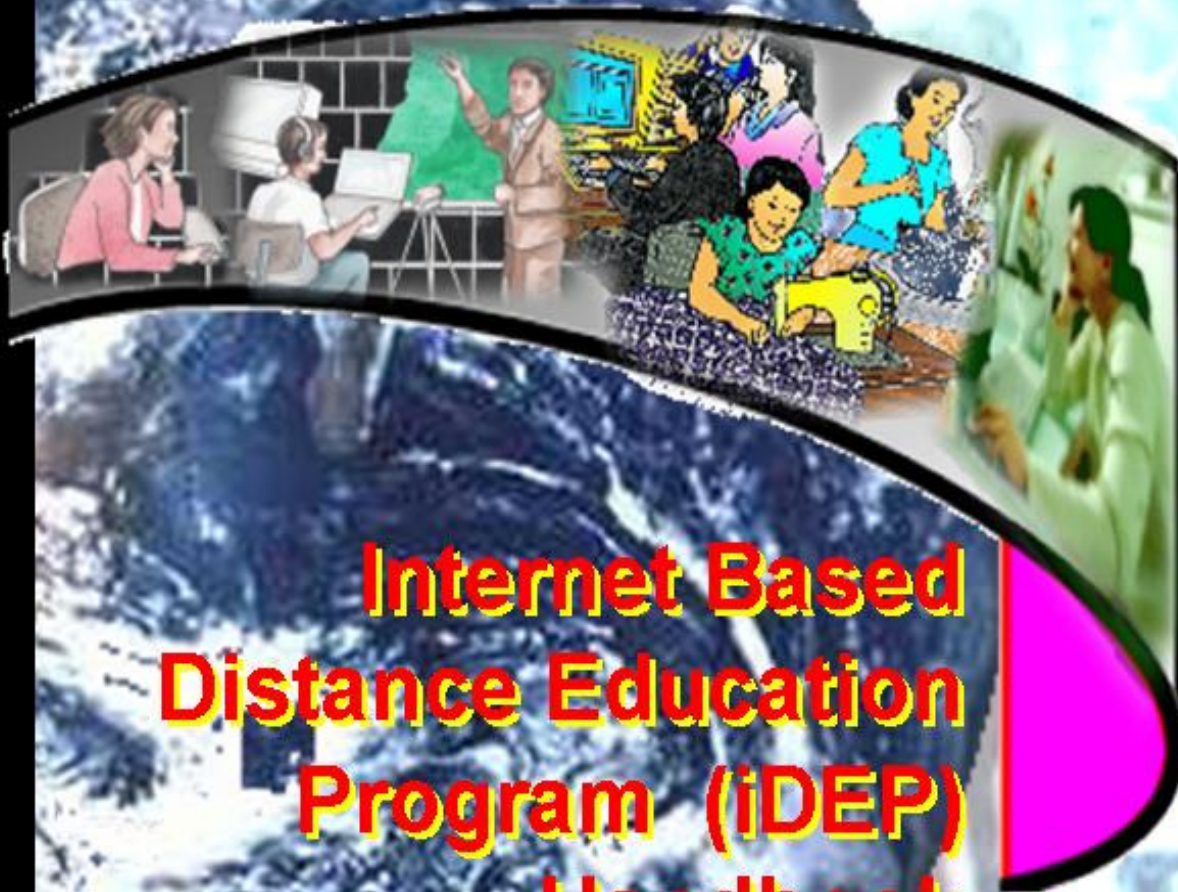




Republic of the Philippines
Department of Education
BUREAU OF SECONDARY EDUCATION



Internet Based Distance Education Program (iDEP) Handbook



OPEN HIGH SCHOOL PROGRAM (OHSP)

THE COVER

The banner represents continuity and flexibility of the iDEC project portraying the picture of online teacher, online learner and the teacher demonstrating the lesson in front of a video camera. The globes represent the coverage of iDEC project. The logo's represent the implementers of this project.

Foreword



Secondary education in the country has been persistently hounded by two serious problems: high dropout rate and low student performance.

To address the problems, the Bureau of Secondary Education, has initiated a number of remedial measures, one of which is the Dropout Reduction Program (DORP).

DORP is an integrated package of several educational innovations aimed at developing self-directed learners. The innovations which had been culled from research-based programs and best practices of schools are EASE (Effective and affordable Secondary Education), SII (School Initiated Interventions) and DORP OHSP.

This handbook provides basic information about the DORP OHSP with focus on Internet-based distance education.

The handbook is the product of the team efforts of the following:

Mrs. Prudence M. Sanoy who planned, organized and coordinated the writing workshops; Lilia B. Goc-oban and Frank Trespeces who wrote the basic information about the iDEP; James Lagria and Oscar Flores, the management, structure and process; Clement Rasul, the learning modalities, tools and resources; Rey Macalindong, and Buddy Chester Repia, the monitoring & evaluation. Albert B. Erni designed the cover and prepared the chapter dividers, appendices and layout.

The program is still in its development stage. We will appreciate comments and feedback for its improvement.

