



THE UNIVERSITY OF MANILA

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FOREWORD

According to Tracy Mae M. education in the Philippines has been a cornerstone of national development, with the government and various stakeholders recognizing its vital role in shaping the country's future. Despite significant strides made over the years, the Philippine education system continues to grapple with numerous challenges that hinder its ability to provide quality education for all. In this twenty-first century and with the ascent of Education 5.0, demands and pressing challenges are encountered by the schools due to the continuing expansion of knowledge and the pervasive presence of information communications technology in all aspects of the society. Quality is becoming a byword in promoting academic excellence.

The University of Manila is an educational institution that is very much aware of challenges in education as a result, the university has the initiative and the commitment to craft ways and means in enhancing the platforms both face-to-face and online in providing programs and activities on the level of competencies and skills to be learned by the students. At the same time, since technology has been integrated in all courses, the University has programs to improve the self-efficacy of the faculty members in integrating technology in the courses assigned to them.

And to impress that the demands and the challenges of the present century are a part in the agenda of the university, the internal stakeholders such as the administrators, faculty members, and students are involved in tackling the role of total quality management in education. Thus, they are optimizing customer satisfaction, through continuous process improvement.

The Editor

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History of the University of Manila

On October 5, 1913, a group of four young men and a woman, with ages from fifteen to twenty-one met for breakfast at the Palma de Mallorca, a popular restaurant beside the Sto. Domingo Church in Intramuros, Manila. The five were Dr. Apolinario G. de los Santos, his brother, Dr. Mariano V. de los Santos, his sister, Maria de los Santos, and two friends Dr. Buenaventura J. Bello and Atty. Antonio Rivero. They were only college students then, who were more daring than their contemporaries for they were determined to pursue their dream of putting up a school suited to the needs of the Filipino youth.

These impecunious young people, as they were called by the university historian, encountered many challenges in realizing their dream of establishing an institution whose motto was “Patria, Scientia, et Virtus. They named their school Instituto de Manila, after the city of their affection and Apolinario de los Santos was elected as the first director of the school.

The doors of the Instituto de Manila were first opened in school year 1914-1915. The forerunner of this institution offered only elementary and high school courses in a leased building located at the corner of Madrid and Peñarubia streets, Binondo District. However, in school year 1919-1920, in order to accommodate its growing populace and to provide them with better facilities, the Instituto de Manila started conducting classes in its own building at the Sampaloc District.

Before embarking on a program of expansion in order to meet the educational needs of its constituency, the Instituto de Manila had to undergo internal changes. On the occasion of its eighth anniversary, the original incorporators unanimously agreed to effect a reorganization geared towards the attainment of a university status. As a result, the Instituto de Manila was re-incorporated as the University of Manila on November 3, 1921 under the provisions of Act No. 1459 of the former Philippine Legislature.

Right after its re-incorporation, the University focused on providing more course offerings for their growing clientele. The growth and expansion marked the turning point of this democratic and dynamic institution which has withstood the test of time. The University has survived two world wars and the bewildering changes in the country and of the world: ideological, social, economic, and political.

The mustard seed that was the University of Manila continues to show impressive growth and expansion. In March 1919, the College of Law was formally opened. In the following year, 1920, the College of Liberal of Arts was also opened. In 1922-1923, three colleges: College of Philosophy and Letters, College of Education, and College of Business Administration were opened while the Department of Graduate Studies was opened in 1941. In December, 1945, the College of Engineering was opened and in the following year, 1946, the Academy of Music and the School of Foreign Service were born.

The College of Law was given government recognition on November 1, 1920. It was formally incorporated into the University during the academic year 1921-1922. Barely,

after two years of its founding, the College of Law caught public attention and gained popular acclaim when two of its graduates: Pablo Payawal, who later became a prominent law practitioner, and Jose Carlos, who became a judge, copped the first and second places, respectively, in the 1920 Bar Examinations.

Three years later, former Civil Service Commissioner Amado Del Rosario and Cipriano Primicias who became a majority floor leader in the defunct Senate and who was one of the vice-presidential nominees for the 1961 national elections, followed suit by garnering the second and sixth places, respectively, in the 1922 Bar Examinations. And during the three years that followed, the graduates of the College easily hurdled the Bar with 100 percent passing average. This achievement of the College was so impressive that the pre-war Tribune and Philippine Herald newspapers were all praises for the University of Manila.

In 1933, Lope Quimbo, Manuel Alvero, and Guillermo Blanco became the first, second, and tenth placers in the Bar Examinations respectively. In 1936, the College again produced another batch of topnotchers where Teodorico Martin was the sixth placer who became the Dean of the College of Law of the University of the East. Again, in 1937, Sixto Domondon copped the tenth place in the Bar Examinations. To continue, in 1938, Emmanuel Pelaez, who was to become Vice-President of the Philippines, led that year's Bar Examinations "elite" by copping the first place. With Emmanuel Pelaez there were also two topnotchers, namely Rodegelio Jalandoni, sixth placer, and Pedro Bacerro, the seventh placer in the Bar Examinations. In 1940, the College again showed its impressive performance by having Delfin De Vera garnering the fourth place in the Bar.

During the post-war years, the College of Law reasserted its Bar supremacy by producing topnotchers. In 1948, Jose M. Evangelista, who was to become ambassador, placed second and established a record high rating of 95.04 percent. Moreover, this feat was duplicated in 1949 by Dominador R. Aytona who also captured the second place. Aytona became a vice-presidential nominee in 1961 under the Nacionalista Party banner. Two years later, in 1951, Vicente Acsay kept up the excellent performance of the College by notching the first place in the Bar Examinations. The good showing of the College continued, for in 1953, Leonardo Amores, who was to become the illustrious faculty member of the College hit the same spot with the highest rating of 95.03 percent.

Up to the present year, the College of Law graduates fared exceedingly well in the bar examinations with ratings above the national passing percentage. In 2006, the College of Law graduates obtained a 75 percent passing in the Bar Examinations, again proving the quality of education being sustained throughout the years by the University of Manila.

To show the march to progress of the University, in 1949, courses were offered in Master of Arts in Political Science in the Department of Graduate Studies, followed by the opening of Master of Arts in History and Bachelor of Science in Elementary Education in 1951. Then, from 1963 to 1966, courses in the College of Criminology and Penology, the School of Secretarial Science and the master's degree in Public Administration were offered. On

June 7, 1976, the following two-year courses were offered— in Police Science and Technology, in Library Science, and in Bookkeeping; one-year course in Hotel and Restaurant Management and one-year course in Tourism.

The sustainable growth and expansion of the University were the products of the highly innovative, creative, and brilliant minds of those who occupied the presidency. Dr. Apolinario de los Santos was the University President from its inception until 1927. His successor was Dr. Mariano V. de los Santos, who assumed the presidency at the age of 29, and it is a matter of record and source of pardonable pride that he held the distinction of being the youngest university president in the Philippines, in Asia, and in the whole world. Dr. Mariano V. de los Santos co-founded the Philippine Association of Colleges and Universities (PACU) and was elected as its President from 1938 to 1939 and from 1955 to 1958. He also co-founded the United Nations Association of the Philippines. Moreover, he is the adviser on educational matters to six Philippine Presidents: Manuel L. Quezon, Jose P. Laurel, Manuel Roxas, Elpidio Quirino, Ramon Magsaysay and Carlos P. Garcia. He was the President of the University until his untimely demise on October 13, 1959.

The unfinished task of leading the University was continued by Madame Helen de los Santos, who was described by the late Dr. Mariano V. de los Santos in his book, “Education and Life” as his life partner “who has shared with me all the tribulations of life but cared little for its vainglories.” One of the pioneers in education and a compleat Filipino woman, Madame Helen de los Santos held the presidency with distinction from 1959 to 1981.

Another chapter in UM history unfolded when Dr. Virgilio de los Santos (from the second generation of the de los Santos) took over the presidency in 1981. With him at the helm, the University continually strived to strengthen its commitment to total academic excellence. The University has remained true to its trilogy of ideals: Patria, Scientia, et Virtus.

It envisions a dynamic community that is deeply steeped in the trilogy of UM Ideals: love of country, love of science and love of virtue; fully equipped with humane, conceptual, and technological skills; firmly determined to make life for others better, brighter, lighter and more livable, by making quality education accessible to all. The Motto of the University is to acquire knowledge and skills for the benefit of mankind.

Its Mission aims to create an atmosphere of academic excellence and competence, that is, firmly anchored in love of country, science and virtue; where citizens deeply concerned and truly committed to respond to the socio-cultural, psycho-spiritual and politico-economic challenges of the contemporary Filipino community are formed; fully empowered with modern scientific technological skills with which to brave the challenges of the global society.

Under the vigilant stewardship of Dr. Virgilio de los Santos, the University has been placed to a higher level of credit and standard. In line with the thrusts of the government and to keep abreast with the demands of the modern times, on February 16, 1994, the University offered four-year courses in Hotel and Restaurant Management and Computer Science. To

show further that the University of Manila has come of age and in response to the call of the 90's, on February 21, 1994, it offered new courses in the following programs: Doctor of Education, Doctor of Public Administration, and Master of Business Administration. These programs are designed to provide administrators, businessmen, analysts, researchers, and educators with the theoretical background, values, competencies, and skills for them to be able to participate and contribute to the growth and development of a better and a more humane society.

Dr. Virgilio de los Santos as a vanguard to Philippine and Japan relations received the highest honor the Emperor of Japan can give to a foreign national; the Rising Sun Medal of Honor.

On April 3, 2003, the University was granted the government permit to offer the four-year Bachelor of Arts in Cultural Languages, major in the Japanese Language. The University of Manila is the first university in the Philippines recognized to offer a degree course in the Japanese Language.

To add to this legacy, on November 7, 2005 a new four-storey building was constructed for the International Language School (ILS).

The International Language School offers courses in the English language to foreign students like the Chinese, Japanese, and Koreans. It also offered courses in the Chinese language and Nihongo (Nippongo) language. The ILS building likewise provides accommodations for foreign students while they are studying. Thus, with these developments, the leaders of the University continually strive to realize the vision and mission of the institution and, that is, academic excellence imbued with values, not only for the Filipino youth but also for those of our neighboring countries.

In 2006, Dr. Emily Dodson de Leon the Senior Vice-President and Chief Academic Officer was elected by the Board of Trustees as President of the University of Manila. In 2007, Madame President Emily Dodson de Leon became the first Vice-President of PACU (Philippine Association of Colleges and Universities).

With her dynamic administration and dauntless leadership, the University has remained to be an institution to reckon with. She is the vital mover behind the sustainable progress of the University by initiating innovations and modern strategies in promoting quality education and these are shown when the University was granted by PACUCOA a formal accredited status for the College of Education for its two programs: Bachelor in Secondary Education and Bachelor in Elementary Education and the College of Business Administration.

Likewise, The College of Hotel and Restaurant Management and the College of Criminology were formally accredited by ACSCU-AAI (Association of Christian Colleges and Universities-Accrediting Agency Inc.).

QUALITY ASSURANCE: FRAMEWORK OF THE UNIVERSITY OF MANILA

The University of Manila's structural policy on Quality Assurance is embedded in a structural system defining the definite procedures and responsibilities of a well-functioning quality management. This supports the basic vision and mission of The University of Manila, whose vision is to make quality education available to all by making the lives of others lighter, brighter and more liveable, built on the founding principles of love of country, love of science and love of virtue. Its mission aims on creating an atmosphere of academic excellence and competence, that is firmly anchored in love of country, love of science and love of virtue whose citizens are deeply concerned and truly committed to respond to the socio-cultural, psycho-spiritual and politico-economic challenges of the contemporary Filipino community fully empowered with modern scientific technological skills in braving the challenges of the global society.

In supporting the Vision and Mission of the University, every member of The University of Manila's community shall contribute to the common goal in attaining our objectives by producing favorable outcomes in the performance of one's own responsibilities and individual definitive functions. The purpose of the University's system is to aid the academic community and its members by developing a conducive framework for quality management. Working on improving the quality of education is an ongoing focus of this University. This essentially means that the executive board determines the vision together with its relevant policy framework. The educational body works out the details of these policies.

Various processes and procedures of the courses and program levels ultimately falls within this policy. Our Quality Assurance is also evident in the evaluation of research, educational and societal interaction of the administration and its support services. Quality system audits are being followed just as well. Self-evaluation and related reporting are done monthly with its compliance, conformance or con-conformance. The Quality Management steering group is led by the President of The University of Manila, Dr. Emily Dodson de Leon. She is assisted by the deans, faculty members, different senior officials of the different departments, i.e., in accounting, records, library, registrar, property custodian, plant management team, medical clinic, among others, they all contribute to the coordination and quality management principles and procedures.

The University of Manila has a systematic, robust and coherent quality system that allows it to continuously monitor, ensure, and improve the quality of its programs. As a matter of fact, management auditing is being practices in The University of Manila which includes both the pre-audit and internal audit of the accounting department in assessing its financial audit of the director, property custodian, general services, physical plant facilities, human resources, medical and dental areas, etc. recording of the employees' daily accomplishments are being noted, and, a monthly monitoring is also done.

In order to sustain and improve its educational quality, reviews on licensure exams are continuously being undertaken wherein The University of Manila obtained a high percentage in its bard and bar passers of its graduates. High employability rate among the graduates were likewise evident as seen in its tracer studies. Its five-year strategic plan is

being carried out continuously. Quality Assurance is also through recruitment, i.e., joining various organizations, researches with interactive teacher-students participation.

Verily, The University of Manila is also an active member of various organizations, i.e., Philippine Association Of Colleges and Universities (PACU), Association of Southeast Asian Institutions of Higher learning (ASAIHL), Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), United Nations of the Philippines (UNAP), Philippine Association of Teacher Education (PAFTE), Philippine Society for Educational Research (PSERE), University Belt Consortium, International Association of Universities in Paris, France, Philippine Association of Law Schools (PALS), Philippine Association of Graduate Education (PAGE), Philippine Council of Deans and Education in Business (PCDEB), among others. In addition, sisterhood agreements with other different universities in other countries have been forged. These are Dohto University of Sapporo and Monbatsu cities of Hokkaido, Japan; Tokai University of Tokyo, Japan; Hansun University of Seoul, Korea; Cheng Kun Commercial and Technical High School of Pate City, Taiwan, Republic of China; Meio University of Nago City, Okinawa, Japan; Cheongui University of South Korea; Phuket Rajabhat University, Thailand. To keep abreast with the changing times various researches are being accomplished and presented as well, both in the domestic and international fronts. There are also compilations of refereed publications of The University of Manila.

Quality Assurance of degrees achieved through accreditation of our courses in Criminology, Hospitality Management, Accountancy, Education are currently on level 3, but preparations are being done for its level 4 accreditation. Documentation of the Quality System is evident in its operations manual and related process- description manual of the University. Records of monthly monitoring of accomplishments of employees, request and purchases, minutes of various meetings, etc., are also being kept.

In the spirit of transparency, The University of Manila processes the concept of a well-functioning Quality Assurance System, thereby producing a high quality product in the field of education. Education needs to keep pace with the changing circumstances inside and outside the University. Simply put, the focus here is not on a static form of quality, but on a process of continuous improvement in delivering high quality education in accordance with Deming's Improvement Cycle known as the plan-do-check-act or PDCA Cycle, which is a systematic PDCA approach, relevant to the University's core duties. The University of Manila is an Institution of Higher Learning that uses quality assurance to systematically establish a conducive framework for quality management. This Institution "says what it does, then demonstrates that it does what it says."

Also, recognizing the value and relevance of facilities and equipment in the practical activities of the students, President Dr. Emily D. de Leon initiated the construction of the *Acatour*, a mini restaurant and café for the College of Hotel and Restaurant Management; the installation of a modern and fully-equipped kitchen; and Hotel VDS. In the realm Hospitality Management, the practical entrepreneurship skills are placed in the forefront. Our Hospitality Management students were tested when they were selected for the main challenge of the Samurai Groups wherein the main event was to prepare a DELICIOUS

GOURMET STYLE RAMEN DISH. The University of Manila was one of the schools selected in the elimination rounds together with 8 others schools, i.e., Philippine Women's University, Our Lady Of Lady Fatima Univeristy (Valenzuela), Jose Rizal University, San Sebastian College, Technological University of the Philippines, Pamantasan Lungsod ng Marikina, and Saint Jude College on March 31, 2014 at the Robinsons Galleria Activity Center. Our University gained the 1st place represented by John Rhay Landingan and Raymart Somera. Chef Miguel Allarey assisted them in mise en place and plating while Prof. Benjamin Jaramilla conceptualized the recipe. They were rewarded ₱ 10,000 and were featured in Yummy! Magazine.

As a part of growing part of the learning culinary experience of our students, the University's President also invited speakers who are masters in their field of expertise in this University. Recently, Master Chef Armando Alvarez the Red Crab Group of Restaurants demonstrated his best-selling recipes to our students, i.e., Crab Maritess, Adobong Pusit, and his Shrimp Specialty. We have also previously invited Boy Logro, who now hosts his own culinary program in GMA 7. During our foundation day festivities, our top students have joined and vied in the cooking contests held here at our University Auditorium. Monetary prizes were awarded to the winners.

For the College of Criminology, forensic laboratories are installed, equipped with modern equipment like the dark room, crime investigation room, forensic ballistics and the computerized polygraph machine. The colleges are provided with the Learning Resources Center where peer tutorial programs, research, and mentoring are being conducted. Expansion of the University is being undertaken with the on-going construction of school buildings at the Malolos Campus with the aim of making it a world-class University.

Awards of recognition were given by the Professional Regulation Commission, Philippine Association of Professional Regulatory Board Members, Inc. and the Foundation for Outstanding Professionals, Inc. and the Philippine Federation of Professional Associations, Inc. to the College of Criminology for obtaining the highest number of board passers in Criminology for two consecutive academic years: 2007-2008, 2008-2009.

The intellectual prowers of our students figured prominently in the government licensure examinations. In the Criminology Licensure Examinations, The University of Manila ranked as one of the top performing schools in the country and has been consistently in this prestigious category since 2006, to wit:

For the year 2009, (September), this University garnered 2nd Place in the said examination (with 50-99 examinees), having 84% of examinees passed.

1st Place (with 20-49 examinees) in the August 2008 Criminology Licensure Exam, having 80% of its examinees passed.

1st Place (with 20-49 examinees) in March 2008, having 71% of its examinees passed.

Bachelor of Science in Criminology

Date of Examination	Topnotchers	Passing Percentage (%)	National Percentage (%)
December 2021		81.25%	34.19%
November 2019		79.45%	44.11%
June, 2019		77.36%	38.47%
December, 2018		83.72%	34.66%
June, 2018		77.05%	33.38%
December, 2017		76.92%	35.68%
June, 2017		70.51%	24.99%
October, 2016		89.02%	31.36%
April, 2016		95.12%	23.90%
October, 2015		78.49%	32.68%
April, 2015		95.89%	29.51%
April, 2014		97.06%	33.79%
October, 2014		91.67%	43.00%
April, 2013		78.38%	42.28%
October, 2013	(4) Jonathan R. Binarao	88.89%	45.30%
October, 2012		85.71%	32.17%
March, 2012		96.77%	32.58%
October, 2011		92.59%	43.77%
April, 2011	(1) Henry J. Gubalane (4) Robert Jayson M. Gatchalian	78.95%	21.58%

Other courses also showed that majority of our graduates have passed the licensure examination in Accountancy, Education, Law and Engineering.

In order to sustain and improve its educational quality, reviews on licensure exams are continuously being undertaken wherein The University of Manila obtained a high percentage in its board and bar passers of its graduates. High employability rate among the graduates were likewise evident as seen in its tracer studies. Its five-year strategic plan is being carried out continuously. Quality Assurance is also done through recruitment, i.e., joining various organizations, researches with interactive teacher-students' participation.

It is important to note the ongoing success and prestige of The University of Manila will never be accomplished without the sincere devotion and untiring efforts of the President of The University of Manila, Dr. Emily Dodson de Leon. Her commitment in helping the less-privileged for attaining academic excellence in this institution has already materialized and will continue to do so even in the next generations, with the help of God.

In addition to the numerous scholarship programs of the institution, President Emily Dodson de Leon created the Dr. Emily D. de Leon Scholarship Program whose recipients are students from the poor families of the country. Through her indefatigable work, the University maintains productive and continuing linkages with Japan and Thailand for scholarship programs, the NGOs, and with the Philippine government. Dr. Emily Dodson de Leon, with her foresight and vision for greatness, has been working to make the University of Manila, an autonomous institution and a center of excellence in the field of education. Notably, the University of Manila is an active member of the Philippine Association of Colleges and Universities (PACU), Association of Southeast Asian

Institutions of Higher Learning (ASAIHL), Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), United Nations Association of the Philippines (UNAP), Philippine Association of Teacher Education (PAFTE), Philippine Society for Educational Research and Evaluation (PSERE), the University Belt Consortium, and the International Association of Universities in Paris, France, the Philippine Association of Law Schools (PALS), Philippine Association of Graduate Education (PAGE), Philippine Council of Deans and Educators in Business (PCDEB), and many others.

In line with this, the University responded to the challenges of global education. The University of Manila with President, Dr. Emily D. de Leon at the helm, has maintained sisterhood agreements with different Asian universities: Dohto University of Saporro and Monbatsu cities of Hokkaido, Japan; Tokai University of Tokyo Japan; Hansun University of Seoul, Korea; Cheng Kung Commercial and Technical High School of Pate City, Taiwan, Republic of China; and most recently with Meio University of Nago City, Okinawa, Japan, and Cheongui University of South Korea and Phuket Rajabhat University, Thailand. To keep abreast with the changing times various researches are being accomplished and presented as well, both in the domestic and international fronts. There are also compilations of refereed publications of The University of Manila.

There are outstanding proofs of the advocacy of the University to research and development presented as follows:

1. The first research journal of the University is the Journal of East Asiatic Studies, which has been published since the **1950s**. One of the issues was classified by the **United States Library of Congress** in their Online Catalog. It is described as follows:

LC Control No: unk83020835

LCCN Permalink: <http://lccnloc.gov/unk83020835>

Type of Material: Serial (Periodical, Newspaper, etc)

Main Title: The University of Manila Journal East Asiatic Studies

Published/ Created: Manila (n. d.)

Call Number: DS501.U5

2. Hollis Classic of the Harvard University

Location: Loeb Design NAC 6961 R251

Description: 222p. Illus. 26 cm

Notes: published in Journal of East Asiatic Studies, v. **11, March, 1967**

Subject: Cities and towns—Philippines

Church and state--Philippines

Subject: Philippines--History--1521-1812

3. The Truth About the Iglesia ni Cristo 1914

Taken from The University of Manila “Journal of East Asiatic Studies” The Iglesia Ni Kristo. A Study: Julita Reyes-Sta. Romana Articles from the Philippine Magazine Vol. 3, **July, 1955**, Published Quarterly by The University of Manila, Manila, Philippines page 428

4. Cornell University Library

“The Ifugao Chants” an article in the Research Journal of East Asiatic Studies was cited in the study conducted by NCCA—National Center for Culture and Arts

Other seminars and conferences are as follows:

INTERNATIONAL CONFERENCES, CONVOCATIONS, CONVENTIONS, SEMINARS AND WORKSHOPS

In this school year 2006 -2007, President Dr. Emily D. de Leon in a general faculty meeting informed that for the institution to be always at par in its delivery of education and other related services to the students, research, benchmarking, and linkages should always be involved in all its plans and programs. In this manner, the University stakeholders are able to possess the knowledge, the capacities, and the values to make changes for the better. In relation to this, the top-level administrators, the academic council, the librarians, and the faculty members should be in collaboration in synchronizing their acts towards a common goal, which is providing quality and affordable education to all students.

