In July 2020, PNU and five other universities from across the country collaborated with CHED for the implementation of the HiEd Bayanihan project. According to Dr. Prospero E. De Vera, CHED chairperson, these universities are among the top universities with strong capabilities for flexible learning.

"They took upon themselves the challenge to offer services free of charge. They have the desire to share their expertise, resources, and be of service during these difficult times," Dr. De Vera added.

Turn to Page 2

INSIDE:

**PNU, ISU ink MoU for double logo
straight program
in Agriculture Education** **P.2**

PNU supports GMRC and VE Act **P.7**

**PRC renews PNU accreditation as
CPD provider** **P.8**

BAYANIHAN TRAINING-WORKSHOP ON OBE: Under the CHED HiEd Bayanihan project, the Philippine Normal University and the J.H. Cerilles State College in Pagadian City, Zamboanga del Sur collaborate for a three-day training-workshop on Outcomes-Based Education (OBE) in a flexible and blended learning setting for virtual implementation on July 27-30, 2020. — JHCSC POSTER

DepEd, PNU team up for GCED curriculum dev't

By Serafin A. Arviola Jr.

Department of Education (DepEd) Sec. Leonor M. Briones designated May 15 the Philippine Normal University (PNU) as the department's local partner for the second and third phases of the Global Citizenship Education (GCED) Curriculum Development and Integration Project in the Philippines.

Turn to Page 11

PNU, ISU ink MoU for double logo straight program in Agriculture Education

By Donna B. Remigio

Dr. Bert J. Tuga, president of Philippine Normal University (PNU) and Dr. Ricmar P. Aquino, president of Isabela State University (ISU) signed Feb. 14 a memorandum of understanding (MoU) to craft a sustainable education program for educators who would specialize in Agriculture Education.

The top officials of the two universities held follow-up academic discussion meetings via Zoom on July 3 and 27 to discuss the implementation requirements of the Double Logo Straight Program in Agriculture Education.

During the first academic discussion meeting held via Zoom on July 3, the two universities agreed to share their expertise. PNU will take care of the general and professional education courses and the student internship and ISU will take care of the major or specialization courses and immersion programs to capacitate the recipients in Agriculture.

During the second academic discussion meeting held face to face at the ISU main campus last July 27, officials from the two universities reviewed the proposed feasibility study to be conducted soon, discussed possible linkages with international partner universities for internship of students in the program, crafted the recruitment policies, and identified the number of cohorts that would come from Region II and other regions in the country.

As agreed, the partner universities will fund the program in partnership with the Commission on Higher Education (CHED), Department of Education (DepEd), Department of Science and Technology (DOST), and Department of Agriculture (DA) for additional funding to sustain the program.

In the proposed program, the exit degree of students is master's degree in Agriculture Education and their transcript of records (ToR) will bear the logos of the two universities.

PNU and ISU committed to finalize the proposal until December 2020 for approval of their respective Board of Regents (BOR). Once approved, the program will be implemented starting the first semester of AY 2021-2022.



PARTNERSHIP FOR INNOVATIVE EDUCATION: Dr. Bert J. Tuga, president of Philippine Normal University (PNU) and Dr. Ricmar P. Aquino, president of Isabela State University (ISU) sign the Memorandum of Understanding (MoU) between the two universities to offer a double logo straight program in Agriculture Education. — PNU NORTH LUZON
PHOTO / DONNA B. REMIGIO

CHED HiEd BAYANIHAN

A CHED COLLABORATIVE PRESSCON

JULY 9, 2020
11 AM zoom

SPEAKER
DR. BERT J. TUGA
President
Philippine Normal University

SPEAKER
Dr. Esmeraldo Cabana
Dean, Distance Open and
Transitional University
Central Luzon State University

SPEAKER
Ms. Marissa Fearnley
Director, Center for Instruction,
Research, and Curriculum
De La Salle-College of Saint Benilde

JULY 10, 2020
11 AM zoom

SPEAKER
DR. BENILDA N. VILLENAS
Vice President for Academics
Manuel S. Enverga
University Foundation

SPEAKER
Dr. Michael M. Alba
President
Far Eastern University

SPEAKER
Dr. Max P. Guillermo
President
Tarlac Agricultural University

PRESS CONFERENCE

Poster for
CHED HiEd
Bayanihan
collaborative
presscon, July
9-10, 2020

— CHED POSTER

PNU, 5 PH universities From Page 1

During the CHED collaborative press conference, July 10, Dr. De Vera said that the six universities have already finished the training programs for their own universities and have put in place their learning management system (LMS).

Dr. De Vera told the press that these universities have already helped other universities for flexible learning and have completed their preparation for the opening of classes in August.

The other five Philippine universities that collaborated with the commission and agreed to offer free training programs on flexible learning include: Central Luzon State University, De La Salle-College of Saint Benilde Manila, Manuel S. Enverga University Foundation, Far Eastern University and Tarlac Agricultural University.

The HiEd Bayanihan

CHED initiated the HiEd Bayanihan project to supplement the PHL CHED Connect - We Educate As One, an online resource center for use of students and faculty members across the country. The commission initiated the project in June 2020 in collaboration with 16 Philippine universities.

During the CHED HiEd Bayanihan collaborative presscon on July 10, Atty. Cinderella Filipina B. Jaro, CHED executive director, said that the HiEd Bayanihan aims to capacitate and support Higher Education Institutions (HEIs) that need assistance as they transition to a flexible learning environment under the spirit of collaboration among HEIs.

"As an outcome, we want to have better prepared and more confident faculty members of HEIs delivering through flexible learning."

Attorney Jaro said that CHED looks forward to forging more engagements with HEIs for various innovative means to train faculty members to deliver flexible learning-teaching modalities.

PNU's proposed training program

On the first day of the two-day press conference, Dr. Bert J. Tuga, PNU president, shared PNU's preparations for opening of classes in August and the University's mechanisms in place for transitioning to flexible learning.

Tapped by the commission to offer free faculty training program, PNU has already developed a training program titled *Great Reset: CHED-PNU Collaborative Online Training for Flexible Learning*.

The training program aims to assist HEIs in transitioning to flexible learning in the coming academic year. The program focuses on Outcomes-based Education (OBE) in a flexible and blended setting; module writing (and other flexible learning materials) for flexible and blended Setting; and technology support in a flexible and blended setting.

PNU on the HiEd Bayahihan initiative

In a press release of CHED, Dr. Tuga said that the Philippine Normal University supports the CHED Hi-Ed Bayanihan and the project is CHED's laudable initiative to assist faculty members of HEIs in their efforts to transition or prepare for flexible learning in the coming academic year.

Dr. Jennie V. Jocson, PNU vice president for academics, said that the University has been receiving invites from HEIs for the training program and PNU has already tapped some of its faculty members to serve as resource persons.