DR. LOLITA M. ANDRADA

Director IV

Bureau of Secondary Education
Department of Education

ACRONYMS USED IN THIS HANDBOOK

A&E	- Accreditation and Equivalency Test
BEC	- Basic Education Curriculum
BSE	- Bureau of Secondary Education
DLC	- Desired Learning Competency
DORP	- Dropout Reduction Program
EFA	- Education for All
iDEC	- Internet-based Distance Education Center
iDEP	- ICT-based distance Education Program or On-line Education
ILRT	- Independent Learning Readiness Test
IRI	- Informal Reading Inventory
LGU	- Local Government Unit
LMS	- Learning Management System
LOI	- Letter of Intent
OHSP	- Open High School Program
PEPT	- Philippine Education Placement Test
SARDO	- Students at Risk of Dropping Out
SMIS	- School Management Information System

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SECTION 1

WHAT IS iDEP?

The Project iDEP

iDEP is an acronym for Internet-based Distance Education Program. It is a creative and innovative program for secondary students and it is run by the Bureau of Secondary Education (BSE) of the Department of Education (DepEd) of the Republic of the Philippines. The project aims to develop functionally literate learners which are also aligned with the goals of Education For All (EFA). Specifically, it aims to increase participation rate and decrease Drop Out rate. The program offers formal secondary education to qualifying students using Internet-based technologies. The use of Internet-based technologies enables particular accredited secondary schools to create and manage classes completely on-line.

The iDEP Conceptual Framework

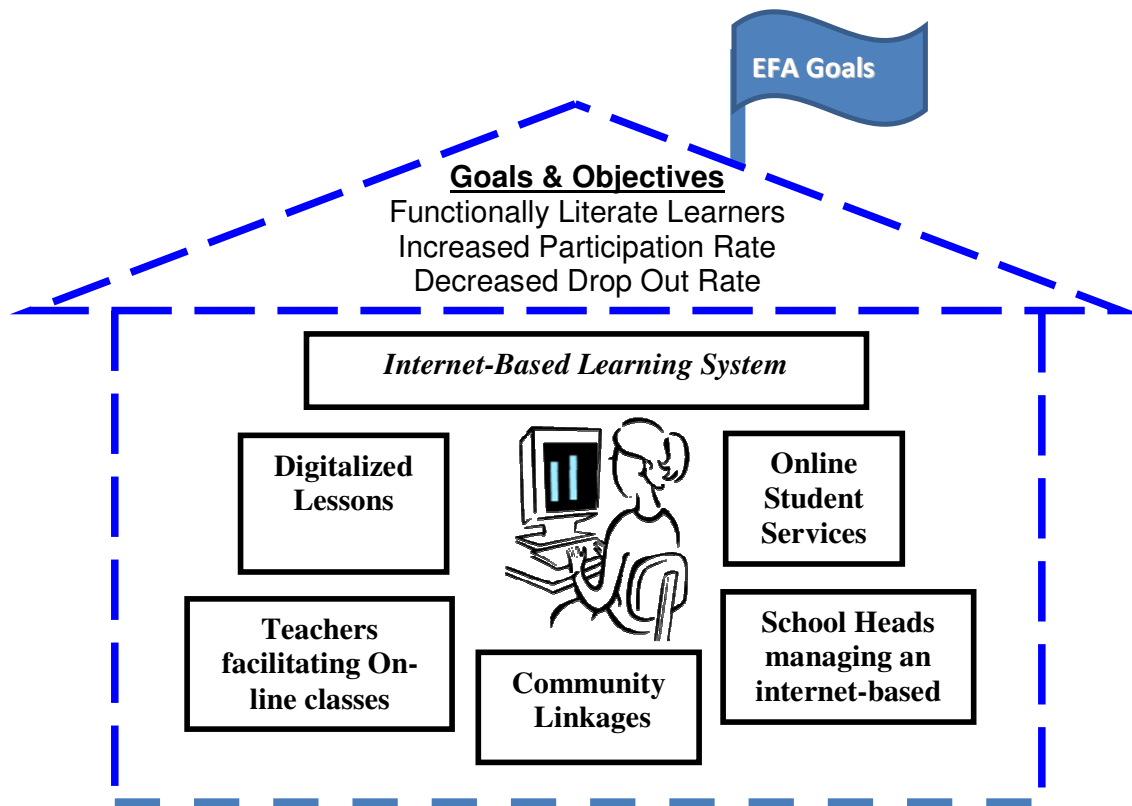


Figure 1: Presents iDEP Conceptual Framework and its unique and essential elements which are as follows.

