


# CONFERENCE PROCEEDINGS

28-29 October 2014  
National Institute of Physics Auditorium  
National Science Complex  
University of the Philippines Diliman

These proceedings have been published by the  
Office of the Vice-Chancellor for Academic Affairs (OVCAA), University of the Philippines Diliman.

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ISSN 2423-1967

University of the Philippines Diliman  
General Education Conference 2014

# CONFERENCE PROCEEDINGS



University of the Philippines

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# Executive Summary

## I. EVENT SUMMARY

Conference Name	U.P. Diliman General Education Conference 2014
Date	28-29 October 2014
Organizers	<p>U.P. Diliman General Education Committee 2014</p> <p>Prof. Benito M. Pacheco, VCAA, ex-officio Chair</p> <p>Associate Prof. Violeda A. Umali, ODI Director, ex-officio Co-Chair</p> <p>Associate Prof. Evangeline C. Amor, University Registrar, ex-officio Member-Secretary</p> <p>Prof. Aura C. Matias, Chair, UC CAPP</p> <p>Prof. Rolando B. Tolentino, Arts and Letters Cluster Chair</p> <p>Assistant Prof. James Ryan O. Jonas, Management and Economics Cluster Chair</p> <p>Prof. Erniel B. Barrios, Science and Technology Cluster Chair</p> <p>Prof. Grace H. Aguilin-Dalisay, Social Sciences and Law Cluster Chair</p> <p>Associate Prof. Robin Daniel Z. Rivera, Representative, College of Arts and Letters</p> <p>Prof. Marian P. Roque, Representative, College of Science</p> <p>Assistant Prof. Jay A. Yacat, Representative, College of Social Sciences and Philosophy</p>
Venue	<p>National Institute of Physics Auditorium</p> <p>National Science Complex, UP Diliman</p>
Number of Delegates	<p>244 faculty members registered for the Conference</p> <p>48 from the College of Arts and Letters</p> <p>41 from the College of Science</p> <p>32 from the College of Social Sciences and Philosophy</p> <p>84 from other UPD colleges and units</p> <p>39 from other CUs</p>
Keynote Speaker	<p>Prof. Michael L. Tan, PhD</p> <p>Chancellor, UP Diliman</p>



## II. CONFERENCE OVERVIEW

The UP Diliman General Education Conference serves as a major platform for discussing various concerns regarding the design, implementation, and evaluation of the framework, structure and curriculum of UP Diliman's General Education Program.

The 2014 GE Conference had three main objectives, namely:

- 
- 1 Review past and current GE programs of UP and other institutions;
  - 2 Identify the challenges and opportunities for UP Diliman's GE Program; and
  - 3 Delineate the objectives, performance metrics, and general structure of UP Diliman's future GE Program.
- 

Divided into six plenary sessions and three workshops, the 2014 GE Conference gave sharper focus to issues that the previous GE conferences have begun to tackle, specifically, the challenges of the K-to-12 program, ASEAN integration, and internationalization. Providing additional backdrop to the discussions are the eleven (11) recently concluded mini-conferences on the proposed categories of core courses found in the UP System's 2013 GE Proposal.

### III. CONFERENCE HIGHLIGHTS

#### A. Keynote Speech of Chancellor Michael L. Tan: Major Takeaways

- UP should be moving towards a transdisciplinary General Education (GE) program.
- Collaborations among disciplines can be described as:
  - Interdisciplinary – when the collaboration involves stakeholders within a disciplinary domain;
  - Multidisciplinary – when the collaboration involves stakeholders from different disciplinary domains, but they work independently and come together from time to time to share ideas; and
  - Transdisciplinary – when the collaboration involves stakeholders from different disciplinary domains who are working together from the very start of an undertaking.

## B. The Plenary Sessions

<b>PLENARY SESSION 1 – HISTORICAL REVIEW OF GE PROGRAM OBJECTIVES</b>	
Title of Presentation	The Foundations of General Education in the University of the Philippines
Resource Person	Associate Prof. Robin Daniel Z. Rivera, PhD College of Arts and Letters
Moderator	Prof. Fidel R. Nemenzo, DSc College of Science
Abstract	This presentation reviews the framework of the original general education program in the University of the Philippines. It draws from works written by eminent U.P. faculty in the mid-20th century: Armando Bonifacio from the Department of Philosophy, Antonio Isidro from the College of Education, Augusto Tenmatay from the Department of Chemistry, and Leopoldo Yabes from the Department of English.
Major Takeaways	<ul style="list-style-type: none"> <li>• Many of the ideas and strategies found in the works of Bonifacio, Tenmatay, and Yabes live on to this day. The RGEF objectives of broad intellectual and cultural horizons, nationalism balanced with internationalism, the awareness of various disciplines, and the integration of knowledge and skills, have much in common with the original GE framework.</li> <li>• We need to consolidate the relevant documents in order to track exactly how GE evolved in the University. This will help identify which issues were resolved and needed no further arguments, which remain unresolved, which have been forgotten and should be reviewed again, and which either did not exist then and/or were not anticipated.</li> </ul> <p><b>From the Open Forum</b></p> <ul style="list-style-type: none"> <li>• It is important to look back and understand the impetus behind the different GE initiatives in the past—the external and internal factors that prompted the institutionalization of and revisions on the GE program, the actors/personalities involved, and the environments within which the GE debates were taking place.</li> <li>• The various approaches that are being proposed for the GE program, such as interdisciplinarity and transdisciplinarity, should be clearly defined.</li> <li>• The guiding framework for UPD’s GE program must be clarified first, before proceeding to the operational concerns of program implementation.</li> </ul>

## PLENARY SESSION 2 – THE CHED-MANDATED GE FRAMEWORK

Title of Presentation	General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies (CHED M.O. 20 s. 2013)
Resource Person	Prof. Aura C. Matias, PhD College of Engineering
Moderator	Prof. Ma. Milagros C. Laurel, PhD College of Arts and Letters
Abstract	This presentation gives the key points of CHED Memorandum Order No. 20 Series of 2013.
Major Takeaways	<ul style="list-style-type: none"> <li>• Although UP is not bound by the CHED memorandum, the CHED GE Program has implications on the University’s policies regarding transfer students.</li> </ul> <p><b>From the Open Forum</b></p> <ul style="list-style-type: none"> <li>• The new CHED GE Framework as described in CMO 20 is supposed to complement the new K-to-12 curriculum, particularly Grades 11 and 12. With the new College Readiness Standards of 2013 as referred to and assumed in the CMO, fewer GE courses are supposed to be needed by students.</li> <li>• Whether or not college degree programs would be shortened by a year, as a consequence of the implementation of the K-to-12 program, is an open-ended matter. UPD units are therefore encouraged to do their respective program reviews and deliberate the direction that the programs could possibly take – e.g., offering major and minor tracks, instituting additional major courses, etc.</li> <li>• The K-to-12 program and other educational reforms were introduced to improve the country’s educational system and not to shorten tertiary schooling, except perhaps the 5-year programs such as Engineering.</li> <li>• The University must look into the ramifications of the K-to-12 program on UPD’s GE courses, the University’s admission policies, the number and kind of students that UP would have in the future, and the overall thrust of UP’s academic programs and policies.</li> </ul>

## PLENARY SESSION 3 – THE UP SYSTEM GE INITIATIVE

Title of Presentation	UP General Education Proposal 2013
Resource Person	Prof. Alyssa Peleo-Alampay, PhD Office of the Vice-President for Academic Affairs
Moderator	Prof. Ramon L. Clarete, PhD School of Economics
Abstract	This presentation explains the key features of the 2013 proposal of the UP System for the University's GE Program, including how the categories of core GE courses evolved from the eight originally proposed by the UP System to the 11 that became the focus of the 11 mini-conferences held in July-October 2014. Updates on the outcomes of the 11 mini-conferences, as well as the next System-wide GE initiatives, are also presented.
Major Takeaways	<ul style="list-style-type: none"> <li>• All the mini-conferences produced course outlines for the 11 course categories.</li> <li>• The recommendation for each course category is as follows: <ul style="list-style-type: none"> <li>Philippine History – UP students need this course</li> <li>The Life and Works of Rizal – CUs will decide whether or not this should be a GE course</li> <li>Self and Society – should be a GE course but CUs will decide if this should be a required subject</li> <li>Critical Perspectives in Communication – highly recommended as a GE course for all CUs</li> <li>Math, Culture &amp; Society – should be a GE course but CUs will decide if this should be a required subject</li> <li>Science, Technology &amp; Society – highly recommended as a required GE course for all UP students</li> <li>Living Systems: Concepts and Dynamics – required GE course</li> <li>Probing the Physical World – highly recommended GE course</li> <li>Filipino – required GE course</li> <li>Ethics and Moral Reasoning in Everyday Life – required GE course</li> <li>Critical Perspectives in the Arts, and Philippine Arts &amp; Culture – required GE courses</li> </ul> </li> </ul> <p><b>From the Open Forum</b></p> <ul style="list-style-type: none"> <li>• As designed, the courses developed in the mini-conferences have a multi-disciplinary perspective, and classes are to be team-taught. CUs could modify the syllabi depending on their areas of expertise.</li> <li>• In the System-wide GE conference to be held in January 2015, the issues to be tackled will include the total number of GE courses that the curriculum should have, and whether or not to keep the existing GE domains.</li> <li>• The GE framework of the UP System proposal should be clarified. The UP faculty should be given a list of the amendments and modifications on the framework that were presented/discussed in the mini-conferences.</li> <li>• The GE framework should be established first before discussing any revisions on the existing GE program.</li> </ul>

## PLENARY SESSION 4 – REVIEWING THE UP DILIMAN GE PROGRAM OBJECTIVES

Title of First Presentation	A Look into the Current GE Courses: Some Performance Statistics
Resource Persons	Associate Prof. Evangeline C. Amor, PhD & Assistant Prof. Eugene Rex L. Jalao, PhD Office of the University Registrar
Abstract	The presentation provides statistics in terms of number of courses offered, course demand, actual enlistment, faculty profile, and grades of students enrolled in the GE courses offered in UP Diliman. Data were culled from the CRS database for AY 2010 - 2013. Comparison is also made between the period when RGEP was implemented (AY 2010-2011) and when the hybrid GE program was implemented (AY 2012-2013) in terms of demand, actual enlistment, and students' grades relative to the hybrid-GE program prescribed courses.
Title of Second Presentation	From RGEP to the Hybrid GE Program: A Preliminary Look into Student Outcomes
Resource Person	Assistant Prof. Jay A. Yacat College of Social Sciences and Philosophy
Abstract	This presentation examines differences in students' evaluations of seven courses (Comm 3, Eng 10, Fil 40, Kas 1, Philo 1, Math 1 and 2, and STS) from both the RGEP and Hybrid GE Program, focusing on selected student outcomes: motivations, critical and creative thinking, course satisfaction, etc. Another study tests if there is a difference in the critical thinking skills of a batch of Psychology major students who have undertaken the RGEP and those who are under the Hybrid Program.
Moderator	Prof. Rosario I. Alonzo, PhD College of Education
Major Takeaways	<p><b>From Presentation 1</b></p> <ul style="list-style-type: none"> <li>• Demand for course slots is always higher than supply. To address this situation, should faculty number be increased, class size increased, or student intake decreased?</li> <li>• We need to look into the University's language policy, in light of the finding that students enrolled in courses taught in Filipino obtained better grades than those enrolled in courses taught in English.</li> </ul>

**From Presentation 2**

- Overall, students performed poorly in the standardized test to assess critical thinking. Students in the RGEF performed slightly better than those enrolled in the Hybrid GE program.
- The slight advantage of the RGEF students dissipates when GWA (academic performance) is factored in.
- We need to ask ourselves: How do we know if our students actually acquire the knowledge, skills and orientations laid out in the GE Program?

**From the Open Forum**

- There is sufficient literature showing that students are capable of assessing courses and learning outcomes.
- Based on grades, students appear to be generally doing well in the GE courses. But how do we find out if they learned the desired GE competencies and values?

## PLENARY SESSION 5 – REVISITING THE UP DILIMAN GE CURRICULUM

Title of First Presentation	Approximate Correspondence of the UPD GE Courses to the UP System and CHED GE Frameworks
Resource Persons	Prof. Erniel B. Barrios, PhD, School of Statistics & Associate Prof. Violeda A. Umali, PhD, Office of the Director of Instruction
Abstract	The presentation shows to which categories of GE courses – as set in the UP System and CHED frameworks – the existing GE courses of UP Diliman could be matched with. The matching of the UPD GE courses was based on the GE course descriptions found in the website of the Office of the University Registrar.
Title of Second Presentation	Experiences in GE Course Delivery: Some Examples
Resource Persons	Associate Prof. Toby Melissa C. Monsod, PhD, School of Economics Prof. Mark Albert H. Zarco, PhD, College of Engineering Prof. Cynthia N. Zayas, PhD, Center for International Studies Assistant Prof. Jose Dan V. Villa Juan, College of Architecture Assistant Prof. Roehl L. Jamon, College of Mass Communication
Abstract	In this panel presentation, the resource persons discuss their experiences in teaching their respective GE courses, namely: Econ 11 (School of Economics), CE 10 (College of Engineering), SEA 30 (Center for International Studies), L Arch 1 (College of Architecture), and F 10 & F 12 (College of Mass Communication).
Title of Third Presentation	The GE Program and Internationalization
Resource Persons	Prof. Rolando B. Tolentino, PhD, College of Mass Communication & Associate Prof. Leonardo C. Rosete, College of Fine Arts
Abstract	The presentation tackles the challenges of internationalization not only for the GE program but for the University's curricular thrusts in general.
Moderator	Prof. Flora Elena R. Mirano, PhD College of Arts and Letters



Major Takeaways	<p><b>From Presentation 1</b></p> <ul style="list-style-type: none"> <li>• There are more existing UPD GE courses that correspond to the core categories dealing with Art, Self &amp; Society, Communication, and STS than to the other categories in the CHED and UP System frameworks.</li> <li>• The range of GE courses being offered that correspond to each core category of the UP System/ CHED suggests possibilities for designing transdisciplinary/ multidisciplinary GE courses.</li> </ul>
	<p><b>From Presentation 2</b></p> <ul style="list-style-type: none"> <li>• Having large classes poses logistical challenges that could impact on quality of experience teachers and students get from the course.</li> <li>• Team-taught courses have high overhead as far as coordination is concerned.</li> <li>• Experiential learning is key to creating a positive experience for students enrolled in a course.</li> </ul>
	<p><b>From Presentation 3</b></p> <ul style="list-style-type: none"> <li>• Internationalization as an academic agenda should problematize such issues as the movement of ideas and resources across nations, how transdisciplinarity is operationalized, and the tension between universality and specificity.</li> <li>• While some academic disciplines (e.g., Engineering) may aim for international harmonization, others (e.g., Arts) should go deeper into the local culture.</li> </ul>
	<p><b>From the Open Forum</b></p> <ul style="list-style-type: none"> <li>• There are administrative issues about internationalization that the University should resolve.</li> <li>• Internationalization must be approached with due regard for the University's language policy.</li> <li>• Since different academic programs think of GE courses differently, each academic program/unit should think of what GE curriculum is ideal for it to offer.</li> </ul>

## PLENARY SESSION 6 – THE UP DILIMAN GE CENTER

Title of Presentation	The U.P. Diliman GE Center: A Proposal
Resource Persons	Prof. Marian P. Roque, PhD, College of Science & Assistant Prof. James Ryan O. Jonas, Virata School of Business
Moderator	Prof. Ma. Carmen C. Jimenez, PhD College of Social Sciences and Philosophy
Abstract	The Ad Hoc Committee tasked to study the establishment of a UP Diliman G.E. Center presents the functions and possible organizational structures of said center.
Major Takeaways	<ul style="list-style-type: none"> <li>• The proposed functions of the GE Center are coordination, research and incubation.</li> <li>• The Center could be a separate entity from the GE Committee or could be a “subset” of it.</li> </ul> <p><b>From the Open Forum</b></p> <ul style="list-style-type: none"> <li>• Please see the key points of Workshop 3.</li> </ul>

## C. The Workshops

<b>WORKSHOP 1 – THE OBJECTIVES OF THE FUTURE GE PROGRAM AND PERFORMANCE METRICS FOR THE FUTURE GE PROGRAM</b>	
Facilitator	Prof. Mark Albert H. Zarco, PhD College of Engineering
Key Points/Outputs	<p><b>On Tatak UP</b></p> <ul style="list-style-type: none"> <li>• From Group 2: Isang estudyanteng may malalim na pagkilala sa sarili, malay sa kanyang kasaysayan, nakalubog sa kanyang kultura, may panlipunang pananagutan at makabayang paninindigan.</li> <li>• From Group 3: Tatak UP is a collection of traits pertaining to knowledge, skills, and orientation of UP students.</li> <li>• From Group 4: Emphasis on excellence, nationalism balanced with internationalism, integrity, and social responsibility</li> </ul> <p><b>From Groups 1 and 4</b></p> <ul style="list-style-type: none"> <li>• The design of the GE program should be based on what the University believes in, not on external pressures and “fads”; UP must find a balance between its GE philosophy and external factors such as the CHED GE framework. UP’s GE framework should take into consideration GE’s history, philosophy, and best practices.</li> </ul> <p><b>From Group 1</b></p> <ul style="list-style-type: none"> <li>• The University needs a comprehensive, systematic, and meaningful evaluation system for the GE program that is not based on the SET.</li> </ul> <p><b>From Group 4</b></p> <ul style="list-style-type: none"> <li>• The GE program should offer courses not found in the student’s field of specialization. Any of the three approaches – inter-, multi- and trans-disciplinary – can be used in designing GE courses. The three GE domains must be retained.</li> <li>• GE is both a preparation for specialization and a preparation for society.</li> </ul>

## WORKSHOP 2 – THE GENERAL STRUCTURE OF THE FUTURE GE PROGRAM

Facilitators	Prof. Flora Elena R. Mirano, PhD, College of Arts and Letters & Prof. Laura T. David, PhD, College of Science
Key Points/Outputs	<p><b>Concrete Suggestions</b></p> <ul style="list-style-type: none"> <li>• Perhaps there should be a course on UP – its history, evolution, role in society, etc.</li> <li>• Pagtuturo ng GE sa salitang nasyonal at sa salitang rehional kasama na rin sa pagtatagani ng iba't-ibang disiplina.</li> <li>• There is a need to track our graduates to get feedback so that we can assess our course offerings.</li> <li>• Create a committee that will review the framework of the GE program. The revised framework could be a fusion of the best ideas from the proposed GE frameworks, and from existing GE models in the country, the ASEAN, and countries outside the region.</li> <li>• The different degree programs should undergo systematic assessment (Academic Program Review) with the goal of identifying the GE appropriate for the students.</li> <li>• Decisions regarding curricular changes in response to the K-to-12 program should come from the UPD community. In connection with this, there should be follow-through discussions after the GE Conference.</li> <li>• The proceedings of the GE conference should be disseminated. Outputs of previous conferences should be reviewed so that we don't "reinvent the wheel."</li> </ul> <p><b>Concerns Raised</b></p> <ul style="list-style-type: none"> <li>• What is the intellectual framework of the GE program?</li> <li>• How can we measure if the GE courses are actually providing the students with the desired competencies and skills? It should be noted, however, that it is difficult to separate the meaning of UP undergraduate education from the meaning of GE education.</li> <li>• If UPD shifts from the three GE domains to the eight categories/courses, the existing GE courses must be reconfigured and there should be measures to deal with the logistical problems regarding the preparation of curricular proposals and the shortage of courses under particular GE core categories.</li> <li>• Are courses being streamlined because they could not be part of the internationalization framework?</li> </ul>

### WORKSHOP 3 – THE STRUCTURE, ROLES, AND FUNCTIONS OF THE UP DILIMAN GE CENTER

Facilitator	Prof. Ma. Carmen C. Jimenez, PhD College of Social Sciences and Philosophy
Key Points/Outputs	<ul style="list-style-type: none"><li>• The body agreed that UPD needs a GE Center.</li><li>• The proposed GE Center will perform administrative functions related to the coordination of various GE initiatives within and outside UPD, support of GE-related researches, and incubation of GE courses proposed by academic units.</li><li>• The Center will not function as a University College; i.e., it will not perform academic/degree-granting functions.</li><li>• To perform its functions effectively, the Center should be an office separate from the GE Committee and should have its own staff and budget.</li><li>• The GE Committee will be the main advisory body to the Center.</li></ul>

## D. Closing Remarks of Vice-Chancellor Benito M. Pacheco: Major Takeaways

- Let us move from “international” to “trans-boundary” – to transcend boundaries, not only between nations, but also between disciplines, between real and virtual worlds, and between languages.
- Ang tatak UP ay kailangang sabihin sa Filipino, at ang GE Filipino ay kailangan para sa tatak UP na GE.
- There are many approaches to making a framework, and we are not hindered by this task.
- The GE journey has not reached its final destination; many more things have to be done after the Conference. These will not be the work of the UPD GE Committee alone, or the UP System Council alone, but of the entire UP community.

## E. The Poster Presentations: Overview

Five GE courses were featured in the poster presentations:

- **CE 10 D\*MAPS: Disaster\* Mitigation, Adaptation and Preparedness Strategies.** The course introduces students to the principles and practices of natural disaster risk management by mitigation, adaptation, and preparedness strategies through civil engineering and related disciplines aiming for resilience. It is a transdisciplinary course that brings together faculty members from the Colleges of Engineering, Arts and Letters, Education, Fine Arts, and Social Sciences and Philosophy, who design and handle the large-class format together during the whole semester.
- **Economics 11. Markets and the State.** This is one of the first courses to be offered in the large-lecture cum discussion group format. It is a self-contained course which, for many students, is the only Economics course that they will ever take in the University. The faculty handling the course always need to keep the GE nature of the course in mind: the aim is not to train economic experts, rather informed and critically thinking citizens. Balance needs to be struck between formal methods (equations, graphs, etc.) and intuitive concepts; one must reinforce the other.

- **Film 10. Sining Sine and Film 12. Sine Pinoy.** Both courses follow the CMC-Film Institute's conception of Film being a living language that is constantly evolving and mutating. Students are taught the poetics and grammar of film with careful attention paid to its history and development within the political and economic contexts of the place and time of production and consumption.
- **Landscape Architecture 1. Designing Eden: Introduction to Philippine Landscape Architecture.** The course introduces Philippine landscape architecture through the teaching of the interplay of the sciences and the arts relevant to the discipline. The course examines the impact and importance of landscape architecture to society and how it provides solutions to pertinent societal concerns using creative application of arts and science concepts.
- **SEA 30. Asian Emporiums, A Global Dialogue.** The course focuses on the networks of culture and trade in Southeast Asia, distributed into six themes: Monsoon Asia, Heritage, Religions and Beliefs, Cultural Expressions, Trade and Emporiums, and Government and Politics. Inter-/Multi-disciplinary and international in approach, this course is indeed ahead of its time because integration was conceived more than a decade ago. Asianists from Southeast Asia (the Philippines, Indonesia, Malaysia, and Thailand) created a common course for students that truly represents their histories and their experiences.

## IV. CONCLUSION: THE NEXT STEPS FOR THE GE PROGRAM AND THE GE STAKEHOLDERS

### A. Participants' Main Recommendations regarding the UPD GE Program

1. UP Diliman must have its own GE Center. The Center will be an administrative office performing coordination, research, and incubation functions. It will be a separate entity from the GE Committee and will have its own budget and staff.
2. A committee should be constituted to revise the UPD GE framework. In drafting the framework, the committee should refer to past, current, and proposed GE frameworks formulated by UP and other institutions in and outside the country.
3. Systematic assessment of the performance of the GE program should be undertaken.

### B. Participants' Main Recommendations for the GE Committee

1. There should be proper documentation of the proceedings of the GE Conference.
2. There should be continuity across GE conferences.
3. There should be follow-through events a) in preparation for the System-wide GE conference, and b) in response to concerns raised about various aspects of the GE program and UPD's academic programs as a whole.

### C. Recommended Next Steps for Academic Units

1. Units should undertake review of their academic programs and deliberate on how best the programs could respond to the changes brought about by the K-to-12 program and other educational reforms.
2. Units should seriously consider instituting multi- and trans-disciplinary courses.



# Conference Program

# DAY I

Tuesday, 28 October 2014

8:00 am – 8:30 am		<b>Registration/Breakfast</b>
8:30 am – 9:15 am	<b>Poster Presentations Open</b>	<p style="text-align: center;"><b>Opening Program</b></p> <p>National Anthem  <b>Opening Remarks:</b> <i>Vice-Chancellor Benito M. Pacheco, OVCAA</i>  <b>Keynote Address:</b> <i>Chancellor Michael L. Tan, UP Diliman</i>  <b>Orientation to the Conference:</b> <i>Vice-Chancellor Benito M. Pacheco, OVCAA</i></p>
9:15 am – 10:15 am		<p><b>Plenary Session 1: HISTORICAL REVIEW OF GE PROGRAM OBJECTIVES</b>  <i>Dr. Robin Daniel Z. Rivera, CAL</i></p> <p>Open Forum  Moderator: <i>VC Fidel R. Nemenzo, OVCRD &amp; CS</i></p>
10:15 am – 10:45 am		<b>Coffee Break</b>
10:45 am – 11:45 am		<p><b>Plenary Session 2: THE CHED-MANDATED GE FRAMEWORK</b>  <i>Dean Aura C. Matias, COE</i></p> <p>Open Forum  Moderator: <i>Dr. Ma. Milagros C. Laurel, CAL</i></p>
11:45 am- 1:00 pm		<b>Lunch Break</b>
1:00 pm – 2:00 pm		<p><b>Plenary Session 3: THE UP SYSTEM GE INITIATIVE</b>  <i>AVP Alyssa P. Alampay, OVPAA</i></p> <p>Open Forum  Moderator: <i>Dean Ramon L. Clarete, Econ</i></p>
2:00 pm – 3:00 pm		<p><b>Plenary Session 4: REVIEWING THE UP DILIMAN GE PROGRAM OBJECTIVES</b></p> <p><b>Part A: Comparison of the CHED, UP System and UPD GE Objectives</b>  <i>Prof. Jay A. Yacat, CSSP</i></p> <p><b>Part B: A Look into the Current GE Courses: Some Performance Statistics</b>  <i>Dr. Evangeline C. Amor &amp; Dr. Eugene Rex L. Jalao, OUR</i></p> <p>Open Forum  Moderator: <i>Dean Rosario I. Alonzo, CEEd</i></p>
3:00 pm – 4:00 pm		<b>Workshop 1: The Objectives of the Future GE Program &amp; Performance Metrics for the Future GE Program</b>
4:00 pm – 5:00 pm		<p style="text-align: center;"><b>Presentation of Workshop Outputs</b></p> <p>Moderator: <i>Dr. Mark Albert H. Zarco, CoE</i></p>

# DAY 2

Wednesday, 29 October 2014

8:00 am – 8:30 am	Registration/Breakfast	
8:30 am – 9:00 am	Poster Presentations Open	Recap of Day 1 Activities and Outputs: <i>Dean Jocelyn T. Caragay, CSWCD</i>
9:00 am – 10:30 am		<p><b>Plenary Session 5: REVISITING THE UP DILIMAN GE CURRICULUM</b></p> <p>Part A: <b>Approximate Correspondence of the UPD GE Courses to the CHED and UP System GE Frameworks</b> <i>Dr. Erniel B. Barrios, STAT &amp; Dr. Violeda A. Umali, ODI</i></p> <p>Part B: <b>Experiences in GE Course Delivery: Some Examples</b> <i>Panel Presentation</i></p> <p>Part C: <b>The GE Program and Internationalization</b> <i>Dean Rolando B. Tolentino, CMC &amp; Dean Leonardo C. Rosete, CFA</i></p> <p>Open Forum Moderator: <i>Dean Flora Elena R. Mirano, CAL</i></p>
10:30 am – 11:00 am		Coffee Break
11:00 am – 12:00 pm		Workshop 2: The General Structure of the Future GE Program
12:00 pm – 1:00 pm		Lunch Break
1:00 pm – 2:00 pm		<p>Presentation of Workshop Outputs Moderator: <i>Dr. Laura T. David, CS</i></p>
2:00 pm – 3:00 pm		<p><b>Plenary Session 6: THE UP DILIMAN GE CENTER</b> <i>Dr. Marian P. Roque, CS &amp; Prof. James Ryan O. Jonas, VSB</i></p>
3:00 – 3:30 pm		Coffee Break
3:30 pm – 4:30 pm		<p>Workshop 3 (Discussion): The Structure, Roles and Functions of the UP Diliman GE Center</p> <p>Moderator: <i>Dr. Ma. Carmen Jimenez, CSSP</i></p>
4:30 pm – 5:00 pm		<p>Synthesis and Closing Remarks <i>Vice-Chancellor Benito M. Pacheco, OVCAA</i></p>



# Welcome Remarks

## PROF. BENITO M. PACHECO, PhD

### Vice-Chancellor for Academic Affairs University of the Philippines Diliman

Chancellor Tan, other university officials, fellow faculty members in Diliman, colleagues from the other CUs, and other guests, welcome to the 2014 UP Diliman General Education Conference. Thank you for coming.