Up to School year 2015-2016, The University of Manila has participated in different international conferences, seminars and workshops on research and development, instruction, and corporate social responsibility, as follows:

Activity	Title/Topic	Venue	Presenters/Participants	Date/Year
3 rd Gain Convention	The Future Workforce and Graduates for the Smart City Revolution: Towards Global Competitiveness and Human Capital Development	Dusit Thani, Manila	Participants: Dr. Emily Dodson De Leon Atty. Dave Bernar Delos Santos Dr. Arsenia Y. Lucy Dr. Lourdes Sabile Prof. Emiline Borces Ms. Elizabeth Borces	February 6-7,2020

Seminar Workshop Philippine Association for Graduate Education	Seminar – Workshop on the Impact of Fire 4.0 on Research and Development	Pearl Manila Hotel Corner Taft & UN Avenue, Manila	Participants: Dr. Ma. Corazon Ramona de los Santos Dr. Lourdes Sabile Dr. Emiline Borcesc Prof. Robert Bañaga	November 22, 2019
Public Consultation on the Proposed IRR on Republic Act No. 11053 or the “Anti- Hazing Act of 2018” for Luzon and Mindanao	Republic Act No. 11053 or the Anti-Hazing Act of 2018	BSA Twin Towers, Julia Vargas, Corner Bank Dr, Ortigas Center Mandaluyong, Metro Manila	Participants: Dr. Lourdes Sabile Prof. Paul Leviste	October 25, 2019
International BENCHMARKING TOUR, sponsored by PAGE-NCR	Benchmarking Tour PAGE- NCR has a project on benchmarking of selected colleges and universities in Bangkok, Thailand. The objective of the tour is to help the Philippine colleges and universities to obtain MOA or MOU re sisterhood relationships, exchange of the best practices and research and development as required in enhancing quality education	Bangkok, Thailand	The PAGE-NCR officers are representatives of their colleges and universities: The University of Manila Emilio Aguinaldo College San Beda College, Alabang Trinity University of Asia National Teachers College San Sebastian College Marikina Institute of Technology Philippine College of Health and Sciences, etc	June 1, 2019
ASAIHL INTERNATIONAL CONFERENCE 2019	Theme: Reconfiguring Universities for the Future Title of the Research Paper submitted by the University of Manila: “Development of Transversal Competencies through Research and Information Technology”	FAR EASTERN UNIVERSITY, Alabang Muntinlupa	Participant President Dr. Emily D. de Leon Atty. Dave Bernar de los Santos Dr. Lourdes Sabile And Dr. Arsenia Lucy are the paper presenter	July 25-26, 2019
In-House Seminar on Political Science and Social Science	Theme: ‘Social Responsibilities on the Extra-Judicial Killings and Senatorial Elections’ *Political Justice Concerning Extra-Judicial Killings presented by Dr. Marjunell Mendoza *Potential Leadership of 2019 Senatorial Bets presented by Prof. Sarah Villanueva	UM Auditorium	Resource Speaker: Dr. Marjunell Mendoza Prof. Sarah V. Villanueva Attendees: Student from Different Colleges	March 8, 2019
In-House Seminar and trainging on Research of the Students from the College of Education and the College of	Oral Defense of the students on their research papers/ thesis for the Education students and feasibility studies for the Business Administration students	UM Auditorium	Panelist of the Oral Defense: Chair: President Dr. Emily D. de Leon	March 4-5 2019

Business Administration	Brief discussion of the President Dr. Emily D. de Leon on the Fourth Industrial Revolution; Education and Business 4.0		Members: Dr. Lourdes D. Sabile and Asst. Dean Alexander Salva Resource Speaker: President Dr. Emily D. de Leon	
Student Research Forum of U-Belt Consortium	Researches on Education, Technology, science, engineering, mathematics and social sciences were presented by the students from the universities that are member of the U-Belt Consortium	Lyceum of the University Philippines, Intramuros, Manila	UM paper presenter is Ms. Maixeen M. MAribao, Bsed Student Title of the Research paper: "Difficulties Encountered in the English Language by the BSED Students Majoring in English"	March 12, 2019
In House Seminar on Fourth Industrial Revolution	A discussion on the importance of the Fourth Industrial Revolution to the knowledge, skills and values of the teachers and students	Moot Court, UM	President Dr. Emily D. de Leon Resource Speaker Participants: Administrators, department heads, professors and non-teaching personnel	March 2019
GAIN 2019 National Convention – The Fourth Industrial Revolution: Preparing the Philippines for the Jobs of the Future	Robotics Analytical Thinking, 21 st Century Skills, Strategies to Enhance the skills of the Filipinos to be competitive in the International Workplace	Dusit Thani Hotel,	Participant from the University of Manila: President Dr. Emily D. de Leon Dr. Lourdes Sabile Atty. Dave Bernar de los Santos	February 8, 2019, Friday, 9:00 am – 6:00 pm
	Integration of Discipline and Opportunities in Learning Memoranda and Circulars/Letters	Regional, Baguio City	Participant Dr. Lucia M. Narag, Professor and Research Director	November 2-4, 2018 CHED
International Academic Forum	Innovation, Entrepreneurship, and Values	Ling Nam University, HONG KONG	Participant and Resource Speaker, Dr. Lucia M. Narag, Professor and Research Director	(IAFOR) October 19-22, 2018,
University of the East and U-Belt Consortium on Research Research Forum,	Researches presented by professors and students from different universities	UE Auditorium	The University presented a research paper: "The Theories, Issues and Concerns on the Life Expectancy of the Filipino Elderly" by Dr. Lourdes D. Sabile	September 27, 2018
National Congress, PAGE-NCR RESEARCH CONGRESS, 2018	Mixing, Matching, and Meaning-Making: The Confluence of Quantitative and Qualitative Research	Emilio Aguinaldo College, Malate, Manila, Main Auditorium	Resource speakers are students and professors from different colleges and universities Participants Dr. Lourdes D. Sabile Dr. Marjunell P. Mendoza Dr. Angelita F. Nuqui	September 15, 2018

			Prof. Aileen A. Francisco	
10 th International Conference	10 th International Conference On Psychology and Language Research (keynote Speaker)		Dr. Dahlia R. Domingo	June 28-29, 2018
12 th Global Congress and Confoerment ceremony	12 th Global Congress and Confoerment ceremony theme: “Megatrends in Education, Business and Industry and Public Administration in the 21 st century and Beyond”		Dr. Lucia Narag Dr. Lita Sagun	June 8-10, 2018
Team Building of U-BELT CONSORTIUM ON RESEARCH	Issues and Concerns, Pillars on activities, research journal, collaborative researches, and linkages with CHED, DOST, and PCHERD	L’Otel D’ Emily, La Union, Ilocos Region	Research Directors from U-Belt Members attended the team building session	June 1 and 2, 2018,
Bench Marking		Pictures of Bench marking Activities in Various Private Universities in Tokyo and Nagoya, Japan • Soka University (Hachioji, Japan) • Tsurumi University (Kanagawa, Tokyo, Japan) • Nagoya Gakuin University • Chukyo University (Nagoya, Japan)	Dr. Lourdes D. Sabile Prof. Eric E. Estañol	March 2018
Bench Marking		Polytechnic LP 31 Jakarta Education Institution if Professional Development Indonesia	Dr. Lucia Narag	March 27 – 28, 2018
ASAIHL INTERNATIONAL CONFERENCE,	Theme: Higher Education for Diversity and Global Citizenship The title of the research paper presented by the University of Manila: Collaborative Instructional	SOKA UNIVERSITY , TOKYO, JAPAN	Resource Speakers from 18 countries of the world Dr. Lourdes D. Sabile, Resource Speaker from the University of Manila Prof. Eric L. Estañol, Participant	March 26-28, 2018

	Design Program for Student-Centered Teaching			
Bench Marking		Schools and Universities in US • Canterbury Elementary School • University of North Texas • Coastal Carolina Univeristy	Prof. Perfecto Zaplan	March 15 – May 7, 2018
In-house Seminar and Workshop: Series of Seminar-Workshop on Research,	Continuing Professional Development): Enhancing Educational Research from its Inception Up to its Implementation * Deciding on Research Titles, Subproblems * Qualitative, Quantitative and Mixed Methods * Data Gathering Procedures and instruments and Validation *Presentation of the Thesis Proposal, Demonstration, Rubrics	UM Auditorium	President Dr. Emily D. de Leon Dr. Lucia M. Narag Dr. Lourdes D. Sabile Moderators and EMCEES: Prof. Eric L. Estaño and Prof. Ailene A. Francisco	March 5, 6, 7, and 8, 2018
IN-HOUSE SEMINAR-WORKSHOP	IN-HOUSE SEMINAR-WORKSHOP ON PHENOMENOLOGICAL RESEARCH FOR THE NON-TEACHING PERSONNEL AND STUDENT SUPPORT SYSTEM	Seminar Room 106, Noli-Fili Building	Registrar's Office Records Section Admission Office Accounting Office Guidance Office PCAO Medical-Dental Clinic	February 21, 2018, 1:00 PM to 6:00 PM,
		• New Era University (Manila) • Our Lady of Fatima University (Lagro Branch)	Dr. Lucia M. Narag Dr. Prose Arreola Dr. Lita Sagun Dir. Alexander Salva Prof. Benjamini Jaramilla Ms. Jastine Partoriza	January 9, 2018
2017 International Conference	2017 International Conference On Education and E-Learning (ICEEL 2017)		Dr. Lourdes Sabile	December 31, 2017
2017 NACSRA Conference of the NCR School Registrars Association	Meeting the Challenges of Higher Education in 2018	Dr. Robert C. Sy Grand Ballroom 2 nd Floor, University of Santo Tomas, Manila	Participants from colleges and universities of NCR. For UM, the participants are: Dr. Lourdes D, Sabile Mrs. Gloria P. Pajinag, Staff Mr. Ronald G. Sumpio, Records Section	November 24, 2017,

ASAIHL INTERNATIONAL Second International Graduate Students Multidisciplinary Research Conference	Theme: Embracing ASEAN Integration	Century Park Hotel Manila, Malate, Manila, Philippines	Participants Dr. Prose M. Arreola, Dean of the College of Liberal Arts Dr. Lourdes D. Sabile, Dean, College of Education Prof. Ester R. De Leon Mr. Delwyn R. De Leon, Registrar's Office, staff	October 26 -27, 2017
2017 First INTERNATIONAL Conference on Redesigning, Re- engineering Academic Direction for Global Competitiveness (SCRRADG, 2017	Several topics were discussed with the inventions and incubation activities of students from different countries Sample of Topics: Collaborative Instructional Design System Mosquito Killers, New kinds of Pesticides, Robotics.	Manila Hotel	Resource Speakers: Dr. Ismail Md. Zain, Malaysia Dr. Dr. Takayuki Nakamura, Japan Dr. Pathom Somwong, Thailand Dr. Song Jung-il, Korea Participants from the University of Manila Pres. Dr. Emily Dodson de Leon Dr. Lourdes D. Sabile Atty. Dave Bernar de los Santos, Executive Assistant to the President	September 28-29, 2017
Benchmarking	Selected schools and universities were visited for benchmarking and linkages	Jakarta, INDONESIA	Dr. Lucia M. Narag	SY 2017-2018
IATOR-International Academic Forum International Conference	Theme: Collaboration with Schools and Government for Quality Education	KOBE, JAPAN,	Participant Dr. Lucia M. Narag, Research Director	, , 2016-2017
First Quarter EXECOM Meeting for the Calendar Year 2017	First Quarter Execom Meeting for the Calendar Year 2017	La Consolacion College, Mendiola, Manila	DepEd Officials Participants are: Dr. Lourdes Sabile, Prof. Nieva Gomez, Mr. Joey Cahinde, Ms. Gloria Pajinag, Mr. Ronald Sumpio	, August 9, 2017,
International Seminar For UM College Students	The Future of Leadership and Management	UM Auditorium	Ms. Ingrid Ursua, President and CEO of Majestic Group of Companies from Australia With the participation of President Dr. Emily D. De Leon and Ms. Libby G. Federico, Philippines Executive Majestic Group of Companies	July 13, 2017 Morning session: 9:00 AM -12:00 NN Afternoon session: 1:00 PM -5:00 PM
Royal Institute of Singapore, International Conference with Conferment Ceremony	Globalization: Its Impact on Human Capital and Tools Development		Conferment Ceremony to Dr. Lucia M. Narag, as Resource Speaker	June 16-19, 2017

PEAC (Private Education Assistance Committee), DepEd In-Service Training	2017 DepEd-PEAC Summer In-Service Training (INSET) for Senior High School Teachers	St. Paul University, Manila	Professors and Heads from different colleges and universities Participants from UM are Dr. Lourdes D. Sabile, Principal Prof. Nieva Gomez, Ms. Sarah Villanueva, and high school teachers	June 10-12, 2017,
IN-HOUSE SEMINAR FOR STUDENTS	Career Planning and Career Pathing	UM Auditorium	Dr. Prose M. Arreola, Dean of the College of Liberal Arts Dr. Lita S. Sagun, Guidance Counselor Asst. Dean Alexander G. Salva, Moderator Ms. Adelaida Aducayen, Facilitator College of Education, Program and Invitation	June 15, 2017 1:00 PM – 5:00 PM
PRIVATE EDUCATION ASSISTANCE COMMITTEE (PEAC)	Training of Teachers in Private Schools, Regional Orientation on the Guidelines of the JHS, ESC, TSS and SHS Voucher Program, 2017-2018 Training on Performance Standards, Content Standards, Procedures in the Teaching-Learning Process with the aim of achieving the Transfer Goals where the students can do an activity or project on their own, life-long learning and global competitiveness	St. Paul University, Manila	Trainors and Resource Speakers of PEAC	June 6 – 12, 2017 7:30 AM – 5:00 PM
ASAIHL INTERNATIONAL CONFERENCE	Theme: Higher Education Challenges in Shaping the Nation's Competitiveness	Universitas Hasanuddin, Makassar, Indonesia, Swiss beLhotel	Participants from The University of Manila as Paper Presenters: 1.Prof. Esther R. De Leon: Environmental Education Program of The University of Manila, SY 2013-2018 2.Dr. Lourdes D. Sabile: Interconnectivity of Research & Instruction, The University of Manila Experience Dr. Lourdes Sabile was assigned as a chairperson in Parallel Session 2 on Quality Relevance, International Accreditation and	May 16 -19, 2017 Delegates to the conference are from Japan, Saudi Arabia, Thailand, Malaysia, Cambodia, HongKong, Philippines, Australia, Sri Lanka, Canada, to name a few.

			Curriculum Development	
PAGE-NCR Research Congress	Challenges to Internationalization of Philippine Graduate Education Rev. Fr. J. Arturo E. Aureada, OP, UST Regent is the keynote speaker: Issues and Challenges of Research at the International Level Dr. Heracleo D. Lagrada, VPAA of Fatima University is the plenary speaker: ASEAN Integration: Implications to Graduate Education	Emilio Aguinaldo College Main Theater, Paco, Manila	Rev. Fr. J. Arturo E. Aureada, OP Dr. Heracleo D. Lagrada, VPAA of Fatima University Paper presenter: Prof. Esther R. De Leon: Challenges, issues and Strategies in Harmonizing the Factors Involved in Borderless Higher Education Participants: Dr. Lourdes Sabile, Dr. Prose Arreola, Dr. Angelita Nuqui, Prof. Aileen Francisco and Prof. Gilbert Ferido	2017, May 11, 2017: 9:00 AM - 4:30 PM 19 colleges and universities participated in the Research Congress
PAGE-NCR	Theme: Challenges to Internationalization of Philippine Graduate Education, Part II	Emilio Aguinaldo College, Malate, Manila	Rev. Fr. Jose Antonio E. Aureada, OP, Regent Graduate School, UST Dr. Heracleo D. Lagrada, VPAA, Our Lady of Fatima University Other resource speakers from colleges and universities Prof. Esther R. De Leon, paper presenter: Challenges, Issues and Strategies in Harmonizing the Factors Involved in the Business of Borderless Higher Education	March 11, 2017
EdukCircle Fifth International Convention on Education Studies City,	Theme: Education and Teacher Learning Development	AFP Theater, Camp Aguinaldo, Quezon	Dr. Fang YanPing, Associate Professor, Nanyang Technological University Dr. Lee Kim Eng, Christine, Associate Professor, Nanyang Technological University Other Speakers are from different colleges and universities of the Philippines	March 04, 2017
IN-HOUSE LECTURES AND COLLOQUIA	Oral Defense of the Research Projects Conducted by the Non-Teaching Personnel	February 13, 2017	Lecturers and Panelists: President Dr. Emily Dodson de Leon	Seminar Room, Noli-Fili Building

			Dr. Lucia M. Narag, Research Director Dr. Lourdes D. Sabile	
IN-HOUSE SEMINAR AND WORKSHOP ON RESEARCH	Theme: Developing the Research Framework & Oral Defense of students from the College of Hotel and Restaurant & Management and the College of Criminology	UM Auditorium	Participants: Graduating students of Hotel and Restaurant Management and Criminology Panelists: President Dr. Emily D. de Leon Dr. Lourdes D. Sabile Dr. Prose M. Arreola Atty. Dave Bernar D. de los Santos	February 10, 2017, 9:00 AM – 4:00 PM
IN-HOUSE SEMINAR ON RESEARCH AND DEVELOPMENT	Look, Think, Act Ontology Epistemology Practical Approaches in Research Variables Research Method How to Write the Conclusions and Recommendations Research in Business Administration Role of Theory in Research Research in Accountancy Theoretical Framework Conceptual Framework Operational Framework The Research Problem Sources of Problems Scope and Delimitations of the Study Review of Related Literature and Studies	Seminar Room 106.	President Dr. Emily D. De Leon Dr. Lucia M. Narag Dr. Lourdes D. Sabile Dr. Prose M. Arreola Asst. Dean Alexander G. Salva There are 44 participants from the different colleges	January 17, 2017, 9:00 AM – 5:00 PM,
Research Writing Seminar	• Essential Foundation in Studying Research • Research and Conceptualization • Developing the Research Framework • Research Operationalization • Writing the Research Findings / Results • Research Application	Seminar Room (Room 106) UM	Dr. Lucia Narag Dir. Alexander Salva Dr. Lourdes Sabile Dr. Prose Arreola Participants: Faculty and Employee	8:00 am – 6:00 pm, January 12, 2017
PACUCOA 27 TH Annual General Assembly	Theme: Impact of Quality Assurance on the Internationalization of Education	Novotel Manila, Araneta Center, Cubao, Quezon City	Dr. Peter J. Hodson, Inspector, British Novotel Manila, Araneta Center, Cubao, Quezon City. Accreditation Council	December 2, 2016

			Atty. Guiling A. Mamondong, Director General, TESDA Dr. Patricia Licuanan Chairman, CHED Prof. Dhanna Kerina B. Rodas, President, PACU Dr. Marcial Quirico C. Amparo III, Administrator Maritime Industry Authority	
Spady & Uy Center for Transformational Learning and Leadership, Inc. First Outcome-Based Education International Conference 2016 (OBE ICON 2016)	Theme: The Transformational Power, Purpose and Promise of OBE: Cutting Edge Models and Practices	Taal Vista Hotel, Tagaytay City	Foreign Speakers from the USA Moderators for the Open Forum	November 3 – 4, 2016
CHED Seminar on National Public Hearing	Proposed Guidelines for the Graduate Education Delivery for Faculty and Staff Development in the K to 1 Transition Period	CHED Auditorium HEDC Bldg. C.P. Garcia Avenue, UP Diliman, Quezon City	CHED Commissioners led by Dr. Patricia Licuanan, Chairman	
ICESS 2016 and International Economic Development Research Center (IEDRC) and ICESS 2016	2016 Third International Conference on Education and Social Sciences (ICESS 2016) Co-sponsor: IEDRC The research paper submitted by the University of Manila is accepted for oral presentation and publication. This paper is published in the following journals: *International Journal of Information and Education Technology (IJIET, ISSN: 2010-3689 *DOI: 10.18178/IJIET *DOAJ, Google Scholar, Engineering & Technology Digital Library *Crossref, ProQuest	Bangkok, Thailand,	Presentation of research papers by delegates from different countries. The title of the research paper: “Blending Technology in Promoting Higher Order Thinking Skills “	October 9 – 11, 2016

PAGE (Philippine Association of Graduate Education), NCR	Research Congress 2016 Theme: Challenges to Internationalization of Philippine Graduate Education – Part I	Adamson University Auditorium, Ermita, Manila	Presentation of Research Papers of students and faculty members from the Graduate School of different HEIs. Poster Presentation of research papers	September 24, 2016. 8 AM – 5 PM;
In – House Seminar for Graduating Students,	Career Pathing for Graduating Students Teacher Education students Business Administration students	UM Auditorium.	Dr. Lita S. Sagun, RGC, Guidance Counselor Ms. Adelaida Aducayen, Facilitator	September 9, 2016, 1:00 PM -5:30 PM,
In-House Seminar for Student Teachers of the University of Manila	Effective Classroom Management Open Forum	Room 203, Noli-Fili Building	Prof. Nieva G. Gomez, Principal, Resource Speaker Ms. Alexandra Taas and Mr. Lexter Rivera, masters of ceremonies	August 23, 2016,
PAGE (Philippine Association of Graduate Education),	The Role of Graduate Education in Internationalization The second part of the program is the election of officers for School Year 2016-2019 Elected Officers from the University of Manila are: Dr. Avelino S. De Chavez, Auditor Dr. Lourdes D. Sabile, Board of Directors	Trinity University of Asia, Conference Hall	Dr. Corazon C. Osorio: internationalization of schools, colleges and universities Atty. Lily F. Milla, Director of International Affairs, CHED	July 30, 2016. 9 AM – 5 PM;
PSERE (Philippine Society for Educational Research and Evaluation)	24 th Annual Conference: Promoting Peace for International Understanding through Research and Evaluation. Part II	Librada Avelino Auditorium, Centro Escolar University, Mendiola, Manila	Resource speakers from ABS-CBN, Landa F. Jocano, historian, the Research Head from UST PSERE Officers	May 26 – 27, 2016,
ACSCU-AAI National Assembly 31 st General Assembly	Theme: Even Beyond K to 12: The Christian Responsibility of Upholding Educational Excellence in the Global Community	Lorma College of La Union	Resource Speakers come from different colleges and universities	May 18-20, 2016
Hearing Notice to All HEIs	PROPOSED GUIDELINES FOR THE GRADUATE EDUCATION DELIVERY FOR FACULTY AND STAFF DEVELOPMENT IN THE K TO 12 TRANSITION PERIOD	C. P. Garcia, UP Diliman, CHED Auditorium, HEDC Bldg., Quezon City	The Open Forum is conducted by the Presidents and Heads of different HEIs	January 06, 2016. 8:00 AM – 11:00 AM.
PACUCOA, 26 TH Annual General Assembly	Aligning PACUCOA Standards with ASEAN and Global Standards There are more than 230 delegates from 243 schools in	City of Dreams, Aseana Avenue, Parañaque City, Manila	Keynote Speaker Dr. Jong-Tsun Huang, President, Higher Education Evaluation and Accreditation	December 1, 2015,

	the Philippines who attended the General Assembly		Council of Taiwan, (HEEACT)	
SAFE-Network, Third International Conference on Sustainable Agriculture, Food and Energy,	Fostering Multi-stakeholders Collaboration on Sustainable Agriculture, Food and Energy. There are more than 280 participants from 22 countries. There are 9 delegates from the Philippines and they are research presenters	Long Nam University and Rex Hotel, Ho Chi Minh City, Vietnam,	Keynote Speaker Dr. Paul Kristiansen, University of England, Australia Dr. Lourdes D. Sabile, Paper Presenter on the topic: Linkages of LGUs, Financial Institutions, School and Family Micro-Level Approach)	November 17-19, 2015,
ASAIHL First International Graduate Students Disciplinary Research Conference,	Theme: Responding to the Challenges of Internationalization Through Research	L' Fisher Hotel, Bacolod City, Negros Occidental.	Keynote Speaker: Prof. Dr. Cher Ping Lim, Hong Kong Institute of Education	November 12-13, 2015,
	Lyceum of the Philippines University, Manila, A Seminar-Workshop: Patent Search and Documentation,	Lyceum of the Philippines University, Intramuros, Manila	Participants: Prof. Daniel Atayde, Dr. Marjunell P. Mendoza, Mr. Niño Virtucio of the Library, Mr. Ronald Sumpio of the Records Section, John Paul Pascua and Mr. Rogelio Bagadiong, Jr. of Computer Science Department	October 26 – 27, 2015
Research Symposium 2015	The ACE Undergraduate Research Symposium 2015 (ACEurs 2015)	Art Center of Kobe, Kobe Japan	Participant: Dr. Lucia Narag	October 21 – 26, 2015
Leadership Training	Leadership Training: Unleash Your Inner Potential and Gender and Development	Moot Court, 2nd Floor, Main Building	Participants: Students from different colleges Resource Speaker: Ms. Maria Theresa Caasi, Head, Human Resources Development Management of the Finance and Administrative Division, and Head, Philippine Commission on Women-under the Office of the President Organizer: Prof. Daniel T. Atayde, Executive Assistant of the College of Law	October 15, 2015
Seminar	“Creating and Sustaining Corporate Linkages: A Tool for Business Continuity Support System of MSMEs”	UE Conference Hall	Presenter: Prof. Daniel T. Atayde, Participants: Dr. Lourdes D. Sabile	September 23, 2015