1. **Goal and Objectives.** Its goal is to make every Filipino functionally literate learners/graduates which is also aligned with the goal of Education For All (EFA). Its general objective is to increase participation rate and decrease dropout rate of secondary schools. Specifically, it aims to provide an alternative learning mode to secondary students who are computer literate and self-managing, but cannot report to school regularly.
2. **The Internet-Based Learning System.** This consists of the student's learning plan, digitalized lessons and materials, on-line facilitation of the learning process by teachers and the evaluation of the learning outcomes by the learner himself and by the subject teachers.
3. **The Curriculum.** Prepared digitalized modules are used for on-line learning. These modules are prepared and based on the 2010 Secondary Education Curriculum (SEC) of the regular secondary school.
4. **The Teacher-Facilitator.** The subject teachers, guidance counselor and Learning Management System Administrator are responsible to facilitate the on-line learning process.
5. **The Infrastructure.** The iDEP has its supporting infrastructure such as computers and telecommunication equipment and facilities.
6. **The Online Student Services.** Several services such as coaching, counseling and guidance services are provided to respond to learners' concerns and to accelerate learning as well.
7. **The School Head.** Leadership and resources such as computer set, internet connectivity, and digitalized modules are provided by the school to support the program.
8. **The Community Linkages.** School Head and teachers of the accredited iDEP schools shall coordinate with the external stakeholders to enhance learner's access to private computers and internet in the community.

The housing of all the components under one roof indicates collaborative efforts of the internal and external stakeholders. The iDEP success is assured in a homely atmosphere of caring, sharing, and concern for a learner striving to finish secondary education amidst all odds. The broken line indicates that the program is not only open to but also seeks to reach out for new ideas and best practices for on-line learning. It also denotes that it is an alternative delivery mode of formal secondary education which can be obtained anywhere and anytime of the year.

The iDEP Infrastructure

The ICT infrastructure for the iDEP will be set up at the Bureau of Secondary Education (BSE). The infrastructure will be composed of servers providing web, mail, database, and file sharing services between teachers and students. The infrastructure will be connected to the Internet using a dedicated digital subscriber line (DSL). Teachers and students will be accessing the infrastructure services using dial-up or broadband connectivity available in their area (including Internet Cafes). The Internet address of the ICT-DEP will be under the Bureau of Secondary Education (BSE) website.

The iDEP uses the industrial-grade open source software called Moodle. Moodle is a course management system that requires the installation of Apache web software, PHP scripting engine, and MySQL database server. Moodle interface is customized for the iDEP.

Schools intend to implement iDEP, shall have to comply and satisfy the basic requirements. The accredited schools shall be called Internet-based Distance Education Centers (iDECs). They will serve as workstations for the learners and the on-line teachers where learners can enroll and obtain their diploma.

The Premises in Designing the iDEP

The following concepts were considered in conceptualizing and designing the iDEP:

- Innovative and appropriate use of ICT on education can help reach those who are education disadvantaged and improve their quality of learning.
- Through ICT, disparities in educational access can be reduced and education quality systems can be enhanced by promoting creativity, critical thinking, and self-learning
- ICT offers opportunities for working students and young people to broaden their horizons and improve employment prospects
- ICT improves the learning process by providing more interactive instructional materials; improved learning skills; enhanced the quality of teachers and instructors; and by facilitating the management and administration of basic education services

How was iDEP developed?

The development of the iDEP was guided by the implementation framework shown in figure presented below.