Our most grateful welcome to our colleagues from the other CUs, who have made a huge effort to join us in this two-day conference. Of course, on top of all the GE events until today and tomorrow, we still look forward to the UP System GE Conference sometime in early 2015.

Today being Tuesday, perhaps it is a good time for a throwback: about a year ago, the impression began that UP Diliman was/is saying NO to any new GE program. But NO, we were/are NOT saying NO with a closed mind.

YES, Diliman has kept an open mind, indeed it has vigorously pursued discussions of GE, which is very close to its heart, and, in my view, has been getting in shape to join the UP System GE Conference in early 2015, and engage in principled discussions some more, and pursue some resolutions.

Today, the fact that we are all here despite our busy schedules serves to remind us just how important every GE conference is. We could not postpone the UPD GE conference to the semestral break, which would coincide already with our Christmas and New Year break.

The annual Diliman GE Conference, as started a couple of years ago, serves as a major multi-, inter- and trans-disciplinary platform for discussing various concerns regarding the design, implementation, and evaluation of the framework, structure and curriculum of our GE Program.

This year's UPD GE Conference is significant for a number of reasons. First, the UP Diliman GE Committee, which organized this event, was formally reconstituted this year, from the precursor UP Diliman GE Council that had its beginnings during the midterm of our previous Chancellor, Chancellor Saloma, and then Vice-Chancellor Banzon.

Second, 11 mini-conferences on newly proposed GE courses plus Rizal course, were completed in the three months prior to this Conference.

This Conference thus presents a very timely opportunity to take stock of the outputs of the mini-conferences, and consider these outputs as inputs vis-à-vis UP Diliman's current and future GE curriculum.

Third, this Conference gives sharper focus and greater urgency to issues that the previous GE conferences have begun to tackle, specifically, the challenges of the K-to-12 program, the ASEAN integration, and internationalization. After all, the 2016 and 2018 milestones of K-to-12 are fast approaching.

With this backdrop, the 2014 UPD GE Conference has been organized with three objectives in mind:

- Review past and current GE programs of UP and other institutions;
- Identify the challenges and opportunities for UP Diliman's GE Program; and
- Delineate the objectives, performance metrics, and general structure of UP Diliman's future GE Program.

Today and tomorrow, let us come together and engage in thoughtful deliberations on how we can have a GE Program that is better able to bridge mind and body, bridge different academic disciplines, bridge UP's constituent universities, and bridge the university and the outside world. In these two days and beyond, let us be excited and inspired by new possibilities for our GE program, and for our educational system as a whole. Just imagine the new GE students in 2016 or 2018, all of 18 or 19 or 20 years of age. In these two days, let us accelerate to chart the orientation of their future, our future, in undergraduate education.

Once more, on behalf of the UP Diliman GE Committee, a warm welcome to all of you.





# Keynote Address

## PROF. MICHAEL L. TAN, PhD

Chancellor  
University of the Philippines Diliman

Magandang umaga! To our visitors from the other CUS, thank you for coming; and of course, to UP Diliman, mga kasama ko sa administration and the faculty. This is not open to the students; maybe next year we should invite them.

I'm always confused about these assignments of "keynote message:" kung message kasi, kailangan maiksi; pero kung keynote, kailangan mahaba. So I'm going to give you something in between.

The term 'keynote', I understand from music, is to set the tone. For this GE conference, it can be quite difficult to do, because UP Diliman is, right now, joining the System in hosting GE events, hosting conferences. I think UP Diliman continues to play a very important role in shaping our GE program here in UP and beyond our own four walls. Whatever we come up with will affect other tertiary institutions as well.

But what I am going to zero in is, kung ano'ng pwedeng gamitin for GE. Last year I presented a historical perspective on GE through the ages. This year, I thought that we should look at this concept of transdisciplinary GE for several

reasons. First, because the proposed GE system that will come out, maybe by 2016, will probably no longer have domains; we are going towards the transdisciplinary GE, which is easier said than done. It sounds very good but it's easier said than done.

I want to clarify also why we need that transdisciplinary approach.... So it's clarifying what transdisciplinary means and what it could do, that you can give it some more thought. Ano kaya ang mga posibilidad kung ito nga ang frame natin? Mag-isip tayo, maybe for the next two days, about our GE program. It might even help us to rethink the way we're teaching GE right now, ano? So we don't even have to wait for 2016.

I have 27 slides lang, then we will have an audio-visual presentation to show what transdisciplinary means and I'll explain the video right before showing it. So I think this is the best way to do a keynote message.

I wanted to start by describing a transdisciplinary GE gourmet lunch. This was last October 14; the French Embassy asked Diliman if we wanted

to host two speakers from France, obviously, to speak on food. And their backgrounds are very intriguing, so I said yes immediately, and I contacted the College of Home Economics. At ang nangyari dito, the two speakers came in and they gave, it was I think, a two-and-a-half hour forum. And then after the forum, we hosted lunch for the French and the Filipino teams, just a small lunch. The lunch was prepared by students from Home Economics, and I have to tell you it was one of the best lunches I've ever had. I think we'll be tapping Home Economics more often now to prepare the meals for our special occasions.

But it was a transdisciplinary gourmet lunch kasi 'yung dalawang speakers, sa kaliwa ko, is Prof. Georges Halpern, who is a French doctor and biochemist, so his thought was mainly on the physiology of eating – what happens if your gastrointestinal tract has broken down and all that. Very, very biochemical, but he's also very alarmed about what's called "Big Food" – the food industry and how it is killing all of us prematurely. He's talking as a doctor but he keeps going back to the chemistry and how

processed foods are not food. They are "food-like substances," a term he borrowed from another writer, Michael Pollan. And so that's where he is coming from. Sa kaliwa ko 'yan.

Sa kanan ko, si Jacques Puisais, who is described as "The Poet of Wine". But I was so intrigued because he was also introduced as a food philosopher. I'm calling attention of the Philo Department – ano kaya kung mag-food philosophy tayo?

So sa kanan ko ay food philosopher, sa kaliwa, a biochemist and a doctor. And yet the two were so amazing in their interactions! That's why I said that it was such a good meal, not just because the food was good, but also because the company was good. And then, of course, the stars of the lunch were a class from Hotel and Restaurant Management of CHE, the ones who prepared the food. It was an eight-course lunch. Each time something would be served, nagsasalita na itong doctor-biochemist at saka itong food philosopher, giving different perspectives on food; so this is transdisciplinary. I'll give you a few examples.

For example, they served native Macadamia nuts – and now we know may Macadamia nuts in the Philippines . Unfortunately, when I asked to look at the Macadamia nuts, sabi nila, na-process na daw, hinalo na sa pagkain. They mixed it into a terrine, a French term for a dish na parang may kaunting gelatin. So they promised to show me the native Macadamia nuts later on. But because this is so cross-cultural, on the menu there was also calamansi. How do you translate calamansi to French? Petite lemon, small lemon. Then, lemongrass, what's lemongrass? You kind of know what lemongrass is in French – a citronelle that is not quite citronelle. Anyway, each dish we had to introduce, and we're so excited about what they have to say.

Ang food philosopher, ang basic advice niya is, "Listen to your food." Isn't that intriguing? Kasi ang problema natin, we tend to just eat, we just concentrate on the eating, and we talk too much, he said. Sometimes, we have to be quiet and listen to the food. That's what he meant by listening. So we tasted one dish.... "Listen. What is it telling you? What flavor is coming in through to you?" It has to reach your brain and you have to draw a spiral to your brain and it's coming back daw. And then we had, for example, the lemongrass and chilies. "Take the salmon first, and then take the lemongrass. Okay, what's your brain telling you now?" So the salmon and the lemongrass are mixing. "Then take the chili and what is it telling you again? So you're listening to your food?" I said, "Yes." "And what is the food

telling you?" "It's good!" There is more to it, so we started talking in French, because he could not speak in English. And from his description you could tell how excited he was talking about the Filipino food.

Also, it was intriguing again, because we actually had Katipunan beer – not the beer made by the Katipuneros, but beer made in a place along Katipunan road. The students promised to give me the address where you can buy Katipunan draught beer. It's homemade beer, it's very light – lighter than your light but it's a bit more full bodied. The food philosopher is a wine expert. He told me how to hold the beer mug, the beer glass. We usually hold it this way [grasping the beer glass], but he said, "You hold it this way." So ito [thumb] sa taas, sa rim, ito [little finger] sa base at saka mga ito [other fingers] sa handle. And the reason there is, when you do it this way [grasping the beer glass], you warm the beer too quickly; and when you do it this way [not grasping the beer glass], you keep the beer's temperature and it comes out less bitter. And of course, to the left side is our biochemist explaining the basics that, that's because of the temperature, and he's going, "You appreciate it because the room temperature is maintained."

So pabalik-balik itong dalawa, they're basically discussing the biochemistry. So tumalon ako dito sa conversation. Sabi ko, "Do you know that we have basing lalaki, basing babae? May gender din ang basi." Pero unlike crabs, wala tayong

basing bading, ano? That's the time that I have to explain to them, for the crabs, there are three types, sa basi, dalawa lang. Ang basing lalaki is drier and basing babae is sweet. And of course, the anthropologist will say 'Oh, that's so sexist! Why does the sweet basi have to be female, and the dry basi, male?' Eh tayo naman ang nagko-construct nito.

As we were talking, we were appreciating the difference in the dryness and the sweetness. Yung isa naman nagtatanong bakit mas dry 'yung basing lalaki. Sabi ko, "Ah, kasi they add samak," which is a plant that is very high in tannin. It's the tannin that makes it dry. So we started talking about tannin and all. So here is a transdisciplinary discussion about food. It did not reduce the enjoyment of the food, in fact it enhanced it. And we should be looking at how our lives can be transdisciplinary as well, even in a meal.

Super-sosyal ang meal yet everything was local; not a single imported item - ayan may nationalistic aspect pa dito, ano? And I'm so proud of the class, because they showed that we can have a Filipino meal without going again into your usual adobo, which is also fine, but dito, may fusion meal ka eh, which is something very intriguing. It was a very healthy meal, which was the other point the doctor said. It's not only good, it's also healthy, and that's so rare now in the foods that we eat.

So this is an academic environment and an example of the transdisciplinary effort which I think can certainly go to our GE courses when we work on the curriculum. Food is always such a good way to teach. Mag-food trip tayo dito.

Clarification lang on some of the definitions:

The interdisciplinary is when you have, from one domain, people working together – like in the social sciences, we can have people from History and Political Science working together, or Psych and Anthro. So we gain from these things being interdisciplinary.

In multidisciplinary, people from different disciplines are working together but they work separately and just come together after they've done the research. "Ito yung mga findings namin..."

Ideally, we would like to see transdisciplinary, which is, from the very beginning, people are already working together to identify the problems and work out solutions. And there's more than people working from within the social sciences. Transdisciplinary is more radical; it's putting Engineering and Music together. I keep using Engineering kasi maraming transdisciplinary ngayon ay Engineering and, for example, Linguistics. Ito yung mga crossing borders, and in the UP context, it would be the crossing of campuses. I would like to see more of that. I would like to emphasize that we are

able to cross those boundaries. My background is transdisciplinary: my first degree was Vet Med, and I'm now in human animals, because as the biologists know, we all belong to the animal kingdom.

There's not just crossing of disciplines now, but the emergence of transdisciplinary fields. Like there's the field called psychoneuroimmunology, which helps us understand faith healing. Because faith healing is a fake healer working on the psychology of the people to get their own neurological and immunological systems working. They believe, because it's the mind convincing the body to go activating your neurological system. And this is really the frontier for the future.

I want to give you one quick example here. There's a major study in the United States right now involving Ellen Langer, a psychologist. She's replicating a very small experiment she conducted many years ago, in which she brought old men, all of them in their 70s, and they lived together in a house where everything was arranged – the music, the décor, the food – it was arranged to reflect life twenty years earlier. So parang time machine; these older men walked into a house where they'd live as they lived twenty years earlier. And literally, one of the guys, while in a wheelchair, came out walking on two legs. Because by living in an environment

that was the environment twenty years earlier, something in their body was being convinced that they are twenty years younger. Senior citizens sometimes do that – we are on the beach, running, feeling in our 20s, then down we look, “Uhh, hindi na pala ganoon mga katawan natin.” But if you want to be twenty or thirty years younger, your body will respond, you do respond as if you were twenty or thirty years younger. But that's in the field of psychology and biology.

With the two French visitors, we were talking at one point about neurogastronomy. Sana kung may subject tayo sa HE, ano? What is neurogastronomy? It's looking at how our food culture shapes the way we think about food. The studies are very clear that before the age of six, our food tastes are determined, meaning, what you eat and what you learn to identify as masarap is what would be masarap. Which is why we cannot take Southeast Asian food we consider to be maanghang, and they can't stand our food because they consider it to be bland.

So, before the age of six, all of that is determined, and that is what “Big Food” is trying to do – shape the population's food taste, taste buds, before the age of six, to get our kids. So hanggang marketing and sa supermarket, you'll find the junk foods are in the lower shelves. That's done on purpose na makita ng bata... “Mommy, mommy, gusto ko ito.” They see the ads, they want to buy the things

that are there. It's quite devious, and I think it's time that we in the academic environment should start to work on this, on how to counteract, how to counter-discourse.

Now I would like to show you a video. May ginawang video, which was shown during the Pagpapatibay. Some of you were there; I hope you don't mind that we show it again. Because that was actually a transdisciplinary endeavor.

Ang title nito ay Paglulugar at Pagpopook, meaning, how do we transform spaces into places? And it's supposed to help us understand our context in UP – bilang Pilipino, saan tayo bilang UP? And you will see here the GE objectives of inculcating nationalism and internationalism, of critical thinking; these can actually be pushed by an 8-minute video. This includes the goal of GE, we hope, after the K-to-12 has been implemented, we hope that the students are more mature, hindi lang critical thinking, because that term now is kind of cliché. The aim now is integrative thinking – we will produce graduates who can see things in different dimensions, and bring them all together and understand them in a wider perspective. And that is what we are trying to do also with this particular video. And I very quickly noted down the disciplines of the people that we consulted for the video: Geology, Archaeology, Zoology, Botany, Anthro, Linguistics, History, Philo,

Geography, Engineering, Fine Arts, and Music. Their advice went into this particular video. This is my way of ending my keynote message. Panoorin natin and I hope that it would help set the tone for the rest of the workshop.

Maraming salamat!





# Plenary Presentation Summaries

# SESSION I – HISTORICAL REVIEW OF GE PROGRAM OBJECTIVES

The Foundations of General Education in the University of the Philippines  
Associate Prof. Robin Daniel Z. Rivera, PhD  
College of Arts and Letters

## Abstract

This presentation will review the framework of the original General Education program in the University of the Philippines. It draws from works written by eminent U.P. faculty in the mid-20th century: Armando Bonifacio from the Department of Philosophy, Antonio Isidro from the College of Education, Augusto Tenmatay from the Department of Chemistry, and Leopoldo Yabes from the Department of English.

## Introduction

Almost all conversations I have had about general education lead to a discussion of frameworks. Some say “hindi makakausad ang usapan hanggang magkalinawan tayo sa framework.” This springs from a very academic practice of identifying the system of philosophies, theories, concepts, and operations which will guide our work, a mantra we repeat ad nauseum to our students.

On the other hand, I’ve heard one faculty say “Ano ba yan, binabaha na tayo sa framework. Huwag na natin pag-awayan yan.” After all, the University of the Philippines, and Philippine higher education for that matter, has a 60+ year history in developing its GE program. Because of this, some may consider the GE framework as tacitly understood due to decades of discourse on the matter. But then I’ve also heard from some faculty who have no clear idea about even the most fundamental of concepts, such as the interdisciplinary approach, which have been present in the entire history of general education in UP.

One problem is that there are a precious few with the institutional memory to accurately recall the foundations of our GE program, and much of their memories are fragile. Also, many of us remember these ideas only in the form of slogans or catchphrases, which do not contain the discourse which led to their conception. Because of this, I searched for primary documents in various libraries in the Diliman campus. Unfortunately,

many of the documents which may illuminate us about the past have, as Dr. Ricardo Jose mentioned in a lecture on the history of GE in the University, become inaccessible and relegated to remote corners in the Archives and Filipiniana sections of the main library. Thankfully, my own personal quest has yielded a few key documents which can illuminate us. I may have presented some parts of these documents in previous fora, and today I shall get into them in slightly more detail.

As we stand at a crossroad of academic change, I still feel that we must take stock of where the ideas on GE in the University came from, and patiently wade through the flood of ideas from the past in order to conceive of a GE framework which will propel us forward.

### General Education in the Philippines

The idea of a General Education program in the Philippines gained traction in the 1950s with the creation of the Magsaysay Committee on General Education. Their work was articulated in the book "Towards General Education in the Philippines", published in 1960. While the book was published by the University of the East, it was Antonio Isidro, the then Dean of the UP College of Education, who not only chaired the committee but also wrote majority of the chapters. In Chapter 1, Isidro enumerated a comprehensive list of basic aims of general education, inspired by the classic Greek formulation of

"Liberal Education," and the 20th century American concept of general education, and the fundamental objectives of education promulgated by Philippine Board of National Education in 1956. These objectives were as follows:

1. To inculcate moral and spiritual values inspired by an abiding faith in God.
2. To develop an enlightened, patriotic, useful, and upright citizenry in a democratic society.
3. To instill habits of industry and thrift, and to prepare individuals to contribute to the economic development and wise conservation of the Nation's natural resources.
4. To maintain family solidarity, to improve community life, to perpetuate all that is desirable in our national heritage, and to serve the cause of world peace.
5. To promote the sciences, arts and letters for the enrichment of life and the recognition of the dignity of the human person

These objectives were expanded in the Philippine Congress' "Concurrent Resolution No.8", and used as the basis for a new general education program as laid out in the Magsaysay Committee's report.

1. To live a moral life guided by faith in God and love for his fellowmen.
2. To love and serve the Republic of the Philippines as citizens, willingly performing duties, intelligently exercising rights,

and faithfully practicing the ideals of democracy.

3. To be able to read and listen understandingly, talk and write intelligently, and think and act wisely in solving the problems of daily life.
4. To be efficient in earning an honest living and to contribute to the economic well-being of the Philippines through productive labor and the wise use and conservation of the Nation's resources.
5. To maintain family unity, live a happy home life, and discharge efficiently responsibilities for worthy home membership.
6. To carry on healthful living in a wholesome environment so as to become physically strong and mentally fit.
7. To spend leisure wisely in order to attain self-realisation and contribute to the welfare of the community.
8. To appreciate the arts and letters and to attain self fulfillment by enriching them with their own contribution; to apply science and add to the universal fund of knowledge so that life may be made richer and fuller.
9. To carry on the Filipino way of life, retaining the priceless heritage of our Malayan culture, especially the ethical virtues, while using the advantage of valuable experiences of the human race.
10. To understand other countries, develop good will towards their peoples, and

promote the cause of world peace and the ideal of world brotherhood.

### The Foundations of General Education in U.P.

Here in the U.P., the idea of a general education program was already being considered during the pre-war years. The program was set into motion during the time of U.P. President Cinco. My research yielded four primary documents which discussed and articulated the framework of the original 1960s UP General Education program.

#### *Armando Bonifacio*

The first work, "Reflections on the Problem of General Education for the University of the Philippines", comes from Armando F. Bonifacio of the Philosophy Department. Written in 1959, the monograph discusses key issues pertaining to, and proposals for, a new general education program in the University. At times, Bonifacio's reflexive discourse finds him arguing with himself, which suggests to the reader's imagination the sounds of verbal tussles between UP Faculty.

Bonifacio begins by complaining that most college graduates were ill-prepared to face social responsibilities. He launches his argument by blaming a "sadly mis-oriented educational scheme" which turned out "mediocre specialists"

lacking a well-rounded education. He continues by describing primary and secondary education as “incongruous”, which resulted in students with weak language and mathematical skills. He mentioned two solutions that the University seemed to be entertaining at the time. The first was to employ a rigid entrance examination, which he feared would exclude many potentially good students, and curtail the University’s influence on Philippine society. The second was to lower the standards of instruction, which would undermine the University’s quest for excellence and result in mediocre graduates. Bonifacio then proposed a compromise solution. The first step was to craft a less selective entrance exam which focused mainly on language qualification. The second step was a re-orientation of instructional techniques and revision of course syllabi. In the third step, courses formerly presented in a highly technical and abstruse manner will be reconstructed in such a way that they would be comprehensible to the great majority of students. And the fourth step would be to author better textbooks. He made it clear however that these were merely interim solutions which would clear the way for a students’ entry to a general education program.

This lays the premise for a rich problematization and critique of what was then a hotly contested innovation in Philippine education, the “ambitious” interdisciplinary approach (also known as the integrated approach). Bonifacio

considered this one of the defining features of the general education program. It would balance out the tendency towards what he called “crippling” specialization in higher education, and help produce graduates who were “well rounded.”

He began by lashing out at faculty who resisted the shift to this approach:

“... in principle no faculty member has the right to object to the integrated approach as contemplated; neither is it justified for him, academically and professionally, to declare that he could not see the subject matter from a broader point of view, since it is not only his duty to see his subject matter from the various disciplinary frameworks; but it is also his moral duty to see this in broader terms for the benefit of his students.”

But he also cautioned the proponents of the approach, saying:

“It is not perhaps until the enthusiastic advocates of the interdisciplinary approach make clear to everyone just what they are talking about that the general education program may go on its way smoothly.”

Embedded in an exposition that oscillates between these two camps, Bonifacio offers a tentative example of how the approach may be operationalized:

“As earlier intimated, if the so-called interdisciplinary approach means only that a subject of study must be regarded not only from the point of view of one specialized discipline but also from the point of view of a number of other related disciplines then this would demand from the faculty sufficient understanding of these other related fields of knowledge without necessitating that they should also be specialists in them.”

Bonifacio stressed that the program was not meant as a repetition of their high school studies. He suggested “analytical equipments” be utilized so that the student could better understand inter-related frameworks. But he warned that courses in the program should not be merely introductory survey courses meant for specialists.

Bonifacio then offers some comments on the academic structure of the University. He cited the College of Liberal Arts as the strategic base of the general education program. The existence of the College as a major unit on campus could help minimize the “get it over quick” attitude among the students, and a false sense

of superiority among disciplinally specialized faculty. He viewed the prior reorganisation of departments into four divisions within the college, namely the Humanities Division, the Social Science Division, the Biological Science Division, and the Physical Sciences Division, as having played into the hands of the general education program because it counteracted the tendency towards “narrow compartmentalization” of departments in the University. Departments within each division could interact to play out the goals of the interdisciplinary approach:

“We need not construct a new organizational scheme and force a readjustment of thinking on the part of the faculty and students. ... The existing divisions could still be retained. In fact they should be retained, but they will no longer exist as substitute for the departments.”

A few weeks later, Bonifacio released a sequel, entitled “Some Further Comments on the General Education Program”. In his opening paragraph, he implies that his first essay was aimed directly at the faculty, a number of whom he felt did not care for the general education program. In much the same way that he earlier chided some faculty for their apathy, Bonifacio also took aim at the administration, saying:

“For my part, I shall always object to the condition where the policy makers of the University formulate objectives and devise synthetic schemes and transfer the burden of implementation to the faculty without the latter being given the chance to contribute to the determination of the validity of these policies and schemes.”

But he was pleased with the faculty’s reactions, both positive and negative, to his first essay. This sequel was meant to clarify issues to those who he felt still did not understand his arguments, and amplify discussions pertaining to the implementation of the program.

Bonifacio returned to discussing the interdisciplinary approach, again admonishing its proponents that the concept and its methods had not been fully made clear, and that it would take time before it could take firm roots. He called for the development of a new group of elite general education faculty, composed of the “best minds in the University”, as the proposed courses would be the most difficult to teach. He also recommended a new teacher training program to empower these faculty. Finally, he batted for higher pay for general education faculty as a form of incentive.

He also reiterated his attack on the elective system, saying that students had taken advantage of it as a path of least resistance, and

ended up with a curriculum that had no unity or integration, and was unbalanced in terms of areas of knowledge. He argued that a new program with more required courses would be more rigid, rigorous, and cohesive.

Bonifacio then tried his hand at program implementation. He enumerated five important areas of knowledge that the program should cover: English Language, The Sciences, The Formal Sciences, The So-Called Social Sciences, and the Arts. He added a course in basic Philosophy to round out the curriculum. This would result in a core curriculum composed of 54 units, with additional courses from a student’s own field of specialization. He also made an urgent call for the formation of a general education committee which would oversee the review of course syllabi, the creation of the corps of general education faculty, and the initiation of training programs.

Bonifacio ends with a declaration of academic freedom and autonomy, and the University’s right to determine what is best for its students:

“It should be mentioned that it is not advisable to look for programs of education as they function in some university abroad and assume these programs for our University. It could be that these educational programs as they operate in foreign countries have intrinsic merits, but

we cannot neglect the fact that there are essential differences in cultural conditions obtaining in our country and other countries. To think of what is good for the United States, for example, as also good for our country, is to think in very unsound terms. It is not nationalism that I am here suggesting. It is rather some kind of realism involved in the view that the program best suited for our county is that one which considers the capacities and limitations and promise of our own students."

### *Leopoldo Yabes*

The third document comes from Leopoldo Yabes of the English Department. Chapter 7 of his 1961 book "In Larger Freedom" is entitled "The Idea Of General Education." This came two years after Bonifacio's monograph, with some issues, namely the interdisciplinary approach, seemingly having already been resolved. Yabes launches his discussion with a one-sentence definition of general education.

"I should like to define general education as the endeavour to understand, to live intelligently with, and to help improve one's environment."

Yabes unpacks his definition further, saying:

"And I should like to classify environment into natural and man-made, or somatic and extra-somatic. In other words, general education concerns itself with not only the physical universe but with forces that have something to do with the development of man's culture, if we take culture to mean that part of the environment which is man-made or, as defined by Edward Burnett Tylor, 'that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.'"

Yabes goes on to explain three aspects of culture: technological, which constitutes the basis, and which includes materials, instruments, and techniques of use; sociological, which includes economics, politics, kinship, ethical, and professional systems; and ideological, which includes beliefs, ideas, knowledge expressed in symbolic form such as literature, science, common sense knowledge, history, and legend.