Seminar-Workshop	Student Perceptions of Learning through Dramatization (Outcomes-Based Education)	Seminar Room 106, UM Noli – Fili Building	Participants: UM Faculty members	September 15, 2015
Research Seminar	Theme: 21 st Century Thrusts: Multidisciplinary Research and Ethics on Publication	Subic Bay Travelers Hotel & Event Center, Subic Bay Freeport Zone, Olongapo City	Participant: Dr. Avelino S. De Chavez	September 5, 2015
In-House Seminar	Student Perceptions of Learning through Dramatization (Outcomes-Based Education)	Seminar Room 106, UM Noli – Fili Building	Participants: UM Faculty members	August 19, 2015
In-House Seminar	Philosophy of Interview and Interrogation	Dr. Mariano V. de los Santos Memorial Hall, Noli-Fili Bldg. UM Auditorium	Resource Speaker: Colonel Enrique Agtarap. Prof. Anthony Mondejar and Prof. Paul Leviste	August 14, 2015
In-House Seminar	Police Photography	Dr. Mariano V. de los Santos Memorial Hall, Noli-Fili Bldg. UM Auditorium	Resource Speaker: Prof. Paul B. Leviste, Prof. Anthony Mondejar, & Prof. Rolando Roque.	August 7, 2015
International Seminar	Workshop on Remedial Teaching in English and Mathematics	Heritage Mansion, Solibao Restaurant, Kisad Rd. Abanao Extension, Baguio City	Participants : Dr. Lucia M. Narag Prof. Nenita Robediso	June 26 - 28, 2015
The University of the Philippines Open University and UPOU Foundation, Inc. and the Philippine Society for Distance Learning, Inc.	Open and Distance e-Learning on Open Educational Resources	International Conference, Crowne Plaza, Manila Galleria,		2 nd June 18, 2015
Seminar	Title: Nurturing the Seeds for Global Education: The Role of Patria, Scientia, et Virtus	Seminar Room 106, UM Noli – Fili Building	Critiquing by President Dr. Emily Dodson de Leon with the Deans	June 13, 2015
National Seminar	Theme: Developing the ASEAN Model: Nurturing Schools in whole Person Education.	Hotel Dominique, Tagaytay City	Participants: President Dr. Emily D. de Leon Chairman of the Board of Trustees Ma. Corazon Ramona de los Santos Dr. Lucia M. Narag	May 20-22, 2015,
Echo Seminar	(1) Blended Leadership Skills and Management Skills with	UM Main Building	(1) Resource Speaker: Dr. Lucia M. Narag (2) Resource Speaker: Prof. Daniel T. Atayde	May 18, 2015

	(2) Updates on ASEAN Integration and Quality Assurance		Participants: Faculty members and non-teaching personnel	
Seminar – Workshop	Literacy Program on Arithmetic and Reading	Room 203, Noli-Fili Building	Organizers: Dr. Sabile, staff, and students	May 14 – 15, 2015
International Seminar	International Seminar on Innovative Educational Leadership and Management	Cebu City		May 7, 8 and 9, 2015,
Seminar	The Principles and Practices of Social and Societal Marketing Seminar with the theme: “Pinoy Asian Marketing: Crossing New Borders. Touching More Hands.” Sub-theme:	11/F, UCPB Bldg., Makati Ave., Makati City	Participant: Prof. Daniel T. Atayde	April 11, 2015
	Theme: Implementing Senior High School Right the First Time, Every Time	Tagaytay Country Hotel, Tagaytay City	Participant: Prof. Daniel T. Atayde	April 7 – 8, 2015
Seminar	Globalization and ASEAN Integration: Their Impact on Legal Education and the Practice of Law	Bayview Park Hotel, Roxas Boulevard, Manila	Participant: Prof. Daniel T. Atayde	February 28, 2015.
	ESDA, NCR. TVET Trainers’ Congress, Club Filipino	Greenhills, San Juan City	Participants: Prof. Benjamin S. Jaramilla and Prof. Daniel T. Atayde	February 18, 2015
In-House Seminar	Seminar on Accreditation for Level III of the College of Hotel and Restaurant Management and the College of Criminology	Office of the President, Main Building	Resource Speakers: President Dr. Emily D. De Leon Dr. Lucia M. Narag Participants are the chairpersons and members of the committees on accreditation	February 9, 2015, 11:00 AM-4:30 PM,
In- House Seminar	Seminar on the Benefits of the Employees of the University of Manila Topics: Benefits of the employees provided by the University of Manila Mandatory benefits from the government	Moot Court Main Building	Main Resource Speaker: President Dr. Emily D. De Leon Selected non-teaching personnel from the different departments of the school	January 29, 2015, 1:00 PM – 4:00 PM,
In-House Seminar	Seminar in Forensic Medicine	Dr. Mariano V. de los Santos Memorial Hall, pNoli-Fili Bldg. UM Auditorium	Resource Speaker: Dr. Edelberto Antonio, Prof. Anthony Mondejar, and Prof. Roberto Malubay	January 19, 2015
National General Assembly	Interfacing PACUCOA Standards with ASEAN 2015 and Global Standards	Solaire Resort and Casino Grand Ballroom, Parañaque City	Dr. Lucila Tarriela and Dr. Patricia Licuanan Dr. Karen Belina F. De Leon-Role of	December 4, 2014, 9:00 AM -4:00 PM,

			PACUCOA in improving HEIs Standards Dr. Jose Y. Cueto-poor performance of graduates in the PRC Board Examinations; in foreign countries, there are 8 domains of qualifications for the graduates who are seeking a good job, the graduates of the Philippines have only 3 domains of qualifications Participants: Dr. Lourdes D. Sabile and Dr. Lucia M. Narag	
	(28) CHED Zonal Public Consultation on the Policies Standards and Guidelines for Bachelor of Science in Computer Science, Bachelor of Science in Information Systems, Bachelor of Science in Information Technology, and Bachelor of Library and Information Science Programs Aligned to Outcomes-Based Education (OBE)	Bulwagang Maestra Osang, Centro Escolar University. Manila.	Participant: Prof. Daniel T. Atayde	November 26, 2014,
National Seminar-Workshop	National Seminar-Workshop by The Enlightened Group for Quality and Excellence in Education, Inc. (EGQEE) Inquiry-Based Approach in Teaching and Learning with the theme: Inquiry-Based Approach in K to 12: Strategies and Challenges	Venus Parkview Hotel, Baguio City	Resource Speakers: Prof. Darryl Roy T. Montebon, PNU Prof. Von Anthony G. Torio, PNU UM Participants to the activity: as judges and panel reactors Dr. Lucia M. Narag Dr. Lourdes D. Sabile	November 22-24, 2014,
Seminar and General Faculty Meeting	Discussions on: *Action Plan and Development Plan *Seminars and Workshop Conducted by the University of Manila for the Teaching and Non –Teaching Personnel: An Overview	Seminar Room 106,	Resource Speakers Dr. Lourdes D. Sabile Dr. Lucia M. Narag Prof. Daniel T. Atayde With comments and additional information from President Dr. Emily D. De Leon	November 20, 2014, 5:00 PM-7:00 PM

	*Summary of the Minutes of the Faculty Meetings, SY 2013-2014			
In-house Seminar	Vision, Mission, and Goals; Dedication, Commitment and Loyalty to the University	Seminar Room 106	Dr. Lucia M. Narag-Director for Research and Development Center Prof. Dr. Prose M. Arreola, College of Business Administration & Accountancy	October 02, 2014, 9:00 AM to 4:00 PM
	CHED-NCR Conference with School Registrars and Liaison Officers	Trinity University of Asia, Quezon City	Participants: Prof. Daniel T. Atayde, Mr. Ronald Sumpio, and Ms. Gloria Pajinag	September 26, 2014.
National Research Forum Off – Campus: “2014 University Belt Consortium for Research and Extension Linkage Forum”	Paper presentation entitled: A Case Study of Problem-Based Learning in a Community Outreach Program: Lessons Learned”	University of the East, Conference Hall, Manila Campus	One of the paper presenters is Dr. Lourdes D. Sabile, representing The University of Manila	September 24, 2014, 9:00 AM to 5:00 PM,
National Dialogue on K-12	Department of Labor and Employment, NCR Education Industry Stakeholders’ Dialogue on the Implementation of the K to 12 Program	Ichikawa Auditorium Occupational Safety and Health Center, North Avenue corner Agham Road, Diliman, Quezon City	TESDA and DOLE Heads and Lawyers Participants: President Dr. Emily D. De Leon Dr. Lourdes D. Sabile	August 27, 2014,
	Theme: “Firming Partnerships among School Administrators, Employment Sector Representatives and Placement Practitioners.”	(APPCUI) The Legend Villas, Mandaluyong City	Participant: Prof. Daniel T. Atayde	August 8, 2014
In-house Seminar in Computer Science	Seminar-Workshop on “Mobile Computing”, sponsored by the College of Computer Science	UM, Auditorium	Dr. Richard D. De Leon, Dean of the College of Engineering and Computer Science, Professors Stanley Verde, Esther De Leon and Rogelio Plaza	August 5, 6, and 7, 2014,
The 10 th International Convention	EDUKCIRCLE CONVENTION On Psychological Communication: Psychology of Motivation in Education There are many resource speakers from the Philippines and abroad like Singapore, and Hong Kong	Henry Lee Irwin Theater, Ateneo de Manila University, Quezon City	Dr. Yue Xiaodong, Dr. Christopher Fong, Dr. Ronnel B. King Participants from UM: Dr. Lourdes D. Sabile, Prof. Daniel T. Atayde, Prof. Vivian O. San Felipe and Prof. Dulce D. Tabada	August 03, 2014, 8:00 Am -5:00 PM

Off-campus seminar-workshop	OBE for Teacher Education Institution with the theme: “Gearing up for Outcomes-Based Towards Quality Assurance”	National University, Manila	*Dr. Leonida S. Calagui, CESO, III, Director, CHED, NCR *Dr. Evelina M. Vicencio, Dean of Education, University of the East *Prof. Cynthia Diaz, College Secretary, Education, UE *Prof. Allan Canonigo, Professor, Education, UE	July 11-12, 2014, 8:00 AM – 5:00 PM,
National Assembly and Seminar	Diverse Topics for Educators: *Filipino Youth: Sexuality and Education Status *Disaster Risk Reduction and Management through Education *Private Education: Its Role and Impact on National Development	Marco Polo Ortigas, Manila 82 Anniversary National Conference, General Assembly, and Election, PACU	Ms. Josefina N. Natividad Atty. Asteya Santiago, DLSU-LIDER Participants: President Dr. Emily D. D. De Leon Dr. Lourdes D. Sabile	June 28, 2014, 7:30 AM to 5:00 PM,
Echo Seminar	Echo Seminar on: Job Ranking; Developing People and Increasing Performance in the Academe through Emotional Quotient; Creating People Strategy in the Academe to Get People in the Right Track; and Open Educational Resources - Technology on Creative Commons	Seminar Room 106	Principal Resource Speaker: Prof. Daniel T. Atayde, College of Business Administration and Accountancy Ms. Annie Atendido, Accounting Office President Dr. Emily D. De Leon, critique	June 20, 2014 1:00 PM - 8:00 AM,
2 nd International Conference	*Open and Distance e-Learning on Open Educational Resources, Pre-Conference Seminar 1 *Open and Distance e-Learning on Academic Leadership in a Time of Openness, Pre-Conference Seminar 2	Crowne Plaza Manila Galleria, Metro-Manila, Philippines	Ms. Grace Javier Alfonso Participants: Prof. Daniel T. Atayde and Prof. Benjamin S. Jaramilla	June 18, 2014, 8:00 AM -5:00 PM.
National Seminar-Workshop Non-Teaching Personnel	*The Art of Job Ranking and Developing Salary Schemes in the Academe *Developing People and Increasing Performance in the Academe Thru Emotional Quotient *Creating People Strategy in the Academe to Get People in the Right Track	The Heritage Hotel, Pasay City	Ms. Lisa Hope Tilstra and Ms. Shana Montesol Johnson Mr. Gerardo A. Plana— CEO of the Investors in People Philippines (IIP) Mr. Ruel Montenegro— President and Consulting Principal of Corporate and Career Consultants, Inc. (CORE)	May 22 – 23, 2014, 8:00 AM -5:00 PM,

			Participants from UM are: Prof. Daniel Atayde, Ms. Gloria Pajinag, Mr. Ronald Sumpio, Ms. Analyn Atendido, Ms. Tess Cawile, Ms. Emma Jardeleza and Ms. Nora Ocaña	
In-House Seminar	The UM Employees Seminar: Duties and Responsibilities of the non-teaching personnel	UM Moot Court, Main Building	Resource Speaker: Dr. Emily Dodson de Leon, President and Chief Academic Officer, The University of Manila	May 14, 2014
	Learning Management System: A New Strategy in Philippine E-Learning Education	Conference Room, Ground Floor, Philippine Social Science Center, 1101 Commonwealth Avenue, Diliman, Quezon City	Participants: Dr. Lourdes D. Sabile Prof. Dulce D. Tabada Prof. Gilbert C. Ferido	May 13, 2014 9:00 AM - 12:00 NN,
	Research Updates of the University of Manila: Faculty and Employees Research Colloquia The faculty members and non-teaching personnel present their research projects	Seminar Room 106, Noli-Fili Building	Four Presenters of the Research Paper: * Prof. Daniel T. Atayde - SWOT Analysis of the College of Law: Towards an Action Plan * Mr. Earl Joseph M. Cruz - Problems and Challenges Encountered by the Employees of the University of Manila: Towards an Action Plan * Prof. Dulce D. Tabada – Problems & Challenges Encountered by the Faculty Members of the University of Manila: Towards an Action Plan * Prof. Vivian O. San Felipe – Implications of Administrator's Management Practices: Towards a Guide	May 6, 2014 8:00 AM – 5:00 PM,
An international conference	Addressing Human Resource and Legal Components of ASEAN 2015 and K-12 ASEAN Integration & Human Resources Management & Development	Crowne Plaza Manila Galleria, Quezon City	*Mr. Raymond Astillas, Senior Trade-Industry Dev't Specialist *Atty. Lily Freida M. Mila, Director III,	April 23-24, 2014,

	ASEAN Community Building: CHED's Actions and Activities Avoiding Pitfalls in Crafting Employment Contract		International Affairs, CHED Atty. Ulpiano P. Sarmiento III, Dean, College of Law, San Beda College Attendees: Dr. Lourdes D. Sabile and Prof. Daniel T. Atayde	
Seminar-Workshop	Seminar-Workshop on Learning and Teaching Principles to Promote Excellence in Styles and Practices Teaching Demonstrations of 5 Groups of Teachers: 1. Nature Group 2. The Intellectuals 3. Gilas Pilipinas 4. Divergent 5. The Unconquerables	Seminar Room 106	Teachers act as teachers and students in demonstrating the lessons using inductive and deductive methods of teaching geared towards OBE. President Dr. Emily D. De Leon, Critique Facilitators: Dr. Lourdes D. Sabile Dr. Lucia M. Narag	April 9, 2014 8:00 AM-4:30 PM,
	Theme: Leading Philippine Education for Global Excellence.	Crowne Plaza Galleria, Manila	Participants: Dr. Lourdes D. Sabile and Prof. Daniel T. Atayde	February 20 – 21, 2014
In-House Seminar	The Modern Trends in Computer Technology and Social Networking	Dr. Mariano V. de los Santos Memorial Hall, Noli-Fili Bldg. UM Auditorium	Resource Speakers: Dr. Richard D. de Leon, Prof. Stanley P. Verde & Prof. Rogelio Plaza	February 12, 13, and 14, 2013
Seminar-Workshop for Students	Seminar-Workshop on Learner- Centered Instruction in the 21 st Century For the Teacher Education students	UM Auditorium	Resource Speaker Prof. Daniel T. Atayde	February 6, 2014 8:00 AM-5:00 PM,
In-House Seminar	Career Planning and Employment Seminar	Dr. Mariano V. de los Santos Memorial Hall, Noli-Fili Bldg. UM Auditorium	Resource Speakers are Professors Esther R. de Leon and Alexander G. Salva.	February 2, 2014
In-House Seminar of the College of Computer Science	Seminar on ANDROID OS	The University Auditorium	Dr. Richard D. De Leon Prof. Stanley Verde Prof. Esther R. De Leon Prof. Rogelio Plaza	January 22, 23 and 24, 2014, 9:00 AM – 5:00 PM
Seminar	Outcomes-Based Education in the Classroom	Conference Hall of the University of the East	Participants: Dr. Lourdes D. Sabile Prof. Daniel T. Atayde Prof. Nieva G. Gomez Dr.. Marjunell P. Mendoza Prof. Gilbert C. Ferido Prof. Sarah Valderamos Dr. Prose M. Arreola Prof. Stanley P. Verde Prof. Nenita Robediso	January 17, 2014

General Meeting	General Meeting	Seminar Room 106, UM, Noli-Fili Building	Participants: Chairpersons and members of the Committees on Accreditation	November 19, 2013
In-House Seminar	Seminar on the Best Practices and Strategies for Effective Teaching	Seminar Room 106	Dr. Lourdes D. Sabile, Dean of the College of Education Dr. Lucia M. Narag, Research and Development Director President Dr. Emily D. De Leon, critique	September 14, 2013 8:00 AM -5:00 PM,
Seminar	Seminar on Crime Prevention: Malasakit Mo ay Kailangan Upang Krimen ay Maiwasan	Dr. Mariano V. de los Santos Memorial Hall, Noli-Fili Bldg. UM Auditorium	Resource Speakers: Prof. Sandy S. Montano, Vice-President, CHEERS Corporation and Mr. Brian Ponce, RN from the Bureau of Fire Protection.	September 4, 2013
In-house Seminar-Workshop	A Seminar on : Interpretations of the Computerized Polygraph Machine	UM Auditorium	Atty. Joe-Santos Bisquera, guest speaker Prof. Paul B. Leviste, Executive Assistant of the College of Criminology Mr. Miguel Panchito dela Paz, polygraph demonstrator and interpreter	August 28, 2013, 8:00 AM-12:00 NN; 1:00 PM -5:00 PM,
In-House Seminar	(1) Modelled after the Master, the Leadership Style of Jesus, the Leadership that Lasts (2) Effective Teacher-Student Relationship	Seminar Room 106, Noli-Fili Building	(1) Resource Speaker: Mr. Abraham D. De Castro, Assistant Principal, Middle Grade School of San Beda College (2) Mr. Mark Ryan Hernandez, Instructor at the Lyceum of the Philippines University	August 3. 2013
National Forum on Successful Teaching	Effective Tools for Maximum Achievement and Character Formation	SMX Convention Center, Pasay City	Dr. Fred Jones, author of the best-selling books on tools of teaching and discipline Dr, Hal Urban, author of “Life’s Greatest Lessons”	July 19-20, 2013,
International Conference	2013 ASAIHL INTERNATIONAL CONFERENCE and UNIVERSITAS AIRLANGGA, Surabaya, Indonesia: with the theme of: Advancing Collaborative Strategies for Achieving Excellence	Universitas Airlangga, Surabaya, Indonesia	Paper presenters: Prof. Esther R. De Leon Dr. Lourdes D. Sabile Topic: Quality Improvement of Educational Institutions Through Collaboration Enablement and Process Reengineering	April 30-May 3, 2013,
	“Raising the Bar of Excellence in Student-Teachers’ Practicum	Librada Avelino Seminar Room,	Participant: Dr. Lourdes D. Sabile	April 16, 2013

	Experiences through Appropriate Assessments.”	CEU, Mendiola, Manila		
National Seminar	A Seminar on: “Remembering the past: embracing history and culture towards effective leadership and sustainable development”	Wesleyan University, Cabanatuan City	Officers and administrators of Wesleyan University, Cabanatuan City Participants from the University of Manila: Prof. Gilbert C. Ferido Prof. Marjunell P. Mendoza	February 14-15, 16, 2013, 8:00 AM-5:00 PM,
In-house Seminar	Seminar in Computer Science Students, all year levels The Modern Trends in Computer Technology and Social Networking	UM Auditorium	Dr. Richard D. De Leon, Dean of Computer Science and Engineering Prof. Stanley Verde Prof. Rogelio Plaza	February 12, 13, and 14, 2013, 8:00 AM -5:00 PM,
In-house Research Forum	Student Research Forum for the College of Hotel and Restaurant Management Resource Speaker—President Dr. Emily D. De Leon Topic: Planning Research in Hospitality and Tourism	UM Auditorium	President Dr. Emily D. De Leon Prof. Benjamin S. Jaramilla, Moderator, Open Forum	February 11, 2013, 8:00 PM-5:00 PM,
International Convention	First Big EDUKCIRCLE International Convention on Behavior and Knowledge Management Participants from UM— Prof. Esther R. De Leon and Dr. Lourdes D. Sabile	UP Film Institute, University of the Philippines, Diliman, Quezon City	Local speakers: from different universities in the country and from Hong Kong and Singapore Dr. Lourdes D. Sabile participated as a panel reactor on the topic: Knowledge Management in Education	January 26, 2013, 8:00 AM-5:00 PM,
National Seminar	University-Belt Consortium meeting—on property rights researchers, fund resourcing for the research projects, and the research journal of U-Belt	Arellano University	Presiding Officer, Dr. Victorina Zosa UM Representative—Dr. Lourdes D. Sabile, Director for Planning and Research Development	January 18, 2013, 1:00 PM-5:00 PM,
Team-Building Workshop	The University of Manila Accounting Department, Team-Building Workshop with the title: Parallelism	UM Accounting Office	Participants: All the staff of the Accounting Department with Dr. Lourdes D. Sabile and Prof. Rosalinda Villegas	December 22, 2012
National Seminar Seminar and Feasibility Study on Restopreneur 2012.	There are 5 selected presenters of business plan where the University of Manila is one of the participants	Teatrino, Greenhills, San Juan City	Business Plan Presenter: Mr. Jul Javar Mauji – third year HRM student.	September 29, 2012 2:00 PM – 6:30 PM
PAGE 50 th Anniversary and the National Seminar	OBE – Outcomes-Based Education, K to 12 Education	Manila Hotel and Centro Escolar University	Paper presenters came from the different regions of the	September 26-27, 2012

Workshop for Graduate Education.	in the Philippines and other issues and concerns		Philippines. Participants: Pres. Dr. Emily Dodson D. Leon Dr. Lourdes D. Sabile	8:00 AM – 5:00 PM
International Third Education Congress	Theme: Teaching and Learning for Meaning in a Globalized World” The University of Manila presented 2 research papers: • The Knowledge and Competencies of Graduating Education Students of the University of Manila • Classroom Pedagogy Using the Head, the Heart, and the Hands (3H) in Promoting Social Responsible Global Citizens On Reaction to Some Paper Presentations • President Dr. Emily D. De Leon	De La Salle University, Bro. Andrew Gonzales Hall, Taft Avenue, Manila	Paper Presenters: Prof. Esther R. De Leon Prof. Emiline D. Borces Participants: Pres. Dr. Emily D. De Leon Dr. Lourdes D. Sabile	September 21-22, 2012, 8:00 AM-5:00 PM,
National Seminar-Workshop	“PAGE-NCR in Pursuit of Quality and Relevant Graduate Education”	Emilio Aguinaldo College	Faculty members from different schools are the paper presenters Participants from UM: Prof. Daniel T. Atayde—College of Law Prof. Benjamin S. Jaramilla—College of Hotel and Restaurant Management Dr. Lourdes D. Sabile—College of Education	September 1, 2012, 8:00 AM-5:00 PM,
Seminar-Workshop	Seminar-Workshop on Research for Faculty Members and Non-teaching Personnel	Education and Business Library, UM, Noli-Fili Building	Participants: Faculty Members and Non-Teaching Personnel	June 6, 2012
	On globalization where the UM students were exposed to the value of global social responsibility and citizenship using a different teaching strategy	Adamson University	Presenter: Dr. Esther D. de Leon	2012
	“On-the-Job Training of the Graduating BSHRM Students in Different Restaurants	Adamson University	Dr. Lourdes D. Sabile	2012
	“Intellectual Property (IP) and IP Policy Development”	JPL Hall of Freedom	Participants Prof. Esther R. de Leon and Dr. Lourdes D. Sabile	May 10 -11, 2012
In-House Seminar	HRM Practicum-Demonstrations on Table	UM Auditorium	Pres. Dr. Emily D. De Leon and Dr. Ma. Corazon Ramona Delos	October 2011, 1:00 PM- 5:00 PM,