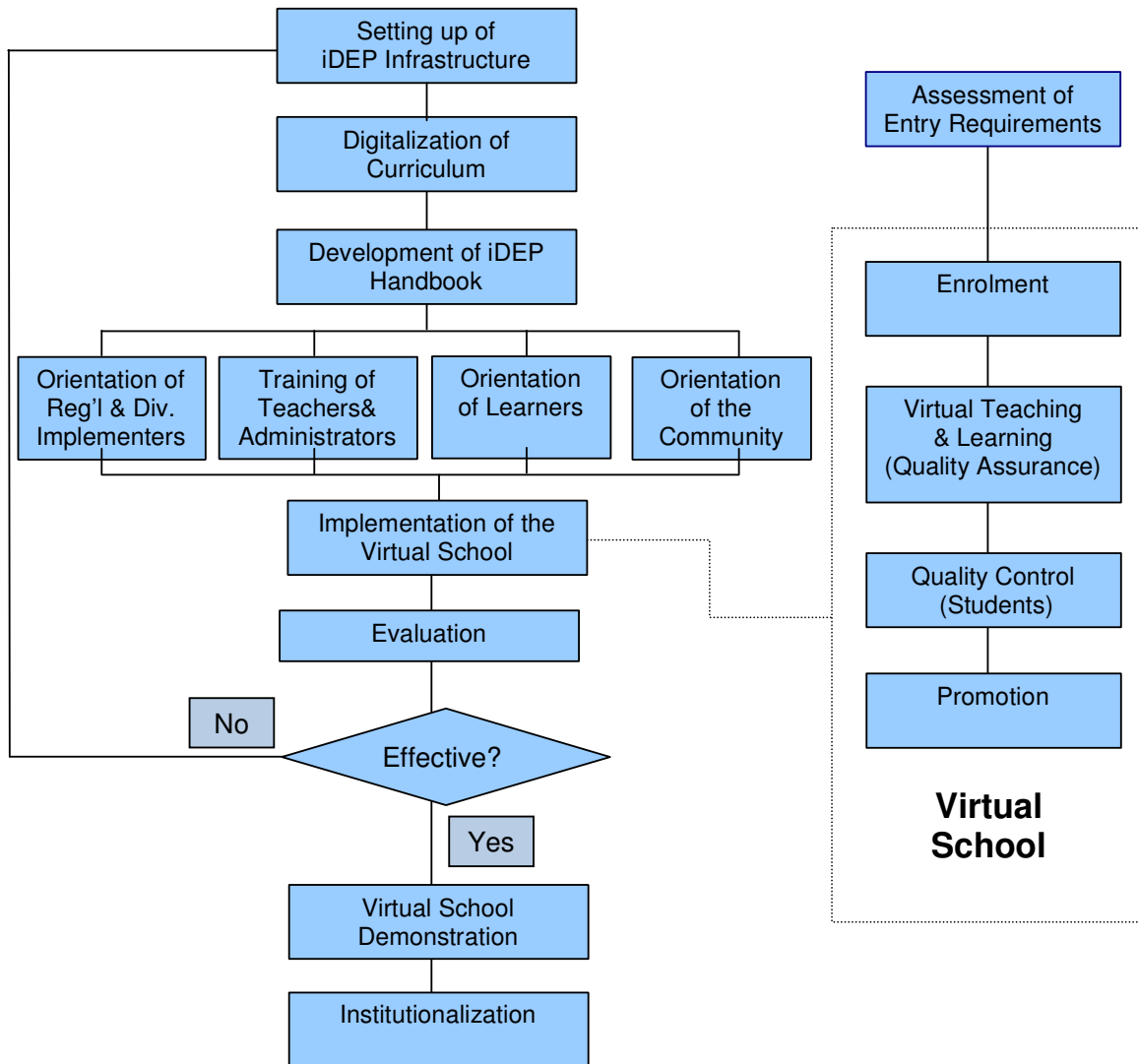


Figure 2. The iDEP Development Framework

The development process includes the field try out of the iDEP infrastructure, curriculum, and handbooks for orientation of implementers and evaluation of program effectiveness. Also included in the framework are learner's entry into the program and the teaching and learning processes in the virtual school.

The framework presents the key activities that were done to develop the learning system.

1. **The ICT Infrastructure.** A server was set up at DepEd Central Office from which on-line learners can download electronic information.
2. **Digitalization of modularized lessons.** A series of workshops were conducted to convert the EASE and other printed modules into computer-based self-instructional materials. The first workshop was conducted to digitalize the TLE and MAPEH modules. This was followed by the Filipino, Railing Panlipunan and Edukasyong Pagpapahalaga modules; and the last workshop was for the Mathematics, English and Science modules respectively.

Content specialists in the DepEd Central Office, Bureau of Secondary Education and selected Regional and Division Supervisors will look into relevance, accuracy, adequacy, currency and sequence of subject matter of each module. Computer programmers in the Central Office and selected IT Coordinators in the different Regions and Divisions are tapped to guide the teacher-writers in preparing the interactive, animated and user-friendly of all on-line lessons.

A team of MITE (Master in Information and Technology Education) scholars of the Department of Education will be mobilized to ensure that all digitalized lessons meet quality standards. The outputs in the previous workshops will be utilized in the preparation of on-line lessons for first year students. Subsequent, another workshop will be conducted for the preparation of digitalized lessons for all subjects on the remaining three year levels in the secondary curriculum.

What was done to ensure the validity of the digitized self-instructional modules?

Computer specialists in the Central Office and selected IT Coordinators in the different Regions and Divisions will assist the teacher-writers on how to convert the printed EASE and OHSP modules into digitalized format

Likewise, subject specialists from the DepEd, Central Office and selected Regional and Division Supervisors will guide the teacher-writers in selecting and organizing the content of the on-line modules. Subsequently, the resource persons will help also the teacher-writers in evaluating the quality of the outputs.

What standards were used to evaluate the digitalized lessons?

There will be three standards in evaluating the digitalized lessons. These standards follow the guidelines set by the Instructional Materials Council secretariat (IMCS) in evaluating textbooks used in the public schools. These indicators are hereby set per standard.

1. Content standard

- 1.1 The content must be consistent with the curriculum for the intended subject per year level.
- 1.2 Concepts must contribute to enrichment, reinforcement, or mastery of identified learning objectives
- 1.3 Content must be accurate and up-to-date
- 1.4 Content must be logically developed and well organized
- 1.5 Content must be free from cultural, gender, racial and other biases
- 1.6 Content must stimulate and promote critical thinking
- 1.7 Concept must be relevant to real-life situations
- 1.8 Content must promote positive values that support formative growth
- 1.9 Language including vocabulary must be appropriate to target user.

2. Instructional standard

- 2.1 Purpose of the material must be well defined
- 2.2 Material must achieve its defined purpose
- 2.3 Learning objectives must be clearly stated and measurable
- 2.4 Level of difficulty must be appropriate for the intended target user
- 2.5 Graphics/colors/sounds must be used for appropriate instructional reasons.
- 2.6 Material must be enjoyable, stimulating, challenging, and engaging
- 2.7 Material must effectively stimulate the creativity of the target user
- 2.8 Instructions must be integrated with target user's previous experience
- 2.9 Target user must be able to control the rate and sequence of presentation and review.