Yabes stopped at offering a curriculum, but he offered his own set four subject matter areas:

1. tools for learning
2. basic or pure sciences
3. social sciences
4. humanities



Yabes' compartmentalization of subject areas was eventually instituted as three "divisions" in the College of Arts and Sciences, and later three independent colleges in Diliman: CAL, CS, and CSSP. It also lives on as "clusters" in our curricular system: Arts and Humanities; Social Science and Philosophy; and Mathematics, Science and Technology. What has disappeared is a separate area for "tools for learning", or what we nowadays call "skills courses."

Yabes finally comments on which years general education should be offered. He states:

"Generally, general education is given during the first two years in college, just before the student goes into advanced and more specialized academic work or into professional education. Where the curriculum cannot be concentrated in the first two years of college, some of the courses may be given in the senior college or in the professional school, to make room for the courses deemed pre-requisite to academic specialisation or professional training."

At present, most GE courses are recommended for freshmen and sophomores, with the exception of STS which is suggested for more "mature" students. With the institution of RGEP all courses have no pre-requisites. In general, however, Yabes' formulations are still operative in UP Diliman.

### *Augusto Tenmatay*

The fourth document was written by the then Dean of the University College, Augusto L. Tenmatay from the Department of Chemistry. The article "General Education in the University of the Philippines" from the University College Journal, Number 1, First Semester 1961 reflects the culmination of years of curricular and administrative development, and contains the actual core subjects and sample checklist of the program. Tenmatay opens with the introduction to the University College as the main academic unit overseeing the general education program, then presents the original checklist of courses.

Like Yabes, Tenmatay also articulates in one sentence, the basic concept of general education:

"Basic to the concept of general studies is the development of effective use of language, reading with understanding, analyses and integration of materials into knowledge, and ability to make sound decisions."

The impetus for this statement sprang from the dilemma that general studies was being marginalized by specialist studies and courses in professional schools. He mentions a number of ideas that would fuel this basic concept, such as 1) education as a lifelong process, 2) the broadening of education, and 3) the balance between the free elective system and the rigid curriculum of specialization.

Tenmatay then cited a few issues in the prevailing educational system which affected these concepts, such as

1. Administrative pressure towards “dramatic” research coming from specialists,
2. The tendency of students to choose “shop” courses requiring no discipline or work, and
3. The prostitution of educational freedom, which leads to the right to take subjects that do not educate.

He lists down four administrative concerns which invited attention in order to develop new policies and practices: 1) the formulation of criteria in selecting and training teachers, 2) the development of new patterns in administration and teaching of subjects, 3) the improvement of selection of students, and 4) provisions for larger opportunities for learning and character development outside the classroom.

Finally, he cites seven operational problems which required attention: 1) analysis and formulation of academic standards and values, 2) reexamination of the programs of training for specialisation to meet local needs, 3) determination of the direction and pattern of service to the community, 4) establishment of a policy for recruitment and retention of competent faculty members, 5)

reassessment of syllabi and design of subjects and encouragement of local materials for instruction, 6) adoption of systematic search for aid and benefactors, and 7) anticipation of future developments.

Tenmatay ended by addressing the issue of the local contexts. He says “... the University has not yet satisfactorily adjusted its values and standards to the Philippine setting.” This is one of those issues which the University has had considerable success in resolving over the decades. But in the matter of staying on the cutting edge of scholarship and developing leaders, Tenmatay reminds us that we must not be complacent, saying: “The real question is whether or not we are producing graduates capable of becoming competent scholars and leaders contributing to the growth and development of the nation.”

### Beyond the Documents

While these UP documents are self-contained and can stand on their own, they combine to paint not only a comprehensive picture of the original GE program, but articulate the discussions that ensued in the run up to its implementation. When compared to the national government’s objectives, the UP framework is remarkably streamlined and abstract. UP being a secular institution, there is little or no mention of God, or the sense of morality associated with religions. It makes commitments to Philippine

society rather than the national government-run partisan politics. It also avoids anticipating the future trappings and accoutrements of the “good life,” and instead focuses on the student’s impending rigorous scholarship. And while the UP framework complains of problems not of its own making, it obsesses with providing solutions for them.

There were other ideas and concepts which may not have been explicitly stated in these works but were touched on in other documents. For example, “critical thinking” was surprisingly only hinted at by Yabes, referring to the need to “enable students to appreciate critically the literary, artistic, and philosophical heritage of man.” But Bonifacio later devoted an entire paper entitled “Critical Thinking and General Education” elsewhere in the University College Journal Number 1.

And what about “tatak UP”? While this form of “branding” had not been coined at the time, further research may yield a discussion of what makes U.P.’s style of general education unique, and what effect this would have on its students.

Nevertheless, many of the ideas and strategies in these works live on to this day. For example, if we fast-forward to the 21st century RGEP objectives, which we have practically memorized by now, the concepts of 1) broad intellectual and cultural horizons, 2) nationalism balanced with internationalism, 3) the awareness of various disciplines, and 4) the integration of knowledge

and skills, has much in common with original GE framework. The same can be said of some entries in the 2009 UP System GE Workshop re-examination of the RGEP framework, which focused on critical thinking, a sense of humanity and justice, a sense of being Filipino, service to the nation, integrity and honesty, and professionalism.

Unfortunately, many of the documents that chronicle the changes in general education are unsystematically scattered among various institutional and personal collections. There is a pressing need to consolidate these and many more relevant documents in order to track exactly how general education evolved in the University. Consolidating these resources may give us answers about which issues were resolved and needed no further arguments, which remain unresolved because they were never properly addressed, which have been forgotten and should be reviewed again, and which either did not exist and/or were not anticipated and therefore could not be addressed at the time. To do this, we need to re-publish (in both hard and soft versions) and make accessible such documents so that more of us can review and analyze these works.

## Going Forward

In the coming days we have the opportunity and responsibility to introduce new changes to our GE program. It's the next step in a process we started in 2011 when we created the UP Diliman Hybrid GE Curriculum, and endorsed the UP Diliman GE Action Plan in 2013.

In a sense, we really are drowning in frameworks. Remaining stuck on the original formulation of the UP GE program would keep us mired in a time warp. But without the knowledge and understanding of our foundations, we may wander aimlessly and lack the confidence to innovate.

I hope this presentation will allow us to swim confidently without drowning, and go forward with certainty and confidence, by carrying with us the awareness and understanding of the foundations of our general education framework in U.P. As Yabes said: "Any curriculum, even if the product of the best judgement of the best curriculum experts, should lend itself open to improvement through change by revision or addition or subtraction during the course of its development."

In closing, I would like to encourage, and challenge all of us to document, consolidate, and make accessible our own reflections, arguments, and possible innovations which will articulate a new framework so that future

generations of U.P. faculty may be informed from our experience, just as we are illuminated by our predecessors.

P.S.: I wish to thank in advance the College of Arts and Letters which has graciously volunteered to republish some of the U.P. documents in a special edition, which I feel should be required reading to all UP faculty.

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## Open Forum – Highlights

**Moderator: Prof. Fidel R. Nemenzo, DSc  
College of Science**

- Associate Prof. Robin Daniel Rivera (CAL) stressed that it is important to discuss such terminologies as "transdisciplinary" and "interdisciplinary" because these concepts are not fully understood. Assistant Prof. Melania L. Flores (CAL) noted that the definition of interdisciplinary seems to have changed through the years. In the 1960s, it meant creating and reinforcing the disciplines and areas of knowledge through cooperation among faculty members. At present, interdisciplinary tends to create a hierarchy among disciplines; as a consequence, some disciplines are being "obliterated" by other disciplines.
- Associate Prof. Flaudette May V. Datuin (CAL) asked what framework would guide UPD's GE Program. Associate Prof. Rivera said that should UPD decide to create its own framework, it could revisit previous formulations but must also bring new ideas to the table. The UPD GE Committee has decided to introduce some of these new ideas in the Conference, so that these may be discussed.
- Prof. Jaime B. Naval (CSSP) shared that in a presentation about GE by Prof. Ricardo T. Jose, it was mentioned that one of the factors behind the GE revisions in the past was the changing environment of education, and there was a "political patron" behind each revision. Associate Prof. Rommel B. Rodriguez (CAL) asked if UP is still ahead in effecting changes in GE, or if it now simply reacting to developments arising from the implementation of the K-to-12 program, CHED's GE initiatives, ASEAN integration, or the AUN Quality Assurance program. Associate Prof. Ronald S. Banzon (CS) said that worldwide, there is the never-ending debate on prioritizing between the amateur vs. the specialist, and between the individual vs. society. UP, therefore, must identify which

- concepts it wishes to prioritize. In connection with the former, Associate Prof. Banzon pointed out that changes in information/communication technologies have led to changes in what constitute as “general knowledge.” In connection with the latter, Associate Prof. Banzon said that UP should look at the current Philippine Development Plan.
- As regards the University College, Associate Prof. Rivera said that there is very little documentation about it, so tracing the history of this institution is very difficult.
  - Vice-Chancellor Benito M. Pacheco (OVCAA) observed that the discussions were more deliberative than prescriptive. He enjoined the participants to discuss the GE framework during the upcoming workshop, even before discussing the general objectives and performance metrics of the GE Program. He expressed hope that in 2015, when the whole University would be engaged in discussing the GE program, UP Diliman constituents would have more to say because they have earlier engaged in introspection and discussion about this matter.

## SESSION 2 – THE CHED-MANDATED GE FRAMEWORK

General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies (CHED M.O. 20 s. 2013)  
Prof. Aura C. Matias, PhD  
College of Engineering

### Abstract

This presentation gives the key points of CHED Memorandum Order No. 20 series of 2013. (Note: Please see Annex 2 for the full text of the CHED Memorandum.)

### Presentation Highlights

#### *Article 1: Curriculum Overview*

Section 1. Goals and Context of General Education  
Section 2. General Education Outcomes  
Section 3. Revised Core Courses  
Section 4. General Education Electives

### *Section 1. Goals and Context of GE*

In GE the holistic development of the person takes place in overlapping realms:

- Individual, where the student is enabled to develop one's identity as a person, conscious of one's talents, rights, and responsibilities toward the self and others;
- Filipino society and nation, where the individual is aware and proud of one's collective identity, and able to contribute meaningfully to the development of Filipino society at local and national levels; and
- Global Community, where the Filipino student recognizes and respects the fundamental humanity of all, respects and appreciates diversity, and cares about the problems that affect the world.

### *Section 2. GE Outcomes*

Categorized into:

- Intellectual Competencies
- Personal and Civic Competencies
- Practical Responsibilities

Intellectual Competencies

- Higher levels of comprehension
  - Textual, visual, etc.

- Proficient and effective communication
  - Writing, speaking, and use of new technologies
- Understanding of basic concepts across the domains of knowledge
- Critical, analytical, and creative thinking
- Application of different analytical modes in tackling problems methodically
  - Quantitative and qualitative, Artistic and scientific, Textual and visual, Experimental, observation, etc.

Personal and Civic Competencies

- Appreciation of the human condition
- Capacity to personally interpret the human experience
- Ability to view the contemporary world from both Philippine and global perspectives
- Self-assuredness in knowing and being Filipino
- Capability to reflect critically on shared concerns and think of innovative, creative solutions guided by ethical standards
- Ability to reflect on moral norms/ imperatives as they affect individuals and society
- Ability to appreciate and contribute to artistic beauty
- Understanding and respect for human rights
- Ability to contribute personally and meaningfully to the country's development

## Practical Skills

- Working effectively in a group
- Application of computing and information technology to assist and facilitate research
- Ability to negotiate the world of technology responsibly
- Problem solving (including real-world problems)
- Basic work-related skills and knowledge

## Section 3. Revised Core Courses

- Minimum of 36 units distributed as:
  - 24 units of core courses
  - 9 units of elective courses
  - 3 units on the life and works of Rizal (as mandated by law)
- The GE courses may be taught in English or Filipino.

## Eight (8) GE Core Courses

- Understanding the Self
- Readings in Philippines History
- The Contemporary World
- Mathematics in the Modern World
- Purposive Communication
- Art Appreciation
- Science, Technology and Society
- Ethics

## Section 4. GE Electives

A total of nine (9) units; each must qualify as GE where they must:

1. Conform to the philosophy and goals of General Education
2. Apply an inter- or cross-disciplinary perspective; and
3. Draw materials, cases or examples from Philippine realities and experiences, and not just from those of other countries.

Electives must cover at least any two (2) domains of knowledge:

- Arts and Humanities
- Social Sciences and Philosophy
- Science, Technology and Mathematics

## Examples of Electives

- Science, Technology and Mathematics
- Environmental Science
- People and the Earth's Ecosystem
- Human Reproduction
- Living in the IT Era
- Social Sciences and Philosophy
- Religions, Religious Experiences and Spirituality
- Philippine Indigenous Communities
- Gender and Society
- The Entrepreneurial Mind



- Arts & Humanities
- Great Books
- Philippine Popular Culture
- Indigenous Creative Arts
- Reading Visual Art

### *Article 2: Transitory Provisions*

- Orientation and training of GE Faculty so as to:
  - Orient them towards the philosophy of liberal education, away from the disciplinal and remedial thrust of current GE courses
  - Enable them to teach the core courses using new material

- Recognize best practices in general education
- Design of new, interesting, challenging elective courses that satisfy the GE criteria, including emphasis on competence-based outcomes
- Development of up-to-date and appropriate course syllabi, course materials and resources
- Development of a Monitoring and Assessment System of GE programs as implemented by the various departments or colleges or universities, including a provision for the regular review of the GE program

## Open Forum – Highlights

**Moderator: Prof. Ma. Milagros C. Laurel, PhD**  
**College of Arts and Letters**

- Prof. Ma. Milagros Laurel (CAL) pointed out that although the CHED Memorandum does not cover UP, the knowledge of this Memo is useful in terms of finding another option for a GE framework. Also, the CHED GE framework has implications for the crediting of courses of transferees to UP and vice-versa.
- Assistant Prof. Junius Andre F. Bautista (UPLB) asked if there are plans to harmonize the GE frameworks of all UP CUs with that of CHED's, and Assistant Prof. Vladimeir B. Gonzales (CAL) asked about the influence of CHED on UP's GE Program. Dean Aura C. Matias (CoE) said that there is no intention to harmonize GE frameworks and explained that

the CHED materials – as well as other materials on other GE frameworks – are being provided only for the information and guidance of the participants. Dean Matias also pointed out that the impetus for the GE review is the K-to-12 program, because some of the current GE courses are going to be covered in the senior high school level.

- Prof. Cecilia S. dela Paz (CAL) asked whether college degree programs would be reduced from four to three years because of the K-to-12 program. Dean Matias replied that, at least for the CoE, there is a proposal to reduce the 5-year degree programs to four years, but the 4-year degree programs would not be shortened. Prof. Laurel shared that CHED made it clear that the reason for the present education reforms is to improve the education system by adding years of schooling, not reducing them. It is now up to the Technical Panels of the HEIs to determine whether their programs will need three or four years preparation for a degree. Associate Prof. Ronald S. Banzon (CS) explained that the motivation for the K-to-12 program is internationalization, which specifies that college education is four years, no more, no less. The question for UP, therefore, is whether it would pursue the K-to-12 system or develop its own metrics and demonstrate that competencies are achieved within the current curricular framework. Vice-Chancellor Benito M. Pacheco (OVCAA) said that keeping or reducing the number of years in college is still an open-ended matter. He encouraged the UPD units to do their respective program reviews, for which they could consider such options as enriching their major courses or

implementing major and minor tracks, so as to make use of the extra course units resulting from the reduction of the number of GE courses in the curriculum.

- Assistant Prof. Melania L. Flores (CAL) said that CHED’s GE framework is outcomes-based, and this framework is far from the “Tatak UP” that the University upholds. She also said that the issue of framework should go beyond specifying whether it is “hybrid” or “cross-breed”, or “structured” or “unstructured”; the issue should be, education for what and for whom. The framework should be based on the political will of the University, one which will give significance to UP’s identity as the national university.
- Assistant Prof. Anna Melinda T. de Ocampo (CAL) asked what problem areas were identified by CHED that prompted the revision of the GE curriculum. Prof. Laurel explained that CHED found that the GE courses being taught in college are actually remedial courses for skills and competencies that were supposed to have been taught at the senior high school level. Assistant Prof. Flores shared that a UNDP study conducted in 2008-2009 by CHED Commissioner Ma. Cynthia Rose B. Bautista, DepEd Undersecretary Dina Joana S. Ocampo, and Prof. Allan B. I. Bernardo found that the basic education and high school curricula did not have problems in teaching communication skills to students. The weakness was in teaching conflict management, survival in a complex world, and other lifelong learning skills. Given these findings, the K-to-12 curriculum was enhanced, and the redundant GE courses were removed

# SESSION 3 – THE UP SYSTEM GE INITIATIVE

## UP General Education Proposal 2013

Prof. Alyssa Peleo-Alampay, PhD

Office of the Vice-President for Academic Affairs

### Abstract

This presentation explains the key features of the 2013 proposal of the UP System for the University's GE Program, including how the categories of core GE courses evolved from the eight originally proposed by the UP System to the 11 that became the focus of the 11 mini-conferences held in July-October 2014. Updates on the outcomes of the 11 mini-conferences, as well as the next System-wide GE initiatives, are also presented.

### Presentation Highlights

#### *UP GE Proposal (2013)*

K-to-12 education in the Philippines

- Globally: emphasis on greater specialization of disciplines
  - intensified the compartmentalization of knowledge
- New GE: continue the tradition of liberal education

- A liberally educated student “is marked by a general cultivation, by certain scholarly traits, and by an attitude toward learning and the process of thought” (Tenmatay, 1961)
- Emphasizes an interdisciplinary approach = link the humanities, sciences, mathematics, and the social sciences
  - Complements the areas of specializations (major courses)

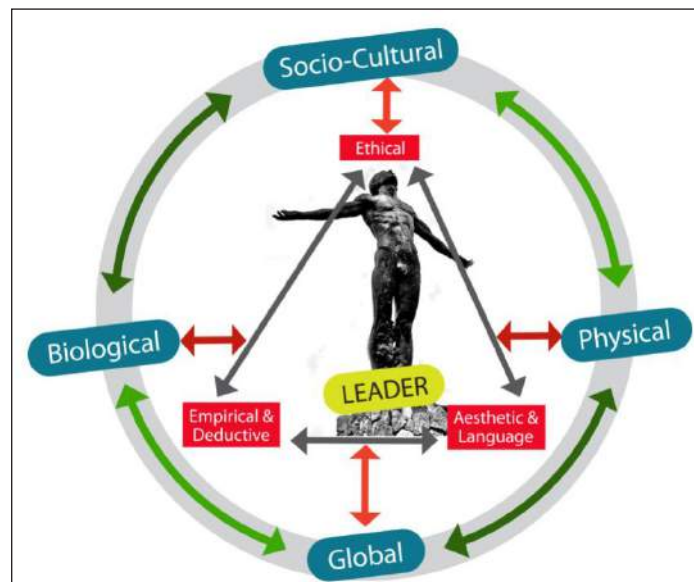
#### *UP General Education Proposal 2013*

- Broad perspective
- Engage with issues and realities of their own times as citizens
- Sturdy moral and intellectual integrity
- Enhance the ability to create, innovate, and communicate for the production of knowledge and the actual implementation of advocacies and projects
- Inter/trans/multidisciplinary
- Blended learning

*The General Education Program aims to:*

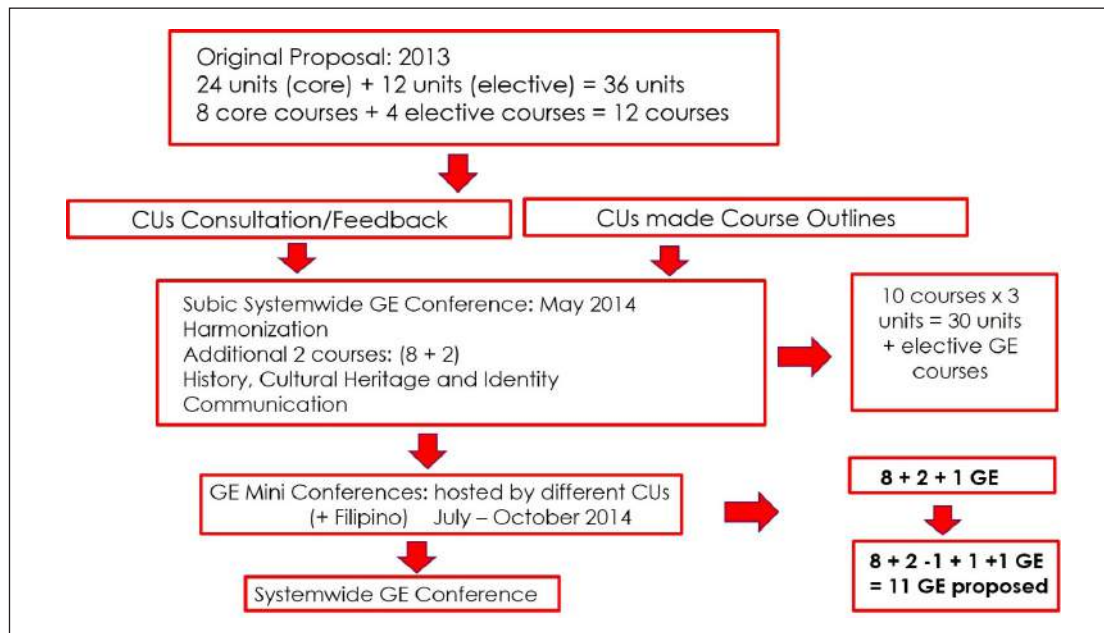
1. Instill a passion for learning and reading, and an understanding of the nature of art, science, philosophy, and culture;
2. Develop critical, dialectical, and integrative thinking necessary for examining ideas and values and making sound judgments;
3. Inculcate the value of respect for self, others, and the environment;
4. Nurture love for country based on our unique historical experience as the inner source of our strength and the basis for our cultural mooring and national identity;
5. Motivate and challenge the student to serve the nation with utmost dedication and integrity;
6. Enkindle an activism strongly founded on moral conviction where one's action, whether as leader or team-player, is rational and responsible; and
7. Foster an aspiration to be a peace-loving citizen of our country and of the world, tolerant, compassionate, and judicious in behavior, speech, and action.

*GE Framework*



### UP GE Proposal

- Total number of GE courses = 36 units, 24 units (core) + 12 units (elective)
- Suggested Categories of Core Courses
  1. Living Art and Culture: Interpretive and Aesthetic Understanding
  2. Self and Society
  3. Mathematics, Culture and Society
  4. Ethics
  5. Living Systems
  6. Understanding the Physical Universe
  7. Science, Technology and Society
  8. The Life and Works of Rizal



- Philippine History: Iloilo City, July 28-29, 2014
  - UP students need a Philippine History course
- The Life and Works of Rizal: Iloilo City, July 30-31, 2014
  - The Rizal course should be a required course at UP, whether legislated or not.
  - Open to whether it should be GE or not
- Self and Society: Los Baños, August 5-7, 2014
  - It is a GE course but it is up to the CUs to decide whether to require it or not.
- Critical Perspectives in Communication: UPOU Los Baños, August 19-20, 2014
  - The Communication is highly recommended as a GE course for all the CUs.
- Math, Culture and Society: Mactan, Cebu, August 28-29, 2014
  - This is a GE course designed for all UP students.
  - It is up to the CUs to decide if this course will be a required GE.
- Science, Technology and Society: Davao City, September 4-5, 2014
  - STS is highly recommended as a required GE course for all UP students.
- Living Systems: Concepts and Dynamics, Baguio City, Sept 18-19, 2014
  - This is a required GE course.
- Probing the Physical World, Baguio City, Sept 20-21, 2014
  - Highly recommended GE course by the majority of the participants
- Filipino, Diliman, Sept 25-26, 2014
  - This is a required GE course.
- Ethics and Moral Reasoning in Everyday Life, Diliman, October 6-7, 2014
  - This is a required GE course.
- Critical Perspectives in the Arts, Diliman, October 14-15, 2014
- Philippine Arts and Culture, Diliman, October 14-15, 2014
  - These are required GE courses.

All produced course outlines.

### *Planned Schedule for the GE Program*

<b>TASK</b>	<b>DUE</b>
GE Systemwide Conference: Presentation of the Outline	January 2015
GE System Council Endorsement	Second Semester, A.Y. 2014-15
Presentation at the CU level	Second Semester, A.Y. 2014-15
Approval at the CU level	First Semester, A.Y. 2015-16
Preparation for Teaching of the Course	Second Semester, A.Y. 2015-16
Offering of the Course	First Semester, A.Y. 2016-17

## Open Forum – Highlights

**Moderator: Prof. Ramon L. Clarete, PhD**  
**School of Economics**

- Assistant Prof. Clod Marlan Krister V. Yambao (CAL) wanted clarification on how the multidisciplinary approach, both as a theoretical and pedagogical term, would be rationalized, and how the logistics and operationalization of a multidisciplinary program are to be tackled. AVP Alyssa Peleo-Alampay (OVPAA) said that in order to design a course that will be different from those found in the K-to-12 curriculum, the participants of the System-wide GE mini-conferences used a multidisciplinary standpoint. Implementation-wise, the System envisions team-taught courses, similar to the D\*MAPS model. However, the distribution of teaching load credit among the faculty members in the team need to be carefully rationalized and worked out. AVP Alampay also said that CUs that do not have the expertise in particular areas of a course could invite faculty members from other CUs. Another strategy is re-tooling of faculty members, for which the System had allotted budget. There could also be follow-up conferences on improving teaching of GE courses.
- Associate Prof. Flaudette May V. Datuin (CAL) asked if the mini-conference participants were able to discuss the GE framework and if such framework was used as the guiding principle in crafting the course syllabi. AVP Alampay said that there were a lot of discussions about the framework in the first three mini-conferences (Philippine History, Heritage, and Culture; The Life and Works of Jose Rizal; Self and Society), but the issues had already been hammered out by the time of the last mini-conference (Living Art). AVP Alampay also said that comments about the UP System GE proposal could be submitted to the UP System GE Council, which will then revise the proposal based on the comments and feedback received.
- Prof. Cynthia N. Zayas (CIS) commented that internationalization was not apparent in the course syllabi crafted in the mini-conferences. AVP Alampay said that although internationalization was not apparent in the course titles, it was addressed at the latter part of most of the course outlines.

- Prof. Zayas also observed that the course outlines addressed thematic issues, and asked if there were topics related to area studies. AVP Alampay said that issues related to area studies could be incorporated by the CUs when they prepare their course outlines. She also requested Prof. Zayas to suggest possible topics that could be integrated in the outlines.
- Vice-Chancellor Benito M. Pacheco (OVCAA) inquired if it would be possible for the OVPAA to provide the Conference participants with the copies of the syllabi for the 11 GE categories of courses. AVP Alampay said that she would try to put all the outlines together; however, except for Filipino, the outlines were incomplete and were still drafts.
- Associate Prof. Ronald S. Banzon (CS) suggested including Law and Economics among the GE courses because if the thrust of GE were internationalization, the program should highlight building international relationships and international agreements. AVP Alampay said that Law and Economics could be considered among the GE electives.
- According to AVP Alampay, among the issues that will be discussed in the System-wide GE Conference next year are the total number of GE courses that UP wants to include in its curricula, and whether the existing GE domains would be retained or new classifications would be adopted.
- Assistant Prof. Junius Andre F. Bautista (UPLB) asked how UP Diliman will process the outlines produced during the mini-conferences. Vice-Chancellor Pacheco said that there is no one path where the process is heading. However, any proposed course or syllabus has to pass through the Curriculum Committee and University Council of every CU. As such, agreements reached during the mini-conferences and other conferences could still be changed at the CU level. He also clarified that neither the System nor any CU has set any protocol for the GE framework. AVP Alampay concurred with VC Pacheco on this. VC Pacheco suggested that the Conference participants also be provided with information about the amendments and revisions on the System GE framework that were suggested during the mini-conferences.
- Assistant Prof. Patricia Marion Y. Lopez (CAL) raised her concerns regarding the following issues: 1) evaluation of the pros and cons of changing the GE Program, 2) the “fascination” with the transdisciplinary approach, and 3) the reasons for changing the GE framework. Assistant Prof. Anna Melinda T. de Ocampo (CAL) reiterated the questions regarding the rationale for changing the current GE Program and the framework that would be used as guide for revising said program. AVP Alampay said there is an entire document on how the new GE came about, but the main impetus for it indeed came from the K-to-12 program. The ASEAN integration



is also one of the reasons that prompted the review of the GE Program. The multidisciplinary and transdisciplinary approaches emerged in response to the fact that many of the current GE courses will already be covered in the K-to-

12 curriculum so there is a need to make the proposed GE courses to be more integrative.