Reflections

JENNIE V. JOCSO, PH.D.
Vice President for Academics

LEARNING IN THE TIME OF CORONA

I fondly recall in April, around the time of my official designation, I had an inkling that I would be associated albeit reluctantly as the VPA or Vice President for Pandemic Affairs (pun intended) as my designation comes on the heels of the lockdown in Manila around the second week of March called for by the dutiful Mayor Isko Moreno of Manila as the initial effect of COVID-19 has started to sow terror in the heart of the city.

On a serious note, unbeknown to many of us, this pandemic, in the coming months, would globally wreak havoc of unimaginable and immense magnitude that would threaten, destabilize, and endanger the education of our youth, our future educational leaders.

In the midst of this national crisis, I invite everyone to consider a few pivotal things that would hopefully enable us to transcend this crisis and survive all challenges in education in the time of this novel corona virus.

Confucius once said: “There are three methods to gaining wisdom. The first is reflection, which is the highest. The second is limitation, which is the easiest. The third is experience, which is the bitterest.” Allow me to ponder on each of the insights by Confucius in the manner of achieving epiphany in the midst of this crisis in education.

REFLECTING

“The first is reflection, which is the highest.”

Pondering on the importance of reflecting, on stepping back, I have come to dwell on the many things that PNU through the Office of the Vice President for Academics (OVPA) has come to pursue in addressing the myriad challenges that are part and parcel of this pandemic. With the ushering of Education 4.0, as the desired approach to learning that aligns itself with the emerging fourth industrial revolution (4IR), we are encouraged to teach students about this technology as part of the curriculum, to change the approach to learning altogether, and to utilize this technology to better improve the university experience.

Education 4.0 is about evolving with the times, and for higher education institutions (HEIs), this means addressing what is required of their future graduates. As such, PNU assures its students that it navigates that direction notwithstanding this crisis.

The OVPA has led in the crafting of our very own *PNU Flexible Learning Delivery: Kaway-Aralan sa Bagong Kadawyan*. The nomenclature is derived from the Filipino words for bamboo (kawayan) and a place for studying (aralan). It is an apt nomenclature given that the new normal requires flexibility not only in delivery but also in a holistic view of how learning takes place.



Together, we learn from our own experiences. Together, we learn from other HEIs’ experiences. Together, our nation will learn and rise triumphant over this pandemic.



The nomenclature also takes on the characteristics of the bamboo as it sways/waves (kaway) to define flexibility and resilience. As narrated by PNU’s notable alumnus, I.V. Mallari, in the literature classic *Pliant Like the Bamboo*: ‘Verily, the Filipino is like the bamboo tree. In its grace, in its ability to adjust itself to the peculiar and inexplicable whims of fate, the bamboo tree is his expressive and symbolic national tree.’ By branding our learning delivery as *Kaway-Aralan*, we tap the imagination of educators to explore appropriate pedagogies (Thanks, Dr. Wensley M. Reyes for assisting the OVPA in coming up with the PNU flexible learning nomenclature and description.).

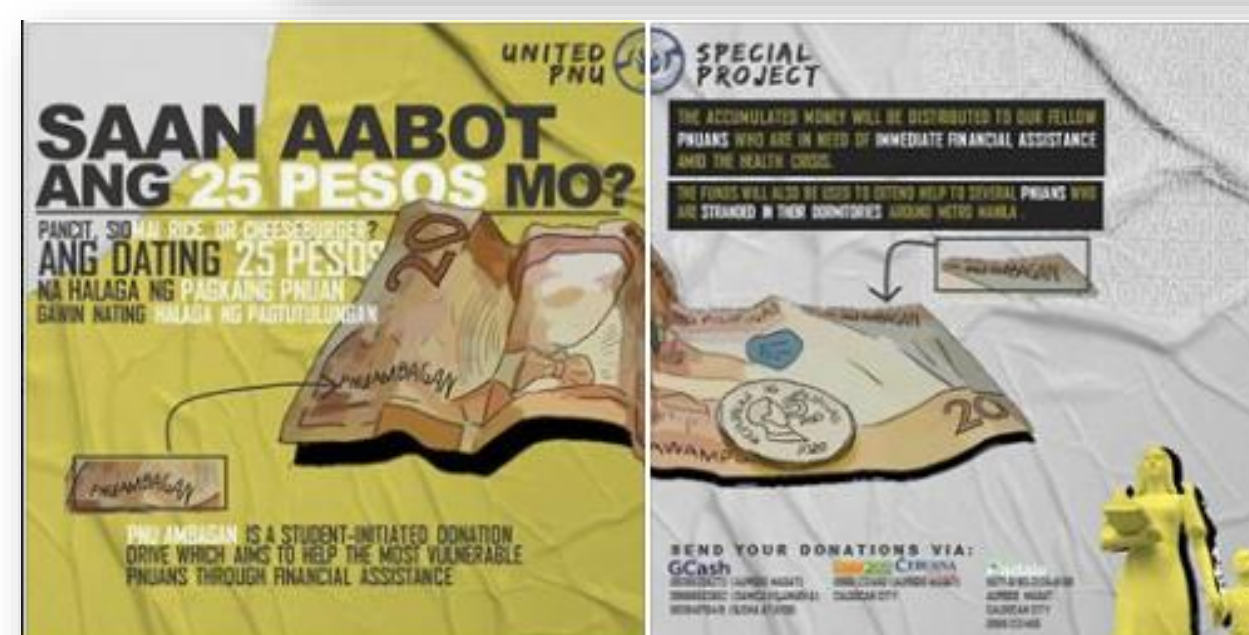
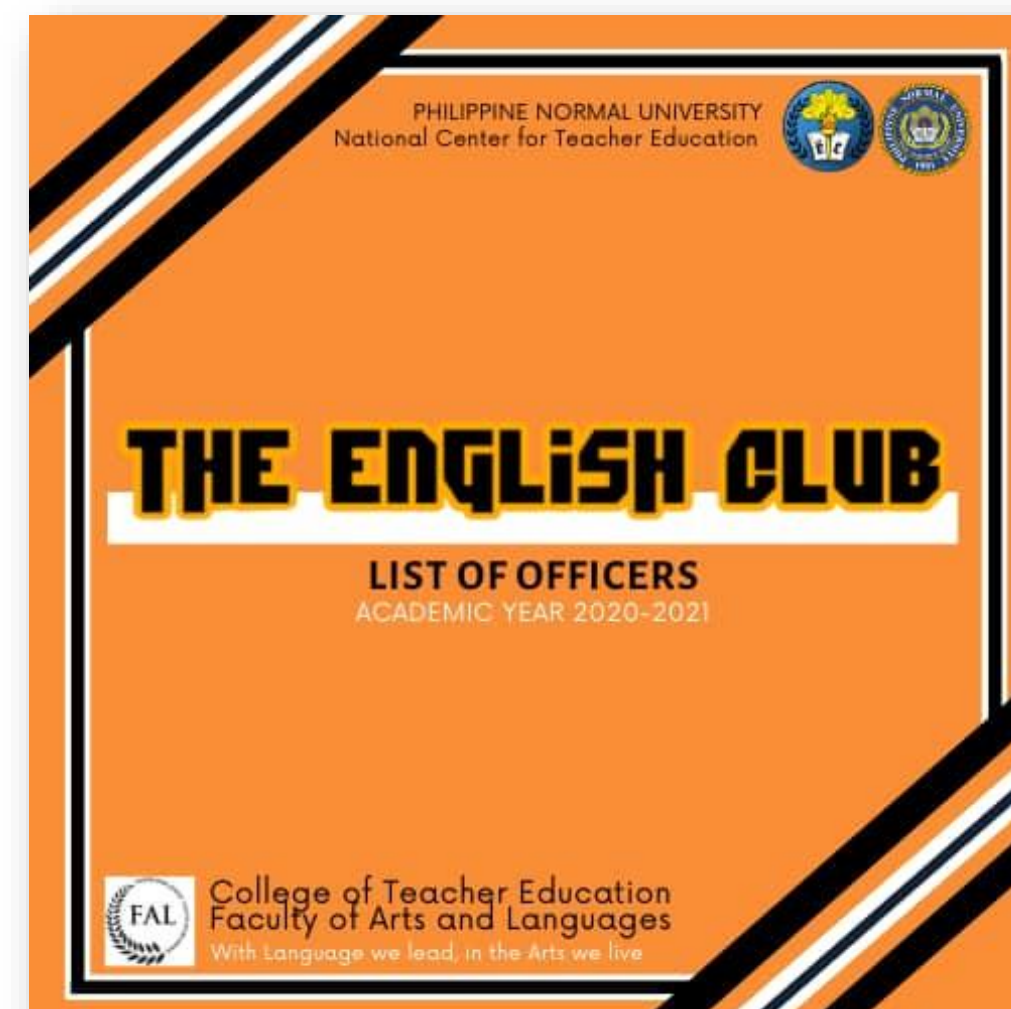
Turn to Page 5