3. Technical standard

- 3.1 Audio must enhance understanding of the concept
- 3.2 Speech (correct pacing, intonation, and pronunciation) must be clear/can be easily understood.
- 3.3 Audio (if any) must be completely synchronized with the visuals
- 3.4 Screen displays (text) must be uncluttered, easy to read, and aesthetically pleasing
- 3.5 Visual presentations (Non-text) are clear and easy to interpret
- 3.6 Visuals must sustain interest and not distract the attention of the user.
- 3.7 Visual must provide accurate representation of the concept discussed.
- 3.8 Design must follow the target user to navigate freely through the material.

- 3.9 The material must be user friendly (can be easily and independently used)
- 4.0 The material must be able to run using available applications and minimum system requirements.
- 4.1 User support materials (if needed) should be informative/useful.

What are some limitations of on-line learning?

Internet-based learning which makes learning faster, exciting and focused has some serious limitation.

- Being electronic, it is dependent on electricity. Any power interruption can shut down its operations. Moreover, it is not applicable to far-flung areas that have no electricity.
- If the distance learner has no personal computer, then he has to depend on computers in school, which are available only on school days, and on internet cafes, which charge fee that he/she cannot afford.

3. **Handbook Development.** This Handbook shall guide the iDEP development processes especially in the conduct of the pilot study.
4. **Orientation and Training.** Personnel involved in the program at the Regional and Division levels shall be oriented to their roles, functions and responsibilities. Teachers and school administrators shall be trained on how to implement the program. Students and their community shall be fully informed about the benefits that the program can offer and the support that they can provide.
5. **Virtual school implementation.** iDEP shall be piloted for one school year in urban and rural areas of the country. The purpose of the pilot study is to debug the electronic learning system and fine-tune the digitalized instructional process.
6. **Evaluation.** Internal monitoring and evaluation shall be done by the Division Office but external monitoring and evaluation shall be done by the Secondary Education Division in the Regional Office.
7. **Institutionalization.** If the evaluation results yield the expected results then the system shall be institutionalized. The pilot school shall be maintained as iDEP demonstration learning centers.

What are the characteristics of the iDEP lessons?

iDEP or the Internet-based Distance Education Program gives the learner access' to all lessons in all subjects from the first to fourth year. These iDEP lessons have unique characteristics which include the following:

1. **Digitalized.** Lessons prepared electronically. These can be downloaded from the Internet.
2. **Modularized.** Lessons presented in the module. It is presented in specific competency which can be easily understood. Specifically, a module consists of five to six lessons. The lessons in the modules are prepared based on the Philippine Secondary School Learning Competencies (PSSLC) for each subject by year level.
3. **Interactive.** The learner studies to master the lessons by acting on or responding to directions given by the digitalized lesson. Interaction is further enhanced in live face-to-face sessions or on-line chat with the subject teachers. The live sessions may be scheduled periodically in the learning contract or they may be requested by the learner when he feels the need for them.
4. **User-friendly.** The on-line sessions used terms that are simple and familiar to the learners. Sentences are short and easy to understand. Directions are clear and specific. The colors used make the presentations attractive to the learners.
5. **Learner-directed.** The contract spells out what lessons the learner has agreed to complete in a grading period. When and how he tackles the lessons are decisions he has to make. On-line lessons are effective in training students to be self-managing decision makers.
6. **Integrated.** Subject matter is presented first as whole lesson in the module and later broken down into specific lessons. Critical problem-solving activities are used to actualize the analytical functions of the left brain, while creative activities are used to develop the synthesizing function of the right brain. Moreover, most of the experiences provided to the learners are authentic to make virtual learning practical and true to life.
7. **Graphics-supported.** Animated cartoons, videos, games, charts, tables, graphs and diagrams are used to make lessons appealing to youth and adult learners.
8. **Bilingual.** Lessons in Filipino, Araling Panlipunan and Edukasyong Pagpapahalaga use Filipino as learning medium of instruction, while Mathematics, Science, English, MAPEH and TLE use English as learning medium of instruction.

Who can implement iDEP?

High schools accredited to implement iDEP can become Internet-based Distance Education Centers (iDEC) provided they have:

1. An operational website and a dedicated room (sound proof) where on-line teaching can take place. The room should be equipped with computers with internet connectivity, web camera, microphone, speakers and white board for teaching demonstration
2. Trained/Accredited on-line teachers

How can a school be accredited before they can implement iDEP?

1. Before any high school can implement iDEP, it must undergo the accreditation process stated below:
 - a. The School head must send a letter of intent to the Division Office through its Div DORP Coordinator. Copies of the letter will also be sent to the Regional Office and Office of the Bureau of Secondary Education.
 - b. Upon approval, the Division DORP Team will conduct an onsite inspection and make an assessment on its readiness to implement the program.
 - c. If the school satisfies the minimum requirements needed for the operation of iDEC (e.g. implementation plan, physical facilities, trained online teachers, etc.), the Schools Division Superintendent will send a letter to will be given a certificate permitting them to offer distance education.