## SESSION 4 – REVIEWING THE UP DILIMAN GE PROGRAM OBJECTIVES

**A Look into the Current GE Courses: Some Performance Statistics**  
**Associate Prof. Evangeline C. Amor, PhD &**  
**Assistant Prof. Eugene Rex L. Jalao, PhD**  
**Office of the University Registrar**

### Abstract

The presentation provides statistics in terms of number of courses offered, course demand, actual enlistment, faculty profile, and grades of students enrolled in the GE courses offered in UP Diliman. Data were culled from the CRS database for AY 2010 - 2013. Comparison is also made between the period when RGEP was

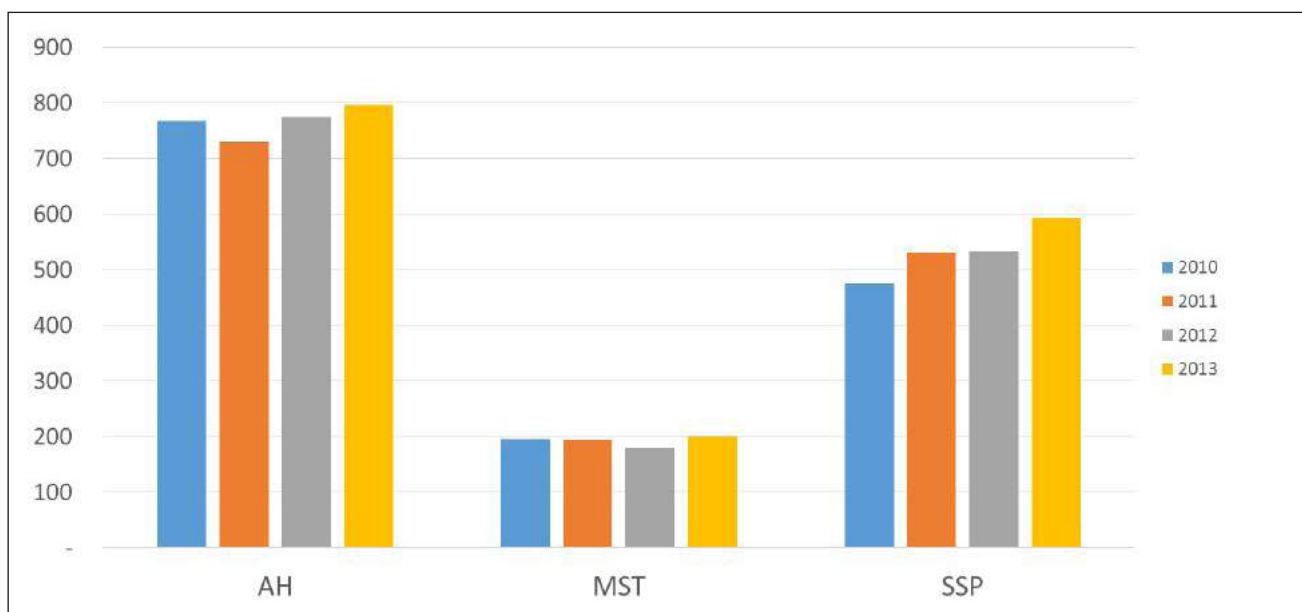
implemented (AY 2010-2011) and when the hybrid GE program was implemented (AY 2012-2013) in terms of demand, actual enlistment, and students' grades relative to the hybrid-GE program prescribed courses.

## Presentation Highlights

*On the GE course offerings for the past four academic years (2010-2014)*

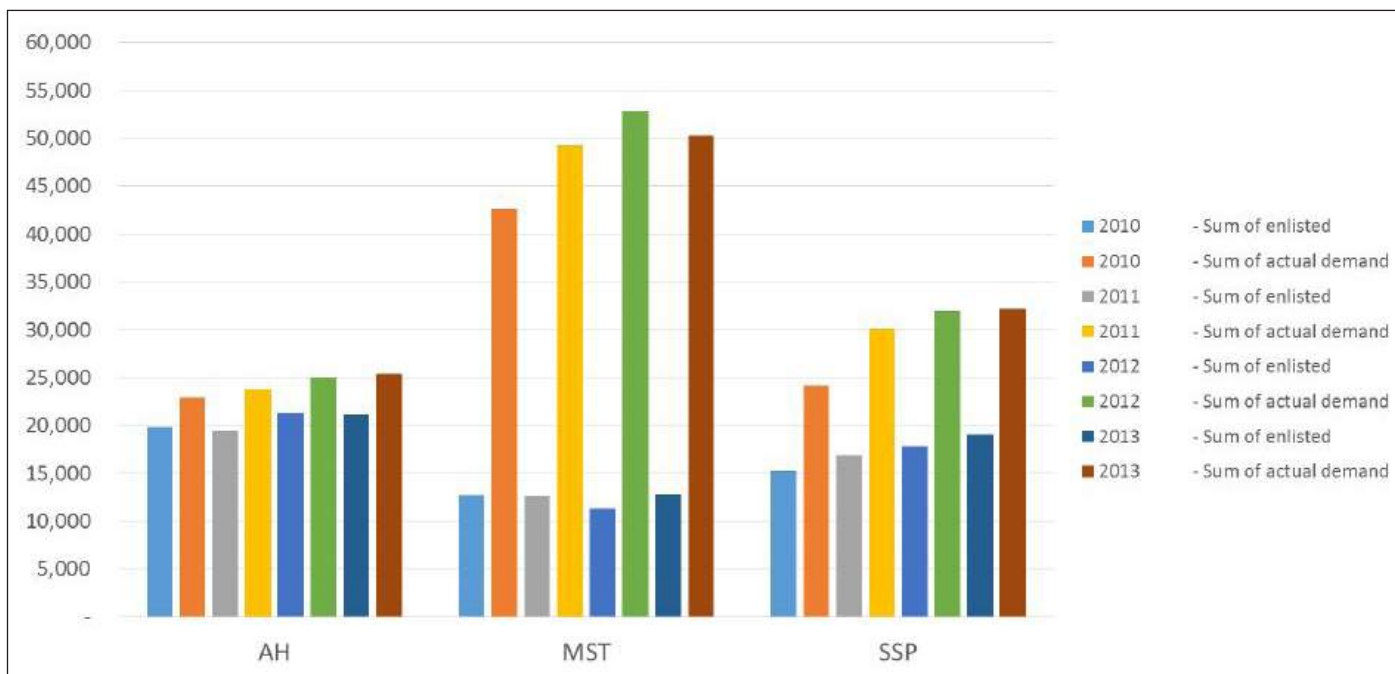
Math, Science, and Technology courses (MST) had the lowest number of classes offered.

### NUMBER OF CLASSES OFFERED

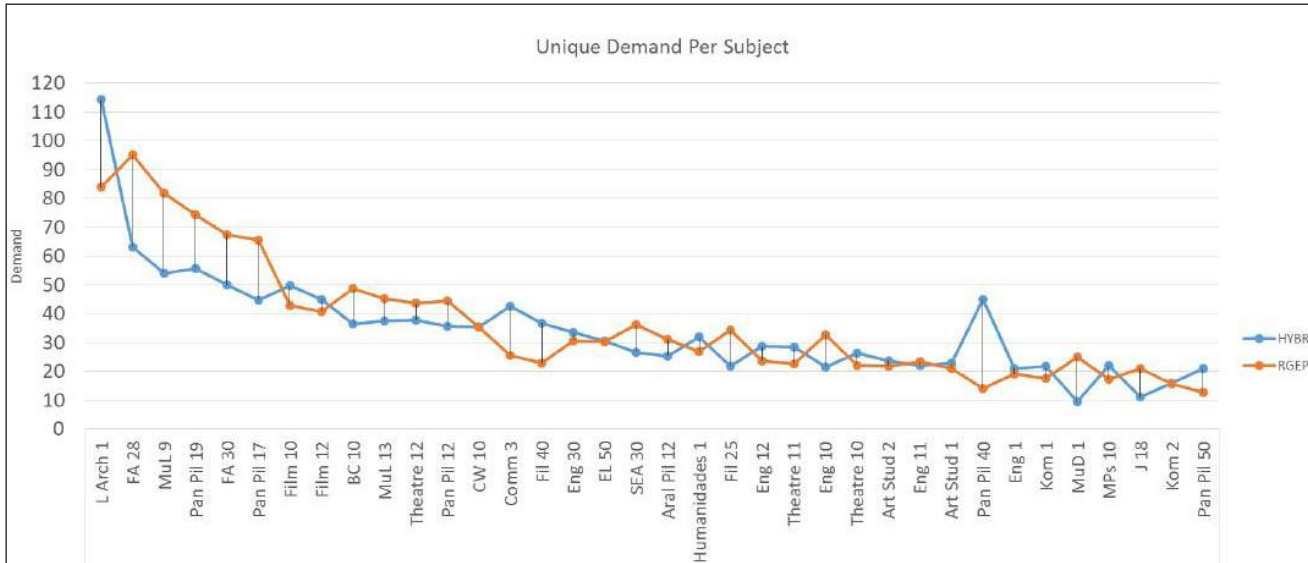


Demand was higher than the number of enlisted students. Food and Nutrition 1 and Marine Science 1 were the most in-demand courses, based on pre-enlistment data.

### TOTAL DEMAND AND STUDENTS ENLISTED PER YEAR



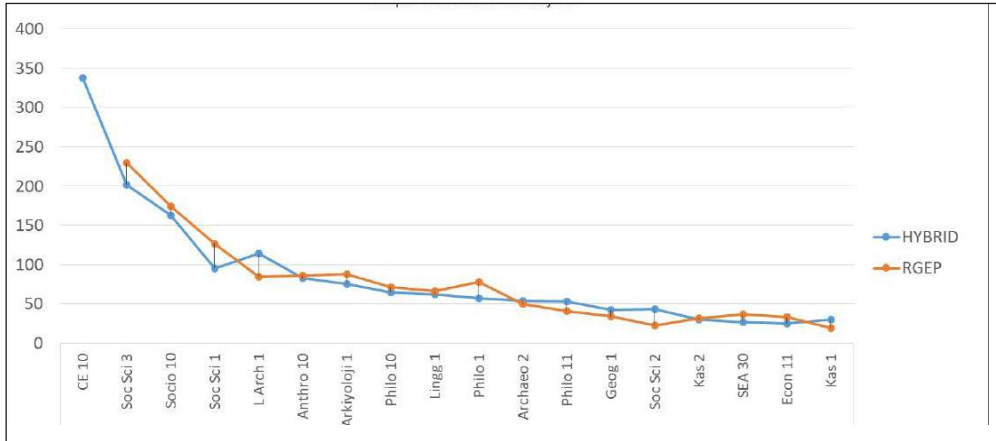
### AVERAGE PRE-ENLISTMENT DEMAND FOR AH CLASSES WITH AVAILABLE PRE-ENLISTMENT DATA



### AVERAGE PRE-ENLISTMENT DEMAND FOR MST CLASSES WITH AVAILABLE PRE-ENLISTMENT DATA



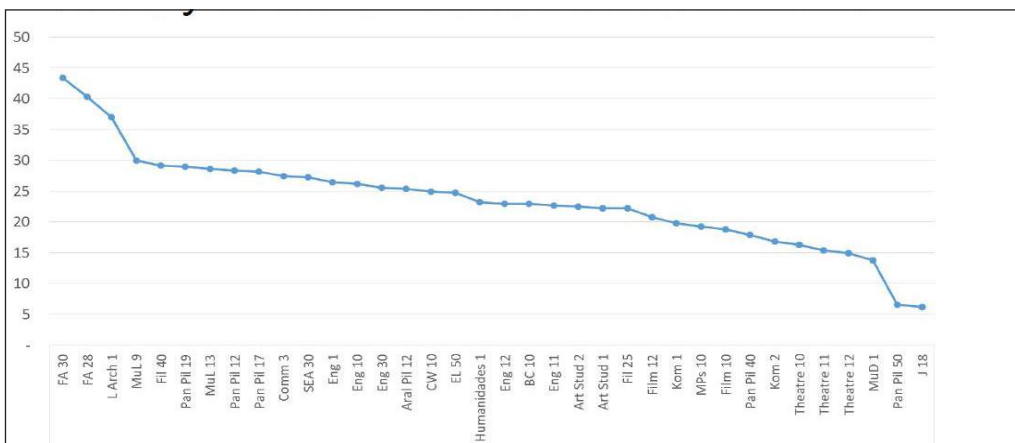
## AVERAGE PRE-ENLISTMENT DEMAND FOR AH CLASSES WITH AVAILABLE PRE-ENLISTMENT DATA



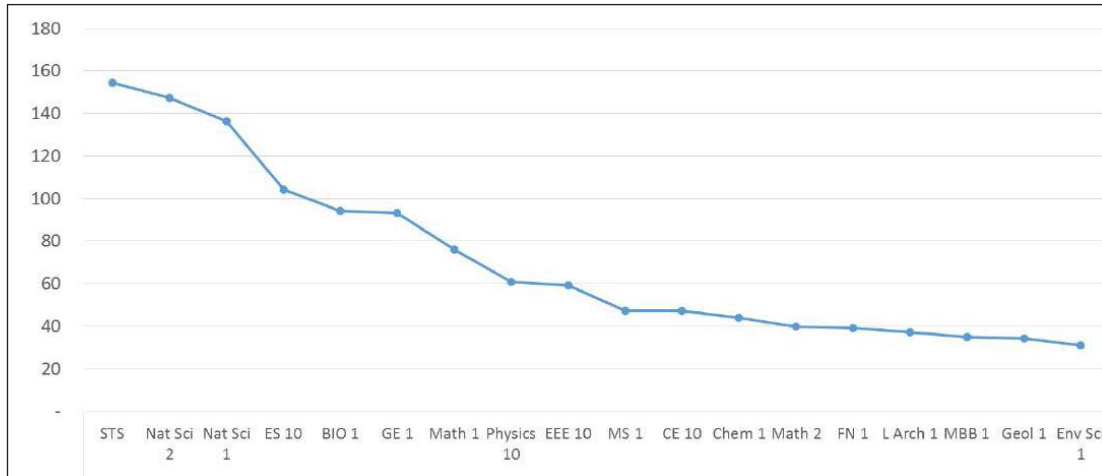
### On Faculty-to-Student Ratio

The average faculty-to-student ratio for AH courses ranges from 20 to 30; for MST courses, 20 to 150; for SSP courses, from 20 to 40, except for D\*MAPS and Econ 11, which are large classes.

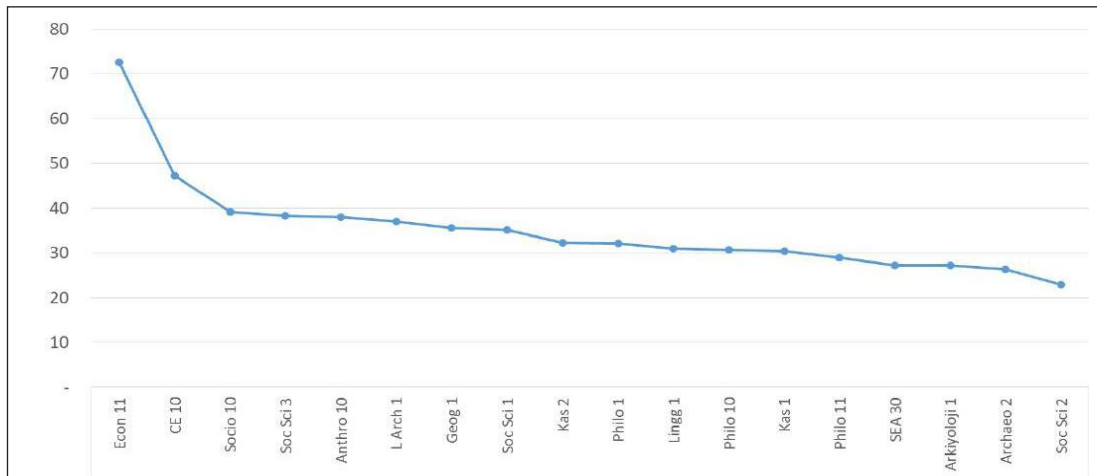
## FACULTY-TO-STUDENT RATIO OF AH COURSES



### FACULTY-TO-STUDENT RATIO OF MST COURSES



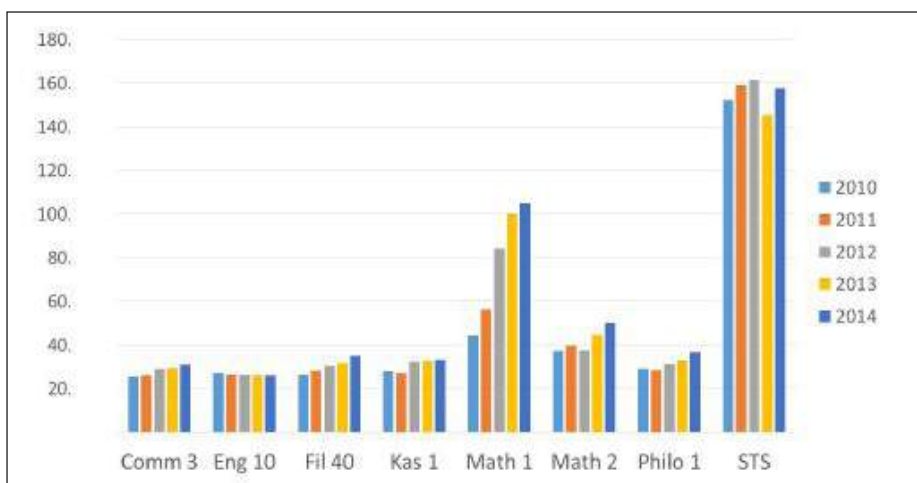
### FACULTY-TO-STUDENT RATIO OF SSP COURSES



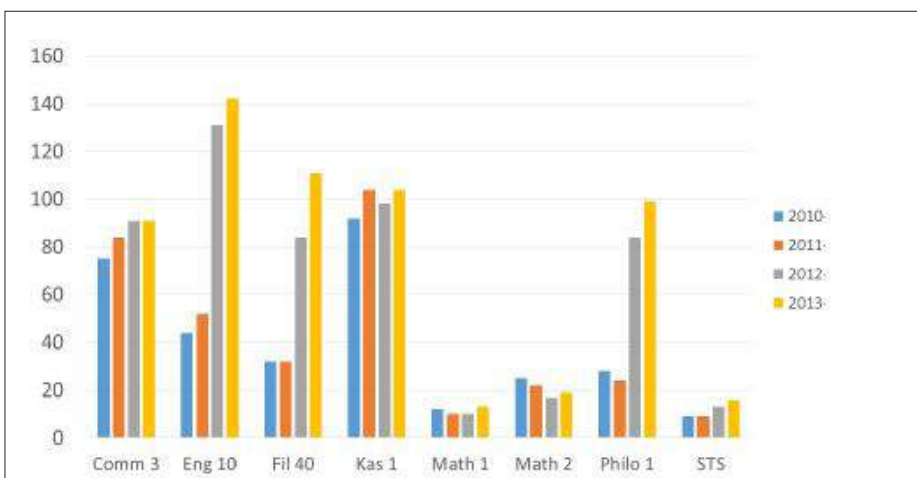
### On Student Enlistment under the RGEP and Hybrid GE Program

There was an increase in the number of students enlisted from the RGEP to the Hybrid GE Program.

#### AVERAGE CLASS SIZE PER YEAR



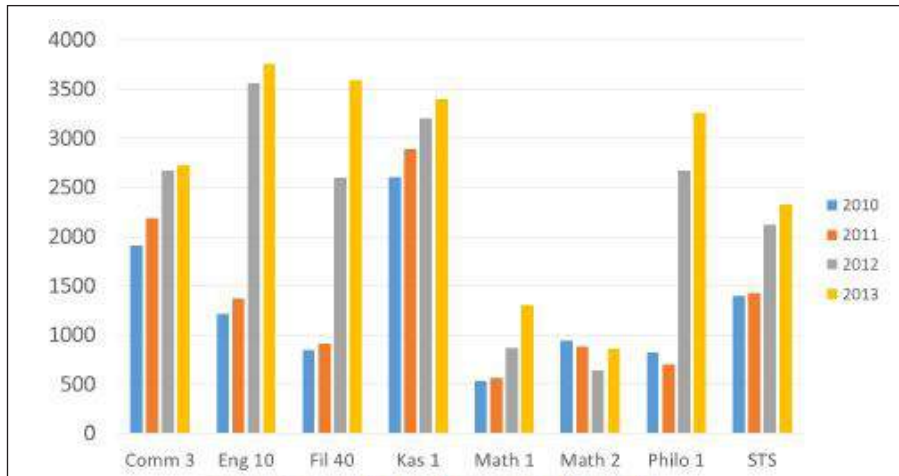
#### NUMBER OF SECTIONS OFFERED PER YEAR



## AVERAGE UNIQUE STUDENT PRE-ENLISTMENT DEMAND FOR PRESCRIBED COURSES

Course	RGEP		Hybrid	
	Average of Demand	Average of Class Size	Average of Demand	Average of Class Size
Comm 3	25	26	42	30
Eng 10	33	27	22	27
Fil 40	23	27	37	32
Kas 1	19	28	30	33
Math 1	131	50	264	94
Math 2	141	39	131	41
Philo 1	78	29	57	32
STS	937	157	694	153

## NUMBER OF STUDENTS ENLISTED





### On Enlistment Backlogs

The GE Program has been unable to meet demand for class slots. Backlog is present in all GE prescribed courses, in all the four years analyzed. To address the backlog, should a) class sizes be increased, b) number of faculty members handling the courses be increased, or c) number of freshmen admitted each year be decreased?

#### ESTIMATED BACKLOG PER CLASS

Class/Student Number Year	Estimated Student Population	Currently Enrolled (1st Sem 2014-2015)	Students Passed	Estimated Backlog	Average Slots Enlisted Per year (2012-2013 and 2013-2014)
<b>Comm 3</b>					<b>2,700</b>
2012	3812	116	2594	1102	
2013	3748	165	1876	1707	
2014	3560	811	Ongoing	2749	
<b>Eng 10</b>					<b>3, 657</b>
2012	3812	17	2975	820	
2013	3748	26	2748	974	
2014	3560	1549	ongoing	2011	
<b>Fil 40</b>					<b>3,094</b>
2012	3812	257	2840	715	
2013	3748	976	1584	1188	
2014	3560	759	Ongoing	2801	
<b>Kas 1</b>					<b>3, 229</b>
2012	3812	111	2830	871	
2013	3748	238	2324	1186	
2014	3560	1229	Ongoing	2331	
<b>Philo 1</b>					<b>2, 963</b>
2012	3812	192	2487	1133	
2013	3748	244	2126	1378	
2014	3560	1111	Ongoing	2449	
<b>STS</b>					<b>2,223</b>
2012	3812	289	424	3099	
2013	3748	118	547	3083	
2014	3560	230	Ongoing	3330	

### *On Students' Grades*

In terms of average grades, there was no significant difference between students under RGEP and those under the Hybrid GE Program, except among those who took Math 2. For this course, those in RGEP obtained a higher average grade than those in the Hybrid GE Program.

Although no significant differences were observed, average grades were slightly higher among Hybrid GE students than the RGEP students for the AH and SSP courses.