Sustaining Student Activities in the New Normal: The PNU Experience

By Dominic Kean N. Calavia

Education is one of the hardest hit sectors during the pandemic. Globally, universities and colleges are shutting down to ensure everyone's safety and curb the risk of contagion. But despite the shutdown, universities and colleges still manage to continue with their operations to carry out their fundamental functions. In the Philippines, the work-from-home arrangements have been practiced and flexible learning, a pedagogical approach, will be adopted to carry on the delivery of instruction amid the current health crisis.

The Philippine Normal University (PNU) has also transitioned online and this novel mechanism in the new normal has important implications for student activities. Since students are no longer allowed to receive the face-to-face instruction, the conduct of traditional student activities is thus impossible. Thus, taking advantage of the technology means, the PNU student organizations have formed unique connections through virtual platforms to reach out and empower PNU students.



“ Thus, taking advantage of technology means, the PNU student organizations have formed unique connections through virtual platforms to reach out and empower PNU students. ”

Community and Social Engagement

During the pandemic various student activities have been conducted. The activities ranged from art workshops, journalism seminars, mental health awareness symposia, to webinars on specific interests.

Tekstura has conducted an online PowerPoint art tutorial. PNU students have joined the 50th Stonewall uprising and the LGBTQ+ PNU Katalonan has conducted a virtual Pride celebration. The Torch Publications has continued to provide relevant and extensive information. The University Student Council has initiated projects to address students' needs and concerns. Mass organizations have been active in issuing official stand on current social and political issues. PBOs have provided substantial contents on topics related to their programs. All these activities have been conducted online and students' support and participation have been enjoined to keep them informed, engaged, and productive.

Education has changed dramatically amid the pandemic and the unprecedented changes have rendered student activities adrift. But in the case of PNU, with the strong support system provided by the University, student organizations have committed collectively to sustain relevant student activities in the new normal. And PNU organizations have always made sure to conduct activities that really help nurture future teachers and education leaders.

Student activities are integral components of teacher education thus PNU has put in place concrete mechanisms because the University cannot afford to leave teacher training to chance in time of pandemic. ■

New Scheme

Finding new schemes in the new normal poses as the greatest challenge for student organizations. Student activities have to be conducted online and some students have limited access if not disproportionately disadvantaged to access online technologies. With the help of the Office of Student Affairs and Student Service (OSASS), online consultations, planning, and reorganization have been done to address the problem.

Despite the odds, with the student's welfare and satisfaction as priority, the University's accredited and recognized student organizations have remained composed and assured to function in the new normal.

Reorganization

First, the PNU student organizations have been classified into three types: 1) interest clubs and University chapter organizations (ICUCOA), 2) program-based organizations (PBO); and 3) office-based organizations (OBO). Then, these organizations underwent reorganization. New sets of officers have been elected and recognized. These officers are expected to be the first ones to adapt to the new normal.

LEARNING IN THE TIME OF CORONA From Page 3

Hence, flexible learning is the *elan vital*, the vital force that will sustain teaching and learning of students even beyond this crisis as part of Education 4.0. In addition, PNU has recently upgraded its learning management system (LMS) now aptly called as *ePNU* for having new interface and added features. Notably, the College of Flexible Learning and e-PNU (CFLeX) has conducted faculty orientation on the use of *ePNU*, development of online lessons, and assessment, among others. Simply put, PNU goes the extra mile in taking seriously the delivery of learning in various modes and platforms as a testament to its commitment as the National Center for Teacher Education (NCTE).

RETHINKING

“The second is limitation, the easiest,” I once again quote Confucius.

Why rethink something when things have been put into place and have found to be considerably working? What needs to be thought about carefully? At this point we ought to keep an ear on the ground to be able to address our stakeholders’ needs—our students who obviously are as unprepared as we are with all of these happenings.

Before this pandemic, Term 1 had already been scheduled for the transition as a response to the Commission on Higher Education’s order to move the school opening to August starting AY 2019-2020 pursuant to RA 7722 or “Higher Education Act of 1994” and CEB Resolution No. 142-2019. This transition could not have come at this opportune time for us to rethink our directions, realign our curriculum, and reevaluate our action plans. The OVPA has paved the way for smooth transitioning as far as the planning and preparation of the Migration Template, to the Flexible Course Pack/Toolkit. Our backs may be against the wall but certainly these limitations to learning this time of pandemic can be addressed head on for as long as we work together as one in delivering learning the best way we can.

RESPONDING

“The third is experience, which is the bitterest,” goes the last part of the quote by Confucius.

When I had the chance during the “An Hour with the VPA” last July 15 to present my platform and address some nagging issues, I was wearing two hats: as a former faculty, and as a former deputy director of Research Center for Teacher Quality (RCTQ). All these experiences have shaped my mindset, my role as an educational leader, my take on national policies that inform education by large and PNU in the past, at present, and in the near future.