	Setting, Table Skirting, and Service, and Culinary Arts		Santos, Dean of Hotel and Restaurant Management	
In-House Seminar	Computer Technology—Seminar on Office Productivity Suite for all the Students	UM Auditorium	Dr. Richard D. De Leon, Dean of Computer Science and Engineering Prof. Emilie D. Braswell Prof. Stanley Verde Prof. Rogelio Plaza	September 20-22, 2011, 8:00 AM-5:00 PM,
National Conference	National Conference on College-Readiness Standards Participants: President Dr. Emily D. De Leon Dr. Lourdes D. Sabile	CHED Auditorium, C. P. Garcia St. U. P. Diliman, Quezon City	Members of the technical panel are: Dr. Patricia Licuanan, Dr. Isagani Cruz, Dr. Ma. Cristina Padolina, Dr. Queena Lee-Chua, Dr. Ma. Serena Diokno, and Dr. Joel Tabora, SJ	September 2, 2011, 9:00 AM-12:00 NN,
Seminar - Workshop	Seminar-Workshop on the Research Productivity of the Faculty Members and Non-Teaching Personnel of the University of Manila	Education and Business Library, UM, Noli-Fili Building	Resource Speaker: Dr. Lucia M. Narag Participants: Faculty Members and Non-Teaching Personnel	June 9, 2011
Research Convocation	Research Convocation—A Guide to Thesis/ Dissertation Editing and Evaluation: Focus on Added Values	Ateneo de Manila University	Head of the R & D Office of Ateneo De Manila University Participant: Dr. Lourdes D. Sabile	February 16, 2011, 8:00 AM-5:00 PM,
Seminar / Team Building	Peer Tutors Organization –for Criminology, HRM, BA, BSA, Education, Computer Science, LA, and Engineering Students—Team Building	Tagaytay City	Prof. Daniel T. Atayde Prof. Prose M. Arreola Prof. Rhalaine Munsayac	February 4, 2011, 8:00 AM-6:00 PM
	“Dissemination and Utilization of Graduate School Research Output”	Emilio Aguinaldo College	Participants: Prof. Nieva G. Gomez and Dr. Lourdes D. Sabile.	November 26, 2010
International Conference	International Conference at Universiti Teknologi Mara, Malaysia and the University of Wollongong, Australia Research Paper presented by the University of Manila: Creating and Sustaining Corporate Linkages (CS Link): A Tool for Business Continuity Support System of MSMEs	Kuching, Sarawak, Malaysia	Delegates from different Countries Paper presenter: Prof. Daniel T. Atayde	October 15-17, 2011
In-House Seminar	Seminar on Emerging Technologies—for all the college students The students are taught on how to use the modern technologies	UM Auditorium	Pres. Dr. Emily D. De Leon Dr. Richard D. De Leon Prof. Emilie Braswell Prof. Stanley Verde	September 11-13, 2010, 8:00 AM-5:00 PM

In-House Seminar	Seminar on E-Learning for BS Criminology and Hotel and Restaurant Management students	Moot Court	Dr. Richard D. De Leon, Dean of Computer Science and Engineering	September 2010, 2:00 PM-6:00PM
	(1) First Language First: Mother Tongue-Based Multilingual Education in the Philippines.	Leong Hall, Ateneo de Manila University	Participants Prof. Esther R. de Leon Dr. Lourdes D. Sabile Prof. Allan V. Pura Prof. Alexander G. Salva Prof. Stanley P. Verde Mr. Ernesto Ordinanza	August 20, 2010
International Conference	International Conference -The theme is—Sustainable Marketing and Retailing: Contributions and Competencies of Asian Nations Research Paper presented by the University of Manila: Developing Corporate Linkages Model (the University of Manila) for Sustainable Marketing Research and Information System	Phuket, Thailand	Delegates from different countries Paper presenter— Prof. Emiline D. Borces	July 12-14, 2010,
Team-Building Workshop	Team Building Workshop: Managing Conflict conducted by the Accounting Department Theme: <i>Rising to the Challenge: One Team One Success</i>	Munting Buhangin Beach Camp, Nasugbu, Batangas	Mrs. Rosalinda C. Villegas, CPA Prof. Daniel T. Atayde Ms. Maria Teresa A. Cawile, CPA	June 14, 2010,
	Nurturing Research Cultures among Member-HEIs in NCR 1	Bro. Andrew Hall, De La Salle University, Manila	Participants: Dr. Lourdes D. Sabile Dr. Prose M. Arreola Prof. Annalene G. Talde	April 17, 2010
	Philippine Capital Market	Philippine Exchange Office, Ortigas, Pasig City	Um Faculty Members of College of Business Administration and Accountancy	February 16, 2010
National Symposium	The topics are: Research Ethics in HEIs Basic Orientation on Intellectual Property	Adamson University, OZ Audio-Visual Room, College of Engineering	Some of the resource speakers are: Dr. Antonio D. Ligsay, Chief, Research Mgt and Dev't Division Engr. Ma. Amelou E. Lim, Div. Chief, DITTB Atty. Jesus Antonio Z. Rosales, Chief, Bureau of Trademarks Engr. Carolina S. Marquez, IP Specialist, Bureau of Patents	January 28 & 29, 2010, 8:00 AM-5:00 PM,

In-House Seminar	Research Program: In-house training on research	Education and Business Library of the UM Noli-Fili Building	Participants: Faculty members and non-teaching personnel and other universities	SY 2009-2010.
Seminar	1. Workshop on Research Paper Writing 2. Getting your Research Published for the Humanities and Related Fields	The DLSU CHED – Zonal Research Center	Participants: Dr. Evangeline Gonzaga Dr. Lourdes Sabile Prof. Joselito Borces Prof. Gilbert Ferido	December 10 – 11, 2009
International Conference	—The theme is: Quality Assurance for Higher Education Development. Research Paper presented by the University of Manila: The University of Manila Comprehensive Student Support System	International University (IU) of Cambodia and ASAIHL, Phnom Penh, Cambodia	Delegates from different countries, Paper presenter Dr. Lourdes D. Sabile	November 22-24, 2009,
International Conference	—Research Paper presented by the University of Manila: Creative and Productive Practices of the University of Manila	Bangkok, Thailand	Delegates from different countries; UM Paper presenter—Dr. Lourdes D. Sabile Participant: Prof. Benjamin S. Jaramilla	July 9-12, 2009, sponsored by IHERD and Durakij Pundit University (DPU)
	Prepare and Organize the Logistics and Strategies in Helping the Schools; and to Prepare the Budget	International Language School (ILS) Building	Presenter: Dr. Emily Dodson De Leon	March 10, 2009
Seminar	Housekeeping Seminar with Practical Demonstrations done by selected students	UM Auditorium	HRM Students	November 14, 2008, 8:00 AM-4:00 PM,
In-House Seminar	OPERA PMS Hotel System— Merits and Advantages of Using Hotel System-as part of the curriculum of HRM	Office of the President	OPERA PMS Representative	October 13, 2008, 9:00 AM-1:00 PM,
HRM Practicum	HRM Practicum Student Demonstration on Table Skirting, Table Setting, Cooking, etc.	UM Auditorium	Dr. Ma. Corazon Ramona De los Santos, Dean of Hotel and Restaurant Management	September 2008,
Echo Seminar	Echo Seminar on the Paper Presentations conducted by the ASAIHL Philippines Delegates to Nonthaburi, Thailand.	Jose Rizal University, Mandaluyong City	Paper presenter—Dr. Lourdes D. Sabile	September 19, 2008, 8:00 AM-5:00 PM,
Teaching Demonstrations and Seminar-Workshop	Teaching Demonstrations and Seminar-Workshop on Teaching Methodology— Basics and Beyond; Constructing Rubrics, Review Session on the Company Policies and Work Procedures	Room 106, at the Noli-Fili Bldg.	Prof. Fred Viñas Prof. Teresita Guevarra Prof. Juan Martin Guasch, Prof. Antonio Cabagui	May 26, 2008, 9:00 AM-5:00 PM,
International Conference	The Emergence of Borderless Education	Sukhothai Thammathirat		April 7-10, 2008,

	Research Paper presented by the University of Manila: Blended and E-Learning: Instructional Resources for Borderless Education	Open University in Nonthaburi, Thailand and ASAIHL	Delegates from different countries, Paper presenter—Dr. Lourdes D. Sabile	
	European Higher Education Fair—Asia Link Projects (International)	Shangri-la Hotel, Makati City February 21, 2008	Delegates from different countries—Asia, Europe, and USA. VPAA Dr. Emily D. De Leon, one of the panelists	February 21, 2008,
First National Biennial National Congress on Education	First National Biennial National Congress on Education, sponsored by CHED and TESDA	Manila Hotel Tent City	Pres. Gloria M. Arroyo Participants: Pres. Dr. Emily D. De Leon, Dr. Lourdes D. Sabile, Accountant Rowena Eriguel, and Ms. Sheryl Sagaral	January 31, 2008,
Consultative Meeting with Pres. Gloria Arroyo	Consultative Meeting with Pres. Gloria Arroyo on Ladderized Programs with CHED and TESDA	Malacañang Sugbu, Cebu City	Pres. Gloria M. Arroyo Participants: Pres. Dr. Emily D. De Leon and the other PACU Officers	December 13, 2007, 8:00 AM-5:00 PM,
Series of Seminars/Workshops	Series of Seminars/Workshops on Teaching Methodologies	Room 106—Seminar Room	Dr. Milagros D. Ibe	September 25-28, 2007, 8:00 AM-5:00 PM,
In-House Seminar	How Educators Can Be Globally Competitive Current Trends in Business Education	UM Seminar Room	Dr. Conrado E. Iñigo, Jr. Dr. Eduardo G. Ong	SY 2007-2008 September 10-12, 2007, 8:00 AM-5:00 PM,
Global Forum SY 2006-2007	Global Forum—Safeguarding the Liberty and Nurturing the Prosperity of the People of the World	Shangri-la Hotel, Makati City	Chief Justice Lance Finch, Court of Appeals, British Colombia, Atty. Joe-Santos Bisquera of UM	October 2006, 8:00 AM-5:00 PM,
In-House Seminar	Philippines – Japan Relations	Dr. Mariano V. de los Santos Memorial Hall, Noli-Fili Bldg. UM Auditorium	Participants: President Virgilio de los Santos and Senior Vice President and Chief Academic Officer Dr. Emily D. de Leon	SY 2004-2005
In-House Seminar	UM Practicum Training Programs (hands-on experiences)	The University of Manila	College of Foreign Service, Engineering, Liberal Arts, Hotel and Restaurant Management, Education, Business, Criminology and Computer Science	

In-House Seminar	College of Education Seminar	Dr. Mariano V. de los Santos Memorial Hall, Noli-Fili Bldg. UM Auditorium	Presenters: Dr. Paz Astudillo, Dr. Iluminada Espino, Fr. Gerry Tapiador, Msgr. Manny Villaroman, Atty. Rene Gorospe, Atty. Arlene Maneja and Atty. Dean Joe-Santos Bisquera	July 9 - 10, 2004
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It should be noted that President and Chief Academic Officer, Dr. Emily Dodson de Leon always tasks the faculty members and non-teaching personnel who participated in conferences and seminars to share what they have learned by conducting in-house training and echo seminars to the entire academic community.

To show the dynamism of the University of Manila's top management in promoting research culture, instruction with the use of technology, and corporate social responsibility, as well as, its awareness of social innovations and in having quality assurance to meet the challenges of the changing corporate world, the University continues incessantly in enriching its delivery of quality education through proactive participation in different research fora, seminars and workshops sponsored by colleges, universities, and professional associations here and abroad. At the same time, the institution conducts in-house collaborative programs and echo seminars to further enhance the knowledge, skills, competencies, and values of the students, faculty members and non-teaching personnel as partners in the pursuit of quality education.

Title/Topic	Venue	Date/Year
College of Hospitality Management Seminar and Service Competition	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	October 2, 2019
The Science of Sleep	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	September 24, 25 & 26, 2019
The Deep Web	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	August 27, 28 & 29, 2019
Cyber Security: How to Protect Yourself	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	February 26, 27 & 28, 2019
The Science of Exercise	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	January 29, 30 & 31, 2019
Practical Teaching on Cooking	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	October 3, 2018
Recent Developments in Philippine Political Law & International Law	The University of Manila Moot Court	September 19, 2018
Youtube Revolution	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	September 13, 14 & 15 2018
Introduction to Artificial Intelligence	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	August 1, 2 & 3 2018

Strategies Teaching Business Letter Writing & Technical Reports	The University of Manila Seminar Room	April 25, 2018
Research Seminar Series “Enhancing Educational Research from its Inception Up to Its Implementation	The University of Manila Seminar Room	March 5, 6, 7 & 8 2018
Seminar Research Workshop on Phenominological Research for the Non-Teaching Personnel of the Student Support System	The University of Manila Seminar Room	February 21, 2018
Transformational Technology	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	January 16, 17, & 18 2018
Machine Learning	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	September 13,14 & 15 2017
Climate Change	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	August 1, 2, & 3 2017
Robotics Revolution	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	January 24,25,& 27 2017
Neurotechnologies	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	September 14,15, 16 & 17 2017
The Fourth Industrial Revolution	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	August 2, 3, & 4 2016
Different Types of Food and Beverage Service Styles in Restaurant	The University of Manila Moot Court	April 11, 2016
The Professional of the 21 st Century: Learning, Unlearning, Relearning	The University of Manila Seminar Room	March 5, 2016
Windows 10	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	February 23, 24, & 26 2016
Toxic Waste Management Seminar	The University of Manila Seminar Room	February 18, 2016
Fire Safety Prevention Seminar	The University of Manila Seminar Room	February 16, 2016
Seminar on Thesis Writing	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	February 11, 2016
Emerging Technologies 2016	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	January 26, 27 & 28 2016
Types of Service, Enter to Learn, Go Forth and Serve	The University of Manila Seminar Room	January 10, 2016
Gender and Development	The University of Manila Moot Court	Oct. 15, 2015
Massive Open Online Courses	The University of Manila Seminar Room	Sept. 15-17, 2015

Student Perceptions of learning through Dramatization (Outcomes-Based Education)	The University of Manila Seminar Room	Sept. 15, 2015
Student Perceptions of Learning through Dramatization (Outcomes-Based Education)	The University of Manila Seminar Room	August 19, 2015
Internet of Things	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	August 1-3, 2015
Teaching Demonstration of Elementary, High School and College Teachers.	The University of Manila Seminar Room	June 13, 2015
Blended Leadership Skills and Management Skills	The University of Manila Moot Court	May 18, 2015
ASEAN Integration and Quality Assurance	The University of Manila Moot Court	May 18, 2015
The Digital Revolution	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	February 24-27, 2015
The Current Updates in withholding tax	The University of Manila Seminar Room	February 7, 2015
Cybersecurity	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	January 20-22, 2015
Seminar and Workshop Conducted by the University of Manila for the Teaching and Non-Teaching Personnel : An Overview	The University of Manila Seminar Room	Nov. 20, 2014
Vision, Mission and Goals: Dedication, Commitment and Loyalty to the University	The University of Manila Seminar Room	Oct. 2, 2014
Big Data	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	Sept. 16-18, 2014
Mobile Computing	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg.,UM Auditorium	August 5-7, 2014
Open Educational Resources	The University of Manila Seminar Room	June 24, 2014
The Art of Job Ranking and Developing Salary Schemes in the Academe	The University of Manila Seminar Room	June 23, 2014
Developing People and Increasing Performance in the Academe through Emotional Quotient (EQ)	The University of Manila Seminar Room	June 20, 2014
Creating People Strategy in the Academe to get People on the Right Track	The University of Manila Seminar Room	June 21, 2014
Duties and Responsibilities of the non-Teaching personnel and how to deal with customers, especially with the students and the parents.	The University of Manila Moot Court	May 14, 2014
Research updates of the University of Manila: Faculty and Employees Research Colloquia	The University of Manila Seminar Room	May 6, 2014

Seminar-Workshop on Learning and Teaching principles to Promote Excellence in Styles and Practices Teaching Demonstrations of 5 groups of College teachers.	The University of Manila Seminar Room	April 9, 2014
Tax for Tax Agents & Practitioners VAT & Other Percentage Taxes	The University of Manila Seminar Room	March 22, 2014
Income Tax and withholding Taxes Basic and Updates (for Tax Agents and Practitioners, Company Accountants, Self Employed)	The University of Manila Seminar Room	March 15, 2014
OS X Mavericks	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg., UM Auditorium	February 11-13, 2014
Career Planning and Employment Seminar	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg., UM Auditorium	Feb. 2, 2014
Androids	Dr. Mariano V. de los Santos Memorial Hall, Noli – Fili Bldg., UM Auditorium	January 22-24, 2014

The trifocal functions of The University of Manila are instruction, research, and corporate social responsibility or community outreach programs. These are interrelated functions of this institution of learning. In instruction, the institution has its continuing programs on the enrichment of instructional materials, assessment tools, and a teacher training programs, where research and development play an indispensable role. Through research and development and utilization, the institution has made tremendous changes in the content and strategies in the delivery of quality education. Likewise, the corporate social responsibility of the institution, which is called the CESDEV (Community Extension and Social Development) Program is institutional and the school has intensified the scope and delivery of services and shared resources to the partner communities for livelihood programs, community mapping and needs assessment are implemented. All these activities are being implemented guided by the vision, mission and goals embedded in the trilogy of UM Ideals: PATRIA, SCIENTIA, et VIRTUS

Verily, the record of the University of Manila illustrates its continuous service in education and research. With such a record, the institution stands firmly as a formidable pillar of learning in the Philippines. Truly, a rectory of scholarship within whose fold, eager young men and women are trained not only to become successful practitioners but also to become leaders in making the lives of others better, brighter, lighter, and more liveable through quality and affordable education.

This is The University of Manila, moving beyond excellence in education and research and responsibility to its fellowmen.

CLIMATE CHANGE AND EDUCATION

Prof. Antonio Cabagui

Introduction

The phenomenon known as *Climate Change* feels like an amorphous term but it encompasses the manifestations of anthropogenic destruction. This includes global emissions increasing; thus, heating up the atmosphere; land being lost to rising sea levels; biodiversity and habitats being destroyed and freakish, improbable weather occurring more in parts of the world - destroying livelihoods and lands which feed communities.

The people of the entire world are struggling with ecological disasters due to widespread apathy and unsustainable practices being implemented by different sectors in the world. [Companies responsible for over 71% of pollution](#) are not motivated enough to change their environmentally damaging methods of production. There are no or limited policies demanding accountability and our consumer culture encourages rapid production rates. We have relied on science alone for too long to aid us in this dire climate crisis.

We need the mobilization of people at all levels of society from big corporations and policymakers to individuals. The summation of our efforts is what can help tackle climate change. It is hard to visualize the attack on nature because some of us are living in a 'post-nature' world due to urbanization and the legacy of industrialization. Science alone has failed to generate a societal transformation. We need a way to imagine a culture focused

on sustainability, conscious consumerism, and exploration of new ideas that can tackle this issue.

In Deep Iyer's [social change ecosystem chart](#) she recognizes the importance of the storyteller as an effector of change. Writers are crucial in helping us imagine a voice for what is too easily reduced to just 'climate' or 'environment' or 'the planet'. Not only do we need people who can translate the gravity of our situation but we need writers to do what they do best- to give voice to the voiceless- as Richard Powers does in his story *The Overstory*; to translate the language of the earth, to create empathy for our world and help construct a culture where we are connected meaningfully to this thing we call 'nature'.

Siobhan Adcock, author of *The Completionist*, recognizes literature's ability 'to generate radical empathy, to enlarge our understanding of ourselves and our world, through people and stories that dramatize what a climate report or news story can't'. Literature works on our senses to make us feel - our brains are engaged as we read vivid imagery. As Helen Phillips, author of *Some Possible Solutions*, says 'fiction can make the threats of climate change visceral, not merely statistical. Fiction forces us to imagine it, to live it, at least for a time.' Literature will help imagine new solutions, make people care, and help us reimagine our relationship with the natural world.

Literature can help scientists, policymakers and readers. What has been missing from the climate discourse is a humanistic approach to policy by helping leaders understand human cultures and our ecosystems. Those who dominate the climate change discourse are not in close proximity to those who have struggled in the face of ecological disaster. Writers become vessels to tell the story of those who have suffered including nature. By reading their story brings the problem closer to those in conference rooms who are making policies.

It is noted that the Department of Education (DepEd), through the Disaster Risk Reduction and Management Service (DRRMS), renews its commitment to intensify climate literacy and support climate action in the basic education sector. DRRMS hopes to hone learners and personnel who are climate literate and pro-active in championing resilient and sustainable schools. Currently, the review and enhancement of learning materials with climate change competencies are on-going and are scheduled to be released in 2021. However, there is a need to support teachers in ensuring the transfer of learning at the start of the School Year 2020-2021. This repository of curated resources for teaching climate change hopes to assist teachers to enhance the integration of climate change in the learned curriculum.

The compilation is curated by the DepEd DRRMS with the support of the Information and Communications Technology Service (ICTS) and Bureau of Curriculum Development (BCD). The resources posted are not owned by DepEd DRRMS unless otherwise stated. Its use is for non-commercial education purposes. Teachers may use the references and learning resources in this site under the fair use of educational materials. They are enjoined to cite the references as provided in this microsite (APA).

As stated in the Climate Change Act (Republic Act 9729), the CCC drafted the National Climate Change Action Plan (NCCAP) for 2011 to 2028. The NCCAP prioritizes food security, water sufficiency, ecological and environmental stability, human security, climate-smart industries and services, sustainable energy, and knowledge and capacity development as the strategic direction for 2011 to 2028.

To continue, this article would like to respond to the following questions:

1. What is climate change?
2. What are the observed effects of climate change in the environment?
3. What are the causes of climate change?
4. What is the Greenhouse effect?
5. What approaches can education perform to address the impact of climate change?

Discussion

1. What is climate change?

Climate change is a long-term change in the average weather patterns that have come to define Earth's local, regional and global climates (NASA, 2022). Let us differentiate weather and climate. Weather refers to atmospheric conditions that occur locally over short periods of time—from minutes to hours or days. Familiar examples include rain, snow, clouds, winds, floods, or thunderstorms. Climate, on the other hand, refers to the long-term (usually at least 30 years) regional or even global average of temperature, humidity, and rainfall patterns over seasons, years, or decades. These changes have a broad range of observed effects that are synonymous with the term. Changes observed in Earth's climate since the mid-20th century are driven by human activities, particularly fossil fuel burning, which increases heat-trapping greenhouse gas levels in Earth's atmosphere, raising Earth's average surface temperature.

2. What are the observed effects of climate change in the environment?

Natural processes, which have been overwhelmed by human activities, can also contribute to climate change, including internal variability (e.g., cyclical ocean patterns

like El Niño, La Niña and the Pacific Decadal Oscillation) and external forcings (e.g., volcanic activity, changes in the Sun's energy output, variations in Earth's orbit).

Scientists use observations from the ground, air, and space, along with computer models, to monitor and study past, present, and future climate change.

Climate data records provide evidence of climate change key indicators, such as:

- global land and ocean temperature increases;
- rising sea levels;
- ice loss at Earth's poles and in mountain glaciers;
- frequency and severity changes in extreme weather such as hurricanes, heatwaves, wildfires, droughts, floods, and precipitation; and
- cloud and vegetation cover changes. ([https://www.science](https://www.science.org/lookup/10.1016/j.scirep.2018.03.015)direct.org/IPCC/climate-change-effects.com/.)

“Climate change” and “global warming” are often used interchangeably but have distinct meanings. Similarly, the terms "weather" and "climate" are sometimes confused, though they refer to events with broadly different spatial- and timescales.

These effects highlight the interconnectedness of the Earth's systems and underscore the need for coordinated global efforts to mitigate and adapt to climate change. Addressing this issue requires both reducing greenhouse gas emissions and improving resilience to the changes already underway.

3.What are the causes of climate change?

One cause of climate change was attributed by scientists to the global warming trend observed since the mid-20th century to the human expansion of the "greenhouse effect"¹ — warming that results when the atmosphere traps heat radiating from Earth toward space. Life on Earth depends on energy coming from the Sun. About half the light energy reaching Earth's atmosphere passes through the air and clouds to the surface, where it is absorbed and radiated in the form of infrared heat. About 90% of this heat is then absorbed by greenhouse gases and re-radiated, slowing heat loss to space (NASA, IPCC).

Another cause of climate change is the human activity where the greenhouse gas concentrations are increasing in the atmosphere of the planet Earth. Over the last century, burning of fossil fuels like coal and oil has increased the concentration of atmospheric carbon dioxide (CO₂). This increase happens because the coal or oil burning process combines carbon with oxygen in the air to make CO₂. To a lesser extent, clearing of land for agriculture, industry, and other human activities has increased concentrations of greenhouse gases.

Furthermore, the industrial activities that our modern civilization depends upon have raised atmospheric carbon dioxide levels by nearly 50% since 1750. This increase is due to human activities, because scientists can see a distinctive [isotopic fingerprint](#) in the atmosphere. In its Sixth Assessment Report, the Intergovernmental Panel on Climate Change (IPCC), composed of scientific experts from countries all over the world, concluded that it is unequivocal that the increase of CO₂, methane, and nitrous oxide in the atmosphere over the industrial era is the result of human activities and that human influence is the principal driver of many changes observed across the atmosphere, ocean, cryosphere and biosphere. Since systematic scientific assessments began in the 1970s, the influence of human activity on the warming of the climate system has evolved from theory to established fact."

4.What is the Greenhouse effect?