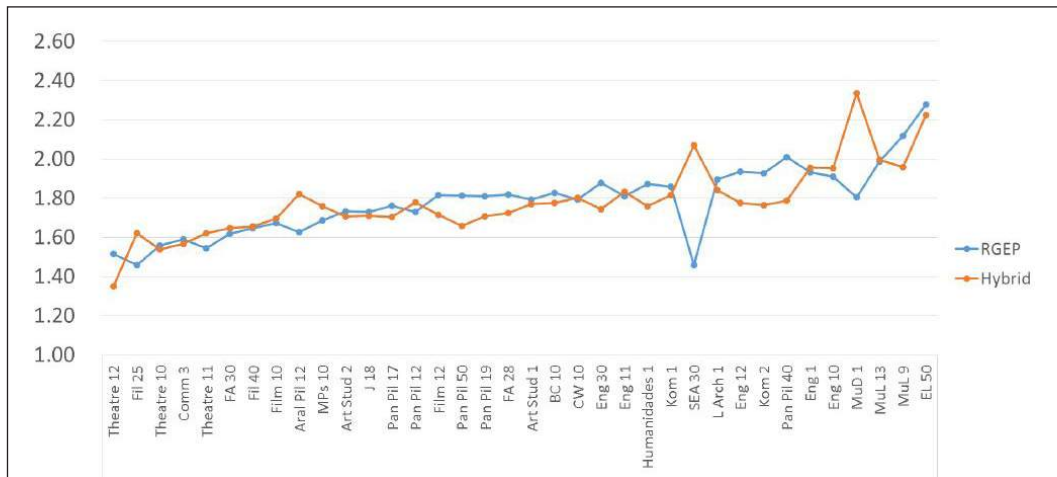
#### **AVERAGE GRADE SUBMITTED BY DOMAIN**

	<b>RGEP</b>	<b>Hybrid</b>
<b>AH</b>	1.79	1.77
<b>MST</b>	1.93	1.88
<b>SSP</b>	1.78	1.77

### TOP 5 AND BOTTOM 5 AH COURSES BY AVERAGE GRADES SUBMITTED

Top 5 Courses	RGEP	Hybrid	Bottom 5 Courses	RGEP	Hybrid
Theatre 12	1.51	1.35	Eng 1	1.93	1.96
Fil 25	1.46	1.62	Eng 10	1.91	1.95
Theatre 10	1.56	1.54	MuD 1	1.8	2.34
Comm 3	1.59	1.57	MuL 13	1.99	2.00
Theatre 11	1.54	1.62	MuL 9	2.12	1.96
			EL 50	2.28	2.23

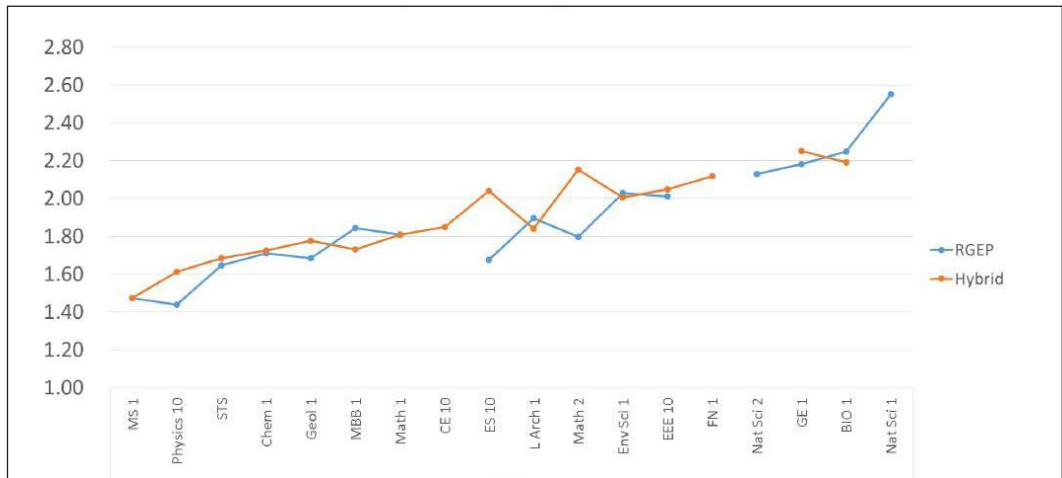
### AH COURSES BY AVERAGE GRADES SUBMITTED



### TOP 5 AND BOTTOM 5 MST COURSES BY AVERAGE GRADES SUBMITTED

Top 5 Courses	RGEP	Hybrid	Bottom 5 Courses	RGEP	Hybrid
MS 1	1.47	1.48	Math 2	1.80	2.15
Physics 10	1.44	1.61	EnvSci 1	2.03	2.01
STS	1.65	1.68	EEE 10	2.01	2.05
Chem 1	1.71	1.72	GE 1	2.18	2.25
Geol 1	1.69	1.78	BIO 1	2.25	2.19

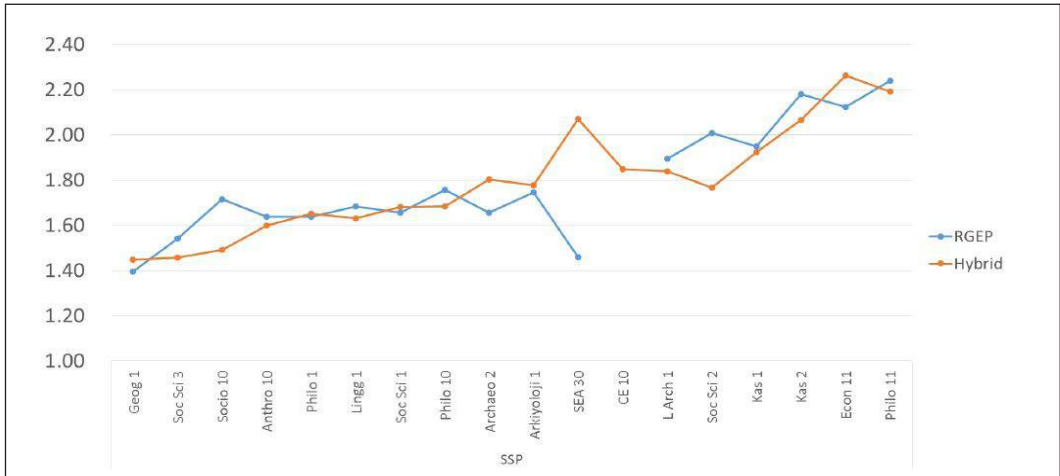
### MST COURSES BY AVERAGE GRADES SUBMITTED



### TOP 5 AND BOTTOM 5 SSP COURSES BY AVERAGE GRADES SUBMITTED

Top 5 Courses	RGEP	Hybrid	Bottom 5 Courses	RGEP	Hybrid
Geog 1	1.39	1.45	L Arch 1	1.90	1.84
SocSci 3	1.54	1.46	SocSci2	2.01	1.77
Socio 10	1.72	1.49	Kas 1	1.95	1.92
Anthro 10	1.64	1.60	Kas 2	2.18	2.07
Philo 1	1.64	1.65	Econ 11	2.12	2.26

### SSP COURSES BY AVERAGE GRADES SUBMITTED



PRESCRIBED COURSES BY AVERAGE GRADES SUBMITTED

<b>Course</b>	<b>Hybrid</b>	<b>RGEP</b>
Comm 3	1.57	1.59
Eng 10	1.95	1.91
Fil 40	1.66	1.65
Kas 1	1.93	1.95
Math 1	1.81	1.81
Math 2	2.15	1.80
Philo 1	1.65	1.64
STS	1.68	1.65

### On Students' Rating of the GE Courses

Analysis of the SET data for the question on how much the students learned from their GE courses revealed that:

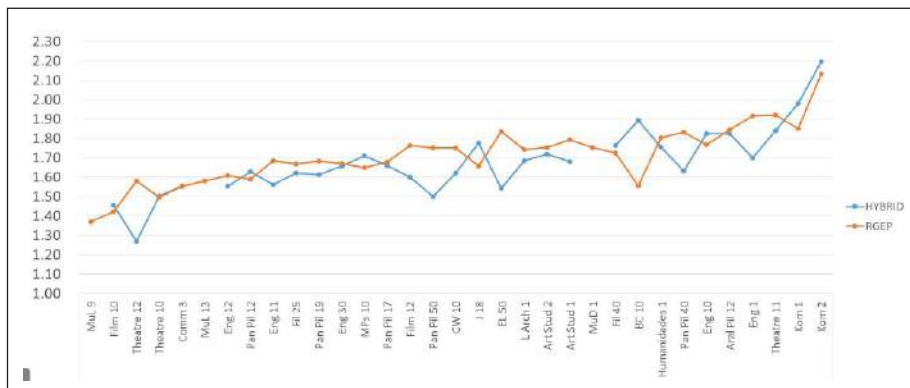
- AH courses got ratings ranging from 'Very Much' to 'Much'
- MST courses got scores ranging from 'Very Much' to 'Some'
- SSP courses got scores ranging from 'Very Much' to 'Much'

To the statement "Even if this course were not required, it would still be worthwhile taking it," all the domains received ratings ranging from 'Strongly Agree' to 'Agree'.

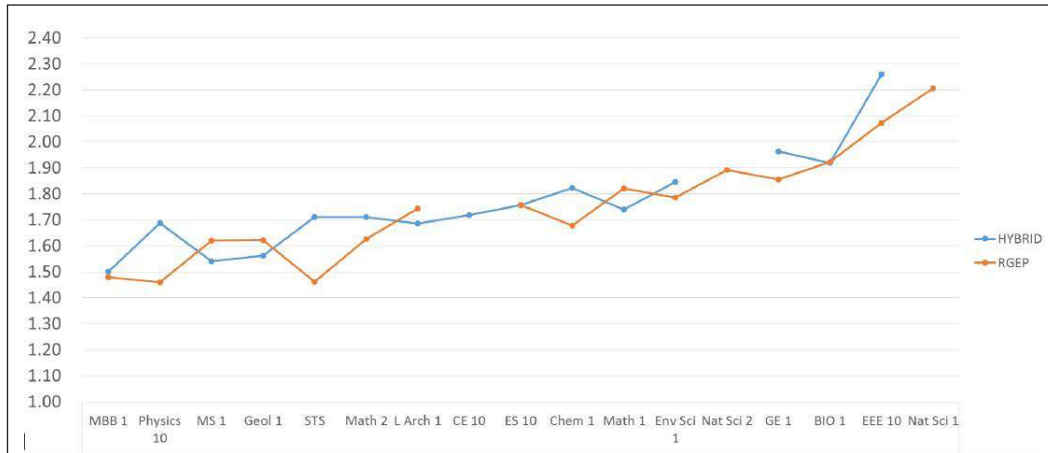
SET ANALYSIS: HOW MUCH HAVE YOU LEARNED FROM THIS COURSE?

Response	Score
Very Much	1.00
Much	2.00
Some	3.00
Very Little	4.00

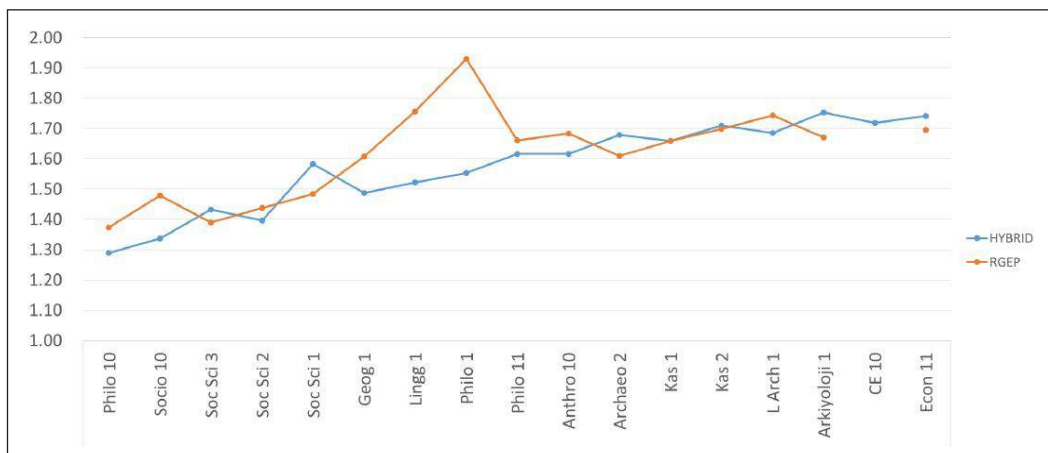
SET ANALYSIS: AH  
HOW MUCH HAVE YOU LEARNED FROM THIS COURSE?



**SET ANALYSIS: MST**  
**HOW MUCH HAVE YOU LEARNED FROM THIS COURSE?**



**SET ANALYSIS: SSP**  
**HOW MUCH HAVE YOU LEARNED FROM THIS COURSE?**



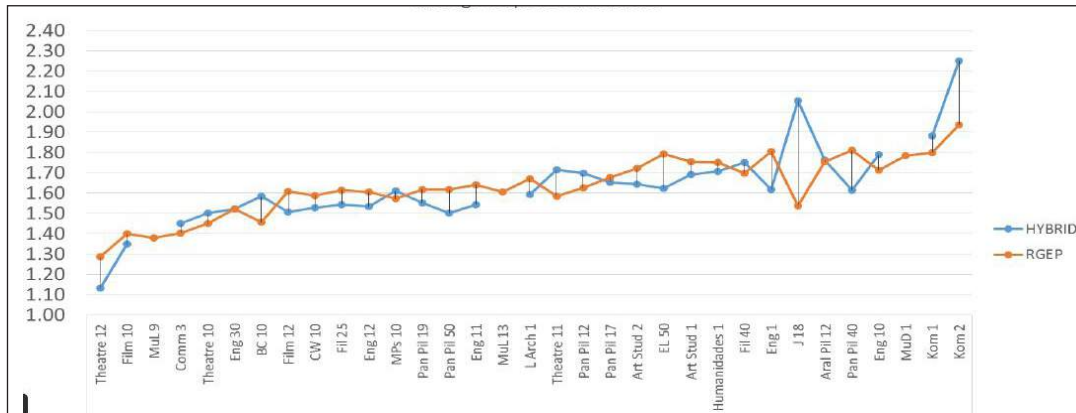


SET ANALYSIS: EVEN IF THIS COURSE WERE NOT REQUIRED, IT WOULD STILL BE WORTHWHILE TAKING IT

Response	Score
Strongly Agree	1.00
Agree	2.00
Disagree	3.00
Strongly Disagree	4.00

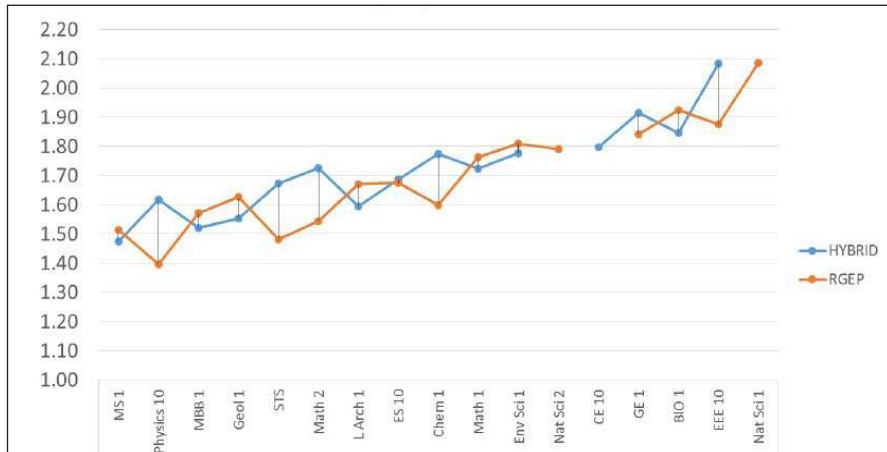
SET ANALYSIS: AH

EVEN IF THIS COURSE WERE NOT REQUIRED, IT WOULD STILL BE WORTHWHILE TAKING IT



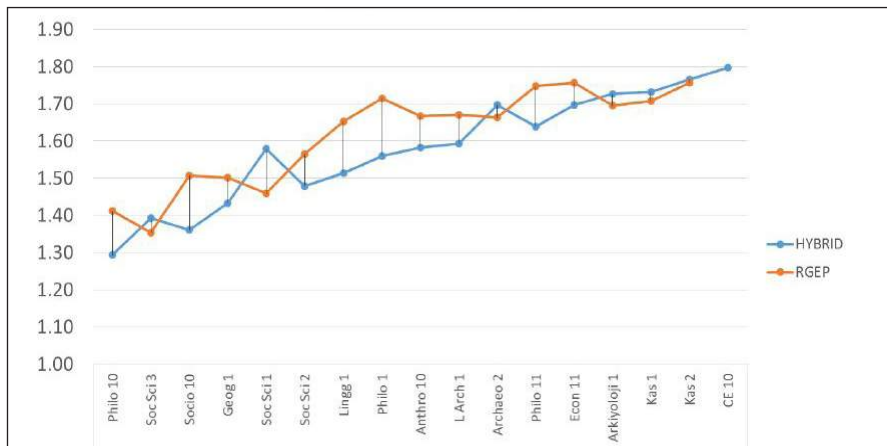
### SET ANALYSIS: MST

EVEN IF THIS COURSE WERE NOT REQUIRED, IT WOULD STILL BE WORTHWHILE TAKING IT



### SET ANALYSIS: SSP

EVEN IF THIS COURSE WERE NOT REQUIRED, IT WOULD STILL BE WORTHWHILE TAKING IT



### *General Questions*

- How do we meet the objective of enhancing competencies of students by making them take GE courses preferably in their first two years?
- Based on grades profile, students appear to do generally well in the GE courses. How do we find out though if they learned the competencies and values that the GE program aims for?

## **From RGEP to the Hybrid GE Program: A Preliminary Look into Student Outcomes** **Assistant Prof. Jay A. Yacat** **College of Social Sciences and Philosophy**

### *Abstract*

This presentation examines differences in students' evaluations of seven courses (Comm 3, Eng 10, Fil 40, Kas 1, Philo 1, Math 1 and 2, and STS) from both the RGEP and Hybrid GE Program, focusing on selected student outcomes: motivations, critical and creative thinking, course satisfaction, etc. Another study tests if there is a difference in the critical thinking skills of a batch of Psychology major students who have undertaken the RGEP and those who are under the Hybrid Program.

## Presentation Highlights

### From RGEP to Hybrid GE

#### 2011 UPD GE Conference

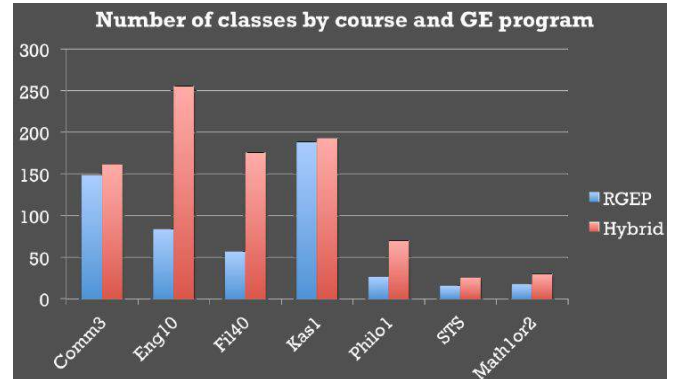
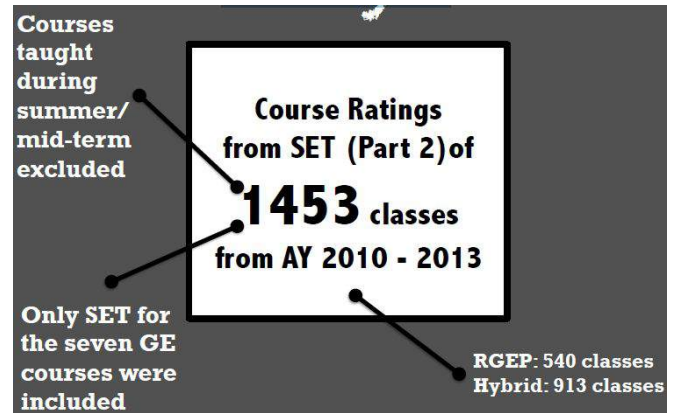
- 7 mandatory courses
  - Kas 1, Philo 1 (SSP)
  - Comm 3, Eng 10, Fil 40 (AH)
  - Math 2, STS (MST)

#### UPD Hybrid GE Program

- 7 mandatory + 8 elective GE courses
- first implemented in AY 2012-2013 last batch of RGEP students this AY
- Is there a difference in how students look at GE courses from RGEP to the Hybrid GE Program?
  - When required, out-of-major courses receive average lower ratings than elective courses (Adams, 1997; Darby, 2006)
    - Student motivation may be a factor: students tend to like courses that they chose for themselves.

## Study 1

Comparison of RGEP and Hybrid GE Program based on SET data regarding students' self-reported motivation, course satisfaction, student outcomes, student learning, and extent of attainment of course objectives.



*Analysis focused on the following items:*

- Motivation (rating scale 1-4):
  - "The course stimulated me to study beyond the lessons assigned."
  - "I have worked more conscientiously in this course than in most other courses."
- Satisfaction (rating scale 1-4):
  - "Even if this course were not required, it would still be worthwhile taking it."
  - "I am fully satisfied with the way this course was handled/conducted."
- Student Outcomes (rating scale: 1-4)
  - "The course has developed in me a greater sense of responsibility."
  - "This course stimulates me to think creatively."
  - "This course develops critical thinking."
- Student Learning (rating scale: 1-5)
  - "How much have you learned from this course?"
- Attainment of Course Objectives (rating scale: 1-5)
  - "To what extent have the course objectives have been met?"

*Across GE Programs*

- RGEP courses received slightly higher ratings on:
  - Extent of student learning
    - RGEPAve=4.32, SD=.36 vs. Hybridave=4.28,SD=.38;  $p \leq .05$ )
  - Extent course objectives were achieved
    - RGEPAve=4.28, SD=.36 vs. Hybridave=4.23,SD=.38;  $p \leq .05$ )

Across Courses

	<b>Comm3</b>	<b>Eng10</b>	<b>Fil40</b>	<b>Kas1</b>	<b>Philo1</b>	<b>STS</b>	<b>Math</b>
<b>Satisfaction</b>	Mod	Mod	Mod	Mod	Mod	Mod	Hi*
<b>Motivation</b>	Hi	Hi*	Hi	Hi	Hi	Hi	Hi
<b>Responsibility</b>	Hi*	Hi	Hi	Hi	Hi	Hi	Hi
<b>Critical thinking</b>	Hi	Hi	Hi	Hi	Hi*	Hi	Hi
<b>Creative thinking</b>	Hi*	Hi	Hi	Hi	Hi	Hi	Hi
<b>Learning</b>	Hi*	Hi	Hi	Hi	Hi	Hi	Hi
<b>Objectives</b>	Hi*	Hi	Hi	Hi	Hi	Hi	Hi

**\* Highest among the GE courses analyzed**

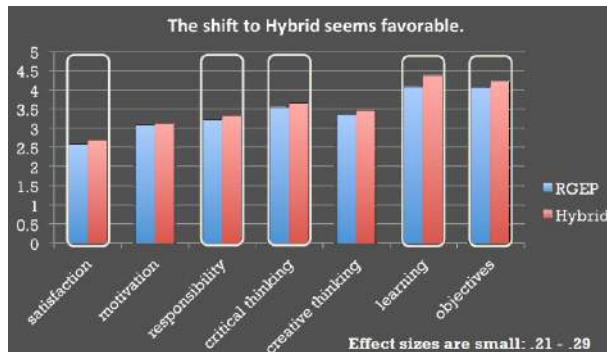
### GE Program x Courses

- No significant differences were observed for most of the courses in the two GE programs except for:
  - Math
  - Philo 1
  - STS

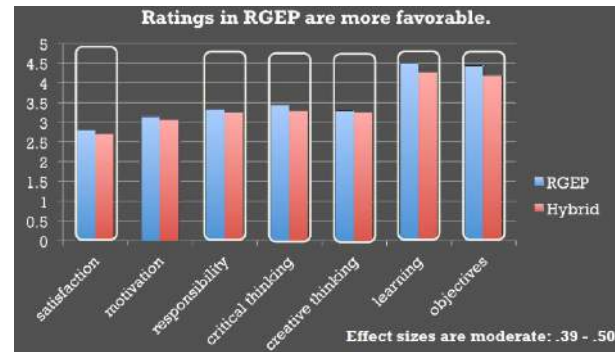
### The case of Math

- Students in Hybrid Math reported that the course developed in them a greater sense of responsibility
  - Hybridave= 3.25, SD =.20
  - RGEPAve= 2.98, SD =.68
  - $t(1,47)=2.07, p<.05$
  - Small effect size

### The case of Philo 1



### The case of STS



### *Highlights of Study 1*

- Overall, RGEP courses received higher ratings in: extent of student learning and extent of course objectives attainment.
- GE courses registered high ratings in almost all dimensions except for course satisfaction (moderate).
- Interesting tidbits:
  - Comm 3 was highest in four dimensions including creative thinking.
  - Students were most motivated in Eng 10 classes.
  - Philo 1 had the highest ratings in the development of critical thinking.
  - Students reported highest average course satisfaction in Math.
- No significant differences between RGEP/ Hybrid for the following courses: Comm3, Eng10, Fil40, Kas1 and Math.
- Philo1 seemed to benefit slightly with the shift from RGEP to Hybrid.
- STS was the exact opposite but with greater difference magnitude.

### *From RGEP to Hybrid*

- Study 1 suggests that there are some perceived differences (among students) between courses in RGEP and Hybrid GE. But are there differences in actual student outcomes?

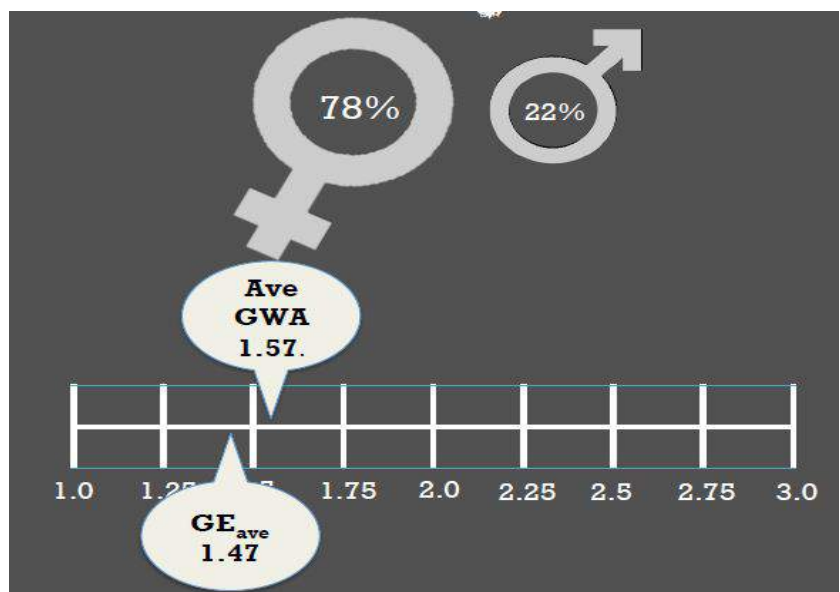
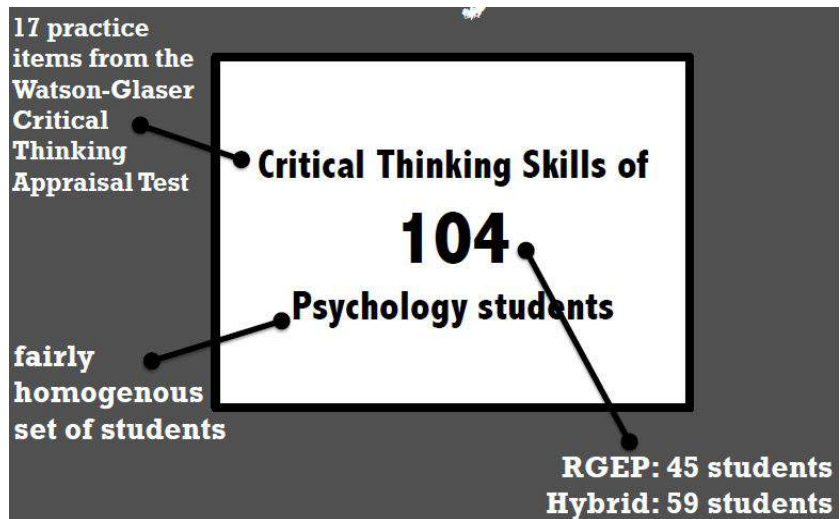
- A direct test of differences may be warranted.
  - Critical thinking: One of the core competencies of most GE programs including UP Diliman's.
  - Would there be a difference in critical thinking skills among students in the RGEP vs students in the Hybrid GE?

### Study 2

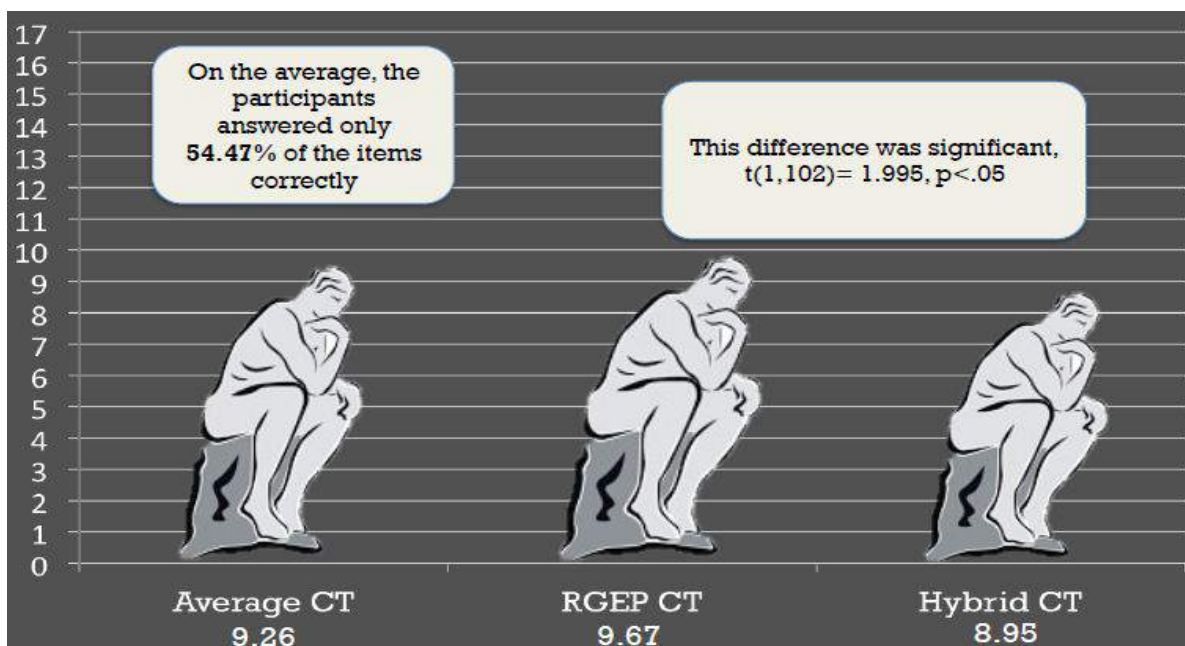
Comparison of the critical thinking skills of students who had undergone RGEP and Hybrid GE Program

- The test measures the following skills:
  - Making inferences
  - Recognizing assumptions
  - Generating deductions
  - Making interpretations
  - Evaluating arguments
- Test of difference in CT scores between RGEP and Hybrid GE
- Correlated CT scores with over-all GWA and GWA for GE courses





## Results



- Interestingly, CT score is not correlated with GWA (and GEave).
- Also, GWA (but not GEave) was significantly different between RGEF and Hybrid students:
  - Hybrid students had significantly higher GWA but lower CT scores compared to RGEF students

- A hierarchical regression analysis was performed to see if GE program can still predict difference in CT scores with GWA factored in.