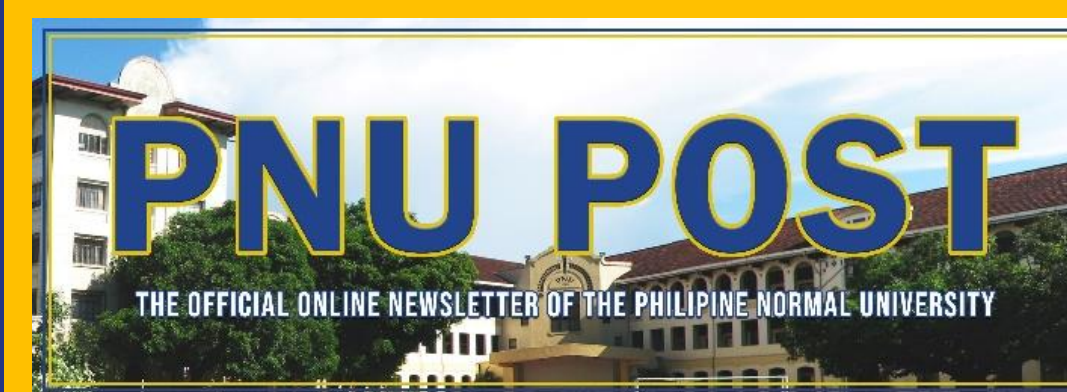
PNU remains an active collaborator with CHED, DepEd, and other HEIs and TEIs in exploring different modalities of teaching in these trying times. We embrace the challenge of capacitating other HEIs to make learning accessible and the teachers prepared to deliver quality teaching.

For all we know, we might be needing to break new ground and explore the many possibilities this crisis brings about. For instance, we are currently preparing toolkits, USB OTG for students, connectivity allowance for faculty which were never explored in the past but are staple now in our goal of maximizing teaching and learning now more than ever.

Together, we learn from our own experiences. Together, we learn from other HEIs’ experiences. Together, our nation will learn and rise triumphant over this pandemic. We truly have no choice but to let this pandemic run its course; but we will stay the course and make learning possible no matter the cost.

I take this opportunity to thank the brilliant team of academic leaders one can ever hope to work with: the registrar, deans, institute directors, associate deans, academic office heads/directors, and administrative staff working in our academic offices. Thank you in joining me in dreaming for a forward-looking PNU for the country.

As in the very plot of *Love in the Time of Cholera* by Gabriel Garcia Marquez, the protagonists’ love may have been delayed, but their love blossomed in the end after so many decades. When this pandemic is over, our efforts will surely be *crowned* (pun unintended) in the end despite their bitter beginning.■



The *PNU POST* is the official publication of the Philippine Normal University. This quarterly publication documents news stories on University’s activities and features relevant developments and issues in education.

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PNU, partners run international webinar on GCED

By Serafin A. Arviola Jr.

The Philippine Normal University (PNU) in collaboration with the Asia-Pacific Centre of Education for International Understanding (APCEIU), Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat, and the Philippine National Commission for UNESCO conducted July 17 an international webinar on Global Citizenship Education (GCED) with the theme “Reflecting on GCED in the Time of Pandemic.”

More than 5,000 teachers, educators, and advocates from 32 countries participated via Zoom in the webinar. The event reached 22,000+ views on Facebook during its live streaming.

The webinar aimed at gathering participants to reflect on the urgency of promoting GCED to prevent conflicts that may occur due to the crisis and on the need to explore synergies to maximize the impact of future actions to be taken; discussing the importance and challenges in promoting GCED during the global crisis, the need for further investigation and discussion, and the need to have a sustainable platform in strategizing and sharing information to develop on future direction; and providing a platform in sharing activities and plans to strengthen the promotion of GCED in different institutions and beyond in response to the challenges in education imposed by the current pandemic.

Dr. PAK Soon-Yong, professor, Department of Education, Yonsei University and member, APCEIU Governing Board, served as keynote speaker.

Dr. Sangeeta Pethiya, assistant professor, Regional Institute of Education, Bhopal, National Council of Educational Research and

Training, India; Dr. Rohizani Yaakub, associate professor, School of Education, Universiti Sains Malaysia, Penang; Dr. Joyce DR Andaya, director, Bureau of Curriculum Development, Department of Education, Philippines; and Mr. Bert Vercamer, chief executive officer, Global Consult Strategy, USA served as panel speakers.

PNU is an active partner of APCIEU in the promotion of GCED in the Philippines and beyond. Dr. Bert J. Tuga, president of PNU, sits in the core team of the Asia-Pacific Network on GCED.



Poster for GCED international webinar, July 17, 2020. — PNU, APCEIU, SEAMEO & UNESCO POSTER

PNU holds 1st virtual send-off program to honor Class of 2020

By John Miko R. Ofalsa

In the wake of COVID-19 pandemic, the Philippine Normal University (PNU), with the theme *PNU sa Bagong Kadawyan: Bagong Hamon at Oportunidad*, held June 18 virtual send-off programs to honor the Class of 2020.

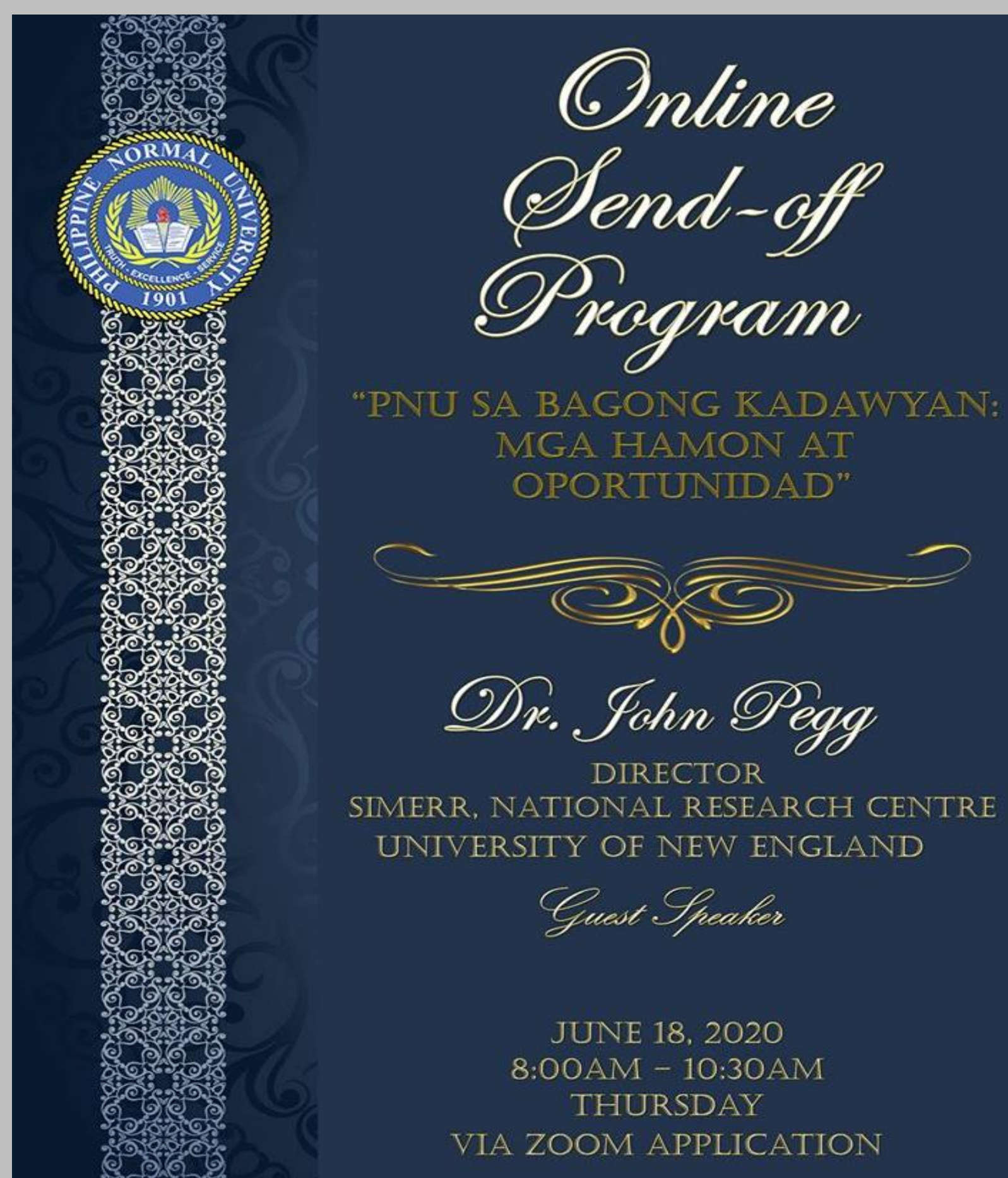
The mass gathering restrictions amid the COVID-19 pandemic kept PNU from holding traditional graduation rites to confer academic degrees and higher education awards on its graduates.