Note: Currently BSE is not yet accepting applicants because as of now the program is still in its piloting stage.

What are the challenges to and opportunities for schools that may offer the iDEP?

1. The need for a highly competent computer-literate school head who believes in the power of on-line and multimedia technologies to enrich the learning process and improve educational outcomes.
2. The high cost, the unavailability of on-line facilities and services in far-flung areas as well may limit the participation of distant learners in web-based instruction.

3. The need for subject teachers to be highly competent computer literate in order to facilitate the on-line learning and the need for in-service programs to continuously upgrade their competencies in on-line teaching.
4. How to set up a functional computer laboratory that is provided with the essential ICT equipment and facilities as well as, properly trained manpower to manage the program.
5. How to establish and maintain a network with local internet cafes and other computer centers in the community to facilitate the operation of the iDEP.
6. How to make iDEP a user-friendly tool in every subject to improve the holding power and learning outcomes of the school.
7. How to make the internet-based learning programs affordable to poor but deserving students in rural areas where computers are not readily available and access to the internet is expensive.

The school iDEP is an eloquent declaration to the community, that indeed, their school is determined to reach out to learners in disadvantaged situations and to produce graduates adequately prepared to meet the challenges and take advantage of the vast learning opportunities that modern technology offers.

From this section, we have learned that:

- The iDEP is an Internet-based learning system which is parallel to the class-based formal system
- It is offered to self-directed and self-managing high school students who are computer literate and have access to the internet
- Digitalized modules/lessons are used for on-line learning that are based on the existing secondary education curriculum
- Accredited schools called iDEC can offer the program managed by a trained school head
- Online learning is facilitated by trained online teachers

SECTION 2

ENROLMENT PROCEDURES AND ONLINE TEACHING-LEARNING PROCESS

This section presents the enrolment procedures and requirements and how teaching-learning process takes place.

What steps are undertaken in implementing online learning mode?

I. ENROLMENT

The enrolment process is composed of the interaction between the Student, Registrar/Guidance Counselor, LMS/SMIS Administrator, Online Teacher, and the School Principal/Head. The entire process is illustrated in Figure 3.

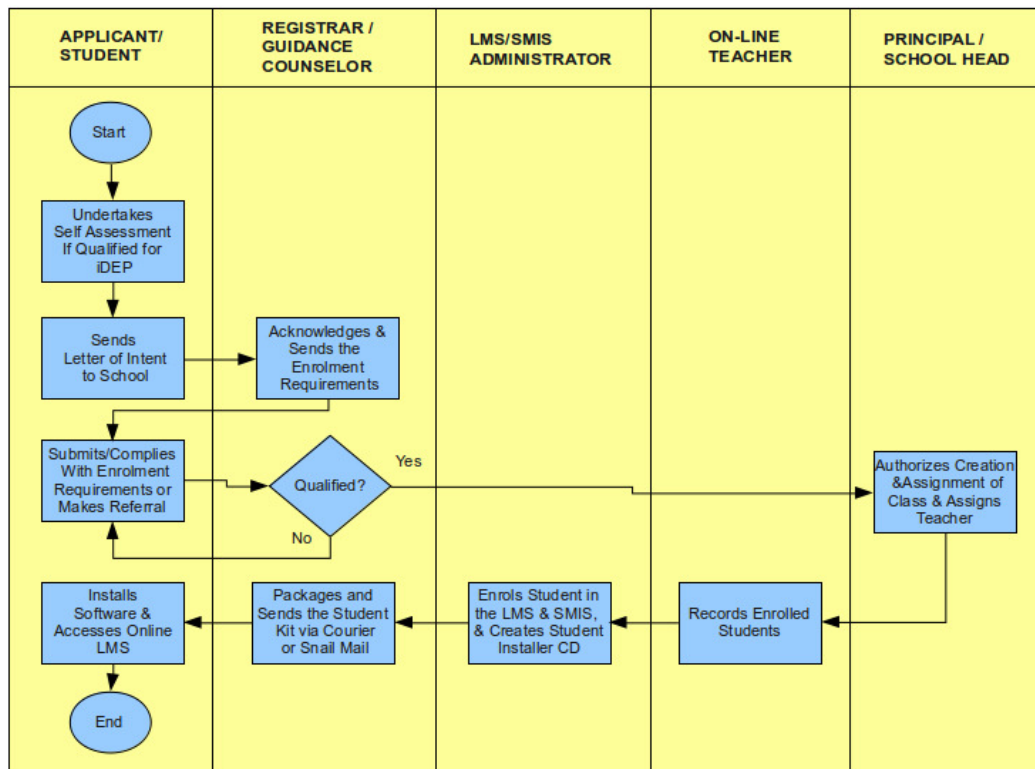


Figure 3. Enrollment Process

A. Applicant/Student

1. Before enrolling, interested applicants must undertake a self-assessment to determine if he or she will benefit and be qualified to enroll under iDEP. The self-assessment instrument is available on-line and can be downloaded from the iDEP homepage. The self-assessment is intended to determine two pre-requisite skills necessary for the program:

- Basic computer proficiency (Appendix C)
- Independent learner proficiency (Appendix D)

2. The enrolment process commences the applicant sends a letter of intent to the school offering the Internet-based Distance Education Program (iDEP). At the discretion of the applicant, he or she may also send certified true copies of the following enrolment requirements to hasten the enrolment process:

- Certificate of Live Birth
- Pre-requisite grade or year level evidence such as Form 137-B (Student Report Card), PEPT, or A&E Certificate
- Learner's Information Sheet (Annex C)
- Parent or Guardian Confirmation Form (Annex D)
- Learner's Agreement (Annex E)

3. The letter of intent may be in the form of an electronic mail or regular mail but the enrolment requirements must be sent to the school via regular mail or courier service.

4. The applicant can expect an acknowledgement letter or an enrolment acceptance letter in the form of an electronic mail within two (2) working days. An acknowledgement letter is sent to the applicant if the enrolment requirements are not yet submitted. An enrolment acceptance letter is sent instead of the acknowledgement letter if the applicant have already submitted the enrolment requirements.

5. The accepted student will be sent an iDEP Learner's Kit via regular mail or courier service within ten (10) working days depending on the speed of the mail or courier service.

6. Upon receipt of the package, the student is expected to follow the instructions in the iDEP User's Manual and install the necessary software contained in the accompanying software media (CD or USB Flash Disk). For technical assistance in the installation of the software, the student may send an email to LMS/SMIS administrator.

7. If application is disapproved, the applicant will be referred to enroll in the print-based Open High School Program (OHSP) or the Alternative Learning System (ALS).

B. Registrar/Guidance Counselor

1. Upon receipt of the letter of intent from the applicant, the registrar/guidance counselor acknowledges the letter within two (2) working days and asks the applicant to submit the enrolment requirements if these have not been submitted yet.
2. If the applicants have submitted all the enrolment requirements and have met the enrolment qualifications, the registrar/guidance counselor sends a letter of acceptance to the applicant and informs the school principal/head of the acceptance of the student enrolment.
3. Registrar/Guidance Counselor packages the iDEP Learner's Kit to be sent to the student via regular mail or courier service.
4. The enrollee is registered as online learner of the school. He or she is included in the list of school's online learners submitted to the Schools Division Superintendent (SDS).

C. LMS/SMIS Administrator

1. On the instruction of the online teacher, the LMS/SMIS Administrator creates a default username and password for the student in the LMS and creates a student entry in the SMIS of the school.
2. The LMS/SMIS Administrator creates the iDEP student installer software media (CD or USB Flash Disk) for packaging by the registrar/guidance counselor.
3. The LMS/SMIS Administrator provides technical assistance via electronic mail to students having difficulty installing the software.

D. Online Teacher

1. On instruction by the school principal/head, the online teacher records the student information enrolled in his or her class.

E. School Principal/Head

1. Based on the information furnished by the registrar/guidance counselor, the school principal/head assigns the enrolled student to an on-line teacher.
2. The school principal/head authorizes the creation of new on-line classes when the number of students assigned to an on-line teacher has exceeded the maximum standard class size of thirty (30) students.

II. CONTRACTING

1. Learner signs a Learner's Agreement (Appendix E) with his parent/guardian as witness
2. The school head and/ Learning Management System Administrator(LMSA) together with the subject teachers sign the Learner's Agreement and provide a copy to the learner and his parent/guardian.

III. ONLINE LEARNING

1. Learning Management System Administrator provides user account to the learner.
2. Using the user account, learner goes to course categories web page and selects subject(s) to be studied.
3. Learner opens the lessons and follows directions in the lessons.
4. Learner consults on-line teacher, Guidance Counselor and Learning Management Administrator for solutions to problems that may craft up.

IV. MONITORING LEARNING PROGRESS

1. Learner complies with the requirements per learning area.
2. Learner takes quizzes and periodic/ summative tests. If in case the learner fails to meet the standard passing grade, the on-line teacher shall give additional lessons to cover up learner's deficiencies.
3. On-line teachers assess/evaluate the submitted required outputs. If in case, the submitted output does not meet the standard, additional output shall be given by the on-line teachers.

V. EVALUATING LEARNING OUTCOMES

The learner takes periodic test after he finishes the modules. The on-line teacher prepares the periodic test questions and to be checked by the school head/department head.

After checking the test questions, the Department Head/School Head returns the test questions to the online teacher. The on-line teacher will send the test questions to the parents for administration.

Then the parent returns the test questions and answer sheet to the online teacher for correction. After checking the answer sheet, the online teacher informs and explains the grades of the learner to the parents.

Learner takes the same tests (National, Regional, Division or School) taken by regular high school students.