	Model 1			Model 2		
	B	SE B	$\beta$	B	SE B	$\beta$
GE program	-.718	.360	-.194*	-.628	.368	-.170
GWA				.798	.699	.113

- The difference in CT scores disappears with the addition of GWA in the model.
- In Study 1, Philo 1 registered the most gains from the shift from RGEP to HybridGE (including the development of CT skills).
  - Would there be a difference in CT scores between those who have taken the Philo 1 course and those who have not?
    - o There was no difference in CT scores between those who have taken the course and those who have not.

### *Highlights of Study 2*

- Over-all, the students performed poorly in the CT standardized test, with students in the RGEP performing slightly better than those in the Hybrid GE.
- This slight advantage dissipates when GWA (students' level of academic performance) is factored in.
- No advantage in CT skills was observed even among those who have taken Philo 1.

### *General Discussion*

- There seems to be a difference in students' perceived outcomes (e.g., critical thinking) in the courses under the RGEP and Hybrid GE.
- However, direct tests of critical thinking skills of students in the RGEP and Hybrid GE reveal no differences (when academic performance is controlled).
  - Taking Philo 1 provides no distinct advantage in CT skills.

### *Some Reflections*

- Grades in GE courses (and even course evaluations by students) may not necessarily reflect supposed student outcomes in the GE.

- We need to ask ourselves:
  - How do we actually know if our students are developing the necessary knowledge, skill and orientations laid out in the GE Program?
- It may also be important for us to track the development of our students in the required competencies as they progress through the GE program.

### References

- Adams, J. V. (1997). Student evaluations: The ratings game. *Inquiry*, 1(2), 10-16.
- Darby, J. (2006). The effects of the elective or required status of courses on student evaluations. *Journal of Vocational Education & Training*, 58 (1); 19-29.

### Acknowledgments

- Dr. Evangeline C. Amor
- Dr. Eugene Rex L. Jalao
- Kenneth John Rives
- Divine Love Salvador
- Ernest Ramos
- Mandala 2015
- UP Psychedelics

## Open Forum – Highlights

**Moderator : Prof. Rosario I. Alonzo, PhD  
College of Education**

- Assistant Prof. Melanie M. Leaño (CAL), commenting on the results of Study 2 (comparison of critical thinking skills of students in RGEP and Hybrid GE), said that differences in the two groups' critical thinking skills might be attributed to age differences – RGEP students were older and might have taken more courses than Hybrid GE students. Assistant Prof. Jay A. Yacat (CSSP) said that his analyses showed that age was neither a factor nor an intervening variable; according to him, the more important factors that should be considered are the kind and assessment of critical thinking skills that teachers teach their students.
- Assistant Prof. Junius Andre F. Bautista (UPLB) expressed reservations about students' ability to evaluate teachers and courses. Assistant Prof. Yacat said that there is sufficient literature showing that students are capable of assessing their courses and teachers. Therefore, students can be sources of data regarding learning

outcomes. Nonetheless, the University should not rely solely on the SET for evaluating courses and learning outcomes.

- Assistant Prof. Benjamin M. Vallejo (CS) informed the participants that the questions in the SET do not match the format of the current STS course. When UPD shifted to the Hybrid GE Program, freshmen were allowed to take STS; however, it appears that the freshmen are not yet ready for the integrative nature of the course. This is supported by CS' internal evaluation of STS, which found that freshmen and sophomores were having difficulty with the STS if the course was not "structured."

# SESSION 5 – REVISITING THE UP DILIMAN GE CURRICULUM

Approximate Correspondence of the UPD GE Courses to the UP System and CHED GE Frameworks

Prof. Erniel B. Barrios, PhD, School of Statistics &

Associate Prof. Violeda A. Umali, PhD, Office of the Director of Instruction, OVCAA

## Abstract

The presentation shows to which categories of GE courses – as set in the UP System and CHED frameworks – the existing GE courses of UP Diliman could be matched with. The matching of the UPD GE courses was based on the GE course descriptions found in the website of the Office of the University Registrar.

## THE UPD GE COURSES AND THE UP SYSTEM GE PROPOSAL

### Outline

- Description/objectives of UP System Proposed Categories of Core GE Courses
- UP Diliman Courses under each of the Categories of Core GE Courses

## UP System Categories of Core GE Courses

- Living Art and Culture: Interpretive and Aesthetic Understanding
- Self and Society
- Mathematics, Culture and Society
- Ethics
- Living Systems
- Understanding the Physical Universe
- Science, Technology and Society
- The Life and Works of Jose Rizal

### *Living Art and Culture: Interpretive and Aesthetic Understanding*

- Goal of General Education: help students achieve a fuller self-realization by sharpening their sensitivity to, and understanding of, cultural practices
- students would have to personally encounter and inquire into the nature, the formal elements, and historical contexts of the various art forms – literature, music, dance, theatre, sculpture, the visual/graphic arts, architecture, and the open range of performance arts (pantomime, burlesque, masque, revue, acrobatics, etc.)
- inquiry, which will explore diverse philosophical, political, sociological, and critical theories

=> Will provide them with the discursive language to articulate their encounter with the various art forms and enable them to make connections between art and such other disciplines as mathematics, science and technology, and the social sciences.

- Expose students to various art forms and cultural expressions/practices;
- Develop the students' aesthetic responsiveness and skill in critical analysis;
- Provide students with knowledge of the formal elements of various art forms and cultural expressions, and how these are

informed by particular modes of production, social formations, and traditions;

- Equip students with diverse philosophical, political, sociological, and critical theories which they could employ as analytical frameworks in the interpretation and evaluation of works of art;
  - Show how artistic and cultural modes and dimensions of expression interrelate and intersect with various disciplines (philosophy, mathematics, science and technology, the social sciences);
  - Explore the very concept of "art" in light of specific contexts (aesthetics, history, politics, economics, religion, etc.); and
  - Enable the students to integrate their experience and knowledge as consumer, interpreter/critic, and producer of various art forms and cultural expressions.
- 
- Hum 1: Literature, Society and the Individual
  - Hum 2: Art, Man, & Society
  - Eng 11: Literature & Society
  - Eng 12: World Literatures
  - EL 50: European Cultures & Civilizations
  - Aral Pil 12: Suroy-suroy sa Wika, Panitikan at Kultura sa mga Isla ng Luzon, Visayas at Mindanao
  - Humad 1: Panitikan, Tao at Lipunang Filipino
  - Fil 25: Mga Ideya at Estilo
  - Fil 40: Wika, Kultura at Lipunan

- Pan Pil 12:Text Mo/Text Ko: Panimulang Pag-aaral ng Panitikang Pilipino
- Pan Pil 17: Panitikan at Kulturang Popular
- Pan Pil 40: Panitikan at Lipunang Pilipino mula 1946 Hanggang sa Kasalukuyan
- Pan Pil 50: Panitikang Makabayan
- Kas 2: Ang Asya at ang Daigdig
- Art Stud 1: Art & Society
- Art Stud 2: Art Around Us: Exploring Everyday Life
- Theatre 10: Onstage, Offstage
- Theatre 11: Dula at Palabas
- FA 28: Arts in the Philippines
- FA 30: Art Pleasures
- Film 10: Sining Sine
- Film 12: Sine Pinoy
- MuD 1: Reading Dance
- MuL 9: Musics of the Philippines
- MuL 13: World Music Cultures
- L Arch 1: Designing Eden: Introduction to Philippine Landscape Architecture
- CW 10: Creative Writing for Beginners
- SEA 30: Asian Emporiums: Networks of Culture & Trade in Southeast Asia

### *Self and Society*

- Equip students with life skills through an understanding of the self in relation to culture and society.
- The course can be patterned after an existing Anthropology 10 course (Bodies, Senses, Humanities) where the body is used as a starting point to explain the biological evolution of the “self” and of social relationships. The body’s senses are explained as prisms or lenses into society and the external world even as the body itself is constantly being reconfigured by society.
- This new GE course should incorporate more aspects of psychology, especially around personality development.
- Anthro 10: Bodies, Senses & Humanity
- Aral Pil 12: Suroy-suroy sa Wika, Panitikan at Kultura sa mga Islang Luzon, Visayas at Mindanao
- Pan Pil 19: Sexwalidad, Kasarian at Panitikan
- Araling Kapampangan 10: Mekení Abe: Pangkalahatang Sarbey ng Kulturang Kapampangan
- SocSci 3: Exploring Gender & Sexuality
- Socio 10: Being Filipino: A Sociological Exploration
- Kas 1: Kasaysayan ng Pilipinas
- Lingg 1: Ikaw at ang Wika Mo
- Arkiyoloji 1: Ang Pilipinas: Arkiyoloji at Kasaysayan



- Archaeo 2: Archaeological Heritage: The Past is not a Foreign Land
- Econ 11: Markets & the State
- Econ 31: A Journey through the Economic Ideas & Civilization
- Comm 3: Practical Speech Fundamentals
- Eng 30: English for the Professions
- J 18: News in the Century
- BC 10: Radio & Television: On-Air/Off-Air

- Objectives:
  - Study and understand the nature of mathematics
  - Develop a broader appreciation of mathematics by exploring the practical as well as the intellectual, aesthetic, artistic and humanistic aspects of mathematics, which are just as important as its utility

### *Mathematics, Culture and Society*

- Mathematics is commonly reflected in math books and research articles (or even in the classroom) as a formalistic and axiomatic system, a collection of techniques and formulas. But formulas and symbols are merely the formal trappings of mathematics, just as musical notes on a sheet of music are only representations of music, not the music itself.
- Mathematics is about ideas, and not formulas. As the study of patterns, it is a way of looking at and ordering the world. Mathematics is a human enterprise; it is culture, an essentially social and creative activity. In practice, it involves not only deductive and logical reasoning, but also intuition, guess work, strokes of luck and imagination. Mathematics is the language of science and its practical applications pervade almost every aspect of our lives.

- Math 1: General Mathematics (The development of mathematical literacy & appreciation through a synoptic view of the different branches of mathematics with historical notes & applications).
- Math 2: Practical Mathematics (Basic mathematics skills & applications in everyday life)
- ES 10: Forces at Work (Principles of engineering mechanics and their relevance to everyday life).

### *Ethics*

- With the implementation of K-to-12, we should be getting students who are not only ready for critical thinking but can move to higher-order thinking, including having the ability to discern and to synthesize.
- Philo 1 (Philosophical Analysis): Application of basic concepts, skills, and principles drawn from the Philosophy of Language, Symbolic, Logic, Epistemology, Philosophy of Science & Ethics

- Philo 10 (Approaches to Philosophy): Overview of major philosophical traditions

### *Living Systems*

- Integrates life sciences' central concepts and connections across the various levels of organization of living systems that impact on local and global concerns, emphasizing a dynamic and cumulative system of verifiable concepts, theories, laws, principles and methods that aim to describe, explain and predict natural phenomena
- This deals with various ways of understanding living systems in scientific discourse and in other perceptions and representations of them
- Objectives:
  - Introduce students to the various ways of studying and understanding living systems
  - Develop student's skills in scientific inquiry and critical, creative and integrative thinking
  - Show how biology interacts with other disciplines and expose students to various perspectives unique to each discipline
  - Develop an appreciation for the quality of life and the value of preserving that life

- Bio 1: Contemporary Topics in Biology
- EnvSci 1: Environment and society
- Nat Sci 2: Foundations of Natural Science 2-Fundamental concepts, principles, & theories of earth & life sciences
- MS 1: Oceans & Us-An appreciation course on the functional balance between the health of the oceans & the survival & improvement of our way of life
- L Arch 1: Designing Eden: Introduction to Philippine Architecture – Walking through Philippine landscape architecture through sciences and art

### *Understanding the Physical Universe*

- Understanding the physical universe from empirical and phenomenological perspectives
- Will help us use various lenses to re-evaluate existing information, and evaluate, as well as keep abreast of new knowledge, experience, and interpretation of our physical world
- Will help us understand the world we live in, the forces that shape it and the changes, both natural and anthropogenic, it continues to undergo
- Will also help us harness that knowledge about the physical world to help improve the quality of our lives, and solve problems that continue to confront us

- ES 10: Forces at Work—Principles of Engineering mechanics & their relevance to everyday life
- CE 10: D\*MAPS: Disaster \* Mitigation, Adaptation, and Preparedness Strategies—Introduction to principles and practices of natural disaster risk management by mitigation, adaptation, and preparedness strategies through civil engineering and related disciplines aiming for resilience
- STS: Science, Technology, & Society—The analysis from historical & futuristic perspectives of the nature & role of science & technology in society & of the socio-cultural & politico-economic factors affecting their development with emphasis on Philippine setting
- Chem 1: Chemistry: Science that Matters—Basic Chemistry concepts relevant to everyday life
- Geol 1: Our Dynamic Earth—The study of how the earth works, its place in the universe; & relationship between people & the physical environment
- MS 1: Oceans & Us—An appreciation course on the functional balance between the health of the oceans & the survival & improvement of our way of life
- EnvSci 1: Environment & Society—Introduction to principles & concepts in the study of the natural environment within a societal framework
- MBB 1: Biotechnology & You—Historical events, processes, products, issues & concerns in modern biotechnology
- Physics 10: Physics & Astronomy for Pedestrians-A “walk-through” course for people who want to enjoy physics & astronomy
- FN 1: Food Trip—Food and nutrition in daily living

### *The Life and Works of Jose Rizal*

- Highlight the multi-faceted nature of the nationalist discourse during a particular era in Philippine history
- How Rizal, knowing himself and his own cultural, socio-political, religious, and intellectual milieu, confronted in his own life and works both the local and international realities of his time
- Delineate how his broad knowledge of various disciplines – science, history, linguistics, medicine, and art – enabled the articulation of his vision for the Philippine nation, and how, working with his contemporary patriots and intellectuals, together they shaped their generation’s nationalist thought
- Readings and discussions in this course will also show how Filipinos — from past to present — could engage with various inter-related fields of knowledge and, by their enabling power, build and strengthen our nation and promote our people’s well-being
- Underlining the contributions of Rizal’s works to the formation of the Filipino consciousness and identity, the course

constituted the figure of “Rizal” as we know him in the 21<sup>st</sup> century; and, by showing the students the various contours of nationalism in our country’s intellectual history, the course will encourage them to locate themselves as 21<sup>st</sup> scholars of UP in an ever-changing world

### Summary

Many courses under *Living Arts and Culture*

- Same is true with *Self and Society*

Very few choices in other *Core Courses*.

Some courses may appear in several *Core Courses*

## THE UPD GE COURSES AND CHED’s GE FRAMEWORK

### Outline

- Description of CHED core GE courses
- UP Diliman GE courses “matching” each of the CHED core GE courses
  - Based on course description only
  - Broad interpretation of “match”

### CHED GE Core Courses

- Understanding the Self/ Pag-unawa sa Sarili
- Readings in Philippine history/Mga Babasahin hinggil sa Kasaysayan ng Pilipinas

- The Contemporary World/Ang Kasalukuyang Daigdig
- Mathematics in the Modern World/ Matematika sa Makabagong Daigdig
- Purposive Communication/ Malayuning Komunikasyon
- Art Appreciation/ Pagpapahalaga sa Sining
- Science, Technology, and Society/Agham, Teknolohiya, at Lipunan
- Ethics/Etika

### Course 1 – Understanding the Self/ Pag-unawa sa Sarili

- Nature of identity; Factors and forces that affect the development and maintenance of personal identity.
- Mga katangian at elementong identidad; Mga salik at mga puwersa na umaapekto sa paghubog at pagpatnubay sa personal na identidad.

### Corresponding UPD GE Courses (4)

- Pan Pil 19 (Sexwalidad, Kasarian at Panitikan): Pag-aaral ng interaksyon ng panitikan at mga usapin sa sexwalidad at kasarian
- Araling Kapampangan 10 (Mekeni Abe: Pangkalahatang Sarbey ng Kulturang Kapampangan): Isang pangkalahatang pagtingin sa kulturang rehiyon ng Pampanga kaugnay ang kasaysayan,

pagtingin sa kulturang rehiyon ng Pampanga kaugnay ang kasaysayan, panitikan, sining at sosyolohiya na nakapaloob dito

- SocSci 3 (Exploring Gender & Sexuality): A cross-cultural survey of gender & sexuality, applying perspectives from the different social sciences
- Socio 10 (Being Filipino: A Sociological Exploration): A sociological examination of the persistent issues of nationhood, selfhood, & citizenship in Philippine society

### **Course 2 - Readings in Philippine history/ Mga Babasahin hinggil sa Kasaysayan ng Pilipinas**

- Philippine history viewed from the lens of selected primary sources in different periods, analysis and interpretation
- Mga piling primaryang sanggunian ukol sa iba't ibang yugto ng kasaysayan ng Pilipinas, pagsusuri at interpretasyon

#### *Corresponding UPD GE Courses (5)*

- Pan Pil 40 (Panitikan at Lipunang Pilipino mula 1946 Hanggang sa Kasalukuyan): Ang mga nangingibabaw na tema, anyo at kalakaran ng Panitikan ng Pilipinas pagkaraan ng Ikalawang Digmaang Pandaigdig
- Theatre 11 (Dula at Palabas): An introductory survey to Philippine Theatre from rituals to contemporary forms

- SEA 30 (Asian Emporiums: Networks of Culture & Trade in Southeast Asia): An introduction to the world of monsoon Asia as formed by interaction among its peoples throughout the centuries
- Kas 1 (Kasaysayan ng Pilipinas): Ang pagsulong ng pulitikal, pang-ekonomiya, panlipunan at pangkalinangan ng Pilipinas
- Archaeo 1 (Ang Pilipinas: Arkiyoloji at Kasaysayan): Tatalakayin ang kasaysayan ng Pilipinas, nakasentro sa kaalaman mula sa arkiyoloji. Ipaalam din ang malawak na ugnayan ng sinaunang kasaysayan ng rehiyon sa kasaysayan ng Pilipinas

### **Course 3 - The Contemporary World/ Ang Kasalukuyang Daigdig**

- Globalization and its impact on individuals, communities and nations; challenges and responses
- Globalisasyon at ang epekto nito sa mga indibidwal, mga komunidad, at mga nasyon; mga hamon at mga tugon

#### *Corresponding UPD GE Courses (8)*

- Econ 11 (Markets & the State): Essential economic concepts & their use in analyzing real-world issues
- Econ 31 (A Journey Through Time: Economic Ideas & Civilization): A survey of the influence of economic ideas on

- SocSci 1 (Foundations of Behavioral Sciences): A survey of basic concepts, principles, theories & methods of the behavioral sciences (Sociology, Psychology, Anthropology, Political Science, Economics, including Linguistics, Demography & Geography) & the dynamics of social change
- SocSci 2 (Social, Economic & Political Thought): A survey of social, economic, & political thought from the classical to contemporary times
- Anthro 10 (Bodies, Senses & Humanity): Interaction of biology & culture in the shaping of humanity
- Geog 1 (Places & Landscapes in a Changing World): Overview of the diversity of interconnections of peoples & places in a globalizing world as mediated by cultures, politics, & historical developments
- Kas 2 (Ang Asya at ang Daigdig): Ang pamana ng pangkalinangan ng Asya sa pagkakaugnay at ang kaugnayan nito sa kabihasnang pandaigdig
- Archaeo 2 (Archaeological Heritage: The Past is Not a Foreign Land): A survey of archaeological research & its role in the development of knowledge about the human collective past, the past of specific cultures, especially those of Southeast Asia, & the nature & role of heritage in the contemporary world

#### **Course 4 - Mathematics in the Modern World/ Matematika sa Makabagong Daigdig**

- Nature of mathematics, appreciation of its practical, intellectual, and aesthetic dimensions, and application of mathematical tools in daily life
- Mga elemento ng matematika, pagpapahalaga sa mga praktikal, intelektuwal, at estetikong dimensiyon nito; at gamit ng matematika sa araw-araw na buhay

#### *Corresponding UPD GE Courses (2)*

- Math 1 (General Mathematics): The development of mathematical literacy & appreciation through a synoptic view of the different branches of mathematics with historical notes & applications
- Math 2 (Practical Mathematics): Basic mathematics skills & applications in everyday life

#### **Course 5 - Purposive Communication/ Malayuning Komunikasyon**

- Writing, speaking and presenting to different audiences and for various purposes
- Pagsulat, pagsasalita, at paglalahad para sa iba't ibang madla at iba't ibang layunin

### *Corresponding UPD GE Courses (14)*

- CW 10 (Creative Writing for Beginners): A workshop exploring the potentials of creative writing as expression, as discipline & as way of thinking about the society in which we live
- Eng 1 (Basic College English): Basic grammar, usage & composition skills in English
- Eng 10 (College English): The writing & critical reading of forms of academic discourse essential to university work
- Eng 30 (English for the Professions): Principles & uses of writing in English in the various disciplines/professions
- Kom 1 (Kasanayan sa Komunikasyon): Paglinang sa kakayahang magpahayag sa wikang Filipino na nakatuon sa mabisa at mapanuring pagbasa, pakikinig at pagsulat
- Kom 2 (Kasanayan sa Komunikasyon): Paglinang sa kasanayan sa paggamit ng wikang Filipino sa higit na mapanuring pag-iisip at masinop na pananaliksik
- Fil 25 (Mga Ideya at Estilo): Mapanuring pag-aaral ng mga ideya at estilo sa mga piling sanaysay sa agham at sining mula sa Pilipinas at iba pang bansa
- MPs 10 (Ang Hiwaga at Hikayat ng Panulat sa Filipino): Malikhaing pagbasa at masining na pagsulat ng mga natatanging anyong pampanitikan, kasama ang mga makabagong anyong teknolohikal
- Comm 3 (Practical Speech Fundamentals): Speaking & listening skills & their applications in various communication situations
- Theatre 12 (Acting Workshop): An introduction to the art & skill of acting for the theatre
- BC 10 (Radio & Television: On-Air/Off-air): Understanding the dynamics of broadcasting
- J 18 (News in the New Century): Reading & understanding the news towards developing a critical public voice
- Lingg 1 (Ikaw at Wika Mo): Mga pangunahing konsepto tungo sa pag-unawa, paggamit at pagpapahalaga sa wika bilang produkto ng talino ng tao sa kanyang pang-araw-araw na pakikipag-ugnayan, at higit sa lahat, sa kontekstong sitwasyong pangwika sa Pilipinas
- Philo 11 (Logic): Techniques of formal deduction within the scope of sentential & predicate logic

### **Course 6 - Art Appreciation/ Pagpapahalaga sa Sining**

- Nature, function and appreciation of the arts in contemporary society
- Kalikasan, tungkulin, at pagpapahalaga sa mga sining sa kasalukuyang lipunan

### *Corresponding UPD GE Courses (21)*

- Art Stud 1 (Art & Society): Critical exploration of the arts in dynamic interaction with society
- Art Stud 2 (Art Around Us: Exploring Everyday Life)
- Hum 2 (Art, Man, & Society): A study of the visual arts & music as products of the creative imagination in dynamic interaction with society
- Eng 11 (Literature & Society): The study of various literary genres as a dynamic interaction between the individual & social & cultural forces
- Eng 12 (World Literatures): The study of representative/landmark texts from literatures of the world
- EL 50 (European Cultures & Civilizations): Europe's contributions to world cultures, civilizations, & languages
- Aral Pil 12 (Suroy-suroy sa Wika, Panitikan at Kultura sa mga Isla ng Luzon, Visayas at Mindanao): Mga panimulang pag-aaral sa mga wika, panitikan at kultura sa Pilipinas at ang kaugnayan at ang ambag nito sa kalinangang pambansa sa kapuluan
- Humad 1 (Panitikan, Tao at Lipunang Filipino): Ang pag-aaral ng iba't ibang anyong pampanitikan bilang malikhaing pahayag ng mga indibidwal na karanasan at mga pagpapahalaga at mithiin ng lipunang Filipino
- Fil 40 (Wika, Kultura at Lipunan): Ang relasyon ng Filipino sa kultura at lipunang Pilipino
- Pan Pil 12 (Text Mo/Text Ko: Panimulang Pag-aaral ng Panitikang Pilipino): Mga panimulang pag-aaral sa panitikan ng Pilipinas, mula sa tradisyunal na anyo hanggang sa mga teksto mula sa kulturang popular
- Pan Pil 17 (Panitikan at Kulturang Popular): Ang relasyon ng panitikan at popular na kultura sa kasalukuyan
- Pan Pil 50 (Panitikang Makabayan): Ang mga namumukod na katangian ng panitikang makabayan at ang mga impluwensya dito
- Theatre 10 (Onstage, Offstage): A window to the world of the theatre, its humanizing role in society & its relationship to the other arts
- FA 28 (Arts in the Philippines): Art & art making the Filipino way
- FA 30 (Art Pleasures): The fine art of enjoying art
- Film 10 (Sining Sine): Film as art & social practice
- Film 12 (Sine Pinoy): Philippine Cinema as art form & cultural product
- MuD 1 (Reading Dance): An approach to understanding dance as art & as cultural phenomenon
- MuL 9 (Musics of the Philippines): An overview of indigenous musical traditions & musical idioms associated with cultures of various peoples of the Philippines



- MuL 13 (World Music Cultures): A study of music from representative regions of the world from the perspectives of music as a sonic object, as a social act & as thought & cognition
- L Arch 1 (Designing Eden: Introduction to Philippine Landscape Architecture): Walking-through Philippine landscape architecture through sciences & arts

### **Course 7 - Science, Technology & Society/ Agham, Teknolohiya, at Lipunan**

- Interactions between science and technology and social, cultural, political and economic contexts which shape and are shaped by them; specific examples throughout human history of scientific and technological developments
- Interaksyon ng agham at teknolohiya at ang mga konstektong panlipunan, pangkultura, pampulitika, at pangkabuhayan na humuhubog at hinuhubog ng mga ito; mga yaman halimbawa ng mga pagbabago na siyentipiko at teknolohiko sa kasaysayan ng sangkatauhan

### *Corresponding UPD GE Courses (15)*

- STS (Science, Technology, & Society): The analysis from historical & futuristic perspectives of the nature & role of science & technology in society & of the socio-cultural & politico-economic factors affecting their development with emphasis on Philippine setting
- EEE 10 (Everyday EEE: Kuryente, Radyo, atbp.): Electrical and electronics engineering in everyday life
- ES 10 (Forces at Work): Principles of Engineering mechanics & their relevance to everyday life
- GE 1 (Earth Trek): A guided exploration into the tools & techniques of earth observation & measurement
- CE 10 (D\*MAPS: Disaster \* Mitigation, Adaptation, and Preparedness Strategies): Introduction to principles and practices of natural disaster risk management by mitigation, adaptation, and preparedness strategies through civil engineering and related disciplines aiming for resilience
- Nat Sci 1 (Foundations of Natural Science 1): Fundamental concepts, principles & theories of physics & chemistry
- Nat Sci 2 (Foundations of Natural Science 2): Fundamental concepts, principles, & theories of earth & life sciences
- Bio 1 (Contemporary Topics in Biology): Recent developments in biology pertinent to concerns about the nature of life, health & related social issues
- Chem 1 (Chemistry: Science that Matters): Basic Chemistry concepts relevant to everyday life
- Geol 1 (Our Dynamic Earth): The study of how the earth works, its place in the universe; & relationship between people & the physical environment

- MS 1 (Oceans & Us): An appreciation course on the functional balance between the health of the oceans & the survival & improvement of our way of life
- EnvSci 1 (Environment & Society): Introduction to principles & concepts in the study of the natural environment within a societal framework
- MBB 1 (Biotechnology & You): Historical events, processes, products, issues & concerns in modern biotechnology
- Physics 10 (Physics & Astronomy for Pedestrians): A “walk-through” course for people who want to enjoy physics & astronomy
- FN 1 (Food Trip): Food and nutrition in daily living

### Course 8 - Ethics/Etika

- Principles of ethical behavior in modern society at the level of the person, society, and in interaction with the environment and other shared resources
- Mga simulain ng ugaling pang-etika sa makabagong lipunan sa antas na pantao at panlipunan at sa ugnayan ng mga ito sa kalikasan at sa ibang kolektibong yaman

### Corresponding UPD GE Courses (2)

- Philo 1 (Philosophical Analysis): Application of basic concepts, skills & principles drawn from the Philosophy of

Language, Symbolic, Logic, Epistemology, Philosophy of Science & Ethics

- Philo 10 (Approaches to Philosophy): Overview of major philosophical traditions

### Summary

CHED core courses	No. of UPD GE courses
Understanding the Self	4
Readings in Phil. History	5
The Contemporary World	8
Mathematics in the Modern World	2
Purposive Communication	14
Art Appreciation	21
STS	15
Ethics	2

- Many courses in three areas (Comm, Art Appreciation, and STS)
- CHED core courses could be in UPD non-GE courses (e.g., Ethics)
  - “Transform” to GE courses?
- Possibilities for multi/Inter/Trans-disciplinary GE courses
  - For areas with many courses

## Experiences in GE Course Delivery: Some Examples

Associate Prof. Toby Melissa C. Monsod, School of Economics

Prof. Mark Albert H. Zarco, College of Engineering

Prof. Cynthia N. Zayas, Center for International Studies

Assistant Prof. Jose Dan V. Villa Juan, College of Architecture

Assistant Prof. Roehl L. Jamon, College of Mass Communication

### Abstract

In this panel presentation, the resource persons discuss their experiences in teaching their respective GE courses, namely: Econ 11 (School of Economics), CE 10 (College of Engineering), SEA 30 (Center for International Studies), L Arch 1 (College of Architecture), and F 10 & F 12 (College of Mass Communication).