The greenhouse effect is the process through which heat is trapped near Earth's surface by substances known as 'greenhouse gases'. Imagine these gases as a cozy blanket enveloping our planet, helping to maintain a warmer temperature than it would have

otherwise. Greenhouse gases consist of carbon dioxide, methane, ozone, nitrous oxide, chlorofluorocarbons, and water vapor. Water vapor, which reacts to temperature changes, is referred to as a 'feedback', because it amplifies the effects of forces that initially cause the warming.

As you might expect from the name, the greenhouse effect works ... like a greenhouse! A greenhouse is a building with glass walls and a glass roof. Greenhouses are used to grow plants, such as tomatoes and tropical flowers.

A greenhouse stays warm inside, even during the winter. In the daytime, sunlight shines into the greenhouse and warms the plants and air inside. At nighttime, it's colder outside, but the greenhouse stays pretty warm inside. That's because the glass walls of the greenhouse trap the Sun's heat.

How is the greenhouse effect formed?

A greenhouse captures heat from the Sun during the day. Its glass walls trap the Sun's heat, which keeps plants inside the greenhouse warm — even on cold nights. (NASA/JPL-Caltech). The greenhouse effect works much the same way on Earth. Gases in the atmosphere, such as [carbon dioxide](#), trap heat similar to the glass roof of a greenhouse. These heat-trapping gases are called [greenhouse gases](#).

During the day, the Sun shines through the atmosphere. Earth's surface warms up in the sunlight. At night, Earth's surface cools, releasing heat back into the air. But some of the heat is trapped by the greenhouse gases in the atmosphere. That's what keeps our Earth a warm and cozy 58 degrees Fahrenheit (14 degrees Celsius), on average.

Scientists have determined that carbon dioxide plays a crucial role in maintaining the stability of Earth's atmosphere. If carbon dioxide were removed, the terrestrial greenhouse

effect would collapse, and Earth's surface temperature would drop significantly, by approximately 33°C (59°F).

Greenhouse gases are part of Earth's atmosphere. This is why Earth is often called the 'Goldilocks' planet – its conditions are just right, not too hot or too cold, allowing life to thrive. Part of what makes Earth so amenable is its natural greenhouse effect, which maintains an average temperature of 15 °C (59 °F).

However, in the last century, human activities, primarily from burning fossil fuels that have led to the release of carbon dioxide and other greenhouse gases into the atmosphere, have disrupted Earth's energy balance. This has led to an increase in carbon dioxide in the atmosphere and ocean. The level of carbon dioxide in Earth's atmosphere has been rising consistently for decades and traps extra heat near Earth's surface, causing temperatures to rise.

There are four major gases that contribute to the Greenhouse effect (John Fowler from *Unsplash*).

(1) Carbon Dioxide. A vital component of the atmosphere, carbon dioxide (CO₂) is released through natural processes (like volcanic eruptions) and through human activities, such as burning fossil fuels and deforestation.

(2) Methane. Like many atmospheric gases, methane comes from both natural and human-caused sources. Methane comes from plant-matter breakdown in wetlands and is also released from landfills and rice farming. Livestock animals emit methane from their [digestion](#) and manure. Leaks from fossil fuel production and transportation are another major source of methane, and natural gas is 70% to 90% methane.

(3) Nitrous Oxide. A potent greenhouse gas produced by farming practices, nitrous oxide is released during commercial and organic fertilizer production and use.

Nitrous oxide also comes from burning fossil fuels and burning vegetation and has increased by 18% in the last 100 years.

(4) Chlorofluorocarbons (CFCs). These chemical compounds do not exist in nature – they are entirely of industrial origin. They were used as refrigerants, solvents (a substance that dissolves others), and spray can propellants.

FORCING: Something acting upon Earth's climate that causes a change in how energy flows through it (such as long-lasting, heat-trapping gases - also known as greenhouse gases). These gases slow outgoing heat in the atmosphere and cause the planet to warm.

5.What approaches can education perform to address the impact of climate change?

The authors-Shanti Jagannathan and Arghya Sinha Roy, 2022 (Climate Change, ADB Climate Change and Sustainable Development Department) stated that education is a fundamental tool for advancing action on climate change, yet it has not been adequately tapped for its potential. Schools can play a critical role in increasing awareness of local communities on climate and disaster risk issues and promote local actions to build resilience. Education is being realized by scientists and educators to be a device that will promote awareness and understanding on the perils of global warming that leads to climate change.

Research shows that if only 16% of high school students in high-and middle-income countries were to receive climate change education, we could see a substantial – nearly 19 gigaton – reduction of carbon dioxide by 2050. Increased education about

climate could also generate other benefits. Countries taking strong climate actions between 2018 and 2030 could, by 2030, generate over 65 million new low-carbon jobs, and deliver at least \$26 trillion in net global economic benefits, according to the Global Commission on the Economy and Climate.

Nearly \$23 trillion in climate-smart investment opportunity exists in emerging markets from 2016 to 2030, arising from national climate change commitments, the International Finance Corporation estimates. Education is key to train the professionals needed to obtain these benefits. (<https://www.researchgate.net/NASA/climate-change-chemicals.com/>.)

Here are four ways that education can be used to address climate change:

First, ensure mutually reinforcing policies for education and climate change. In a global survey by UNESCO in 2020, nearly two thirds of respondents named climate change and biodiversity loss as the number one challenge, and education as key to addressing them. It also reported that over half of education policies and curricula studied made no mention of climate change in primary and secondary education.

Education for climate change needs to be embedded in all levels of education and in formal institutions, communities and workplaces. Education systems have to become more resilient to climate-related disasters to avoid disruption during extreme weather events. Schools can play a critical role in increasing awareness of local communities on climate and disaster risk issues and promote local actions to build resilience. It is crucial to identify education as a key climate solution in national climate change policies such as nationally determined contributions and national adaptation plans. Such integration

provides a strong basis for countries to mobilize climate finance to advance climate actions in the context of education sector.

Second, build green skills in the workforce. Training and skills development are crucial for a just and green transition and building a resilient economy, especially now with post COVID-19 economic packages promoting green recovery. There is a need for new courses to strengthen capacities and skills. Tertiary education and research play a key role in building higher order human capital for resilience and climate action. The European Green Deal and the Republic of Korea's Green Deal are examples that require extensive talent pools. It is crucial to invest in skills to meet emission regulations, adopt renewable and clean energy, manage waste, and produce green and resilient products and services.

Third, expand investments at the intersection of sustainability and digitalization. The digital transformation currently underway is far reaching. The market size of the global digitized construction industry or construction 4.0, using artificial intelligence and other technologies, is projected to increase from \$10 billion in 2017 to \$29 billion by 2027. Whether it is smart grids, smart transportation, smart cities, digital agricultural advisory services or gig economy work, wide ranging digital skills are called for.

Fourth, strengthen inter-disciplinary climate studies. There is need for interdisciplinary education. The prestigious Columbia University and Stanford University each established a climate school in 2020 and 2021. For Columbia, it was the first new school in 25 years and for Stanford its first new school in 70 years, underscoring the importance of education in tackling the climate crisis.

Programs offered aim to educate future climate leaders, and generate knowledge solutions. Climate studies in developing countries need to jointly house different schools such as engineering, architecture, agriculture, arts, social sciences, management, law, public policy, and communications to build up the diverse talent pool needed for climate solutions. Problem based and contextual approaches are required.

These four paths will enable shifting behavior patterns towards sustainability and establishing more direct links between climate study programs and their positive impacts on climate adaptation and mitigation. Education needs to mesh with many other actors to realize climate goals, but it must be made a priority.

It is noted by scientists, educators, and environmentalists that education is a key asset for climate action. Likewise, education reshapes behaviors, develops skills, and spurs innovation—everything we need to combat the greatest crisis facing humanity. Better educated people are more resilient and adaptable, better equipped to create and work in green jobs, and critical to driving solutions.

Yet, education is massively overlooked in the climate agenda. Almost no climate finance goes to education. Channeling more climate funding to education could significantly boost climate change mitigation and adaption. In this situation, there is a need for school and environmental agencies to collaborate to established linkages and programs in dealing with climate change.

At the same time, climate change is a huge threat to education. Millions of young people face lost days of learning because of climate related events. In low-income countries the situation is worse. Unless made up, this lost learning will negatively impact their future

earnings and productivity. It will also lead to great inequality both within and across countries. In addition, One Press Release: [More than 400 Million Students Affected by Climate-Related School Closures since 2022](#) – **For less than \$20 per student schools can adapt and minimize learning losses.**

Furthermore, the economic losses and human cost of climate change are enormous. Despite this, climate action remains slow due to information gaps, skills gaps, and knowledge gaps. Education is the key to addressing these gaps and driving climate action around the world. Indeed, education is the greatest predictor of climate-friendly behavior.

Better educated people are more resilient and critical to spur innovation and climate solutions. An additional year of education increases climate awareness by 8.6%. Education can empower young people with green skills for new jobs, but also augment skills for existing jobs. Education is massively overlooked in climate financing and climate change is threatening education outcomes.

Climate-related school closures mean students are losing days of learning. Even when schools are open, students are losing learning due to rising temperatures. Governments can take steps to harness education and learning for climate action by, for example, improving foundational and STEM skills, mainstreaming climate education, and building teacher capacity. And governments can prioritize green skilling and innovation in tertiary education to help supercharge a shift to more sustainable practices.

Conclusion

1. Climate change is one of the defining challenges of our time, and understanding its effects on the environment is crucial for crafting effective responses.

2. The effects of climate change include rising temperatures; ice melt and sea level rise; ocean acidification; increased CO₂ levels lead to acidification of oceans, adversely affecting marine life; extreme weather events; biodiversity Loss--habitats are being disrupted; agricultural impact; changes in temperature and precipitation patterns; water resources are impacted by climate change-causing water scarcity and increased floodings; and human health, where environmental changes driven by climate can influence the spread of diseases, increase respiratory issues due to poor air quality, and exacerbate health problems from extreme heat.
3. Causes of climate change are global warming and human activity.
4. The greenhouse effect is the process through which heat is trapped near Earth's surface by substances known as 'greenhouse gases.'
5. Through education, all peoples of the Earth, particularly, the youth will have awareness and understanding of the present situation of the environment; people tend to make more environmentally conscious decisions in their daily lives, which collectively can have a significant impact. Innovation and Solutions can be done to combat climate change; : policy and advocacy will empower citizens to advocate for policies that address climate change; intergenerational impact where educating young people ensures that future generations are equipped to address climate change effectively. Thus, climate change education is a powerful tool that promotes a comprehensive approach to tackling this global challenge.

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**THE SKILLS NEEDED BY THE CRIMINOLOGY STUDENTS IN THE 21ST
CENTURY
BASED ON THE REVIEW OF LITERATURE**

Prof. Anthony A. Mondejar

Introduction

A criminologist is responsible for analyzing crime data to help influence public policy and understanding. If you're interested in helping to prevent crime to happen through research and analysis, then you may want to develop or enhance some important criminologist skills to help you succeed. Understanding which skills this position requires can allow you to prepare for a successful, impactful career in criminology. (<http://www.researchgate.net/skills-criminology-students-21st-century.com/>)

The term **Criminology** (from [Latin](#) *crimen*, 'accusation', and [Ancient Greek](#) - λογία, *-logia*, from λόγος *logos*, 'word, reason') is the interdisciplinary study of [crime](#) and [deviant behaviour](#). Criminology is the scientific study of crime, criminal behavior, and the justice system. It involves analyzing the causes and consequences of criminal behavior, as well as, the social and psychological factors that contribute to it. Criminologists study various aspects of crime, including its prevention, the effectiveness of different criminal justice policies, and the rehabilitation of offenders.

Criminology is a multidisciplinary field in both the [behavioural](#) and [social sciences](#), which draws primarily upon the research of [sociologists](#), [political scientists](#), [economists](#), [psychologists](#), [philosophers](#), [psychiatrists](#), [biologists](#), [social anthropologists](#), scholars of [law](#) and [jurisprudence](#), as well as the processes that define [administration of justice](#) and the [criminal justice](#) system.

The interests of criminologists include the study of nature of crime and criminals, origins of criminal law, [etiology](#) of crime, social reaction to crime, and the functioning of law enforcement agencies and the penal institutions. It can be broadly said that criminology directs its inquiries along three lines:

1. It investigates the nature of criminal law and its administration and conditions under which it develops;
2. It analyzes the [causation of crime](#) and the personality of criminals; and
3. it studies the control of crime and the rehabilitation of offenders.

Thus, criminology includes within its scope the activities of legislative bodies, law-enforcement agencies, judicial institutions, correctional institutions and educational, private and public social agencies.

History of academic criminology

Modern academic criminology has direct roots in the 19th-century Italian School of "criminal anthropology", which according to the historian Mary Gibson "caused a radical refocusing of criminological discussion throughout Europe and the United States from law to the criminal. While this 'Italian School' was in turn attacked and partially supplanted in countries such as France by 'sociological' theories of delinquency, they retained the new focus on the criminal." According to Gibson, the term *criminology* was most likely coined in 1885 by the [Italian law](#) professor [Raffaele Garofalo](#) as [Criminologia](#). In the late 19th century, French anthropologist [Paul Topinard](#) used the analogous French term [Criminologie](#).

Criminology grew substantially as a discipline in the first quarter of the twentieth century. From 1900 through to 2000 this field of research underwent three significant phases in the United States: (1) Golden Age of Research (1900–1930) which has been described as a multiple-factor approach, (2) Golden Age of Theory (1930–1960) which endeavored to show the limits of systematically connecting criminological research to

theory, and (3) a 1960–2000 period, which was seen as a significant turning point for criminology.

There were three main schools of thought in early criminological theory, spanning the period from the mid-18th century to the mid-twentieth century: [Classical](#), [Positivist](#), and [Chicago](#). These schools of thought were superseded by several contemporary paradigms of criminology, such as the sub-culture, control, strain, labelling, [critical criminology](#), [cultural criminology](#), [postmodern criminology](#), [feminist criminology](#), Queer criminology, and others. These paradigms reveal the complexity of the scope and coverage of the science of Criminology.

The [Classical school](#) arose in the mid-18th century and reflects ideas from [utilitarian](#) philosophy. [Cesare Beccaria](#), author of [On Crimes and Punishments](#) (1763–64), [Jeremy Bentham](#) (inventor of the [panopticon](#)), and other early criminological philosophers proposed ideas including: [Punishment](#) which should be used as a way to deter people from further criminal action. This is premised on the belief that individuals want to maximize pleasure and minimize pain.

1. Punishment should be "public, prompt, necessary, the minimum possible [i.e., no more than necessary for effective deterrence] under the given circumstances, and established by law."
2. Severity of punishment should be determined by actual harms, not intent.

This school developed during a major reform in [penology](#) when society began designing prisons for the sake of extreme punishment. This period also saw many legal reforms, the [French Revolution](#), and the development of the [legal system in the United States of America](#).

The Positivist school argues criminal behaviour comes from internal and external factors out of the individual's control. Its key method of thought is that criminals are born as criminals and not made into them; this school of thought also supports theory of nature in the debate between nature versus nurture. They also argue that criminal behavior is innate and within a person. Philosophers within this school applied the scientific method to study human behavior. Positivism comprises three segments: biological, psychological and social positivism.

Psychological Positivism is the concept that criminal acts or the people doing said crimes do them because of internal factors driving them. Social Positivism, which is often referred to as Sociological Positivism, discusses the thought process that criminals are produced by society. This school claims that low-income levels, high poverty/unemployment rates, and poor educational systems create and motivate criminals.

The Chicago school of thought arose in the early twentieth century, through the work of Robert E. Park, Ernest Burgess, and other urban sociologists at the University of Chicago. In the 1920s, Park and Burgess identified five concentric zones that often exist as cities grow, including the "zone of transition", which was identified as the most volatile and subject to disorder. In the 1940s, Henry McKay and Clifford R. Shaw focused on juvenile delinquents, finding that they were concentrated in the zone of transition.

The Chicago School was a school of thought developed that blames social structures for human behaviors. This thought can be associated or used within criminology, because it essentially takes the stance of defending criminals and criminal behaviors. The defense and argument lie in the thoughts that these people and their acts are not their faults

but they are actually the result of society (i.e. unemployment, poverty, etc.), and these people are actually, in fact, behaving properly.

Chicago school sociologists adopted a [social ecology](#) approach to studying cities and postulated that urban neighborhoods with high levels of poverty often experience a breakdown in the [social structure](#) and [institutions](#), such as family and schools. This results in [social disorganization](#), which reduces the ability of these institutions to control behavior and creates an environment ripe for [deviant behavior](#). Other researchers suggested an added social-psychological link. [Edwin Sutherland](#) suggested that people learn criminal behavior from older, more experienced criminals with whom they may associate. Theoretical perspectives used in criminology include psychoanalysis ,functionalism, interactionism, Marxism, econometrics, systems theory, postmodernism, behavioral genetics, [systems theory](#), [postmodernism](#), [behavioural genetics](#), [personality](#) , [psychology](#), and [evolutionary psychology](#), etc.

The Problem

In this article, we aim to present and analyze selected literature review to determine the competencies, skills, and values needed by the Criminology students to ensure their proficiency and professionalism in dealing with obstacles or hindrances that will encounter when they enter their world of work .

Also, the purpose of the literature review is to describe the emergence of 21st century skills and identify gaps that it presents. This preliminary review first examines the major international frameworks promoting 21st century skills that have been published by

governments and non-profit organizations. The review of literature is done by examining the empirical literature on the topic.

Methodology

The study uses an integrative literature review methodology, analyzing articles using content analysis. A sample of articles is collected, using replicable search parameters. These articles are then reviewed to confirm they meet the integration criteria. Included articles are then reviewed systematically to determine the terminology they used and the 21st century skills, competencies, and values to be taught to the students aspiring to support and submit their services for the good of the country.

Discussion of Results

The study discovered several dominant and strong patterns in the literature. These patterns included the use of the term skills as the dominant terminology, and the prominence in the literature of skills such as communication, collaboration, problem-solving and critical thinking. The review also identified that the use of student-centered learning activities, learning activities based on designing products, as well as, the integration of ICT devices, social media, communication, and web 2.0 tools in the learning environment represented strong patterns in the literature.

The implications of this study serve to inform the practice of teachers seeking to integrate 21st century skills into their classrooms, by enabling them to focus their efforts on integrating the groups of skills, teaching strategies and educational technology tools that were identified as prominent in the literature.

Moreover, it should be noted that this study also serves to identify priorities for researchers wanting to operationalize the key concepts, strategies, and tools of 21st century

skills and contribute to the gathering and collation of empirical knowledge about them. The limitations of the study relate to the fact that the literature is continuously evolving and that new patterns may yet emerge from it.

One suggestion for future researchers is that they should seek to operationalize terms that are used ambiguously throughout the literature. Furthermore, researchers should seek to create working definitions of individual skills to suggest ways to best develop them among the students.

Also, future researchers should investigate resources and emerging online applications totally connected to the to the teaching of technological skills. Currently, artificial intelligence and machine learning are technologies designed with the intent of executing tasks done by humans. Thus, as with the first Industrial Revolution – when steam powered mechanization led to the mass displacement of farm workers – there is a significant risk for job automation to cause issues for today’s and tomorrow’s workers (Frey & Osborne, 2013; Arntz, Gregory & Zierahn, 2016; Executive Office of the President of the United States, 2016; McKinsey Global Institute [MGI], 2017; International Labour Organization [ILO], 2017; Taylor et al., 2017; PricewaterhouseCoopers [PwC], 2018; Autor & Salomons, 2018).

The extent to which job automation will affect the world’s economies is a question that several economists and organizations have attempted to study and generate estimates for. However, the forecasts provided by these actors vary from study to study. Economists Frey and Osborne (2013) of the Oxford Martin School published a study estimating how exposed existing jobs are to recent developments in artificial intelligence and mobile

robotics (Frey & Osborne, 2018). It concluded that about 47 percent of total US employment is at risk (Frey & Osborne, 2013, p. 1) of computerization.

On the other hand, a 2016 study, by Arntz, Gregory and Zierahn (2016) for the Organization for Economic Cooperation and Development [OECD], disputed Frey and Osborne's (2013) results. It suggested that only 9 percent of US jobs were at a high risk of automation, as 70% of their tasks were

We have moved into an age of automation, where the ability to apply and critique knowledge has become vital to the workplace (van Laar et al., 2017). This means developing a skill set that allows an individual to adapt to and engage with many roles. However, the notion of a 'transferable' skill set is contested in the research literature, as it assumes that skills learnt in one context are automatically relevant to another (Fettes et al., 2020), which may not be the case.

The term '21st century skills' came into use in the late 20th century, although there is no universally accepted definition (Tight, 2021). Salas-Pilco (2013) describes these skills as 'those capabilities that empower young learners and enable them to cope with the demands of the present century'.

The Department for Education published a paper in 2003 titled "21st Century Skills: Realizing our Potential (Department for Education," 2003), which aimed to establish a national strategy to ensure individuals have the right skills to 'be both employable and personally fulfilled'; and these are skills that go beyond core subject knowledge, such as English or Mathematics. Terms such as transferable skills, key skills, employability skills, or 'soft' skills have been used over the years to describe a similar skill set. Fettes et al. (2020) highlight work by the Confederation of British Industry in 1990, which emphasized

the importance of developing employability skills for young people. Looking back even further, to the 1970s, the Further Education Unit developed the idea of a core skills curriculum for vocational students (Further Education Unit, 1979, as cited in AQA Education (AQA) is a registered charity (number 1073334) and a company limited by guarantee registered in England and Wales (number 3644723). The registered address is AQA, Devas Street, Manchester M15 6EX. Fettes et al., 2020).

It is clear, therefore, that 21st century skills are not a new concept and that policy discussions around skills in education have a long history. What makes 21st century skills unique is the incorporation of digital skills, reflecting the growth and reliance of people on these skills in everyday life. The concept of 21st century skills was developed as Information Communication Technology (ICT) was becoming accessible to the general public and playing an increasing role in the modern workplace. We now live in a world where ICT is ‘pervasive in the workplace and there is a high demand for ICT-proficient employees’ (van Laar et al., 2020,).

With the ever-growing impact of globalization and the move towards a society focused on knowledge acquisition and processing, 21st century skills are highly relevant, and digital skills are a central component. Employer engagement in skills policy and qualification design ‘Education policy discourse is based on skills’ (Wheelahan et al., 2022, p. 475).

Criminologists analyze and interpret a large amount of data surrounding things like crime statistics or criminal profiles. They may need to pay attention to many complicated details to establish patterns or understand the context for data analysis. Criminologists also

require attention to detail skills to observe various human behaviors or actions to better understand criminal motivations.

Henceforth, one skill that the Criminology students must possess is technology. Some criminologists may work with complicated technology to analyze large amounts of data. They may also use computers to create readable reports. Although the technical requirements may vary, a career as a criminologist may require basic computer skills or competency. On research, some criminologist positions may require an ability to gather, analyze and report data on various related topics. If you're interested in these positions, you may need to understand best practices for using data to draw conclusions. Even if you don't work in a research setting, you may use some basic research skills, such as interviewing and drawing conclusions.

Communication is another skill where the students must be very proficient. Criminologists may need to develop written and oral communication skills to share insights with colleagues. Whether communicating data, observations or other necessary information, a criminologist may need to write reports, ask questions or work collaboratively to develop solutions or share knowledge. A criminologist may need to use communication skills to convey information that can be used for educational purposes or to influence policy decisions.

The study of Dela Cerna (2019) on the “Level of English Proficiency of Freshman Criminology Students in the University of Eastern Philippines Town, Northern Samar” was undertaken to find out the level of English Proficiency of the freshman criminology students in the University of Eastern Philippines. In the study, the levels of the student's critical thinking skills were identified in terms of inferences, assumptions, and deductions,

interpreting information and analyzing arguments. Critical thinking skills are considered higher - order thinking skills that are to be learned in this present century.

One hundred sixty-three freshman criminology students of this university were randomly chosen as respondents. Two class observations of six (6) selected teachers of the freshman criminology students were conducted. This descriptive correlational design study used frequency counts, weighted mean, percentages, multiple regression analysis, t-test for independent samples, and ranking in interpreting the data.

Results of the study revealed that student-respondents were highly exposed to the social media, watching sports and Pinoy movies on television, compared to reading novels/paperbacks. This exposure could be attributed to their poor English proficiency. In the conducted critical thinking test, majority of the student-respondents were good at assumptions and deductions, fair at interpreting information and analyzing arguments; and poor at inferences. In learning styles and inferences, group learners were found to be significantly related to inferences. These results further revealed that the students were weak in forming conclusions.

Nonetheless, visual, auditory, tactile, kinesthetic, and individual learners were not significantly related. Tactile and kinesthetic learning styles were significantly related to assumptions, while the visual, auditory, group, and individual styles were not. The visual, auditory, tactile, kinesthetic, group, and individual learners were significantly related with deductions.

