

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

Rosalyn 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

Manuscript received February 16, 2012; revised March 27, 2012.

Rosalyn B. Alday was with the University of the Philippines (e-mail: roselie_alday@yahoo.com).

Ma. Maureen R. Pascual is with the currently working as a faculty member of College of Computer Studies Department in Lyceum of the Philippines University, Batangas.

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 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 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 I: ATTITUDES TOWARDS E-TEACHING AND E-LEARNING

Attitude	Percentage
Do you have (or are you willing to obtain) access to a computer and Internet connection at home?	100.00
Are you willing to upgrade your computer	100.00

equipment and/or purchase new software if needed?	
Do you believe that high-quality learning can take place without interacting with students face-to-face?	62.50
Is discussion an effective teaching strategy for your subject matter?	75.00
Do you believe it is important to structure activities so that students can learn from each other?	87.50
Do you believe increased learning can occur when work/life/knowledge experiences are shared among peers?	100.00

TABLE II: ON-LINE TEACHING METHOD

Methods	In Favor (%)
Online chatting between student	75.00
Online chatting between student and teacher	87.50
Online chatting between students & other outside class	87.50
Online chatting between student and teacher	90.00
Discussion board between students	90.00
Discussion board between students and other classes	87.50
Discussion board between student and teacher	75.00
Email between student	100.00
Email between student and teacher	100.00
Assignment posted online	87.50
Submit work electronically	90.00



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

REFERENCES

- [1] Ateneo Elearning series, <http://aces.ateneo.edu> June 2010. J. U. Duncombe, "Infrared navigation—Part I: An assessment of feasibility," *IEEE Trans. Electron Devices*, vol. ED-11, pp. 34-39, Jan. 1959.
- [2] R. Alday and C. Hernandez, MyLyceumTechLearn: A Learning Management System for the Lyceum of the Philippines Website: An Instructional Aid for Teachers, LPU, Batangas, March 2008.
- [3] Caccam, Anne Margarete, 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
- [4] D. Caverly and L. MacDonald, Techtalk: Distance Developmental education. *Journal of Developmental Education*, Retrieved October 12, 2007 from Academic Search Premier, 1998.
- [5] H. Coole and M. Watts, Communal e-learning styles in the online classroom, *Research in Education*, Retrieved from Academic Source Premier database, vol. 82, pp. 13-27, 2009.
- [6] De La Salle University, Online Courses, www.dlsu.edu.ph, June 2010

- [7] Dupin-Bryant, P. A. Pre-entry variables related to retention in online distance education. *American Journal of Distance Education*, vol. 18, no. 4, pp. 199-206. 2004.
- [8] D. A. Falvo and S. Solloway, CONstructing community in a graduate course about teaching with technology. *TechTrends: Linking Research and Practice to Improve Learning*, vol. 48, no. 5, pp. 56, 2004.
- [9] H. Hsiu-Mei and S.-S. Liaw, Guiding distance educators in building web-based instructions. *International Journal of Instructional Media*, vol. 31, no. 2, pp. 125. 2004.
- [10] Manzano, Virgilio U. E-learning for Basic Education in the Philippines. A Report on Associated Schools Project Network (ASPNet) UNESCO National Commission of the Philippines, Department of Foreign Affairs, Pasay City, Philippines, 2006.
- [11] M. Dela Pena-Bandalaria, M. E-Learning in the Philippines: Trends, Directions, and Challenges. *International Journal on E-Learning*, vol. 8, no. 4, pp. 495-510. 2009. Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/30504>.
- [12] M. Marsh-Nation, Online Education: The Future of END Education and Professional Development. *American Journal of Electroneurodiagnostic Technology*, vol. 47, no. 4, pp. 318-319. 2007. Retrieved from Academic Source Premier database.
- [13] S. Perez and R. Foshay, (2002). Adding up the distance: Can developmental studies work in a distance learning environment? *T H E Journal*, vol. 29, pp. 16+. Retrieved May 22, 2007 from Questia.
- [14] K. R. Rhoda and C. N. Burns, (2005). Developing and online writing center for distance learning courses. Paper presented at 21st Annual Conference on Distance Learning and Teaching. Retrieved October 13, 2007 from http://www.uwex.edu/disted/conference/Resourcelibrary/proceedings/05_1923.pdf
- [15] N. Sampson, (2003). Meeting the needs of distance learners. *Language, Learning and Technology*, 7, pp.103+. Retrieved June 13, 2007, from Questia.
- [16] M. Simonson, S. Smaldino, M. Albright, and S. Zvacek, *Teaching and learning at a distance*. Upper Saddle River, NJ: Pearson Education, Inc. 2003.
- [17] P. J. Smith, K. L. Murphy, and S. E. Mahoney, Towards identifying factors underlying readiness for online learning: An exploratory study. *Distance Education*, vol. 24, no. 1, pp. 57. 2003. United States Distance Learning
- [18] University of Santo Thomas, Distance Education for the Marginalized, www.ust.edu.ph/, June 2010 Global Campus 21, <http://gc21.inwent.org/ibt/GC21/>, June 2010
- [19] UP Open University <http://www.upou.edu.ph> , June 2010
- [20] L. L. Willis and B. B. Lockee, A pragmatic instructional design model for distance learning. *International Journal of Instructional Media*, vol. 31, no. 1, pp. 9. 2004.
- [21] C. Willem, M. Aiello, and A. Bartolome. "Self-Regulated Learning and New Literacies: an experience at the University of Barcelona." *European Journal of Education*, vol. 41, no. 3/4, pp. 437-452. 2006.



Rosaly B. Alday born in San Jose, Batangas, Philippines on February 7, 1965. A graduate of Bachelor of Science in Statistics at the University of the Philippines in 1986, Master in Computer Science at De la Salle University, Manila in 2000 and is doing her dissertation in Phd in Education major in Mathematics and a member of IACSIT since last year. She had been in the teaching profession in more than 25 years and is the Dean of the College of Computer Studies of Lyceum of the Philippines University in Batangas for 10 years. She had presented research parents locally and internally, one of which is Philippine government funded at San Diego California last March 2010. She had visited 9 countries in a period of 11 years during study tours and benchmarking visits. She had been the President of PSITE IV- Philippine Society of IT Education for 3 years and had been the PSITE National Secretary for another 3 years.



Ma. Maureen R. Pascual born in Baguio City, Philippines on the 28th day of June year 1974. A graduate of BSBA Computer Management in Colegio de San Juan de Letran , Intramuros, Manila, 1995. She is currently working as a faculty member of College of Computer Studies Department in Lyceum of the Philippines University, Batangas. Mrs. Ma. Maureen R. Pascual is an active member of Philippine Society of Information Technology Educators (PSITE).