Thus, the University Board of Regents, on its May 29, 2020 meeting, approved the graduation of 310 candidates in different academic degrees across levels and PNU, in its first virtual send-off programs held via Zoom and broadcast live on Facebook, honored the Class of 2020.

In the separate programs, Dr. Jason A. Orozco, University registrar, presented for recognition the 310 graduates—120 in the undergraduate and 198 in post-baccalaureate and graduate levels.

For AY 2019-2020, PNU produced 21 academic and eight co-curricular awardees. Mr. Charles Joshua T. Elepaño, with the degree Bachelor in Science Education with Specialization in Physics from the Faculty of Science, Technology and Mathematics (FSTeM), topped the class for having obtained the highest academic ranking.

Turn to Page 7



PNU supports GMRC and VE Act

By Janir T. Datukan and Ernest Dave A. Tenorio

The Philippine Normal University (PNU) through the Values Education faculty members from the Faculty of Behavioral and Social Sciences (FBeSS) presented a position paper in support of the enactment into law of Senate Bill No. 310 or GMRC ACT during a public hearing held in October 2019 by the Senate Committee on Basic Education, Arts and Culture.

The eight-page position paper expressed PNU's support for the bill to institute a comprehensive good manners and right conduct (GMRC) or Values Education subjects in the K to 12 Program through a whole school approach. As stated, the whole school approach involves not only teachers and students but also the entire school community and other stakeholders like parents who have important roles in educating and forming the values of their children.

The position paper recognized the bill's response to the significant developments in the 21st century and industrial revolution 4.0 that stress the need for holistic and balanced education and require learners to acquire non-cognitive skills such as critical and innovative thinking, intrapersonal and interpersonal skills, global citizenship, media and information literacy and spiritual values, including the distinct Filipino values of *kagandahang loob*, *kabutihang asal*, and *dangal* which are emphasized in Values Education.

In addition, the position paper argued that although clearly articulated in the 1987 Philippine Constitution, Enhanced Basic Education Act of 2013 (RA No. 10533), and other Philippine educational policies, the teaching of values remains as a challenge despite its inclusion in the curriculum. Accordingly, Values Education as a subject has been neglected thus rapid moral deterioration and fading of Filipino values continue. A statute needs to be passed to institutionalize and strengthen Values Education as a core subject in the K to 12 Curriculum.

Also, the position paper put forth that despite the development and reformation of the Values Education program, not much impact has been achieved since its inception in the curriculum in 1998 due to the challenging issues in the implementation like content overload, time allotment, assessment, lack of teaching and learning materials, and lack of qualified or trained teachers.

PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

PNU strongly supports
Republic Act No. 11476
or the Good Manners
and Right Conduct
(GMRC)
and Values Education Act.

Through the position paper, PNU recommended the following: institutionalization of whole-school approach in GMRC/Values Education, adoption of Mother Tongue or Filipino as medium of instruction, institutionalization of DepEd as lead agency in the implementation of the Act, and hiring of only certified teachers in GMRC/Values Education.

Sen. Juan Miguel F. Zubiri and Sen. Cynthia A. Villar sponsored and filed the Senate Bill No. 310 or GMRC ACT to the Senate of the Philippines 18th Congress on July 10, 2019. The bill aimed at institutionalizing good manners and right conduct and character education in the curriculum of elementary and secondary level.

The bill was ratified on March 4, 2020 and was finally signed into law by Pres. Rodrigo R. Duterte on July 25, 2020 as RA No. 11476 otherwise known as GMRC and Values Education Act.

The GMRC and Values Education Act mandates the teaching of GMRC from Grades 1 to 6 and from Grades 7 to 10 as separate subjects with the same time allotment as the other core subjects and the integration of Values Education in the teaching of subjects in Grades 11 to 12 under the K to 12 Basic Education Curriculum.

PNU holds first virtual **From Page 6**

During the send-off program for the undergraduate level, Dr. Ruth A. Alido, dean of College of Teacher Development (CTD), in her opening remarks, said the Class of 2020 is prepared to adapt to change in education. Dr. John Pegg, the guest of honor and speaker from SiMERR National Research Center, University of New England, stressed among the graduates the need for quality teaching and insightful leadership as primordial part of the new normal in the country.

During the send-off program for the post-baccalaureate and graduate levels, Dr. Antriman V. Orleans, dean of the College of Graduate Studies and Teacher Education Research (CGSTER), commended the graduates for overcoming the hurdles of completing their degree requirements. Dr. Virginia D. Akiate, guest of honor and speaker from the Commission on Higher Education (CHED), reminded the graduates of the values needed during the pandemic.

Dr. Bert J. Tuga, PNU president, in his address, encouraged everyone to look for the silver lining in the current situation where fear and anxiety continue to prevail.

Atty. Lutgardo B. Barbo, alumni regent and president of PNU Alumni Association, inducted the graduates across levels into PNU Alumni Association.

*Online
Send-off
Program*

**"PNU SA BAGONG KADAWYAN:
MGA HAMON AT
OPORTUNIDAD"**

Dr. Virginia D. Akiate, CESO III
DIRECTOR IV
CHED, NATIONAL CAPITAL REGION

Guest Speaker

JUNE 18, 2020
1:00PM – 3:30PM
THURSDAY
VIA ZOOM APPLICATION

PRC renews PNU accreditation as CPD provider

By Eric E. Lebeco

The Professional Regulatory Commission (PRC) renewed the Philippine Normal University's accreditation as a Continuing Professional Development (CPD) provider effective March 9, 2020 until March 8, 2023.