Auditory and individual learning styles were found to be significantly related to interpreting information. On the other hand, visual, tactile, kinesthetic, and group learning styles were not significantly related. It was further found out that kinesthetic and group

learners were significantly related to analyzing arguments, but visual, auditory, tactile, and individual styles were not. Good English proficiency was found to be significantly related only to assumptions and interpreting information. Fair English proficiency was found to be significantly related only to assumptions. Poor English proficiency was found to be significantly related only to assumptions and interpreting information. Finally, a very poor English proficiency level was found not significantly related to any of the five (5) levels of critical thinking skills.

In summing up, the correlates of the critical thinking skills of the freshman criminology students of UEP were on social media exposure and English proficiency. Thus, the critical thinking skills of the freshman criminology students, particularly on the levels of inferences, assumptions, and interpreting information, were influenced by their level of exposure to social media and their level of English proficiency. Recommendations consisted of providing the students, programs and activities that are practical and situational to enhance their exposure to the use of English in their oral communication and in their critical thinking skills.

Since criminologists may work with sensitive information, they may need to develop ethics and integrity to successfully perform their position. This can mean keeping confidential information private or acting responsibly with data that could affect lives, such as criminal record information. They may also have to remain objective in emotional situations involving crime or human psychology. Criminologists may take additional training or education to understand the ethical concerns associated with their role.

In addition, as a criminologist, it's useful to develop people skills in order for them to gain the ability in understanding human nature and behaviors and connecting with those

from various backgrounds. Fields such as psychology or sociology may influence your education and training, meaning that you may need to understand how humans and groups function in society. In your role as a criminologist, you may be responsible for working with people in various positions, including criminals, law enforcement officers or victims of crimes. This indicates that there is a need to develop people skills like empathy or patience to listen, collaborate or offer guidance. Likewise, skills of a leader and skills of a follower or subordinate should be learned by the criminologists for working in an organization, social relationships are important.

With regards to the item on observation, criminologists may observe human behaviors or other actions to draw conclusions. In their training, criminologists may learn how to study data and collect information by noting small changes, actions or movements. This may require strong observation skills, including the ability to understand what you're looking at and search for relevant information from a subject.

There is a need for the students to be expert or highly skilled in organization for they have to handle a large amount of data and work with a wide variety of people on multiple projects. To maintain and prioritize this information, they may need to develop strong organizational skills. This may involve creating databases or systems to manage personal information, crime statistics and other data. In connection with this skill, knowledge and hands-on in technology on special applications are necessary.

On collaboration, criminologists may need to share data or information between various groups and agencies to complete complex or multi-dimensional projects. This may require strong collaboration skills in order to successfully combine the skills and findings

from multiple fields. For example, a criminologist working in a laboratory may collaborate with law enforcement professionals in order to create a relevant criminal profile.

Another higher-order thinking skills that criminologists should possess is problem-solving. Criminology students should be responsible for solving problems involving criminal activity. By analyzing data, a criminologist can offer solutions to complex social problems. Their work may be used, for example, to develop potential solutions to problems like increasing crime rates or incomplete criminal data.

Criminologists should also be responsible and should have a good understanding of various tenets of the legal system, including public policies. Since their research may influence public policy decision-making, criminologists may need to develop the skills to understand the legal aspects of crime. This may involve developing knowledge of complex and evolving policies and laws.

A strong grasp of legal knowledge is another essential skill for criminology students. This involves understanding the laws, legal systems, and judicial processes relevant to crime and punishment. A criminology degree typically covers various aspects of the law, helping you to comprehend how legal frameworks operate and how they are applied in real-world scenarios. This knowledge is fundamental to any role within the criminal justice system, from policy-making to law enforcement.

Fettes et al. (2020) and (Wheelahan et al., 2022) suggested five steps the students can take to improve their skills in dealing with criminal cases or situations.

1. Seek education. Many criminologists have a bachelor's degree while some also have a master's or doctorate degree. During your educational program, you may learn about fields like psychology or sociology, but you may also develop the necessary skills you need to

succeed in your field. Pursuing a relevant education may prepare you to have a successful criminology career.

2. Complete internships. During or immediately following your educational career, you might pursue one or more internships to help you develop relevant criminology skills. In these roles, you may gain skills by working directly with professionals in your field on supervised tasks and projects. By completing internships in different areas of your field, like law enforcement or corrections, you may develop a wide range of skills to apply to your future career. You may also understand which roles would match your preferences and talents.

3. Join professional associations. You may also want to consider improving or developing skills by joining various professional associations. Criminology associations may provide opportunities for you to network, share insights or continue education. By interacting with professionals in other areas of your field, you may be able to learn skills that you can apply back to your position. In joining professional associations, the criminologists have the opportunities to gain access to best practices, innovations, networking and benchmarking.

4. Study literature from the field. Reading research and other publications may allow you to learn about relevant advancements in your field. By doing this, you may learn strategies or ideas for developing new skills or enhancing your current skills. Learning about new technology, processes and insights from colleagues may allow you to advance your professional practice. Engagement in research and development enable the criminologists to enhance their exposure to trends and updates.

5. Continue your education. You might continue your skill development through relevant training and education. As new technology or information becomes integrated into your

field, training held online or through local colleges or professional associations may allow you to develop new skills or competencies. Additionally, you may be able to apply new information to current roles or responsibilities.

In the workplace, there are some ways that the students can display their criminologist skills. One of them is to attend conferences: To highlight your skills and expertise, you may want to consider presenting at various conferences within your field. By doing this you can highlight relevant research or share your skills through workshops and demonstrations. Moreover, they have to develop a specialization. The students should be able to consider developing a relevant, specialized role in your field that allows you to showcase your strongest skills.

For example, you may want to showcase and enhance your technology skills by shifting your professional focus to cyber security. Research program can be one venue for the students to showcase their talents and knowledge by publishing relevant research. If the students are highly skilled in a certain criminological area, such as criminal profiling, they may want to undertake a research project for publication. Cyber security is an important aspect in the use of information technology.

One of the foundational skills in criminology is analytical thinking. This skill involves the ability to dissect complex situations, identify patterns, and understand the underlying causes of criminal behavior. As a criminology student, you will need to analyze case studies, research data, and legal documents. Developing strong analytical skills helps in making sense of intricate information and drawing informed conclusions. This ability is indispensable for understanding the multifaceted nature of crime and justice.

Critical evaluation goes hand in hand with analytical thinking. In criminology, you are often presented with multiple theories and perspectives on crime and justice. The ability to critically evaluate these ideas, assessing their strengths and weaknesses, is essential. This skill is not just about being skeptical; it's about being able to constructively critique and challenge existing notions. It encourages you to develop well-reasoned arguments and contributes to a deeper understanding of the complexities of the criminal justice system.

In today's digital age, embracing online learning opportunities, such as [criminology online courses](#), is vital. These courses offer flexibility and access to a diverse range of resources and perspectives that might not be available in traditional settings. By engaging with digital learning platforms, you develop technical skills and adapt to modern methods of information processing and communication. This exposure is invaluable in a field that is increasingly utilizing digital technologies for crime analysis and investigation.

Criminology is a field deeply intertwined with ethics. As a student, you will be faced with scenarios that require moral judgment and ethical reasoning. This skill is about understanding the ethical implications of your work and making decisions that are not only legally sound but also morally justifiable. Ethical reasoning is crucial in upholding the integrity of the criminal justice system and ensuring that your work contributes positively to society. (<http://www.researchgate.net/integrity-ethics-workplace.com/>).

Summary

Studying criminology is not just about learning the theories of crime or the workings of the criminal justice system; it is also about developing a set of competencies, skills and values. Studying criminology is not just about learning the theories of crime or

the workings of the criminal justice system; it is also about developing a set of essential skills that are essential for success in this field.

These skills range from analytical thinking to ethical reasoning, each playing a pivotal role in shaping a proficient criminologist. Digital literacy and even being experts in the field of technology, people's skills and communication skills are paramount skills required for the students to be able to work effectively and successfully in the workplace. In this article, we get into the key skills that every criminology student should focus on cultivating. These abilities help enhance the academic understanding of the criminology student and prepare him for the practical challenges of the criminal justice sector (<http://www.indeed.com/editorial.team/career-advice/resume-criminology-skills>).

Conclusion

It is clear that the process of getting through a criminology program is as much about skill development as it is about academic learning. From honing research and problem-solving abilities to cultivating an understanding of societal contexts and technological proficiency, each skill plays a pivotal role in shaping a well-rounded criminologist. Going down the path of a career in criminology requires a diverse set of skills that go beyond traditional academic knowledge. Thus, as the student progress in his studies, focus on developing these skills to ensure that he is well-equipped to make a meaningful impact in the field.

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THE ROLE OF TOTAL QUALITY MANAGEMENT IN EDUCATION

Prof. Paul Leviste

Introduction

The basic idea of this system called total quality management started in the field of manufacturing, where the quality of the product was not enough to compete anymore. To please the customer, quality had to be the focus of all the departments of an organizations, including: sales, marketing, accounting, and many other disciplines. “Quality” was no longer only a feature of the final product. Instead, it has become a feature of the whole process of producing this product and serving it.

The concept of Total Quality Management (TQM) came to the light. It consists of preparing a working environment where continuous efforts towards better quality is always

facilitated and encouraged. Quality is not a single goal or product but a continuous process in which all members of an organization are always trying to do better. TQM is a process that is not only continuous but it is a must for it to be sustainable.

According to Dihardjo and Ellitan (2021), TQM is the latest breakthrough in the field of management where all activities are aimed at optimizing customer satisfaction, through continuous process improvement. Literature studies in contemporary management have discussed a lot about the philosophy and methods of TQM, especially in relation to company performance. TQM is a business management strategy that seeks to improve the quality of an organization's management, and hence, increase competitiveness and the value it provides to customers. TQM provides a competitive advantage for companies, because it involves all divisions, departments, and various levels of the organization in the process. A well-coordinated management process will result in lower production costs, as well as increased efficiency and effectiveness of output production, which leads to improved overall business performance. This paper will discuss the relevance of implementing TQM for business organizations in the Industrial Era 4.0.

Moreover, in her study, Topalovic (2015) showed that in doing business in a competitive and dynamic environment requires companies to continually improve and enhance their business performance and capabilities. One of the key determinants of the survival of the company in such circumstances is the application of total quality management. In recent years, the company management is more focused on total quality management, which leads to maximizing customer satisfaction and loyalty. The aim of this study is focused at examining the attitudes of corporate clients on a variety of elements implemented TQM process, provided by bank.

For the study, data were collected using the survey method and the statistical analysis such as correlation and multiple regression analysis. Results of the research point out that top management commitment, courtesy and responsibility towards our customers as significant factors of satisfaction. Study results help bank managers to identify quality elements that need to be improved, to increase the level of customer satisfaction and enhance their business

What is TQM in education?

To apply TQM in a school, each individual in that school should be involved in improving the quality of education. It is not something that the management applies or dictates to the staff, but rather a system where there is a continuous effort from each management and staff member to do everything properly and effectively. The Deming Philosophy, known as Dr. Deming's "theory of management" and later his "System of Profound Knowledge," represents a holistic approach to leadership and management. The philosophy brings together an understanding of variation, theory of knowledge, psychology and appreciation for a system.

[The Deming System of Profound Knowledge](#) promotes transformation through an essential "lens" which will benefit anyone and any organization. In short, the System of Profound Knowledge is a way for people and organizations to continually improve. As the leading proponent of Dr. Deming's theories and teachings (including [The 14 Points for Management](#), [Seven Deadly Diseases](#), and [PDSA](#)), The Deming Institute is helping people bring quality, joy and success to their work and their lives through the Deming philosophy.

Deming's teachings and philosophy are clearly illustrated by examining the results they produced after they were adopted by Japanese industry, as the following example (called the Ford-Mazda study) shows. [Ford Motor Company](#) was simultaneously manufacturing a car model with transmissions made in Japan (by Mazda) and the United States (by Ford). Soon after the car model was on the market (c. 1950), Ford customers were requesting the model with Japanese transmissions over the US-made transmissions, and they were willing to wait for the Japanese model. As both transmissions were made to the same specifications,

Ford engineers could not understand the customer preference for the model with Japanese transmissions. Finally, Ford engineers decided to take apart the two different transmissions. The American-made car parts were all within specified tolerance levels. However, the Japanese car parts were virtually identical to each other, and much closer to the nominal values for the parts—e.g., if a part was supposed to be one foot long, plus or minus 1/8 of an inch (300 mm $\pm$ 3 mm)—then the Japanese parts were all within 1/16 of an inch (1.6 mm), less variation. This made the Japanese cars run more smoothly and customers experienced fewer problems.

Deming championed the work of Walter Shewhart, including statistical process control, operational definitions, and what Deming called the "Shewhart Cycle", which had evolved into Plan-Do-Study-Act (PDSA). Deming is well known for his work in Japan after WWII, particularly his work with the leaders of Japanese industry. That work began in July and August 1950, in Tokyo and at the Hakone Convention Center,^[12] when Deming delivered speeches on what he called "Statistical Product Quality Administration". Many in Japan credit Deming as one of the inspirations for what has become known as the Japanese post-war economic miracle of 1950 to 1960, when Japan rose from the ashes of war on the road to becoming the second-largest economy in the world through processes partially influenced by the ideas Deming taught: Better design of products to improve service

1. Higher level of uniform product quality
2. Improvement of product testing in the workplace and in research centers

In his book *The New Economics for Industry, Government, and Education*, Deming championed the work of Walter Shewhart, including statistical process control, operational definitions, and what Deming called the "Shewhart Cycle", which had evolved into Plan-Do-Study-Act (PDSA). Deming is well known for his work in Japan after WWII, particularly his work with the leaders of Japanese industry. That work began in July and August 1950, in Tokyo and at the Hakone Convention Center,¹ when Deming delivered speeches on what he called "Statistical Product Quality Administration". Many in Japan credit Deming as one of the inspirations for what has become known as the Japanese post-war economic miracle of 1950 to 1960, when Japan rose from the ashes of war on the road to becoming the second-largest economy in the world through processes partially influenced by the ideas Deming taught: Better design of products to improve service

1. Higher level of uniform product quality
2. Improvement of product testing in the workplace and in research centers
3. Greater sales through side [global] markets

Deming is best known in the United States for his 14 Points (*Out of the Crisis*, by W. Edwards Deming, preface) and his system of thought he called the "System of Profound Knowledge". The system includes four components or "lenses" through which to view the world simultaneously: (1)Appreciating a system; (2) Understanding variation; (3) Psychology; and (4) Epistemology, the theory of knowledge.

Deming made a significant contribution to Japan's reputation for innovative, high-quality products, and for its economic power. He is regarded as having had more impact on Japanese manufacturing and business than any other individual not of Japanese heritage. Despite being honored in Japan in 1951 with the establishment of the Deming Prize, he was only just beginning to win widespread recognition in the United States at the time of his death in 1993.^[15] President Ronald Reagan awarded him the National Medal of Technology in 1987. The following year, the National Academy of Sciences gave Deming the Distinguished Career in Science award.

Total Quality Management in Education by Edward Sallis, presented the main features of implementing TQM in education:

1) Continuous Improvement



Total Quality in Management (TQM) in education is not a specific plan that has a start and end date. When a school starts adopting TQM, a shift in the whole system has to occur. Instead of the short-term projects that they carry out in order to reach a certain level of quality, a permanent strategy of reaching better quality is adopted.

2) Kaizen

By adopting Kaizen principles, educators can foster a culture of continuous improvement, ensuring that teaching and learning processes are always evolving to meet the needs of students.

The Essence of KAIZEN in Education

The KAIZEN methodology, originating from Japan, aims to constantly improve activities and processes by encouraging reflection and continually looking for improvement opportunities. When applied to education, the KAIZEN approach provides a solid framework for student development, maximizing their potential. By adopting KAIZEN principles, teachers and educators can identify the root causes of learning issues and implement effective corrective actions. In this way, students are empowered to be active protagonists in their own development.

Developing a KAIZEN™ Mindset in Childhood

To cultivate a mindset of continuous improvement from an early age, it is important to introduce lean methodology and tools in schools and educational establishments. By adopting KAIZEN practices, such as the 3C tool (Case, Cause, and Countermeasure) for problem-solving, schools can empower their students to approach challenges in a

structured way. Encouraging detailed root cause analysis and implementing effective solutions enables students to develop valuable skills for their future, such as critical thinking and resilience.

With [lean tools](#) in the school setting, teachers and educators can more easily identify the causes of learning problems and develop practical, student-oriented solutions. The active involvement of students in this process makes them active participants in solving their educational challenges. The KAIZEN methodology, when applied in this context, emphasizes the importance of creating a positive and motivating learning environment. By setting clear expectations, challenging goals, and providing constructive feedback, educators can encourage students' inner motivation, and promote self-confidence and a sense of purpose in learning.



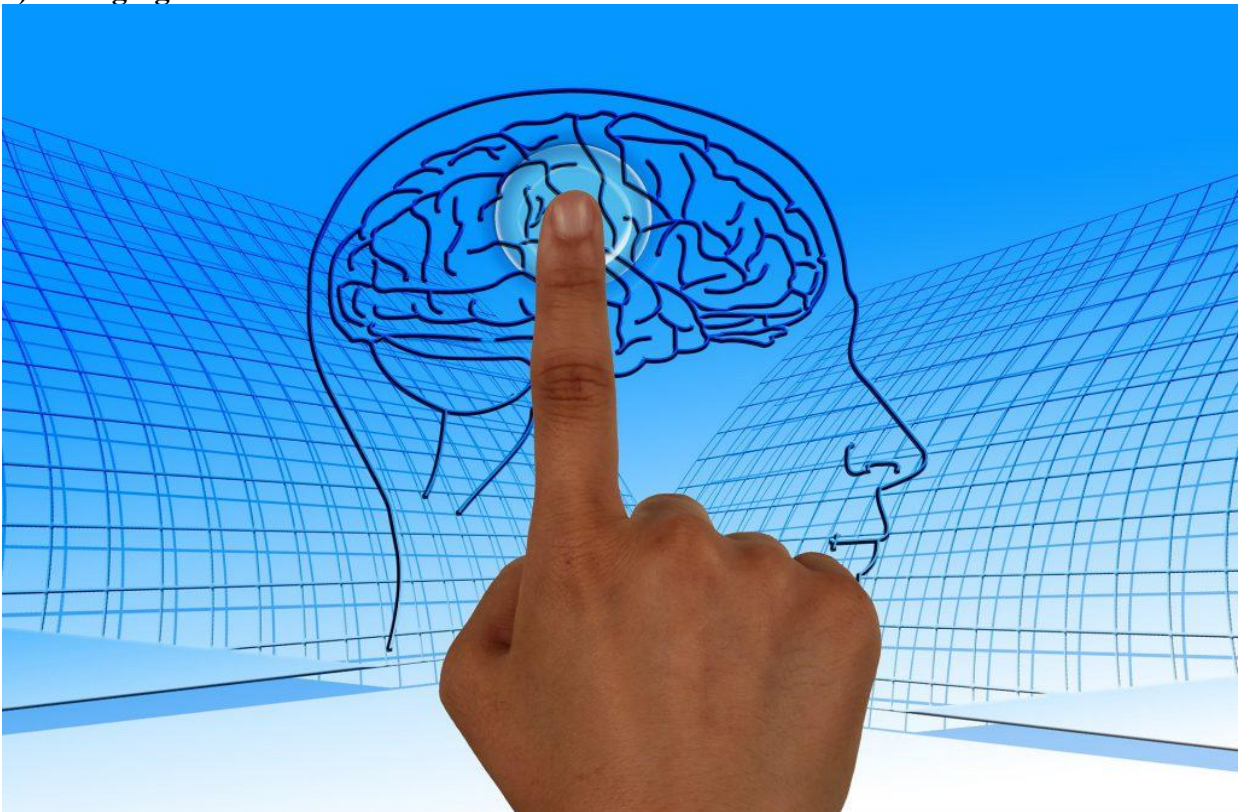
It is because TQM is a vast concept that can sometimes be misinterpreted as impractical, it is useful to introduce the Japanese concept of “Kaizen”. Translated to “step-by-step improvement”, Kaizen is a strategy where small steps of improvement are planned and achieved in order to maintain the continuous improvement in quality that TQM

requires. Kaizen really brings out the practical advantages of TQM in education, making it one of its most important fundamental features.

The 5 steps of kaizen are as follows: Kaizen, the Japanese philosophy of continuous improvement, involves a five-step process often referred to by the acronym DMAIC. This methodology is widely used in business, education, and personal development to foster incremental progress. Here's a rundown of the steps:

1. **Define:** Identify the problem or area that needs improvement.
2. **Measure:** Collect data to understand the current performance and identify root causes.
3. **Analyze:** Examine the data to pinpoint the sources of inefficiencies or issues.
4. **Improve:** Implement solutions to address the identified problems and enhance performance.
5. **Control:** Establish procedures to maintain the improvements and ensure that the changes are sustained.

3) Changing Cultures

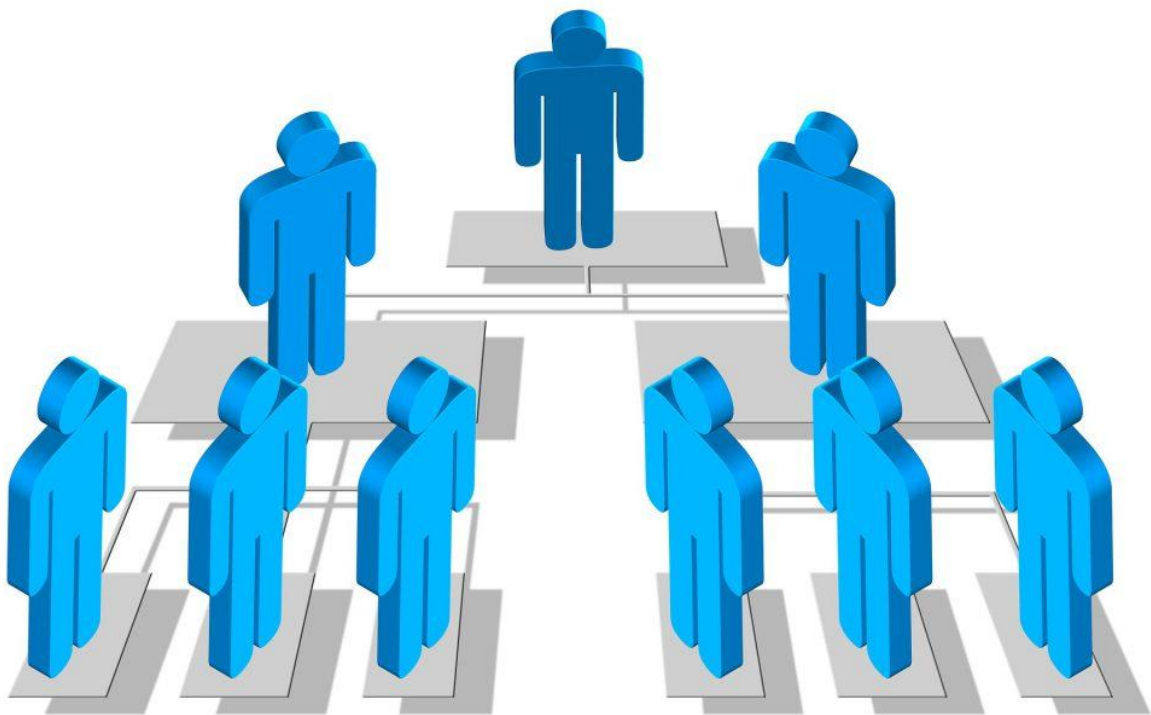


Change can never occur with a press of a button. It takes time, effort, and, most importantly, an environment that encourages this change and develops it. To achieve this environment, management should first provide teachers with the tools and the space they

need in order to change their attitudes and behaviours. For teachers to be able to develop, they need resources and tools that can help them. Moreover, school management need to appreciate and encourage the development they observe. Teachers will continue to put effort when the change they are going through is acknowledged.

Skolera – LMS can help your school develop and maintain this culture by the many features it offers to facilitate the communication between all parties in your school. Supervisors can easily communicate and follow up with teachers by sending messages, posting announcements, and accessing the classes of each teacher they are supervising.

4) Upside-down organization



Applying TQM in education properly requires a change in the management hierarchy too. Since every individual in the institution is striving to be better, management needs to give the staff the space to do so. The system will not work if everyone has to follow the orders of the administrators. Each staff member will need to find the best way s/he can improve and work on themselves and their students. The role of the management here will be to lead by example and to guide the staff. In this particular element of TQM,

the employees will have the opportunity to show their creativity in introducing a strategy or technique that will promote productivity, increase in profit, and cost effectiveness.

5) Focusing on customers

At the end, customers are the central focus of TQM. Therefore, it is important not only to try to give them high quality service but also to keep close to them. Retention of the customers is vital and the business organization or company should craft strategies that would keep the customers so that the customers would keep coming back. In an educational institution, your customers are the students and their parents, and the service is the education they receive. The key to ensure their satisfaction is to actually listen to them. Do not assume that they are pleased just because you think your school provides good education. Instead, make sure that the parents know how to contact you if they want to and that you are always available if the students need you.