### *Presentation Highlights*

Associate Prof. Toby Melissa C. Monsod talked about Economics 11 (Markets and the State), which is being offered by the School of Economics. The course uses a lecture-discussion format, with two hours of lecture and one hour of discussion per week. The lectures, which are large classes with around 200 students, are handled by senior faculty. Discussion classes have about 20 students each, and are handled by graduate students. The graduate students act as facilitators

and do not teach anything outside of what are discussed in the lectures.

Prof. Mark Albert H. Zarco shared the College of Engineering's experiences in teaching CE 10 D\*MAPS (Disaster\* Mitigation, Adaptation, and Preparedness Strategies). The course is transdisciplinary: multi-domain, team-taught, and involves faculty members from the colleges of Engineering, Social Sciences and Philosophy, Education, Arts and Letters, and Fine Arts. The course uses the blended learning approach, and lectures are uploaded to UVLE. One major course requirement is a multimedia presentation, for preselected audience segment, on disaster risk management, which requires intensive mentoring from the teachers to ensure that student groups are able to balance content and aesthetics in their multimedia projects.

Prof. Cynthia N. Zayas described SEA 30 (Asian Emporiums, A Global Dialogue), a course offered by the Center for International Studies, as a

multidisciplinary and international course. It was conceived by renowned scholars from Indonesia, Malaysia, the Philippines, and Thailand, who specialize in Southeast Asian studies. For 10 years, when funding was available, the students from the four countries were able to meet every summer in “travelling classrooms.”

The “super GE” course L Arch 1 (Designing Eden: Introduction to Philippine Landscape Architecture) is, according to Assistant Prof. Jose Dan V. Villa Juan, primarily a lecture course but includes experiential activities as well. Students do not only learn about the origins and evolution of landscape architecture but are also taught how to hone their skills in observing their environment and go beyond their preconceived notions about it. The final project of the students is to design their “Eden” by integrating what they learned from the different course modules.

Assistant Prof. Roehl L. Jamon, who talked about the College of Mass Communication’s GE courses Film 10 (Sining Sine) and Film 12 (Sine Pinoy), said that the main goal of the two courses is to make the students realize that film can go beyond entertainment and glamour, and become channels of social discourse and social critique. Film, thus, becomes a multi-/trans-disciplinary subject because it touches on arts and humanities (film as pop culture, film as art), social sciences and philosophy (film’s socio-political, cultural, commercial, communal nature), and science and technology (film as production).

**Note:** Additional details about these courses can be found in the poster presentations on page 137.

## The GE Program and Internationalization

Prof. Rolando B. Tolentino, College of Mass Communication &  
Associate Prof. Leonardo C. Rosete, College of Fine Arts

### Abstract

The presentation tackles the challenges of internationalization not only for the GE program but for the University's curricular thrusts in general.

### HIGHLIGHTS OF DEAN TOLENTINO'S PRESENTATION

#### *UP's Initiatives on Internationalization*

- SEA30, STS, Civil Eng10
- Arts and Humanities GE
- ICW: Int'l Writer in Residence
- Exchanges, Linkages
- Input to curricular development
- Not antithetical to Iskolar ng bayan
- Towards Philippine studies

#### *This thing called "internationalization"*

- "Internationalization of higher education"
- Globalization in education: global competitiveness → Medium-Term Dev't Program, Bologna Process, Washington Accord

- Present GE: "committed to nat'lism balanced with int'lism"
- CHED: "global community, where the Filipino student recognizes and respects the fundamental of humanity of all..."
- K-to-12: RA 10533 "quality education that is globally competitive," "globalized environment"
- UP System Proposal: "foster an aspiration to be a peace-loving citizen of our country and of the world, tolerant, compassionate, and judicious in behavior, speech and action"

#### *Rationalization via internationalization of higher education*

- US economic value: 2013-14, \$24 B, 313,000 jobs
- Unilateral movement → outward
- Higher education institutions as instrument of economic competitiveness in a global economy

#### *Problematics*

- Marginal movements across nations
- Centrality of (Philippine) nation
- Loss of universality and specificity

- Move to universalism and transhistoricity/transculturalism
- Transdisciplinary in internationalization (?)
- UNESCO: (transdisciplinary) “education for sustainable development”

### *“Question Authority”*

- Geopolitical construct vs. one of many
- “Making do” from below: limits in Philippine Constitution (education, professions), state budget
- Or reinvent above
- Complexify instead of simplify

### *“Did you know shift happens?”*

- “I think therefore I am”
- “I think therefore I am not”
- “I think where I am not”
- Self-reflexive G.E. providing capacity to interrogate/question

### *References*

- “K to 12 Basic Education Program,” <http://www.gov.ph/k-12/>
- “Philippine Development Plan 2011-16”
- “Roadmap for Public Higher Education Reform”
- Douglas Bourn, “Global Perspectives in Higher Education”
- James Cemmell, “Public vs. Private Education: Public Good, Equity, Access: Is Higher Education a Public Good?”

- Renato Constantino, “Miseducation of the Filipinos”
- Hans de Wit, “Globalisation and Internationalisation of Higher Education”
- UNESCO, “Education for Sustainable Development: A Transdisciplinary Approach”

### HIGHLIGHTS OF DEAN ROSETE’S PRESENTATION

- There seems to be a tug-of-war between the nationalist ideal and the internationalist direction. Programs that subscribe to international accords, such as Engineering, understandably move towards the direction of internationalization. But other programs, such as Fine Arts, need to develop a unique “nationalist character” that can be presented to the world – this requires going deeper into Philippine culture and society, which would then guide in carving a national identity that would be presented in the international community.
- The College of Fine Arts is crafting a syllabus, which will be presented to CHED, on a Fine Arts course. The course will focus on teaching students about being Filipino and the ethics of being Filipino, within the global context, so that Filipinos can “swim against the incoming onslaught of the tide of internationalization.”

## Open Forum – Highlights

**Moderator : Prof. Flora Elena R. Mirano, PhD**  
**College of Arts and Letters**

Note: The Open Forum also served as Part 1 of the workshop on “The General Structure of the GE Program.”

- Assistant Prof. Junius Andre F. Bautista (UPLB) suggested designing a course on UP: its history and how it works, as a way of answering the question of what *Tatak UP* is.
- Assistant Prof. Danilo Victorino S. Manarpaac (CAL) suggested that in light of the its internationalization efforts, UP should find ways to make it easier for foreign visiting professors get the necessary documents that would allow them to teach in the University. Vice-Chancellor Benito M. Pacheco (OVCAA) said that UP Diliman is in the process of creating its Office of International Linkages (UPD-OIL), which will be tasked to help inbound and outbound faculty and students with matters concerning their stay in the Philippines/abroad.
- Prof. Glecyc C. Atienza (CAL) inquired if there are studies on the impact of using the national and regional languages in order to obtain a deeper understanding of, and operationalize, local knowledge.
- Prof. Roland B. Sarmago (CS) asked if programs could focus more on the major courses rather than the GE courses. His question was triggered by the experience of the Physics program – after instituting the Thesis course, the program became stronger and was able to produce more PhD graduates. Assistant Prof. Josephine C. Dionisio (CSSP) said that for her, GE was not dispensable. A study conducted among CSSP graduates revealed that GE provided these graduates with a “life philosophy” involving, among others, effective communication, critical thinking, and social skills. VC Pacheco said that, in the coming months, the academic units will be invited to craft their vision of an ideal GE Program, backed up by data from various studies.
- Assistant Prof. Rommel B. Rodriguez (CAL) said that there are courses, both GE and non-GE, that are being streamlined because they could not be part of the internationalization framework. According to him, the GE Program is currently operating with low funding support from the national government, damaged equipment, and assessment framework that uses Western

standards. He said that the GE Program needs to disengage from this state, and should foreground analysis and political praxis because GE is the “memory of the future.”

- Assistant Prof. Anna Melinda T. de Ocampo (CAL) said that there is a need to look at the UP Diliman GE Program structure vis-à-vis the proposals of the UP System and CHED, specifically, the implications of the System’s eight categories of core courses on the current organizing principle of having three GE domains.
- Assistant Prof. Ma. Nora B. del Rosario (UP Mla) shared a modified GE framework (see Annex 1.2), which identifies the values and skills the GE curriculum should provide UP students, namely: civic consciousness, ethical awareness, language proficiency, interpersonal/ intrapersonal skills, and environmental concern.



## SESSION 6 – THE UP DILIMAN GE CENTER

**The UP Diliman GE Center: A Proposal**  
**Prof. Marian P. Roque, PhD, College of Science &**  
**Assistant Prof. James Ryan O. Jonas, Virata School of Business**

### Abstract

The Ad Hoc Committee tasked to study the establishment of a UP Diliman G.E. Center presents the functions and possible organizational structures of said center.

### Presentation Highlights

#### Outline

- Historical review
- GE Centers in other universities
- Centers in UP
- Typical functions of centers in UP
- Proposed UPD GE Center
  - Functions
  - Organizational Structure

### GE Center Ad Hoc Committee

- Subcommittee of the UPD GE Committee
- Formulate and recommend the goals, functions, roles and organizational structure of the proposed UPD GE Center
- Present the proposal after being endorsed by the UPD GE Committee during the UPD GE Conference
- Members:
  - Robin Rivera, Chair
  - James Ryan Jonas
  - Marian Roque
  - Jay Yacat

### Historical Review

#### The University College (1960)

- “created to take charge of the program of general education and of the subjects for the first two years of university study”

- “formulates, implements, and enforces the objectives and policies of the program”
- “coordinates the offerings and activities involved with the end view of assisting in the establishment of an educational system consonant with our heritage, adapted to present conditions and needs, and directed to health growth in the pursuit of excellence”

Tenmatay, Augusto L. “General Education in the University of the Philippines.” in *University College Journal*, number 1, first semester 1961.

### *Fast Forward: RGEP (2001), Hybrid (2012)*

#### Re-examining the UP GE Program (PER, 2010)

- there is no specific body responsible for the GE program
  - “the administration of the GE Program rests with the departments, colleges, the UC, and the campus and System GE Councils”
- the GE program, considered the hallmark of UP education, needs more attention
- establishment of a position/office responsible for the GE program is vital to the development of the GE program
  - “GE Czar”
  - GE Center

### *The GE Center*

- **Less of the routine activities** such as advising, overseeing, tutoring programs, developing instructional materials, etc.
- More on **nurturing a culture** that supports the GE program
  - Conducting regular reviews of the program
  - Introducing innovations
  - Conducting curricular experiments to enrich the program
- Not a separate college or department

### *The UPD G.E. Committee (Administrative Order Nos. CAS-13-098, CAS 14-005, MLT 14-009)*

#### GE Committee Members

- Ex-officio
  - Vice Chancellor for Academic Affairs
  - University Registrar
  - Director for Instruction
- Chair of UC CAPP
- UC Curriculum Committee Cluster Heads
  - Arts and Letters
  - Management and Economics
  - Science and Technology
- Social Sciences and Law
- Representatives from colleges with largest GE offerings
  - CS
  - CSSP
  - CAL

### UPD GE Committee Functions

- Review, evaluate, and endorse to the Chancellor recommendations with regard to policies and programs
- Plan GE activities or projects such as meetings, planning workshops, etc for evaluating or reviewing GE courses
- Perform other GE related functions assigned by the Chancellor
- **Through an Ad Hoc Committee, study the need for and propose the establishment of a GE Center**
- Represent UPD in the System GE Council

### *GE Centers in other universities*

- University of California System created the position “ Chief Undergraduate Education Officer” whose primary responsibility includes management of the GE program
- National Taiwan University
- National Chung Cheng University
- I-Shou University
- Kaplan University

### *Existing “Centers” in UP*

#### Diliman

- Asian Center (AC)
- Technology Management Center (TMC)
- University Computer Center (CC)
- Diliman Interactive Learning Center (DILC)

- Diliman Learning Resource Center (DLRC)
- Center for International Studies (CIS)
- Center for Policy and Executive Development
- Center for Leadership, Citizenship and Democracy
- Center for Local and Regional Governance
- Center for Public Administration and Governance Education
- Third World Studies Center
- National Engineering Center (NEC)
- Center for Applied Geodesy and Photogrammetry (TCAGP)
- National Center for Transportation Studies (NCTS)
- National Hydraulic Research Center (NHRC)
- Economics Research Center
- Ethnomusicology Center

#### System

- UP Information Technology Development Center (UP ITDC)
- University of the Philippines Center for Integrative Development Studies (UP-CIDS)
- University Center for Women’s Studies (UCWS)
- Philippine Genome Center

### *Typical functions of “Centers” in UP*

- COORDINATION - Some centers coordinate projects between UP Diliman, UP System, and other UP Constituent units.
- CLEARINGHOUSE - These centers collect, compile, process, generate and link hard and soft resources such as publications, instructional materials and databases.
- REVIEW - Some centers review and evaluate academic and non-academic projects and courses.
- RESEARCH- Most, if not all, of these centers initiate and/or participate in research projects.
- INCUBATION - Some of these centers initiate academic and/or non-academic projects and resources.
- INSTRUCTION - Some of these centers offer instruction, in the form of either short-term training, academic courses, and/or degrees.

### *Functions of the Proposed UPD GE Center*

1. Coordination
  2. Research
  3. Incubation
- COORDINATION
    - Support inter-disciplinary nature of GE courses by coordinating with faculty from various units/colleges who can teach the course;

- Compile and disseminate GE instructional materials; and
- Plan and conduct workshops and training programs to enhance instruction.
- RESEARCH
  - Review and evaluate the GE program and GE courses; and
  - Conduct regular GE-related research
- INCUBATION
  - Provide support to colleges/units in the development of new GE courses

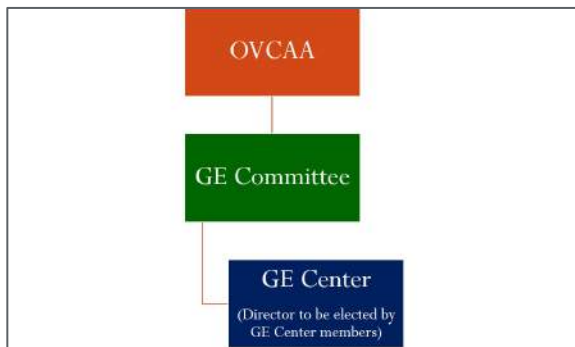
### *Proposed GE Center Structure*

- **Option 1:**  
GE Center will not be a separate unit but will be integrated with the current GE Committee
- **Option 2:**  
GE Center becomes a separate unit (with full-time staff) under the OVCAA

Proposed GE Center Structure – Option 1A

- GE Center as working sub-committee under the GE Committee
- Members of the sub-committee come from the GE Committee and others appointed by the Chancellor/VCAA who elect, among themselves, a GE Center Director

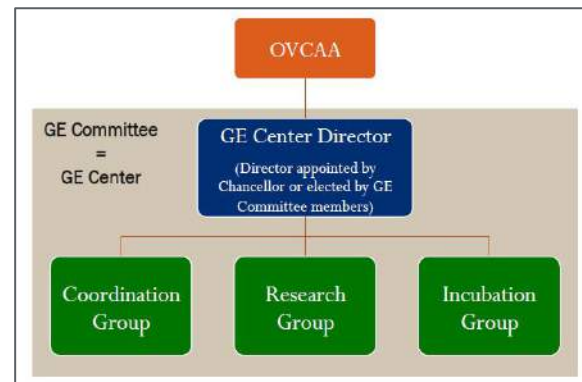
PROS	CONS
Simpler organization	Unusual structure (Center being under a committee)
No new items needed; GE Committee members comprise the GE Center members as well	Members may be overworked No assurance of regular performance of duties since members will not work full-time in the GE Center



Proposed GE Center Structure – Option 1B

- GE Committee is reconstituted as the GE Center and membership is divided into subgroups performing the Coordination, Research, and Incubation functions

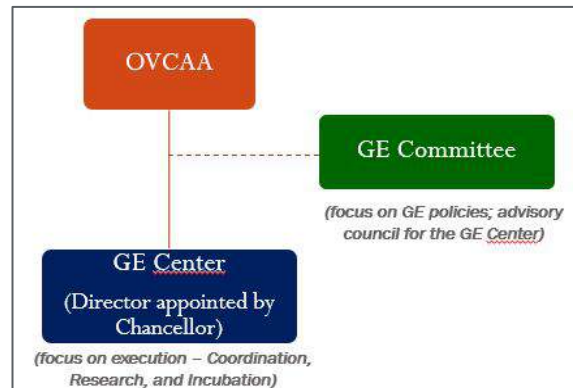
PROS	CONS
No new items needed; GE Committee members are tapped to become GE Center members as well	No assurance of regular performance of duties since members will not work in the GE Center full-time
Less work for 1 person	Problem with continuity since GE Committee/Center members are not permanent members



Proposed GE Center Structure – Option 2A

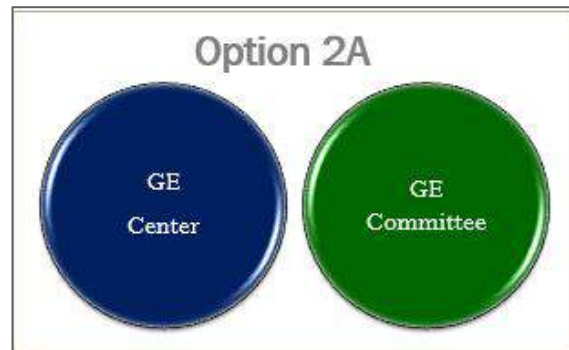
- GE Committee
  - Serves as the policy-making body and advisory council for the GE Center
  - Review, evaluate, and endorse to the OVCAA recommendations with regard to policies and programs
  
- GE Center
  - Performs Coordination, Research, and Incubation functions
  - Plan GE activities or projects such as meetings, planning workshops, etc. for evaluating or reviewing GE courses
  - Perform other GE-related functions assigned by the Chancellor
  - Represent UPD in the System GE Council

PROS	CONS
Clear delineation of roles of GE Committee and GE Center	New items needed; entails more cost
Not too dependent on the membership of the GE Committee	Will have to create a new unit under the OVCAA
With full-time employees in GE Center working permanently	



Proposed GE Center Structure – Option 2B

- GE Committee functions like a College Executive Board/Committee and retains its current functions
- GE Center is headed by an appointed Director who is also the head of the GE Committee



*Summary of GE Center structure options*



## Open Forum – Highlights

In lieu of the Open Forum, the plenary workshop about the GE Center was conducted.

### Workshop Summaries

## WORKSHOP I – THE OBJECTIVES OF THE FUTURE GE PROGRAM AND PERFORMANCE METRICS FOR THE FUTURE GE PROGRAM

**Facilitator:** Prof. Mark Albert H. Zarco, PhD  
College of Engineering

### Introduction to the Workshop

To introduce this workshop, Assistant Prof. Jay A. Yacat (CSSP) presented a comparison of the objectives of UP's GE programs through the years. The following are the highlights of his presentation:



# UP GE Program Objectives

	KNOWLEDGE		SKILLS		ORIENTATION	
<b>1958</b>	knowledge of history, society and culture	understanding of science	critical thinking	effective communication		
<b>1986</b>	broaden intellectual and cultural horizons		develop independent, critical and creative thinking		commit to nationalism and internationalism	infuse learning with integrity
<b>2002 RGEF</b>	broaden the students' intellectual horizons	develop an awareness of various ways of knowing/ disciplines	develop an integration of knowledge and skills		balance nationalism and internationalism	
<b>Proposed</b>	broaden intellectual & cultural horizons		deepen the capacity for the integration of knowledge & of skills		foster nationalism balanced with internationalism	instill a passion for life-long learning and reading

## Some observations

- In the various incarnations of the UP GE program, the following objectives seem to be common themes:
  - Broadening of intellectual (and cultural) horizons
  - Developing critical thinking to a deepening of the integration of knowledge and skills
- In documents about the GE Program, the use of "goals" and "objectives" are interchanged:
  - Fostering nationalism balanced with internationalism
  - Goals are general or broad statements of purpose/s of an educational program

- Objectives are brief, clear statements that describe the desired learning outcomes of instruction
- However, GE program objectives are not phrased as outcome statements but are actually goal statements.

### *Some suggestions*

- It may be about time to consider an outcomes-based approach to the design of the UP GE Program.
- There may also be a need to specify a set of core competencies and corresponding student outcomes and indicators for the relevant GE program goals and objectives.
  - Competencies: measurable knowledge, skills, attitudes and behaviors
  - Outcomes: what students will know and be able to do at the end of the GE program
  - Indicators: describe ways by which outcomes are achieved

### *Sample outcomes and indicators*

COMPETENCY: Develop ethically and socially responsible behaviors for professional and personal settings.

<b>OUTCOMES</b> Students will be able to:	<b>INDICATORS</b> Students will be able to:
Build and enhance interpersonal relationships	Describe the need for personal values (e.g., integrity, benevolence, honesty, respect for human dignity) in building strong relationships with others
	Treat others with civility
	Maintain high standards for academic integrity, including honor code requirements

COMPETENCY: Demonstrate competence in writing and in oral and interpersonal communication skills.

<b>OUTCOMES</b> <b>Students will be able to:</b>	<b>INDICATORS</b> <b>Students will be able to:</b>
Demonstrate effective writing for different purposes	Express ideas in written formats that reflect basic concepts and principles
	Recognize that writing content and format differ based on purpose (e.g., blogs, memos, journal articles) and audience
	Recognize and develop overall organization (e.g., beginning, development, ending) that fits the purpose

### Reference

American Psychological Association (2013). APA Guidelines for the Undergraduate Psychology Major. Version 2.0.

### Workshop Proper

The participants were divided into four groups. Each group was given the following Workshop Guidelines:

### Expected Outputs

1. Recommended **framework** and/or **objectives** of the future GE Program
2. **Performance metrics** for the future GE Program

### Possible Questions to Ask

1. It is often said that the GE Program should produce students with the "Tatak UP." But what is "Tatak UP" – i.e., what qualities do we want our students to have?
2. Knowing what qualities we want our students to have, what should be the objectives and/or framework of our future GE Program?
  - a. Is there a need to change the current UPD GE Program objectives?
  - b. How will the proposed framework/objectives compare with the framework/ objectives of the UP System and CHED?

3. What are the corresponding measurable expectations that we could set for our students for each objective identified?  
:What are the performance metrics that can be adopted/developed in order to determine if the Program objectives have been met?

### Workshop Outputs

#### Group 1

Associate Prof. Flaudette May V. Datuin (CAL) presented the outputs of Group 1. She said that her group did not discuss the issue of *Tatak UP* because this was already discussed in the 2013 UPD GE Conference. What the group discussed instead are a number of concerns encapsulated as follows:

- UP must find a balance between its GE philosophy and the external factors affecting its GE Program, such as CHED's GE framework.
- GE's history, philosophy, and best practices should be considered in developing the UP GE framework.
- The discussion on the UP GE framework lacks continuity.
- The University needs a comprehensive, systematic, and meaningful evaluation system of its GE Program that is not based on SET.

#### Group 2

Representing Group 2, Prof. Ma. Milagros C. Laurel (CAL) said that her group recommends that UP's GE framework should be related to the University's Vision-Mission. In line with this, the group proffered the following definition of *Tatak UP*:

*"Isang estudyanteng may malalim na pagkilala sa sarili, malay sa kaniyang kasaysayan, nakalubog sa kaniyang kultura, may panlipunang pananagutan at makabayang paninindigan."*

#### Group 3

Associate Prof. Amihan B. Ramolete (CAL) reported that Group 3 members agreed that the GE Program should produce students that showcase the true essence of *Tatak UP*. The following are the qualities that UP students should possess:

#### *Knowledge*

- Academic excellence (reflexive)
- Awareness of state of the art in the field
- Sapul ang kaalamang lokal (kultura at teknolohiya) tungo sa paglinang ng pambansang kakanyahan
- Grounded, aware of social issues
- Culturally aware
- Understanding the past

### *Skills*

- Critical thinking
- Strong research culture
- Creative and innovative
- Adaptive
- Effective communicator
- Sensitive
- Capacity to formulate problems
- Leader and team player

### *Orientation/Attitude*

- Service to the people
- Critical Filipino and global citizenship
- Intellectual courage
- Independent-minded and honorable
- Integrity
- Revolutionary
- Nationalist
- Proactive
- Willing to work locally
- Relevant
- Respect for diversity
- Gender sensitive

### Group 4

Presenting for Group 4 was Assistant Prof. Jay A. Yacat (CSSP). The group's output covered two issues:

*Bakit kailangan may GE?*

Reminder: Our GE Program does not have to be

fashionable; we should craft a GE Program that we truly believe in.