In the past few years since the implementation of Republic Act (RA) No. 10912 otherwise known as Continuing Professional Development Act of 2016, PNU as PRC accredited CPD provider has implemented CPD programs which enhanced and upgraded the competencies and qualifications of Filipino professionals for the practice of their professions pursuant to the Philippine Qualifications Framework (PQF), the ASEAN Qualifications Framework (AQRF), and the ASEAN Mutual Recognition Arrangements (MRAs).

Having met the essential requirements of achievement standards, including qualifications defined by an accrediting agency, PRC renewed the University's accreditation as CPD provider in the next three years.

Morales conferred 2019 DOST-NRCP Achievement Award

By Eric E. Lebeco and James V. Bailon

The Department of Science and Technology National Research Council of the Philippines (DOST-NRCP) conferred the 2019 Achievement Award to Dr. Marie Paz E. Morales for the governmental, educational and international policies division during the NRCP Annual Scientific Conference and 87th General Membership Assembly, June 30, 2020.



DR. MARIE PAZ E. MORALES

The NRCP Achievement Award is given annually to the organization's regular members in recognition of their outstanding contributions to their respective fields and research advancements that benefit the different sectors of economy.

Dr. Morales was one of the 10 recipients of the award in 2019. Other awardees were from different universities and institutions across the country in the mathematical sciences, pharmaceutical sciences, biological sciences, agriculture and forestry, engineering and industrial research, chemical sciences, humanities, earth and space sciences, and veterinary medicine divisions.

With a doctorate in Science Education major in Physics, Dr. Morales has contributed significantly in her field. She has published numerous research articles in the ISI- and SCOPUS-indexed journals and she has delivered lectures on research publication at different Higher Education Institutions (HEIs) and academic organizations across the country.

Turn to Page 11

UP Dep't of History celebrates 110th founding anniversary

Reyes honored as 'Natatanging Guro at Alumni ng Departamento ng Kasaysayan'

By Eric E. Lebeco

The University of the Philippines Department of History honored Dr. Wensley M. Reyes, PNU faculty, as 'Natatanging Guro at Alumni ng Departamento ng Kasaysayan' in the administrators in different academic institution category during its 110th founding anniversary in June 2020.

The distinguished alumni award is given annually by the UP Department of History to its distinguished alumni for their significant contributions in the advancement of historical research, educational leadership, and public service. Dr. Reyes was recognized for his contributions to Social Science Education, historical research, and educational leadership.

In 2012, Dr. Reyes joined PNU and served as associate dean of the Faculty of Behavioral and Social Sciences (FBeSS) from 2015 to 2017. Currently, he is a full-time FBeSS faculty and he serves as lecturer, researcher, and consultant.

Dr. Reyes obtained his undergraduate degree, Bachelor of Arts in History, in 2020 and master's degree, Master's of Arts in History, in 2010 at the University of the Philippines Diliman. This year, he earned his doctorate in Social Science Education at the Universitas Pendidikan Indonesia (Indonesia University of Education) through the PNU-UPI Faculty Scholarship Grant.



DR. WENSLEY M. REYES

De Lara reelected as AACCUP trustee

By Eric E. Lebeco

In a virtual election, Dr. Glenda O. De Lara was reelected June 23 as member of Board of Trustees of the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP).



DR. GLENDA O. DE LARA

Before her reelection as AACCUP trustee, Dr. De Lara served the organization as treasurer of the Board of Trustees for seven years. Also, during her seven-year stint in the organization, she served as a researcher, consultant, trainer, and senior accreditor both here and abroad.

Dr. De Lara has a doctorate in educational management and post doctorate in total quality management. Currently, as Full Professor II, she is a full-time faculty at the College of Graduate Studies & Teacher Education Research (CGSTER). From 2007 to 2017, she served as director of PNU's auxiliary services unit.

As part of the biggest accreditation organization in the country and as Most Outstanding AACCUP Accreditor awardee, Dr. De Lara commits to offer free lectures and consultations for PNU system and take the lead in activities related to accreditation.

PNU faculty, students need University's support for online education — OVPRPQA survey

By Adonis P. David, Edna Luz R. Abulon and Ma. Luz V. Rantael

A number PNU faculty and students are under the required level of readiness for online education and their readiness depends largely on the PNU support system.

This was the overall result of a survey conducted April 5-24 by the University on the readiness of the PNU faculty and students for the adoption and implementation of online education starting AY 2020-2021.

The Philippine Normal University (PNU), through the Office of the Vice President for Research, Planning & Quality Assurance (OVPRPQA) with the help of the Educational Policy Research and Development Center (EPRDC) and the Graduate Research Office (GResO), conducted an online survey to determine the readiness of PNU faculty and students for online education.

A total of 233 faculty and 1,952 students participated in the online survey.

The survey showed that a majority of PNU students have access to technological devices like laptops and smartphones required for online learning and have access to connectivity through mobile data and stable provider. Also, the results indicated that PNU students have basic experience in the use of technology for learning but many of them have no training or actual experience in using any learning management system (LMS).

A majority of PNU students reported that access to a stable internet connection is their greatest challenge in online learning and a majority of them perceived that their readiness for online learning is only on average level. In addition, the student-respondents indicated that they need support from the University in terms of devices and internet connectivity, student-friendly policies in the conduct of online classes, understanding and support from faculty, provision of effective and efficient learning management system or platform, availability of online learning resources, and quality assurance in the delivery of instruction.

Turn to Page 11



EPRDC conducts webinars on online data gathering, action research on flexible learning delivery

By Adonis P. David and Niña Christina Lazaro-Zamora

In line with the Philippine Normal University's commitment to developing the research skills of its human resource, the Educational Policy Research and Development Center (EPRDC) in collaboration with the University Events Management and Public Relations Office (UEMPRO) conducted webinars on online data gathering and action research on flexible learning delivery.

The online trainings were under the EPRDC's Research Capability Building Program (RCBP) aimed at enabling the faculty, staff and students to undertake relevant research projects.

The first training titled "Guidelines on Online Research Data Gathering" was given June 19 via Zoom by Dr. Carlo P. Magno of the Center for Learning and Assessment Development-Asia. The training was attended by select faculty members and administrative staff.

The second training was a two-part seminar-workshop. The first part was a lecture titled "Action Research on Flexible Learning Delivery" delivered June 22 via Zoom by Dr. Bill Atweh, a visiting professor at the College of Graduate Studies and Teacher Education Research (CGSTER).

The second part of the seminar-workshop was held July 1 via Zoom and Google Meet. During this workshop, select faculty members presented their proposed action research for discussion and peer review. Dr. Bill Atweh, Dr. Zenaida Q. Reyes, Dr. Marie Paz E. Morales served as workshop facilitators.

Before the training proper, EPRDC faculty and staff showed videos on proposal writing for the University's Project-Based Research Grants (PBRG).