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**THE EFFECTIVENESS OF THE DOABLE PROGRAMS AND ACTIVITIES IN
ENHANCING THE TWENTY-FIRST CENTURY SKILLS AS IMPLEMENTED**

**BY THE FACULTY MEMBERS OF THE COLLEGE OF CRIMINOLOGY OF
THE UNIVERSITY OF MANILA
Prof. Esther de Leon**

Introduction

Radical changes in society are catalyzing important transformations in educational psychology. Technology, multimedia, social media, informal learning environments, and, most recently, the coronavirus disease 2019 (COVID-19) pandemic have all caused disruptive changes. In addition, all schools, especially the faculty members have to deal with this abrupt change from the conventional or traditional methods of instructional delivery to a different platform that requires the use of information communications technology.

We now live in an information-rich world, people have been putting pressure on schools to include pedagogical activities that promote self-regulated learning ([Azevedo & Cromley 2004](#), [Bjork et al. 2013](#), [Paris & Newman 1990](#), [Winne 2018](#)), learning with others (requiring communication, cooperation, collaboration, and coordination) ([Fiore et al. 2018](#), [Hmelo-Silver 2004](#), [Slavin 2017](#)), computational thinking ([Li et al. 2020](#)), and participation in activities outside the classroom ([Gee 2007](#), [Lesgold 2019](#)). The second volume of How People Learn (HPL-II) by the National Academies of Sciences, Engineering, and Medicine ([NASEM, 2018](#)) identifies other trends as well.

Likewise, there is an emphasis on learning across the life span in addition to the years of formal schooling. Researchers need to consider differences among learners and their socio-cultural contexts rather than applying a one-size-fits-all pedagogical approach that has a curriculum privileged to Western, educated, industrialized, rich, and democratic (WEIRD) communities. And there is a need to embrace digital technologies for tracking the history of a learner's experiences, recommending activities to help the student learn, and reliably implementing pedagogical activities. Some instructional activities require precision and complex decisions that human instructors could never deliver.

Educational activities in schools have always required input from teachers, administrators, parents, students, and the public at large. Scientific research has sometimes, but not always, been included in the planning of these educational activities. However, stakeholders in the twenty-first century are increasingly insisting on evidence for educational policies, so educational sciences and data analytics are increasingly relevant.

At the turn of the millennium, the US Department of Education created the Institute of Education Sciences (IES) to conduct scientific research on learning in educational practice (<https://ies.ed.gov/>).

The field of the learning sciences, which has an interdisciplinary scope in addition to embracing scientific methodology, also emerged ([Feldman 2020](#), [Fischer et al. 2018](#)). Thus, learning and education have reached the point of complexity at which it is desirable, if not necessary, to adopt an interdisciplinary agenda that incorporates data science; digital technologies; neuroscience; the cognitive, social, and natural sciences; and the arts and humanities.

It is quite an experience to realize how the different fields have been among those disciplines that are investigating learning and instruction. For example, [Graesser \(2020\)](#) points out that researchers in the fields of education, experimental psychology, machine learning, artificial intelligence, and computer-based instruction attend different conferences, publish in different journals, work in different university departments, and have very different learning research paradigms. Seven principles of learning and instruction are identified in an IES report as being supported by scientific research with a sufficient amount of replication and generality ([Pashler et al. 2007](#)). These principles have important nuances, but they can be summarized as follows ([Pashler et al. 2007](#)).

The purpose of the study of Ghaith (2010) is to present the results of a survey study of the achievement of twenty-first century skills in higher education. The study employs a quantitative survey design. The findings indicate that the basic scientific and technological skills of reading critically and writing persuasively as well as accessing and using information efficiently have been achieved to a great extent in the context of the study; whereas, mathematical and scientific skills and global awareness and cross-cultural issues still need more attention. Variations in the level of mastery as well as gender differences in the achievement of certain skills clusters were also identified and discussed in light of the robustness of the theory of the “universal digital native”.

For the research limitations/implications, the results cannot be generalized into other contexts and the data were basically self-reported and not corroborated by evidence from triangulated sources. The practical implications reveal that effective dealing with the

basic and technological skills should be continued; however, more attention should be given to the development of the skills in mathematics and the sciences. Likewise, the visual-literacy skills and the levels of global awareness and cross-cultural understanding and appreciation should be improved. This exploratory study fills a knowledge gap and may set the stage for further research into the extent to which the twenty-first century skills are being realized by institutions of higher learning given the scarcity or non-existence of this research.

The twenty-first century skills that are to be learned by students are: (1) Critical Thinking. Learning how to think critically may improve your problem-solving, reasoning and decision-making skills. If you can think critically, it may be easier to make connections between different sets of information. If you are trying to recognize and understand sales patterns, critical thinking can help you review various data sets and determine the connections between information like current marketing strategies and sales increases. (2) Creativity can help you develop innovative ideas to approach modern issues and situations. This may allow you to advance within a quickly changing world. For example, you may identify a work strategy or policy that's no longer effective and use creative thinking skills to update it. (3) Collaboration, wherein the learner may find it helpful to practice your collaboration skills. Working collaboratively can teach you how to be more flexible and make necessary compromises for overall team improvement. It can also help you recognize how every person contributes their own talents and knowledge to a project, which can inspire you to learn something new. (4) Communication. In this skill, learning how to communicate effectively can help you explain goals, tasks and expectations. This may mean your team has more consistent information and continues working well together. Communication skills can also help you explain your ideas to your supervisors, which may lead to them implementing your suggestions.

Theoretical Framework of the Study

Education has been defined as a key mechanism for providing future citizens with the qualifications and competences needed for life in the 21st century (Ananiadou and Claro, 2009). Instructing 21st century skills has thus become a key initiative, especially over the last decade, and part of the educational policy agenda (Tahirsylaj and Sundberg,

2020). Different frameworks have been presented, and such skills have now entered curricula in many countries (Erstad et al., 2021). There is not a clear consensus on what defines such frameworks, but some key concepts and terminology are common across most of them (Joynes et al., 2019).

While some have criticized the focus on 21st century skills as reliant on the metanarrative of “salvation through technology,” primarily informed by human capital theory or similar schools of thought that reduce student identity by praising homogenizing practices (Hilt et al., 2019), others have welcomed it as a vital part of a knowledge-based society (Voogt and Roblin, 2012).

A number of definitions have been proposed to pin down what exactly 21st century skills are. Nearly all the definitions emphasize their importance for individuals, society and future work life (Siddiq, 2016). In the following, we provide three definitions of 21st century skills. These examples were chosen because they are the most cited sources in related frameworks and definitions (Tahirsylaj and Sundberg, 2020).

The first is provided by the Organization for Economic Co-operation and Development (OECD) and defines 21st century skills as “those skills and competencies young people will be required to have in order to be effective workers and citizens in the knowledge society of the 21st century” (Ananiadou and Claro, 2009, p. 8). The second is proposed by the Partnership for 21st Century Skills (P21), stating that they are “the skills, knowledge and expertise students must master to succeed in work and life—a blend of content, knowledge, specific skills, expertise and literacies” (2010, p. 8). The third is provided by the Assessment and Teaching of 21st Century Skills (ATC21S) project, which asserts that 21st century skills are underpinned by knowledge, skills, attitudes, values and ethics—referred to as the KSAVE model (see the next section for more on this initiative) (Binkley et al., 2012).

In a recent systematic review, Tahirsylaj and Sundberg conclude that “there is still unfinished business for educational researchers in critically engaging with framing and

defining competences for the 21st century” (2020, p. 1). Acknowledging this need, we also agree with scholars in the field that 21st century skills are broad, complex and generic (Geisinger, 2016). They refer to a wide range of competences, attitudes, values and ways of working that are cross-curricular and changing alongside the developments and transformations brought by technology. A number of initiatives further unpack and detail 21st century skills, identifying the most common ones as collaboration, communication, ICT literacy (also labeled digital competence or digital literacy; Siddiq, 2016), citizenship, problem solving (reference to Greiff in the Encyclopedia), critical thinking, creativity and productivity (Geisinger, 2016; Voogt and Roblin, 2012).

Note that some frameworks also mention learning to learn, self-direction, adaptability, mathematics, science, history and art (Voogt and Roblin, 2012). We note that even though the study by Voogt and Roblin was conducted almost a decade ago, it is still relevant and often referred to. Most importantly, to our knowledge, no update to its comparative analysis of 21st century skills frameworks has been published. In the following section, we provide an overview of some of the evolving 21st century skills frameworks that have laid much of the foundational focus and emphasis on these skills in education and we discuss how assessment has become a key aspect of such frameworks.

A key initiative that has been influential for the way policy makers and researchers address challenges and transformations for education in the 21st century is the Definition and Selection of Key Competencies (DeSeCo) project, which the Organization for Economic and Cooperation Development (OECD) began at the end of the 1990s, about the same time as the Program for International Student Assessment (PISA). A group of researchers and experts were brought together to discuss the concept of “competence” and how it relates to social processes of transformation, as well as “cross-curricular competencies” as the “knowledge and skills related to outcomes of education in a broad sense” (Salganik et al., 1999, p. 13).

The authors of the DeSeCo reports mention that concepts like “competence” and “skills” are quite vague. Their approach focuses on the complex challenges that young

people today face when entering work and life, indicating that the notion of competencies encompasses cognitive but also motivational, ethical, social and behavioral components, combining stable traits, learning outcomes (e.g., knowledge and skills), belief–value systems, habits and other psychological features. Basic reading, writing and calculating are thus skills that make up the critical foundation of numerous competencies. That is, 21st century skills are wider than pure subject knowledge; they are multifunctional, multifaceted and inter-related, consisting of several competencies and sub-competencies (Griffin et al., 2012; Tahirsylaj and Sundberg, 2020; Voogt and Roblin, 2012). Rychen and Salganik (2001, p. 8) emphasize that they are “transversal across social fields and refer to a higher order of mental complexity.”

In particular, understanding what these skills are is utterly important from an assessment perspective, which has traditionally focused on one single subject at a time (Siaorova et al., 2017). We do not hold the view that assessment within a single subject is easy or effortless. Rather, our viewpoint is that 21st century skills frameworks and issues have added several dimensions to the assessment field.

In 2006, the European Commission published the Key Competences for Lifelong Learning: a European Reference Framework (European Parliament, 2006). This framework of key competences was revised 10 years later and implemented in 2018 with an increased focus on 21st century skills. Eight key competences are outlined therein as necessary for personal fulfillment, active citizenship, social cohesion and employability. These competences are: (1) literacy; (2) multi-lingualism; (3) numerical, scientific and engineering skills; (4) digital and technology-based competences; (5) interpersonal skills and the ability to adopt new competences; (6) active citizenship; (7) entrepreneurship; and (8) cultural awareness and expression.

Central to how the assessment of 21st century skills is implemented and explored as part of learning practices is the way curricula specify how such skills should be integrated into teaching and instruction—in which subjects and on which levels. Curricula are the tools through which policy-makers influence practices. Over the last 5–6 years,

new curriculum developments have emerged in several countries, referring to what they call 21st century skills and reflecting on the ways that teachers conceive of assessment as part of the process of developing such skills and as being linked to the digitalization of schools. However, surprisingly, not much has been written about how digital technologies transform the development and content of curricula for schools (Williamson, 2013; Erstad et al., 2021).

There are some recent developments in the countries that focus on assessment in the use of information communications technology. Within the Nordic region, Norway and Finland are some examples of countries that have most explicitly referred to 21st century skills in recently updated curricula inspired by the contemporary frameworks mentioned above. Interestingly, the ways in which these two countries have dealt with such skills when developing new national curricula are slightly different.

The pedagogy in support of 21st Century Skills is highly required to make the learning of students more effective and productive. Drawing on research in the learning sciences, the development of 21st Century Skills is correlated with the broad family of social-constructivist approaches that challenge educators to move the degree of directedness from a direct instruction model towards more inquiry-based approaches, such as problem-based, project-based, and authentic learning opportunities (Bereiter & Scardamalia, 2008; Darling-Hammond, 2015; Guerriero, 2017; Herrington, Reeves, & Oliver, 2010; Hoadley, 2011; Laurillard, 2002; Hung & Khine, 2006; Mishra, 2012).

One pedagogy that is being considered is the active approaches to learning. The correlation between such active approaches to learning and the development of 21st Century skills is precisely that these approaches require agency and self-regulation of the learner which is simply not fostered if the learner remains a passive recipient of content knowledge. It is when the learner engages in inquiry into an authentic activity and is tasked with sharing his acquired knowledge in a polished product or performance, that information, communication, technology and media literacies are fostered.

The Problem

The problem of this study is to analyze the effectiveness of the doable activities and programs in enhancing the twenty-first century skills of the students as implemented by the faculty members of the College of Criminology of The University of Manila. To prepare students for the demands of the 21st century, it is vital to integrate activities and programs into the school curriculum that nurture communication, creativity, critical thinking, and collaborative skills.

Methodology

The design of the study is descriptive quantitative method of research. Self-made survey questionnaire was crafted in gathering data from the respondents. The 50 respondents for the study were 50 students taken from a class in Forensic 2, Personal Identification Technique. The questionnaire with 10 statements was validated by 15 students from another class who were not respondents of the study. The validated questionnaire was submitted and approved by the Dean of the School of Graduate Studies

and then the questionnaire was disseminated to the respondents. The weighted arithmetic mean was the statistical tool applied with regards to the results of the survey and the Likert Rating Scale with its corresponding values and descriptions was used presented as follows:

Rating Scale	Values	Descriptive Interpretation
4	3.6--4.0	Very Effective (VE)
3	2.6—3.5	Effective (E)
2	1.6—2.5	Ineffective (I)
1	1.0—1.5	Very Ineffective (VI)

Results and Discussion

How effective are the doable programs and activities in enhancing the twenty-first century skills of the students as implemented by the faculty members of the College of Criminology of The University of Manila.

Table 1
An Assessment on the Effectiveness of the Doable Programs and Activities in Enhancing the 21st Century Skills of the Students

Implemented Programs and Activities	Very Effective 4	Effective 3	Ineffective 2	Very Ineffective 1	AWM & Interpretation
	f x	f x	f x	f x	
1.Adobe Spark/We Video--Digital Storytelling Projects for communication skills	24 96	26 78	0	0	3.48 Effective
2.Makerspace Projects—hands-on activities	18 72	32 96	0	0	3.36 Effective
3.Socratic Seminars—for critical thinking	9	17	24 40	0	2.84 effective
4.Project-Based Learning (PBL)	7 28	10 30	20 40	13 13	2.22 Ineffective
5.Invent to Learn software-creative solutions	12 48	12 36	8 16	18 18	2.36 Ineffective

6.Teleconferencing with Online Presentation	31 124	19 57	0	0	3.62 Satisfactory
7.Face-to-face Interactivities –Seminar-workshop on Leadership Skills	26 104	24 72	0	0	3.52 Effective
8.Off-Campus Digital Seminars –Practical Arts	22 88	28 84	0	0	3.44
9. Video Tutorials	23 92	27 81	0	0	3.46
10. Webinars on exploring solutions	9 36	11 33	16 32	15 15	2.32 Ineffective

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An exploratory study of the achievement of the twenty-first century skills in higher education

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**THE PERCEPTIONS OF SELECTED CRIMINOLOGY STUDENTS ON THE
QUALITY OF ONLINE EDUCATION: A QUALITATIVE APPROACH**

Abstract

How to ensure the quality of online learning in institutions of higher education has been a growing concern during the past several years. While several studies have focused on the perceptions of faculty and administrators, there has been a paucity of research conducted on students' perceptions toward the quality of online education. This study utilized qualitative methods to investigate the perceptions of the students from the College of Criminology of The University of Manila, Sampaloc, Manila, Philippines on the quality of online education for their own online learning experiences. Interviews and observations were conducted with three students. Various documents were collected, digital and printed. Positive and negative experiences of students were examined. Factors that contribute to those experiences were also identified. The findings of this research revealed that flexibility, cost-effectiveness, electronic research availability, ease of connection to the Internet, and well-designed class interface were students' positive experiences. The students' negative experiences were caused by delayed feedback from instructors, unavailable technical support from instructors, lack of self-regulation and self-motivation, the sense of isolation, monotonous instructional methods, and poorly-designed course content. The findings can be used by instructors to understand students' perceptions regarding online learning, and ultimately improve their online instructional practices.

Introduction

With the fast development of the Internet, many colleges and universities have offered online courses as a viable alternative to traditional face-to-face instruction. However, considerable concerns and problems have developed, particularly as it relates to the quality of online education. Online education, according to Harasim (1989), is a new domain of learning that combines distance education with the practice of face-to-face instruction utilizing computer-mediated communication. As Cough (2002) suggested that online education has the following features: (a) it provides a learning experience different than in the traditional classroom because learners are different, (b) the communication is via computer and World Wide Web, (c) participation in classroom by learners are different, (d) the social dynamic of the learning environment is changed, and (e) discrimination and prejudice is minimized (p.1).

New technologies, the Internet, streaming video, net-meeting etc. now makes higher education more accessible and affordable for many students, and for those who would have been unable to pursue higher education in a traditional in-class setting (Bianco & Carr-Chellman, 2002). Consequently, online learning has now become an integral part of higher education institutions' expanding curriculum. The term online education is often associated with Internet education, virtual education, cyber-learning, and asynchronous learning (Office of Sustainable Development, 2000). Kearsly (2000) reported the following themes that shape online education: collaboration, connectivity, student-centeredness, unboundedness, community, exploration, shared knowledge, multisensory experience, and authenticity (p. 4-10). Volery (2000) also concluded that online delivery is a form of

distributed learning enabled by the Internet. According to Paulsen (2002), online education is characterized by:

- the separation of teachers and learners (which distinguishes it from face-to-face education),
- the influence of an educational organization (which distinguishes it from self-study and private tutoring),
- the use of a computer network to present or distribute some educational content
- the provision of two-way communication via a computer network so that students may benefit from communication with each other, teachers, and staff.

Online courses and degrees have been widely adopted by higher education institutions as another method to substitute traditional classroom instruction. Allen and Seaman's (2003) recent survey on online education delivered by higher education institutions in the United States, found that at least 80% of the course content delivered by those institutions were delivered online. Regardless of the definition, an early indication of the widespread popularity of online education courses can be found in a survey conducted by the U.S. Department of Education, which revealed that more than 54,000 online education courses were being offered in 1998, with over 1.6 million students enrolled (cited in Lewis, et al., 1999). In a more recent study, Allen and Seaman (2003) reported that: (a) over 1.6 million students took at least one online course during the Fall of 2002, (b) over one-third of these students (578,000) took all of their courses online, (c) among all U.S. higher education students in Fall 2002, 11 percent took at least one online course, and (d) among those students at institutions where online courses were offered, 13 percent took at least one online course (p.1).

Although it has been reported in a recent study that 80% of course content offered in institutions of higher learning are being delivered online (Allen & Seaman, 2003), students in this study were still reluctant to take online courses and complained about the online classes they had taken. The following were some of the statements of the students:

- One participant stated: "Not only does the courses costs more, but they made me feel lost all the time."
- Another participant said: "The online class was very boring, and I don't feel the instructor will help me fully."
- Another one stated that: "I have no gadgets that I can use in this online platform of learning."

The study aims to determine the perception of the students on the quality of online education based upon their own online learning experience. Are they satisfied or dissatisfied with the online education they have received? What are the factors that shape students' online learning experiences? All of those questions prompted the present study and its investigation to explore students' perceptions towards the quality of online education.

Rationale for Study

As the number of online education courses in higher education has increased, concerns and issues have arisen about the quality of these courses (Yang & Cornelious, 2003). Many problems that have arisen in online education regarding its quality are often related, but not limited to: (a) the requirement of separate quality assurance standards, (b), programs having low (or no) quality standards, and (c) there is no consensus on what constitutes learning quality (Twigg, 2001).

Carnevale (2000) reported that Nick Smith (D, Michigan), the chairman of the House of Representatives science subcommittee on basic research expressed deep concerns about the quality of internet-based courses during a hearing in May of year 2000. Representative Smith stated that he remained skeptical of the quality of online learning, "... students who take courses online don't interact as much as their peers in traditional courses, and that they may walk away with knowledge but not with an understanding of how to think for themselves (p. 51.) Concerns have also arisen as to the use of technology as a panacea to correct financial problems of institutions rather than serve as a valid teaching method (Hensrud, 2001). Brown & Green (2003) have also argued that online course delivery is often viewed by "administrators as a 'cash cow' venue – a means of delivering instruction to a large number of paying customers without the expense of providing things such as temperature-controlled classroom and parking spaces" (p. 148).

Many opponents of online education question whether or not online learning can provide the same interaction between instructor-students and students-students as traditional classrooms offered (Roblyer & Ekhaml, 2000). Some opponents also question the quality of online education since the quality of instructors who teach online courses cannot be guaranteed (Weiger, 1998). Arguments are made that as consumers of online education, students are unlikely to be able to find out information about the quality of the courses that are provided (Twigg, 2001).

Schools or universities that offer online education courses typically do not provide comparative information for students e.g., how would a student know which online course meets his/her needs? Moreover, prerequisites that are essential for taking a particular online course are usually not clearly stated on websites for students, and when students are encountering technical problems, who will they be able to ask for assistance if it is not available to them (Twigg, 2001, p. 15). Thus, additional research is needed to examine the quality of online education.

Proponents are in support of online education. They have suggested that the lack of face-to-face interaction can be substituted by online discussions in bulletin board systems, online video conferences or on listservs (Blake, 2000). Online education can also promote students' critical thinking skills, deep learning, collaborative learning, and problem-solving skills (Ascough, 2002; Rosie, 2000 & Briggs, 1999). Donlevy (2003) asserted that online education may help schools expand curricula offerings with less cost and can help graduates gain important technology skills to improve their marketability. Proponents also

argue that online education can encourage nondiscriminatory teaching and learning practices since the teachers and students, as well as students and their classmates typically do not meet face-to-face. Palloff and Pratt (1999) reported that because students cannot tell the race, gender, physical characteristics of each other and their teachers, online education presents a bias-free teaching and learning environment for instructors and students.

Quality, as used in this study is the extent to which an internet-based distance education program meets the benchmark criteria established by the Institute of Higher Education Policy in 2000 (IHEP 2000). In order for a distance education program to be recognized as a quality program it should meet these specific criteria (Hensrud, 2001). According to Kearsley (2000), to be considered as good-quality online course, ten most critical elements must be incorporated. They are “content, pedagogy, motivation, feedback, coordination/organization, usability, assistance, workload, and flexibility” (p.105). Numerous research projects have been conducted from the perspectives of faculty (Bennett & Bennett, 2002; Bower, 2001; O’Quinn & Corry, 2002; Yueng, 2001) and administrators (Alley, 2001; Giannoni & Tesone, 2003; Husman & Miller, 2001) toward the quality of distance education, where the Internet was used as the major delivery method, based upon the IHEP’s quality benchmarks. However, there is a lack of research to measure the quality of online education from the students’ perspective. Little is known about the quality of programs that offer online education, especially those programs based on the Internet. Faculty, administrators, and policy makers need to know how their “customers” view the quality of online education programs based upon their own learning experiences.

Purpose of the Study

Although the literature regarding online education is expanding, studies related to the quality of online education are limited. Among those examined, few researchers have examined the quality of online education from the students’ perspective. Therefore, there is a need to investigate students’ perceptions towards the quality of online education. The purpose of this study was to examine the quality of existing online education courses that utilize the Internet as the primary instructional delivery method. The focus of this study was to examine students’ perceptions of the quality of online education. The findings of this study may contribute to the literature of online education in terms of quality assurance. The results should hopefully enable institutions offering online education to evaluate their *programs based on the findings and the recommendations in this study.*

Research Questions

Answers to the following research questions were sought in this study.

1. What is the experience of students who are receiving online education?
2. How do they perceive the quality of online education from their experiences?
3. What are factors that have shaped students’ online education experience? How do those factors contribute to the quality of online education?

Limitations

There are several limitations of this study which need to be addressed. First, the three students who participated in this study were taking three different classes offered at only two universities and one community college. Each instructor in the study had his/her own characteristic in regard to how he/she presented course content and communicated with students. Therefore, the characteristics of the instructor may have had an influence on students' perceptions of their online education.

Second, there were different types of formats utilized to present the online courses. Two classes used Web CT as courseware technology, and one class used Blackboard. Although there are many similarities for the two courseware technology, the layout, the design of the class, and interface were all different.

Third, the classes were across disciplines and were taught at different levels. One was a graduate course in Educational Psychology. One was an undergraduate course in Music Appreciation, and the third was a social development class, which was taught at the undergraduate level.