- Tatak-UP
  - Excellence
  - Nationalism – patriotism balanced with internationalism
  - Integrity
- GE as preparation for specialization
  - Nagpapalawak ng kaalaman sa mundo kumpara sa specialized knowledge
  - Bakit Hybrid? May fundamental skills na kailangan sa mga particular specializations
- GE as preparation for society
  - Prepares students to be well-rounded in order to address the different problems of society
  - Prepares students for leadership and service to the nation (orientation)

### *Our GE Framework*

- Broaden students' scope of knowledge beyond their discipline (Ano na ba ang maiko-consider na general knowledge?)
  - Core vs elective?
    - ▶ Communication skills
    - ▶ "Cultural competence" – cultural orientation (e.g., history)

Disciplinary vs multidisciplinary/trans/interdisciplinary? GE should be open to all approaches. Retain the three domains

## WORKSHOP 2 – THE OBJECTIVES OF THE FUTURE GE PROGRAM AND PERFORMANCE METRICS FOR THE FUTURE GE PROGRAM

**Facilitators:** Prof. Flora Elena R. Mirano, PhD, College of Arts and Letters & Prof. Laura T. David, PhD, College of Science

*Note:* The first part of this workshop is the open forum of Plenary Session 4; please see pages 92-93 for the highlights of said open forum.

The participants raised a range of concerns and suggestions regarding the current and future GE program, which can be summarized as follows:

### *The GE Curriculum*

- Concrete Suggestions
  - For *Tatak UP* – Have a course about UP: its history, evolution, demography, and role in Philippine society
  - If there is a GE course across the UP system, then part of the course should have an explanation of the GE framework
- Concerns Raised
  - Pagtuturo ng GE sa salitang nasyonal at sa salitang rehiyonal kasama na rin sa pagtatagani ng iba't ibang disiplina
  - There is a need to track our graduates to get feedback so that we can assess our course offerings.
- Concerns Raised
  - Where is the intellectual framework?
    - ▶ Through the years of GE development, the overall goals are similar in terms of broadening of horizons, development of integrated critical thinking, and fostering of nationalism balanced with internationalism. The difference is in the operationalization of the course offerings. For the current GE curriculum, the concern should be defining “multidisciplinary”, determining

- if there would be core courses, and deciding if the current domains would be retained.
- ▶ Creating a long-term intellectual framework might be a daunting task because it must be acceptable to all disciplines. It might be more manageable to have recommendations for the GE Program that would be reviewed regularly, e.g., every 10 years.
  - ▶ The outputs of Workshop 1 contain inputs for the GE framework, particularly the description of *Tatak UP*.
  - In the course offering, previously, GE courses were sequential because there was a skill set that we were trying to develop among the students. In the current GE, there is an implicit assumption that all the students are “beginners” in our particular GE course offerings. This is perhaps one of the reasons why students receive high grades in their courses – there are no expectations imposed on them when they enlist in a GE course.
  - How do we integrate critical thinking in our GE program? How can we measure if we truly incorporate nationalism in our GE courses? We should explicitly and systematically identify how our courses are implemented.
  - ▶ It is difficult to separate the meaning of UP undergraduate education from the meaning of UP education. Consequently, it is difficult to gauge whether the competencies, attitudes, skills, and values of a student resulted from the GE program or from his/her degree program.
  - The concern of quality of students – perception of lowering quality through the generations. But if this is true how come we have not “crashed”? Is it due to the GE? Or other innovations in our respective disciplines (e.g. undergraduate thesis for NIP)? The point is that the effect of GE is hard to gauge versus effect of changes in our own discipline.
  - Metrics: using international standards in the context of the Philippine education
  - Are we going to have 8 courses like CHED’s?
    - ▶ If we follow CHED this would mean that we change the 3 domains into 8 domains and therefore a necessary reconfiguration of the GE courses into the new 8 domains.

- ▶ We also need to face a logistical problem of going through the curriculum approval and making sure there are enough course offerings for each of the new 8 domains.

### *Administrative Concerns*

- Concrete Suggestions
  - Constitute a committee that will draft the framework of the GE program. The Committee could refer to the 10-volume work *The Meaning of UP Education* when reviewing the GE framework.
  - Each degree program should undergo systematic assessment (Academic Program Review) with the goal of identifying GE appropriate for its students.
  - It might be good to consider the approach used in 1986, wherein faculty members assigned to develop GE courses were given one semester, with load credits, to do their work.
  - There should be a simple instrument that would serve as a guide in the institution of GE course. The UC CAPP could initiate the formulation of this instrument.
  - The proceedings of the Conference should be prepared and disseminated to all participants.
- Concerns Raised
  - The 10-volume work *The Meaning of UP Education* was published by CIDS. Would distributing copies to the participants constitute copyright infringement?
  - Who will eventually integrate all these inputs from all the GE conferences?
  - The issue of internationalization – hiring foreign lecturers to enhance teaching of courses runs into admin problems in different government agencies. Diliman Office of International Linkages being created to aid in mobility of inbound-outbound of students and faculty members.
  - Should UPD have a stand regarding the System GE framework? If so, would this be done through a workshop or would the GE Committee handle this?
    - ▶ The decision should come from the UPD community. The discussions could be done through follow-through activities to be undertaken after the GE Conference.



## WORKSHOP 3 – THE UP DILIMAN GE CENTER

**Facilitator:** Prof. Ma. Carmen Jimenez, PhD  
College of Social Sciences and Philosophy

The body agreed that there is a need to establish a GE Center in UP Diliman. This Center will not function like the University College in the past, but will undertake coordination, research, and incubation functions. The proposal for the GE Center will be presented to the UPD Executive Committee and then forwarded to the BOR.

As regards further details on the structure and functions of the Center, the following suggestions and concerns were raised:

- The relationship of the Center with other UPD units should be clarified. Terminologies such as “Center,” “Committee,” and “Council” should be clearly defined.
- The GE setup in the other CUs could be considered when deciding on the structure and functions of the Diliman GE Center.
  - UP Mindanao had recently created a committee to study all its GE courses.
  - In UP Baguio, GE program changes are periodically done with support from the Academic Program Improvement initiative.
- In UP Visayas, there is a GE Committee that manages the GE programs of UPV. This Committee reviews all proposals for new GE courses.
- UP Manila implements, not an RGEP, but a “healthy mix” of GE courses. The College of Arts and Sciences is the “GE service provider” but the departments choose what GE courses to require their students to take.
- UPLB has a GE Council under the Asst. Vice-Chancellor for Academic Affairs, which is provided with an annual budget of PHP1M. They also have cluster and course coordinators.
- In UPOU, the degree program Chairs look into matters pertaining to GE.
- For additional inputs, UPD might also study the GE programs of Thai universities (see Annex 1.3), as well as those of UP’s partners and network universities in Asia.

- Participants should be given more time to study the proposal for the GE Center; they should have been given a copy of the proposal in advance.

# Closing Remarks

## PROF. BENITO M. PACHECO, PhD

Vice-Chancellor for Academic Affairs  
University of the Philippines Diliman

My job at this point is to do the synthesis; but before I can do that, let me say thanks to all of you for attending, and thanks also to the GE Committee and the support staff. As you know this is the middle of the semester, and just like some of you are skipping your classes, some of the staff have skipped their office work today so they can be here in the Conference, and they will go back to the office tonight to catch up with the backlog.

Having said all that, let me swing between philosophical and organizational; after all, that was a constant theme combination in the last two days.

“International” to me, tonight, will vanish from my GE vocabulary. I will embrace more the term trans-boundary. Trans-boundary in the sense that it is metaphoric not only for boundaries between nations but also boundaries between disciplines, boundaries between real and virtual world (the IT world), and even between languages. I would like to be immodest at this point by saying Diliman should be proud -- with due respect to our other

CU friends -- to have proposed and in fact hosted the other mini-conference, that is the GE Filipino mini-conference.

I would like to spend a few minutes on that now if you would allow. We’ve been asking: ano ba ang tatak UP? Masayang-masaya po ako na ang ibinigay nating bersyon kanina ay nasa Filipino. Maaaring yun na nga ang simula: na ang tatak UP ay kailangang sabihin sa Filipino, at maaaring talagang ang GE Filipino ay isang kailangang ingredient para sa tatak UP na GE. And I believe it is notable that, ang buong UP System, ang lahat ng CUs na nagpasimuno nung GE Filipino mini-conference, ang rekomendasyon ay hindi lamang “highly recommended,” sa halip ay “required GE course” ang Filipino. Of course, “required” is not always good, but in that context, it was an expression of the resolve of all those who attended that mini-conference, without presuming to speak for everyone, that there is a need, para isulong ang wikang Filipino hindi lamang bilang subjek na pag-aaralan kundi gagamitin pati sa pagtuturo ng mga kurso. I think, flavor po iyon ng GE ng UP Diliman, if I

may say so, and it has been embraced by the UP System. "Trans-boundary" is the new word that I learned, including transcending boundaries between languages, and I like it better than international.

Let me use four more metaphors. I'm just a civil engineer; pardon me but I will try something about lunch, to follow after Chancellor Tan. But before I forget I would like to reiterate that despite our uneasiness about how many years we have been doing this, we are still here, and I would like to acknowledge with special thanks VC Banzon who, despite being on sabbatical, came and stayed for two days to make sure that what the Chancellor Saloma term started -- they started the annual GE Conferences in Diliman --we keep institutional memory.

But how does one synthesize a very rich lunch? That is my analogy or metaphor now. My job at this point is to synthesize, but in the end after two days, I realize that I cannot do that, we cannot do that so simplistically; we can only try perhaps to reflect on how did we taste and chew, and

how are we digesting what we just experienced here in two days, hindi po ba? The synthesis is not literally coming from me right now, right here, but it is still in process. Part of that is our realization that we have to listen to our food, we have to listen to our subject, digest all of that in the end, and then feel some more what is the effect on all of us. Instead of synthesizing this two-day conference, I feel that I should enjoin everyone to try and chew some more, then digest, and come back together and talk about the great lunch once more somewhere.

My other metaphor is about my daughter. She is 16 years old and talking about going to college all the time, but my story is about love. She always asks me: Do you love me, Papa? I would say, yes, I do. "Pero hindi mo naman sinasabi." Sabi ko naman, di bale, ginagawa ko naman. I say love, because love is so common that we take it for granted; we think we do it, we feel it, we give it. Just like GE, I believe. That is why in your discomfort that we did not have documentation of two years ago, last year, and all, I believe that you also just forgot that what we did not write,

you already imbibed. And the fact that you are recalling that we talked about this last year or two years ago is a good sign that you are not forgetting. There is such a thing as oral tradition, too. I would like to think that our fixation with written documentation is fine, but that is not all that there is. We have been practicing what we have talked about, and if you look back to what we have done since 2013 up to now, we have done many things, we have acted on many things that really came out from 2013. It is a fact; but you can chew on that and digest that even later. Huwag po tayong mag-alala: we are not staying in place; I am sure about it, having observed also from the time of VC Banzon. So back to love: we say, we do; okay, we have to both say and do it. But like what I tell my daughter, if I do not say that I love you, it does not mean that I do not.

My third metaphor is shelter, being a civil engineer. Please indulge me a couple of minutes. Marami tayong balitaktakan tungkol sa framework; we are passionate about it, of course. I am a civil engineer, structural engineer; if there is someone who should be uncomfortable without a framework, that is probably one like me. But my analogy is, if you want a shelter or a house, you can do it two ways at least: one is to build columns and beams and to form a cube and then wrap it perhaps with tela, and that is a shelter. So there is a framework, that is one way. But even though those pieces of cloth make a huge fabric when laid on the ground, that is not yet a shelter, right? Then get a pole, insert it underneath in

the middle, push it up, and the fabric together with the center pole make a shelter already. Right there, there are at least two ways already to make a shelter -- not always literally, in my view, not always literally looking at the framework because some of these shelters do not have frames. We even teach this in structural engineering: some buildings are inherently without distinction between the frame and the skin but they are all one, like fabric structures.

If I should insist that we be rigid, ay dapat po sana ay framework muna mula sa Day 1. Pero naramdaman naman po ninyo, na-experience naman po natin, if we get stuck with framework, we will never go anywhere. But then it is not so bad to come back and still check if what we have is good enough as a framework. And I applaud ALL OF YOU for having the patience through 11 mini-conferences and two more days of Diliman GE Conference, you have not given up expressing... Perhaps you are impatient but you are not giving up. And that brings me to my last metaphor today: going on a bus journey or journey together.

So many of us have been asking during the past two days: Are we there yet? Does that sound familiar? But the fact is, I look at that very positively. You stayed on the bus with us, and here we are arriving. This may not be the final destination after all, and the answer may still be, no, we are not quite there yet, we are just making a rest stop literally. It is just as well. We are

journeying together and, even better, that other CU friends are with us. So, we are not looking at a closed world of Diliman alone; and again with modesty we can say, what we are doing is of course UP Diliman GE Conference but indirectly more than that, because our colleagues from other CUs will make their report when they go back.

Please temper our early reports with a little bit of digestion tonight, so that you do not remember the hard bite that was the first, but you remember the good taste afterwards and perhaps the nice feeling that you are full at least for today. And then we meet again, because this Conference is not the last that we get to talk about GE.

So my last job today is to close, but in fact it is always just to open to the next chapter. We look forward to 365 days more of work for the UP Diliman GE Committee after two days of work for you. And since I am a teacher, may I remind you, the GE Conferences are not for spoon-feeding and you already realized that. We appreciate the spontaneous inputs from everyone because the organizers do not know everything; the UP Diliman GE Committee does not know everything and neither does the UP System GE Council. We have one joint mission: to move forward and do something really meaningful. We are not going to change something for the sake of changing, and we articulated that. But I believe, looking back, marami po tayong nagawa nitong dalawang araw na magandang inputs para sa System Conference.

When we go there we will not be anymore the infamous, may I say, elephant in the room, but the more agile kind of animals.

Maraming salamat po, for the patience and perseverance. Thank you.





# Poster Presentations

# CE 10 D\*MAPS: Disaster Mitigation, Adaptation and Preparedness Strategies

Benito M. Pacheco, Mark Albert H. Zarco, Leonardo C. Rosete, Flaudette May V. Datuin, Elenita N. Que,  
and Aurora Odette C. Mendoza

Colleges of Engineering, Arts & Letters, Education, Fine Arts and Social Sciences and Philosophy

## Course Description

Introduction to principles and practices of natural disaster risk management by mitigation, adaptation, and preparedness strategies through civil engineering and related disciplines aiming for resilience.

## Course Goals

- Explain the role of DRRM in nation building, responsible citizenship, and earth stewardship.
- Recognize the multiple disciplines and sectors involved in DRRM
- Communicate simple indicators and measures of commonly encountered natural and environmental hazards.
- Identify exposed elements, and measure vulnerability or resilience.
- Integrate DRRM concepts to synthesize DRRM strategies.
- Display leadership, group organization and interpersonal skills.

## Models

- Multidisciplinary
- Proactive; focus on mitigation, adaptation and preparedness
- Collaborative but critical
- Multi-hazard exposure and vulnerability
  - Hazards: Volcanic, Earthquake, Landslide, Typhoon, Flood, Fire
  - Exposed environments: Built, Natural, Psychosocial, Economic
- Balancing sustainability and resilience

## Experiences in teaching the GE course



Disaster role playing



Open space activity



Character sketching



D\*MAPS Mind Mapping



D\*MAPS Teaching Team



D\*MAPS Teaching Team

## Conclusions and/or recommendations

- Multidisciplinary perspectives can be overwhelming
- Multidisciplinary courses require significant logistical support and resources especially for large classes

## Requires:

- Intensive teamwork for both students and teaching team
- Mentoring smaller groups
- Use of the following instructional approaches:
  - Reflective teaching
  - Authentic learning experiences
  - Blended learning using UVLe
- Emphasis on creative and critical thinking



D\*MAPS Teaching Team mentoring the students



## Further information

CE 10 D\*MAPS can be taken by students to fulfill GE requirements in the MST and SSP domains.



## EXPERIENCES IN GE COURSE DELIVERY



# Economics 11: "Markets and the State"

## What is Econ 11?

**THE HOUSEHOLD**  
one who manages a household

"The study of how societies use scarce resources to produce valuable goods and services and distribute them among different individuals... If there was no scarcity all goods would be free, all prices would be zero, no choices would have to be made."

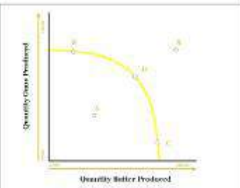
How do we cope with limited resources? How do we choose among limited opportunities?

**CHOICE**  
*What? How? For whom?*

**Scarcity and Efficiency (best use)**  
**Growth**

There are always trade-offs.  
Vie compare opportunity costs and benefits of alternatives.

**GUNS or Butter?**  
(A classic graph)



Scientific and logical approach  
Models, assumptions, positive and normative analysis  
Watch out for fallacies (i.e. post hoc ergo propter hoc)

"Want to think straight?  
Take Econ 11"

## Teaching Econ 11

- One of the first courses to be offered in the large-lecture cum discussion group format
- Self-contained. For many, the only economics course that will ever be taken
- Handled by senior faculty



Econ 11 auditorium classes began in the 1960s; Prof. Gerardo Sibal was among the first lecturers. Prof. Winnie Monsal started teaching the course in 1970 in what is now the Wifredo M. Guerrero Theatre. Current venue is the PCED Auditorium.

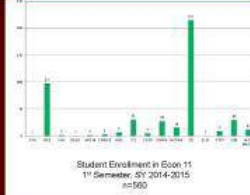
## Features

- 2 lecture hours; 1 discussion hour.
- Lecture, 200-300 students: use of full stage, theater-size AV screen (for Powerpoint presentations), chalkboard, hands-free microphone
- Discussion class: ca. 20 students, led by graduate student-teaching fellows
- Common exams for large numbers of people, held on weekends.



At most 20 students per discussion class. It defeats the purpose otherwise.

## Enrollment Profile



## Assessment

- Main benefit: great efficiency in the use of faculty resources devoted to GE; good to very good results despite high student-faculty ratio.
- Selection of principal lecturers is critical.
- Great selectivity needed in what and how much to teach (typical textbook has excess of material).



Balancing formal methods and intuitive concepts

- Always need to keep GE nature of the course in mind: aim is not to train economic experts, rather informed and critically thinking citizens.
- Balance needs to be struck between formal methods (equations, graphs, etc.) and intuitive concepts, one must reinforce the other.
- Inevitable unevenness in grades between those with quantitative backgrounds (e.g., engineering, BA, Econ students) and those who do not.
- Side-benefit is the reinforcement of graduate students' language, rhetorical, and organizational skills.
- Application of lecture-discussion format requires specific logistics and infrastructure.
- Continuing logistical challenge: classroom shortage. (reason common exams are held on weekends)



**EXPERIENCES  
IN GE COURSE DELIVERY**



UP School of Economics

## UFPI GE Courses F10-Sining Sine and F12 Sine Pinoy

### History

Starting with two sections apiece twelve years ago, the courses now consistently have a combined enrollment of over 200 students each semester spread across 7-8 sections. They usually have a waiting list.

The rise of Digital Media allows UPFI to provide more comprehensive access to both historical and contemporary material cost effectively. As the Faculty of the Institute expands in the coming years we anticipate offering addition sections of both courses.

*This semester (Aug 2014) we have 98 enrollees in F10 and 105 in F12.*

### Methodology

Both courses follow the Institute's conception of Film being a living language that is constantly evolving and mutating.

We teach the poetics and grammar of film with careful attention paid to their history and development within the political and economic contexts of the place and time of production and consumption.

### Course Content

#### F10-Sining Sine

*A world survey of intelligent, well made, but Mainstream Cinema.* 3-4 Classical Hollywood Films and 5-6 Classics from other National Cinemas including the Philippines are screened and discussed in class. The course seeks to develop student's critical skills through mandatory film journals, short essays and a group production of their own short film at the end of the course.

#### F12-Sine Pinoy

*A survey of intelligent, well made but Mainstream Pinoy Cinema which can be counted as a Philippine Studies Course.* 9-11 Pinoy Master works are screened in class. International Classics are screened outside of class for the sake of comparison. Frequently, this is first time students have been asked to take Commercial Filipino Films seriously. This provides a unique venue to think about Philippine culture from different points of view

### Conclusions and Recommendations

Making films is a material cultural practice that leaves a residue on all aspects of the practitioner's life. Making Art changes people and Filmmakers see differently just like musicians hear differently.

*The short film assignment for F10 is by far the most popular and effect part of that course. Surprisingly it is also the only time most of the students make a film during their time here.*

Sadly there is some real reluctance from some students to take Filipino Films as seriously as World Cinema material. The Goal of F12 is not get students to admire the films simply because they are locally made but to appreciate them critically as being artifacts of a valid internally consistent National Cinema that has its own style and flavor.

*It can be an eye opening experience to appreciate something mainstream in a new light. We can help this enlightenment along by adding the most effect part of F10, the film production to the curriculum of F12*



**EXPERIENCES  
IN GE COURSE DELIVERY**



# LARCH1

LANDSCAPE ARCHITECTURE 1:  
DESIGNING EDEN: INTRODUCTION TO PHILIPPINE LANDSCAPE ARCHITECTURE

SUPER G.E. (AH, MST, SSP)

## COURSE DESCRIPTION

A walk-through on Philippine landscape architecture through the sciences and the arts.

## COURSE GOALS

- Explain at the basic level the practice, study and relevance of landscape architecture in the Philippine context.
- Discover the various natural scientific concepts, social sciences, and artistic concepts and their significance as applied to the practice of Philippine landscape architecture
- Relate concepts to the current situations in Philippine landscape architecture through a report or a presentation
- Appreciate the practice of landscape architecture in the Philippine context.
- Compose a landscape architecture output showing acquired knowledge on landscape architectural design.



## CLASS ACTIVITIES



Lecture



Class projects



Educational trips



Landscape appreciation



In-class discussion/  
debates



Sketching



Out-of-classroom  
learning activity



Hands-on  
design activity

The GE course LA1 or Designing Eden is a course that introduces Philippine Landscape Architecture thru the teaching of the interplay of the sciences and the arts relevant to the discipline. The class tells a story about the impact and importance of Landscape Architecture in our society and how it provides solutions using creative applications of science and art concepts.

## HANDS-ON DESIGN ACTIVITY



## INTERACTIVE CLASS PRESENTATION



LA 1 is a unique GE course because it hones one's knowledge in the three domains of learning. The course is applied with teaching strategies that put the student at the center of all class activities. Sessions are designed to include collaborative/individual-learning activities, engaged sharing of knowledge through class discussions, learning assessment and integration through drawing exercise, presentations and plates. These types of in class activities allow the students to see and learn about who we are as Filipinos—our culture expressed in physical design and how it is directly or indirectly related to the other disciplines, fields and professions. All of these are created for optimum learning through the development of observation skills and experiential knowledge of Philippine landscape design.





## 1<sup>st</sup> in Global Dialogue: SEA 30, a decade later

C. N. Zayas, A. A. C. Umali III,  
S. Raymundo, R. A. Macapagal



Center for International Studies  
University of the Philippines, Diliman

### Introduction

SEA 30: Asian Emporiums, A  
Global Dialogue (AH & SSP)

Halo-halo! Multi-/inter-  
disciplinary and internationalized  
GE course.

Espesyal: Conceived &  
developed by renowned  
Southeast Asianists from the  
region.

Namamakadkad: offered in  
University of Indonesia, Gadjah  
Mada University, University of  
Malaya, Thammasat University,  
and Chulalongkorn University.

Sama-sama: Summer classes  
conducted in 8 multinational  
traveling summer schools in  
Thailand, Malaysia, Indonesia,  
and the Philippines from 2003-11.

### Themes

This course is team-taught by  
local and foreign professors  
(from the social & natural  
sciences, and the humanities),  
who talk about topics under:

- Monsoon Asia
- Heritage
- Religions & Beliefs
- Cultural Expressions
- Trade & Emporiums
- Government & Politics

### Key points about experiences in teaching the GE course

•Students say:  
They enjoy the fact that it is  
being taught by a team of SEA  
experts as the topics being  
discussed are the faculty's  
specialization and/or outcome of  
their research work. They were  
also fascinated by the fact that  
most of the faculty hold PhDs  
and master degrees.

Students also benefit from out-of-  
classroom learning activities

•Visits: National Museum,  
Intramuros, Sikh Temple,  
Quiapo church, Golden Globe  
Mosque, Seng Guan Temple.

•Experience: Performing  
Celestial Maiden dances;  
chanting *Hudhud*, a Masterpiece  
of the Oral and Intangible  
Heritage of Humanity

•Immersion in a heritage site &  
contemporary social issues:  
Ifugao Rice Terraces,  
Hacienda Luisita

Student evaluations SEA 30  
effectively cultivates  
nationalism balanced with  
internationalism in their lives.

Team-taught courses require  
extra administrative personnel  
to coordinate schedules, encode  
data, register FSR loads, set-up  
equipment, among others.



### Conclusions and/or recommendations

• UP must provide additional  
administrative support for  
Inter-/Multi-/ Trans-Disciplinary  
courses.

• UP must come up with  
governing rules and regulations  
to facilitate field trips and study  
tours soonest as out-of-  
classroom learning experiences  
are a crucial part of any GE  
course.

• A Tatak UP GE course must  
instill a sense of nationalism in  
our students, and this must be  
emphasized in UP's current  
moves to redefine the GE  
Program.



\*\*Photo of plate SEA 30 and 30 logo from Facebook: Center for International Studies

# Conference Logistics Evaluation

## CONFERENCE LOGISTICS EVALUATION

Quantitative ratings for various aspects of the Conference (using a 5-point rating scale with 5 as the highest score) show that the event garnered above-average evaluation for all but one item:

- Venue (accessibility, general condition) 4.05
- Schedule (time allotment, pacing) 2.92
- Plenary sessions (content and purpose) 3.75
- Poster presentations (content and purpose) 3.65
- Workshops (content and purpose) 3.41
- Conference kit (content and distribution of materials) 3.68
- Food (quantity and quality) 4.14



The qualitative feedback of the participants can be summarized as follows:

ITEM	f
<b>On Conference Arrangements</b>	
• Recommendations regarding providing better facilities (venue, food, restroom, equipment, shuttle service)	15
• Provide early access to materials (distribute prior to the conference so as to facilitate discussions during the conference)	12
• Have proper documentation of conferences	11
• Ensure continuity across conferences	9
• Improve time management/allotment	8
• Address the administrative issues re GE committee and GE center	8
• Ensure post-conference follow through	5
• Involve other stakeholders (UP system, UC members) in the conference	4
• Have more specific objectives/outputs of conference/workshops	3
• Come up with UPD position paper on GE	2
• Have well-defined responsibilities/roles of all stakeholders in the GE review	2
• Have more concrete internationalization thrusts for the University	2
• Hold conference during semester break	1
• Participants must commit to attend the entire Conference	1

ITEM	f
<b>On the GE Curriculum</b>	
• Implement system for assessment/evaluation of program and/or courses	8
• Come up with a framework for the GE curriculum	7
• Conduct comparative studies of UPD GE vs. GE of other countries/CUs	6
• Implement initiatives on how to develop trans-disciplinary courses (models, approaches)	4
• Come up with UPD's response to K-to-12, ASEAN integration programs	4
• Implement initiatives on how to strengthen pedagogy; how to incorporate OBE (outcomes-based education)	3
• Explore new thrusts: Physical Education as GE, area studies, indigenous frameworks	3
<b>On Other Topics</b>	
• Review the state of UP education	1
• Undertake efforts towards the strengthening of humanities disciplines	1
• Have a GE historical sketch	1



# Annexes

[http://issuu.com/odi-ovcaa/docs/upd\\_ge\\_conference\\_annexes](http://issuu.com/odi-ovcaa/docs/upd_ge_conference_annexes)

(Please click on the chain icon )