The action research proposals developed during the workshop are targeted to be submitted as faculty self-initiated research projects for AY 2020-2021.

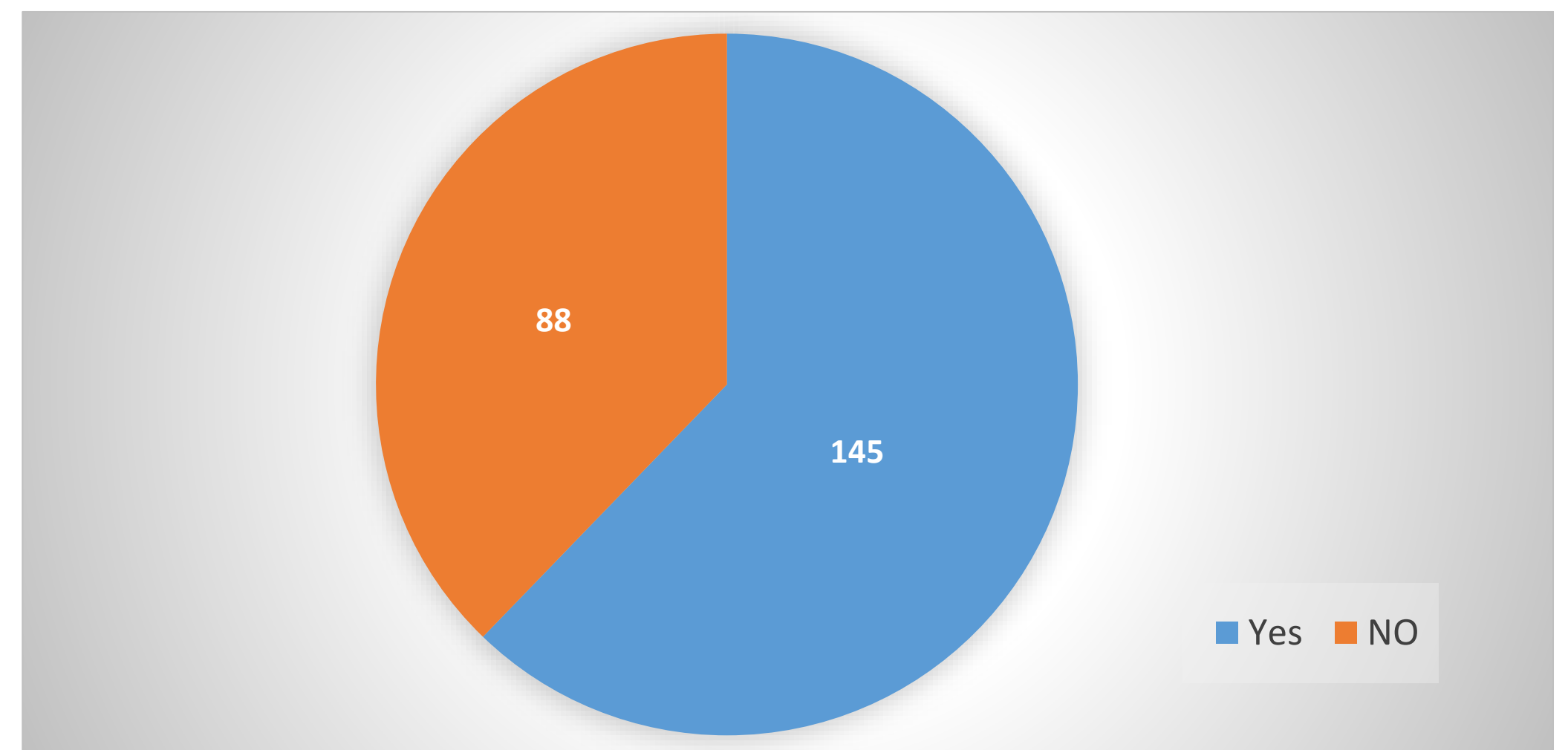
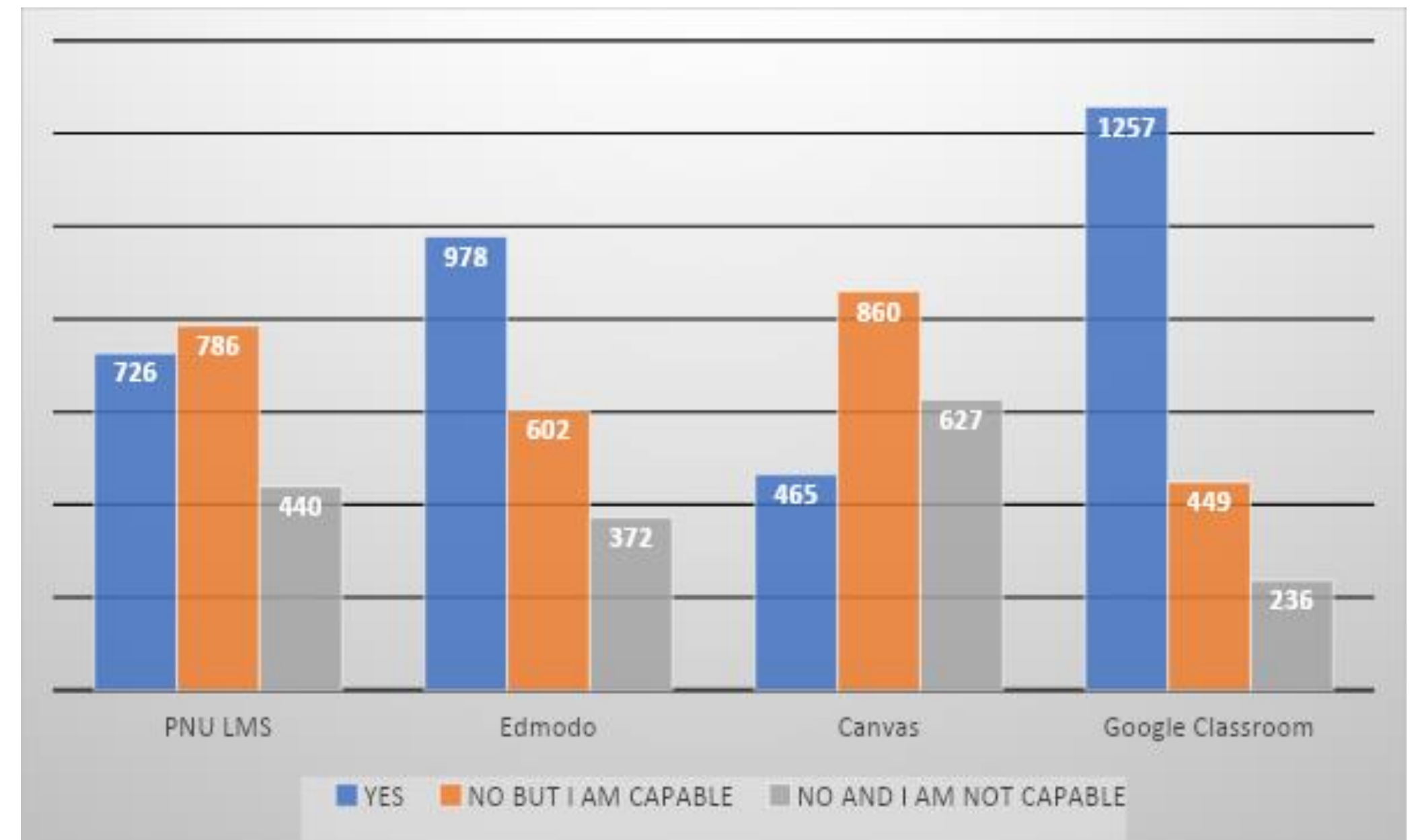
PNU faculty, students From Page 10

Overall, the survey results suggested that not all PNU faculty and students have the required level of readiness to actively participate in online education. Key results also showed that the readiness of both faculty and students for online education will depend on the system and support that the University could provide.