Review of Literature

Many quantitative studies (Bennett & Bennett, 2002; Goodwin, 1993; Hara & Kling, 1999) have been conducted in an effort to determine the effectiveness of on-line learning. However, there has been little research that has sought to control for student variables that could provide answers to the following questions such as: How do students' computer skills affect perceptions of on-line quality? Do students' computer skills also affect students' learning outcomes? How does the communication within the on-line environment affect student's perception and learning outcome? According to Thurmond, Wambach, Connors & Frey (2002) these are just a few of the questions that are often ignored or under investigated in research that has assessed the quality of on-line learning.

Quality assurance guidelines and principles

The quality of online education has also prompted the attention of higher education accreditation associations. Many organizations published and proposed their guidelines or principles to ensure the quality of online education. In the early 1990s, the Western Cooperative for Educational Telecommunications (WECT) developed "Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs" (Twigg, 2001). Since then, many other groups have developed similar principles and practices. For example, The American Distance Education Consortium (ADEC) drafted "ADEC Guiding Principles for Distance Learning". A joint task force of the American Council of Education and the Alliance: An Association for Alternative Programs for Adults developed "Guiding Principles for Distance Learning in a Learning Society." The Instructional Telecommunications Council provided "Quality Enhancing Practices in Distance Education." The American Federation of Teachers (AFT) developed "Distance Education: Guidelines for Good Practice." The Council of Regional Accrediting Commissions updated and explained WECT's statement, and published "Guidelines for the Evaluation of Electronically Offered Degree and Certificate Programs" (Twigg, 2001).

In 2000, The Institute for Higher Education Policy (IHEP) first reviewed all of the existing principles or guidelines, and proposed 24 benchmarks for measuring quality Internet-based learning, which were grouped into seven categories: (a) institutional support, (b) course development, (c) teaching/learning, (d) course structure, (e) student support, (f) faculty support, and (g) evaluation and assessment (IHEP, 2000). Among the seven categories, three categories are related to students. They are teaching/learning, course structure, and student support. The IHEP student Benchmark scales are adopted as theoretic framework of this study to see if students' perceived good quality of online education is congruent with IHEP Benchmarks.

Students' perceived strengths of online learning

Petrides (2002) conducted a qualitative study to determine learners' perspectives on web-based learning. The research was conducted in a blended university online class, which means the class was a one-semester regularly scheduled class with web-based technology (LearningSpace) as a supplement. When interviewed, some participants indicated that they tended to think more deeply about the subject areas when responding in writing as compared to giving verbal responses. They explained that they were able to continually reflect upon each other's reflections because of the public and permanent display of the discussion postings on the Web. As stated by one participant, "There is something that forces you to think more deeply about subject areas when you have to respond in writing" (Petrides, 2002, p. 72). Another participant reiterated this opinion, indicating that the online technology allowed more reflection than in face-to-face classroom discussion.

Vonderwell (2003) interviewed 22 students in regards to their perceptions of their asynchronous online learning experiences. Some participants expressed that the asynchronous environment allowed them to write carefully about their ideas. For example, Vonderwell revealed that one participant stated, "The discussion questions were not just for writing the answers; they required reflection" (p. 86).

Flexibility is an area of strength of the online learning environment that has been identified by researchers (Petrides, 2002; Schrum, 2002). In Petride's (2002) study, he reported that participants revealed that it was easier to work in collaborative groups in an online course, since there was no less needs to rearrange everyone's schedule. In addition to flexibility with time, choices related to the learning experience were also reported as positive. Participants in Chizmar and Walber's (1999) study on web-based learning environments guided by principles of good teaching practice also indicated that the ability to freely pick and choose from the menu of diverse learning experiences enabled them to find the approaches that best fit the way they learn.

Convenience is also an advantage reported in the online learning literature. For example, in Poole's (2000) study of student participation in a discussion-oriented online course, the findings indicated that students participated in online discussions at the times which is most convenient to them, such as on weekends. Poole also found that students

mostly accessed the online course from their home computers, which was the place most convenient to them. Other researchers have also found similar results that online learners read and respond to instructor's comments in online discussions at times convenient to them e.g. early morning, late evening (Murphy & Collins, 1997).

Students' perceived weakness of online learning

Delay communication is one weakness of online learning that is reported by many researchers (Howland & Moore, 2002; Petride, 2002; Hara & Kling, 1999; Vonderwell, 2003). According to the study by Howland & Moore (2002), the communication between students and between students and instructor was a critical issue. The absence of face-to-face interaction between student and instructor contributed to negative perceptions of many students. Students felt unconfident in guidance when the feedback from instructor was delayed. In addition, in Howland & Moore's study (2002), they found that many students reported that it was difficult to get clarification on assignments, etc. due to lack of communication between student and instructor. The general impression of communication between students was also negative. The message board was the main communication gateway between students and instructor. Each student was required to make a posting on message board each week. The students often reported that the message board posting was ineffective and they were disappointed in the level and quality of communication (Howland & Moore, 2002).

Petride's (2002) study on learners' perspectives on web-based learning also reported that some participants felt a lack of immediacy in responses in the online context in comparison to what could typically occur in a structured face-to-face class discussion. This appears to be especially obvious in asynchronous online discussions, when students have to wait for others to read and respond back to their postings or e-mail messages.

Hara and Kling (1999) did a qualitative case study of a web-based distance education course at a major U.S. university. Their participants reported the lack of immediacy in getting responses back from the instructor, and as a result they felt frustrated. Recent studies indicate similar results. For example, in Vonderwell's (2003) study, one reported disadvantage of an online course was the delay of immediate feedback from the instructor. One participant stated, "It might take hours, maybe a day or so before you get an answer back for the question" (Vonderwell, 2003, p. 84).

Lack of a sense of online community and the feelings of isolation were other weakness that learners have reported in their online learning experiences. Vonderwell (2003) reported that online learning participants indicated a lack of connection with the instructor, especially "one-on-one" relationship with the instructor. Vonderwell revealed that one participant stated, "I still feel like I know a little bit about my instructor, but not the same way that I would if I was in a class. I don't know much about her personality at all" (p.83). Other studies have found similar results. For example, Woods (2002) in his study on the online communication between instructor and learner reported that online learners reported feeling isolated from faculty as well as other learners in the online courses they had taken.

Factors that influenced students' online learning experiences

There are many factors that will influence students' online learning experiences. Song, Singleton, Hill and Koh's (2004) survey study on 76 graduate students' perceptions of useful and challenging components in learning online reported that lack of community, difficulty understanding instructional goals, and technical problems were challenges in their online learning experiences. Some other factors identified by other researchers are learner characteristics (Howland & Moore, 2002) and design of the learning environment (Clark, 2002; Dwyer, 2003; Song et al., 2004).

Learner characteristics that influenced students' experiences

Learner characteristics influence the way online learners learn and their online learning experiences. Howland & Moore's (2002) study on students' perception as distance learners in Internet-based courses revealed that students who were the most positive in their perceptions of on-line learning were those with attributes consistent with constructivist learners. The most positive students were more independent, proactive and responsible for their learning. In contrast, the students who reported more negative perceptions of their on-line learning experience had the same expectations for structure and information as they did for an in-class format. Those students with negative perceptions expressed the need for more feedback from the instructor as well as more structure. These students reported the lack of feedback and communication from the instructor as abandonment (Howland & Moore, 2002).

Another study conducted by Garrison, Cleveland-Innes, and Fung (2004) on online students' role adjustment suggested that students do see a difference in the learning process and a need for their role adjustment and the online learning should be viewed as more cognitive or internally oriented. Garrison et. al (2004) also pointed out that online learners must take more responsibility, adjust to a new climate, adjust to new context, synthesize ideas, learn how to participate, synthesize ideas, apply ideas or concepts, and stimulate their own curiosity to be successful in online class.

Methodology

Research design. The design selected for this research study was qualitative in nature using interviews, observations, and documents. Qualitative research provides an

understanding of a situation or phenomenon that tells the story rather than determining cause and effect (Glesne, 1999; Fraenkel & Wallen, 2003; Best and Kahn, 2006) Glesne). Out of 120 students from the 3 sections of the subject on Political Science, 65 students were taken as the respondents of the study, which is 54.17 % of the total.

Techniques for conducting qualitative research include observations, interview, and document analysis. Triangulation—putting together various types and pieces of information—can lead to a better analysis or interpretation of a situation. According to Patton (1990), “Studies that use only one method are more vulnerable to errors linked to that particular method than studies that use multiple methods in which different types of data provide cross-data validity checks” (p. 18). Interviews and observations are only two parts of that process. Strengthening the information collected from observations and interviews with other data is not essential, but desirable (Stake, 1995). The data collection techniques used in this study consisted of the structured and unstructured interviews, observations, and documentations.

Data Collection Data were collected using the following methods: interviews, observations, and documents. Multiple sources for data collection will allow the researchers to use different data sources to validate and crosscheck findings (Patton, 1990). Documents were collected and evaluated as additional resources for the study. Each participant in this study engaged in two interviews. One of the interviews was structured and the other was unstructured. Two observations were conducted in an effort to gain more qualitative data. The observations were approximately 60-minute sessions. The observations were conducted in the setting that participants usually completed their online coursework. Documents were collected from all participants. These documents were printouts and other information to substantiate information that was already collected and witnessed during the observations and interviews process. Data were analyzed to answer the research questions and to cross reference similarities and differences among participants.

Interviews Fraenkl & Wallen (2003) have suggested that interviewing is an essential method for checking the accuracy of the impressions that a researchers has gained through

observations (p. 455). *Interviews can be conducted in several ways-with prepared questions, a protocol or interview guide, or as an unplanned event. Patton (1990) described six different types of questions that all contribute valuable information to the research study: (a) experience/behavior questions-what the individual does in this situation or has previously done; (b) opinion/value questions-what the individual thinks or believes about a situation or issue; (c) feeling questions-what the individual's natural emotional responses would be to a situation or issue; (d) knowledge questions-what facts the individual knows about the situation or issue; (e) sensory questions-what sensory response the individual would have to the situation or issue; and (f) background or demographic questions-what characteristics describe the individual. Each of these questions guides the researcher in developing an understanding of the phenomenon. This study employed a variety of questioning techniques (see Appendix A) to encourage the participants to describe their perceptions of the quality of online education based on their own experiences.*

Observations were conducted from February to May during the spring semester of 2004. An integral part of qualitative research, observations allow the researcher to determine if what the participant has said in the interview is transferred into action during the online learning experience. Participant observation “gives a first-hand account of the situation under study and, when combined with interviewing and document analysis, allowed for a holistic interpretation of the phenomenon being investigated (Merriam, 1998, p. 102). During the observation process, field notes were made and transcribed. Pictures about the setting of the environment where the participants normally work for online classes were also taken.

Participants were given the opportunity to schedule their observations at their convenience and in settings conducive for them. Each participant was observed twice. Some of the observations took place in the participant's homes, dorm rooms, offices, or the campus library. During the process of observation, extensive field notes were taken. Those notes included participants' study habits, description of the physical environment

where the participants were studying, and how the participants were actively or inactively involved in his/her online learning.

Documentation Fraenkel and Wallen (2003) indicated that documents refers to any kind of information that exists in some type of written or printed form intended for private or public consumption public and are available to the researcher for analysis. Thus, photographs, participants' email messages, printed version of the class layout, and participants' submitted assignments along with class syllabus were collected as data sources.

Documents concerning online education were collected from all participants. These documents included syllabus, course information, tests, study notes, discussion board postings, emails, etc. The majority of the documents received from the participants were printouts from each participant's course site. The purpose of implementing observations, interviews, and documents was to provide trustworthiness and accountability to the data. The researchers were attempting to determine whether the participants' actions and interview responses were the same. The researchers examined how closely what the participants said in the interview, and observations were aligned with what actually happened in the typical online learning settings.

Participants The sample for this research study were three students enrolled in online learning courses. The participants received online instruction from two different universities (University of Southern Mississippi, and Mississippi State University) and one community college (East Mississippi Community College) in Mississippi. Fraenkel & Wallen (2003) have concluded that purposive sampling is based on the assumption that one needs to "select a sample from which they feel will yield the best understanding of whatever it is they wish to study" (p. 440). However, convenience sampling was used in this study. Two males and one female student participated in this study. Among the three, one was Caucasian, and two were African American. These participants were all enrolled in online classes. Their exams and other assessments were completed online. Two of the participants received instruction delivery via WebCT and the other participant received

instruction via Blackboard. Two of these participants were non-traditional students. One was a housewife of approximately 42 years old, and the other participant was almost 40 years old and held a full time job. Both participants took undergraduate courses offered online. The third participant was a traditional student of 25 years of age, who took graduate online course.

Procedures.

The initial step in the procedure was the selection of study participants. Convenience sampling was done because the participants were known to the researchers. Participants' interviews and observations were then conducted during the first semester of 2022. The researcher informed the respondents that the results of all the interviews were treated with the utmost confidentiality. Structured interviews with the respondents/participants were first conducted separately. Conversations were recorded during the entire interview processes. Following, the participants engaged in unstructured interviews two weeks later. The interviews were conducted in different places were used to accommodate the needs and convenience of the respondents. One participant was interviewed twice in the library. The second participant was interviewed twice online. The third participant was interviewed using the online platform once; and once at the campus library.

After the completion of interviews, data were organized and preliminarily analyzed. The first observation was then scheduled upon the participants' consent to see how he/she worked for the online class. A week later, the second observation was scheduled with participants to confirm whether or not there had been any change in participants' behaviors when the participants became familiar with the research process.

During the process of the first and second observations, various documents were collected. Photographs were taken for the physical setting of the online environment of the participants. The online class design and layout were also printed as archival data. Some other documents such as syllabus, discussion posting messages were also collected during this stage of the process.

Data Analysis.

Data analysis is a key component of qualitative research. Transcripts made of audiotaped interviews were checked for accuracy against the original recordings. Data analysis was also conducted simultaneously with data collection. Extensive coding of the interview and observation transcripts was conducted by researchers. The constant comparative method (Glaser & Strauss, 1967) was used to analyze the qualitative data from different sources over time. Data were organized around each research questions, which related to experiences of students who were taking online classes and the factors that shaped those experiences. The researchers examined the interviews, observations, and archival data for similarities and differences. This information was then compiled around two major areas. These areas were positive experiences and negative experiences of online education.

The positive experiences included: flexibility, cost-effectiveness, convenience, self-paced, availability of technical support, and ease of connection. The negative experiences included: delayed instructor feedback, unavailable technical support from instructor, self-regulation and self-motivation, and a sense of isolation. The factors that attributed to participants' positive experiences were: easy access to computers and Internet, well-designed course layout, available technical support from the university and library, spontaneous grade postings after assessments, and flexible class participation time. The factors that attributed to participants' negative experiences were: untimely or lack of feedback from instructor; monotonous instructional methods, lack of technical support, lack of interpersonal communication, and poorly-designed course interface. Limitations of the analysis is reported and discussed in the findings section of this paper.

Data collection and analysis provided answers to the following research questions: (1) What is the experience of students who are receiving online education? (2) How do students perceive the quality of online education from their experiences? (3) What factors shaped the students' online education experience? (4) How do those factors contribute to the quality of online education?

Findings and Discussion

The purpose of this study was to examine students' perceptions towards the online education based upon the online learning experiences they had. Students' perceptions toward online education based on their own experiences have been examined. The factors which shaped those students' online education experiences have also been investigated.

The findings of this research would be grouped in two clusters: students' positive experiences and negative experiences. The students' positive experiences were: flexibility, cost-effectiveness, electronic research availability, and ease of connection to the Internet. The students' negative experiences were identified as: delayed feedback from instructors, unavailable technical support from instructor, lack of self-regulation and self-motivation, and the sense of isolation. Factors that contributed to students' positive experiences were: flexibility of class participation time and self-paced study, cost-effectiveness of online class, electronic research availability, well-designed course layout, ease connection of the Internet, easy navigation of the online class interface, and familiarity with the instructor. Factors that contributed to student' negative experiences were: delayed feedback from instructor; unavailable technical support from instructor, lack of self-regulation and self-motivation, sense of isolation, monotonous instructional methods, and poorly-designed course content.

Positive experiences and contributed factors

1. Flexibility

The flexibility of online education has been widely recognized as one advantage. The most important factor that contributed to participants' positive experience was the flexible class participation time. All three participants in this study emphasized the convenience they enjoyed from not being required to drive to campus, and plan their work and study at their own time. Flexibility with time was one positive experience found in this study. Students could log in to the online course at any time when they are available. "It allows me to take to log on at will and view my courses and assignments at will." "I don't have to worry about trying to find time to come to campus or a pointed pace to meet with the instructor." "One

benefit of online course is that you don't have to worry about trying to find time to meet as a whole class". "I have very little time to dedicate to coming to a campus to pursue my education because I am a full-time mother." "There is no hassle in trying to rush to get to class." "You're never late for class." One of the non-traditional students reported that he had a full-time job that was extremely demanding and the only option he had at that time was the online class. This student had strong emotions about the sacrifices that he perceived his family had made due to his pursuit of a higher education degree. He expressed anger towards the educational system for not making it easier to attend college. "More online courses would have been a huge benefit...less time away from my family."

Flexibility with self-paced study is another positive experience found in this study. The participants had full control of when to study the required knowledge content by instructor. It was considered as one remarkable advantage for the fulltime employee and the full time mother. "You can pace your work at your own time and you don't have to listen to lectures by the instructor." "Basically, I get to work around my own time schedule." "It helps me to manage my time." "You have time to sit back and reflect your initial reactions to the discussion topics." Participants also perceived online education as an enjoyable experience when studying with no pressure from the instructor and the other students.

The respondents felt that convenience was also important because "There is no distraction from your classmates", and "There is no one looking over your shoulder or checking your homework or forcing you to read." "You can pace your work at your own time and you don't have to listen to lectures by the instructor."

1. Cost-effectiveness

All the three participants agreed to the cost-effectiveness of online education. Although they have to pay extra for a fee so-called "Special class fee", compared to the automobile, gas, textbook, and meal cost, they would rather take online classes to save those extra expenses. "I think online courses save me money."

I have less automobile cost because I don't drive come back and forth to campus.”
“I spend less on class materials, because I fell online courses require fewer books if any. I don't spend extra money on backpacks, notebook papers, parking decals or fines. I feel that I make more efficient use of my money while taking online courses.”

2. Electronic research availability

Electronic research availability was the third positive experience had by the participants. When the graduate student was required to do some research work, the digital library was his first choice. The student perceived that the library provided a good support on the research activities in the online class. “As far as research support, our library did a good job. We can use online databases. If we have any questions, we can call the librarian, the librarian can help us to answer the questions.” “If the book or article in not available in the library, we can use the library loan.” “The online indexes and databases are open to all students.”

Negative experiences and contributed factors

1. Delayed feedback from instructor

The delayed feedback from the instructor was conceived as the main factor which shaped students' negative experience on the quality of online education. Students expect to receive timely feedback from instructors on discussion postings, exam or tests, and submitted assignments. “The feedback from the instructor is not immediate. So far, I haven't received any feedback yet. I think there is a huge need for improvements as regards to the feedback from the instructor”. “You must have feedback on exams, discussion postings, and main sources of communication on the regular basis.” Students also expect the instructor to reply to email messages or voice mail messages promptly. “She (the instructor) didn't reply to my calls, or my email. I had no way to contact her.” It normally took students a day, or several days to wait for feedback from the instructor. “I have to wait for his responses, it normally takes a day or so.”

The document of discussion postings of one class showed that the instructor only replied to students' messages during the first and second weeks of the semester. The earliest posted answer by students was Jan. 19th. The earliest response posted by the instructor was Jan. 19th. The next response posted by the instructor was Jan. 29th. By that time the total amount of messages that had been posted were 33, almost one third of Chapter 1 (89 messages). Among the 33 messages, the messages posted by the instructor were ZERO. No wonder the student complained that no feedback had been given to him.

When students did not receive feedback from the instructor, they felt frustrated, depressed, and less motivated. "This miscommunication killed my motivation and I almost cancelled the class." "Sometimes it was very easy for me to get frustrated when I encounter something that I don't understand." "He is probably busy, spending his day teaching traditional classes. Therefore, he doesn't have to read and respond to emails until after hours." Participants then perceived "Time and response time is a drawback in all aspects of online education." During the conversation, the interviewee mentioned several times about the frustration he experienced because of delayed or lack of feedback from the instructor, such as "I hate this class, no feedback, no response." He shook his head, and sighed deeply when giving the above comment. Moreover, another comment was that during the conversation part of the online teaching, the one speaking cannot be heard by the rest of the class due probably that the signal becomes unstable. These were some of the sharing and comments of the respondents.

2. Unavailable technical support from instructor

When students have technical problems, they need someone to help them. The person that came to their mind first was the instructor. Thus, when the technical support from the instructor was not available, negative experiences will be brought up. One participant mentioned that she and her classmates had no technology background, "Many students have little technical background knowledge of computers". It was even difficult

for her to explain the problems she experienced with modern technology. “Some problems or gray areas are hard to sum up in words. It is also difficult for the instructor to always know what the student is trying to say or describe.” Thus, she said “I have to seek advice from friends, who were computer literate about how to send and compose messages.” They suggested that “A how-to-mini lesson would be ideal.”, or “... some type of training or workshop on WebCT before class will be beneficial to us.”

3. Sense of isolation

There are a variety of reasons that caused a sense of isolation for online learners in this study. One reason was the lack of interpersonal communication or interaction between instructor/student, and student/students. “You can’t talk to teacher face-to-face on a regularly basis, if at all.” “You miss out hands-on experiences done in class, and you won’t be able to interact with other students.” The participant felt a strong isolation in the online class he was taking because he kept saying “I feel I am nowhere and live in a lonely island.” Another sharing stated that he was not able to see all the faces of his classmates. Also, according to the respondents, especially when there is no group work for online learners, they won’t even have chance to talk to their group members. Consequently, students don’t know the instructor, and don’t know his/her classmates. “So far I don’t know how many classmates I have, and who they are.” “Although the instructor listed her number on the class page, but I can never reach her.” Probably, that’s why the students cannot reach his or her teacher are due to lack of interconnectivity where the one to be contacted have weak or no WIFI connection.

Conclusions and Recommendations

The purpose of this study was to gain an understanding of students’ perception of online learning. Qualitative research methods used in this study were well suited to achieve this goal. The depth of information gained through the analysis of interviews, observations and archival data have provided a level of understanding that quantitative methodology could not have. While receiving online education, participants gained both positive and negative experiences, although their experiences tended to be more positive. Flexibility of class participation time and self-paced study, cost-effectiveness of online class, electronic

research availability, well-designed course layout, ease connection of the Internet, easy navigation of the online class interface, and familiarity with the instructor contributed to participants' positive experiences. Factors that contributed to student' negative experiences were: delayed feedback from instructor; unavailable technical support from instructor, lack of self-regulation and self-motivation, sense of isolation, monotonous instructional methods, and poorly-designed course content.

These findings were supported by the majority of the research literature that was reviewed in this study. Reflection, flexibility, and convenience are reported as strengths of online education by several researchers (Petrides, 2002; Vonderwell, 2003; Poole, 2000; & Murphy and Collins, 1997). Some contributing factors as regards to participants' negative experiences could also be found in similar studies found in the literature. As Howland & Moore (2002) pointed out the level and quality of communication between students and between students and instructor was a critical issue. This was corroborated by the study of Petride (2002) that revealed the immediacy in responses affected learners' experiences. Vonderwell (2003) and Song, et al. (2004) also reported the lack of a sense of community in students' online learning experiences.

The results of the study also showed that the feeling or awareness of familiarity with the instructor influenced students' learning experiences. When the online learner knows the online instructor, he/she may feel more comfortable while taking the instructor's online class. Based on this finding, a question may be raised as to whether or not an online class should be taught by first-year faculty? Further research may be conducted to examine the effectiveness of online teaching by first-year faculty and senior faculty.

Appendix A. Interview Questions

1. As a student, how does your experience of online educational programs compare with traditional in - class instruction? How do you like or dislike it?
2. In what ways could online education programs serve your educational needs?

3. As a student, how do you feel about the communication between yourself and the instructor? Between you and other students?

4. As a student, do you think your learning outcomes could be achieved through online education? Why? How?

5. As a student, how do you view the feedback from instructor? Is it in a timely manner? Constructive? Please give some examples.

6. As a student, how do you think the technical support provided from university? Do you receive any other type of support, such as enrolling in online class, electronic database, and written information about the program? If you have any complain, is there anyone you can address to and solve your problem?

7. How do you view your online educational environment? E.g. Quality of graphics, layout, user friendly, navigation, etc.?

8. How does the amount of course work in your online education program compare with traditional in - class instruction?

9. As a student, what could you do to improve the quality of your online education?

10. What do you think are the important factors determining the quality of the online instruction you receive?

11. What factors would lead you to choose online educational programs rather than traditional in-class instruction?

12. As a student, how would you rate the overall quality of the online education you receive? Very good, good, moderate, not good? Why?

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