In light of the findings, OVPRPQA recommends for the development of a system and framework for flexible learning that consider the personal capabilities and resources of faculty and students, as well as the capabilities and resources that the University can provide; an assessment that determines whether the flexible learning system to be implemented in AY 2020-2021 is effective for long-term implementation or applicable only as an emergency mechanism during the pandemic; and the development of an institutional policy, as well as general and specific guidelines in the conduct of online (full/hybrid) and offline/non-online remote classes that should effectively guide the faculty and students.

Other recommendations include the contextualization of the design and delivery of online education in light of the pandemic and other national or global crises that may arise in the future; exploration of possible partnerships with other government agencies and private organizations on matters related to the online component of the flexible learning system; and adoption of needs-based, data-driven and evidence-based strategies in the planning, implementation, monitoring and evaluation of the system.

OVPRPQA pointed out that the challenges, although difficult, should be viewed as opportunities that PNU should take advantage of and, in this time of pandemic, PNU should be adaptive and creative without sacrificing quality learning and without compromising the welfare of its stakeholders.



On PNU students' participation in classes using learning management systems (top) and PNU faculty's attendance in training/workshops relevant to online teaching and learning (bottom) — **EPRDC**

DepEd, PNU team up From Page 1

Generally, the project aims to strengthen and fully integrate GCED in the national curriculum standards, building upon the Memorandum of Understanding (MoU) and cooperation of DepEd with the Asia-Pacific Centre for International Understanding (APCEIU).

Specifically, the project aims to support and facilitate the development of effective national and local curricula, or those of similar values (curricular guidelines, pedagogical guides, textbooks, or teaching-learning resources) on Global Citizenship Education.

In addition, the project aims to strengthen the capacities to integrate GCED into education and learning through curriculum innovation, reform, and revision initiatives while increasing policy dialogue and action-oriented research on the GCED curriculum among the national curriculum agencies and specialists.

GCED covers political, social, and educational response to a wide range of social, cultural, environmental, and political issues which require global understanding and action. It also focuses on developing the necessary understanding, skills, and values to address the global challenges of the 21st century and today's interconnected society.

As local partner, PNU is tasked by the department and APCEIU to organize relevant activities; develop contents, documents, and materials; operate on procedures; and communicate with the stakeholders necessary for the implementation of the project.

Other countries that show interest and growing need for GCED like Kenya, Lebanon, and Sri Lanka will also participate in the program.

The partnership between PNU and DepEd for the project is part of the mandate of PNU as the National Center for Teacher Education (NCTE). Republic Act No. 9647 otherwise known as the "Philippine Normal University Act of 2009" mandates PNU to provide DepEd with technical support for its programs and projects.

Morales From Page 8

As a researcher, she has served as principal investigator in various locally- and internationally-funded research projects. Dr. Morales is the 5th PNU official who received the award. Other PNU luminaries who received the same award were Dr. Gloria G. Salandanan in 1993, Dr. Epifania V. Tabbada in 2003, Dr. Twila G. Punsalan in 2004, and Dr. Ester B. Ogena in 2007.

Currently, Dr. Morales is the director of University's Publication Office (PO) and she manages the PNU Online Commons and three referred journals: *The Normal Lights*, *ASEAN Teacher Education Network (ASTEN) Journal*, and *Asia Pacific Higher Education Research Journal (APHERJ)*.

PNU TALKS episodes hit 68 mark; PNU alumni rule pool of speakers

By James V. Bailon

As of July 31 2020, the number of PNU TALKS episodes has reached 68. The number is expected to increase as the online lecture series continues to deliver relevant lectures beneficial to the University's stakeholders.

It can be recalled that PNU launched the PNU TALKS on March 30, 2020 with its premiere episodes titled *Homemade Cleaners and Disinfectants* and *Home Safety and First Aid* delivered by Prof. Janir T. Datukan from the Faculty of Science, Technology and Mathematics (FSTeM) and Mr. Erwin M. Blancaflor from the Institute of Physical Education, Health, Recreation, Dance, and Sports (IPEHRDS), respectively.

Dr. Lordinio A. Vergara, PNU vice president for university relations and advancement, said that the PNU TALKS is part of the University's effort to use technology and social media platforms to deliver literacy services to its stakeholders especially during the time when physical classes are not permissible. "The video lecture series on relevant topics delivered online by experts from the University establishes PNU's brand of online presence through educational media."

Since its launching four months ago, the PNU TALKS has reached 68 episodes. The episodes have featured topics on flexible learning, mental health and life management, COVID-19 prevention, culture and arts, children and parenting, among others delivered by the select PNU faculty, staff and alumni and by experts from different educational institutions in the country.

Most of the lectures have been delivered by the alumni of five PNU campuses: PNU Main Campus, PNU North Luzon, PNU South Luzon, PNU Visayas, and PNU Mindanao.



LECTURE SERIES

March – July 2020

THEME	NUMBER OF EPISODES	NUMBER OF VIEWS	SPEAKERS
Flexible Learning	22	126,600	PNU faculty and alumni
Mental Health and Life Management	14	82,700	PNU faculty, alumni, guest speaker from IPCAP
COVID-19 Prevention	7	46,600	PNU faculty and alumni
Culture and Arts	8	40,300	PNU alumni
Children and Parenting	3	30,200	PNU faculty and alumni
Others	14	63,800	PNU faculty and alumni
TOTAL	68	390,200	

The PNU Main campus alumni speakers were the select alumni of the Faculty of Arts and Languages (FAL), Faculty of Behavioral and Social Sciences (FBeSS), Faculty of Education Sciences (FES), Faculty of Sciences, Technology and Mathematics (FSTeM), School of Information and Knowledge Management (SIKM), and Institute of Physical Education, Health, Recreation, Dance and Sports (IPEHRDS).

Based on the online count, the talks have reached almost 400,000 number of views. As PNU continues to deliver more talks during the pandemic and beyond, it expects more number views which may indicate success of the project.



PNU TALKS premiere episodes posters

— PNU POSTER / UEMPRO