VI. GRADING, REPORTING OF PERFORMANCE (OUTCOMES)

Grading system and reporting of performance shall follow the same guidelines and procedures as to the regular students. School head issues certificate of completion by learning area upon the certification of the subject teachers every time the learner finishes the course.

VII. PROMOTION

Promotion is based on mastery level of at least 75% of the competencies and fulfillment of the other requirements of the subject.

1. School Head issues a report card once the required numbers of units per year level are satisfied.
2. Results of the promotion are submitted to the Division Office using the same forms used for the regular students.
3. Diploma/Certificate of Graduation shall be issued by the Schools Division Superintendent.

How does the online teaching-learning process take place?

The figure below illustrates the online teaching-learning process:

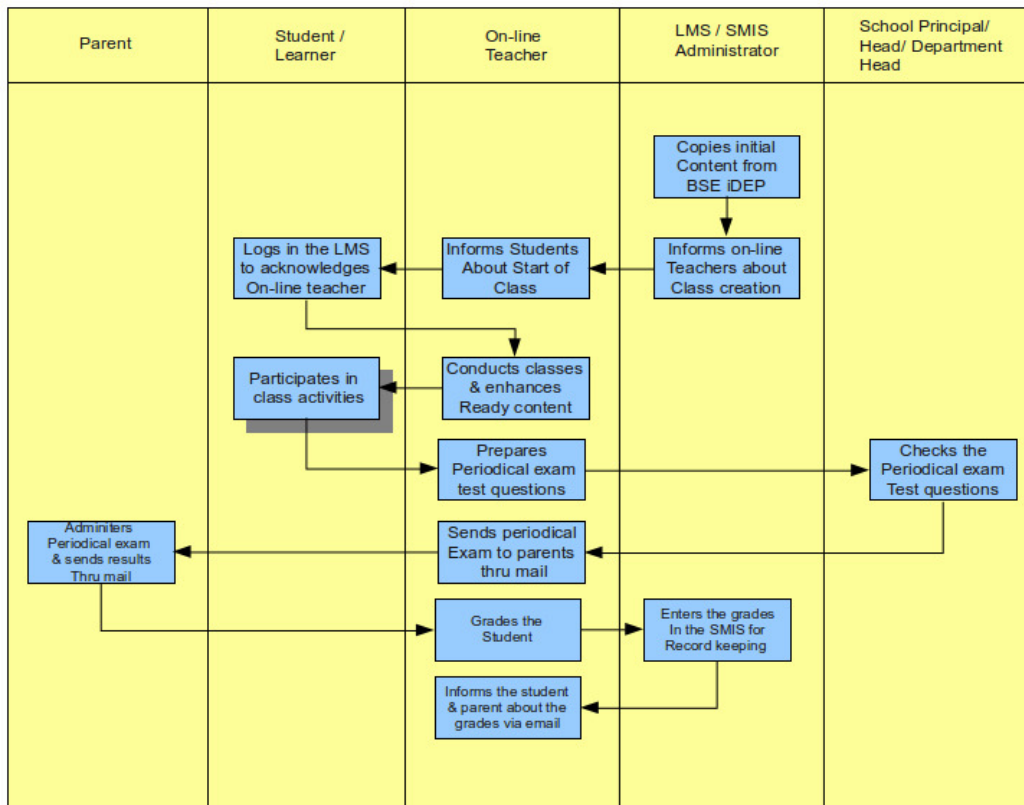


Figure 4. The Online Teaching-Learning Process

Discussion

From this section, we have learned:

- the enrollment process and the persons involved in the process
- the online teaching-learning process



SECTION 3

THE MANAGEMENT OF iDEP

This section presents how iDEP is managed and operated at the school level and how support shall be provided by the Central Office through the Bureau of Secondary Education, and the Regional and Division Offices. It further delineates and explains the tasks and functions of the key implementers at each level of the educational system.

How is iDEP managed?

Achievement of the goals and objectives of the OHSP-iDEP requires participation of the whole educational system. The following are the major tasks and functions to be performed by each level of the system through the respective DORP teams.

At the National Level:

- Sets standards and policies for the OHSP-iDEP;
- Develops the capacity of regional and division implementers;
- Monitors and evaluates the program to determine effectiveness of policies and quality of results;
- Establishes linkages or partnerships on a national scope with service providers (public or private) that can give support to the schools, particularly in subjects that require laboratory activities and practicum.

At the Regional Level:

- Oversees implementation of the policies set for the OHSP-iDEP and provides feedback to Central Office for the evaluation and improvement of the policies;
- Conducts capacity-building activities and provides technical support and instructional consultancy to Divisions implementing the OHSP-iDEP;
- Selects/qualifies implementing schools;
- Establishes linkages or partnerships in the region with service providers (public or private) that can extend support to schools

particularly in subjects that require laboratory activities and practicum ;

- Advocates support for the implementation of the OHSP-iDEP;
- Conducts results monitoring and action researches to improve OHSP-iDEP operations, and to ensure achievement of objectives;
- Submits reports on OHSP-iDEP implementation required by the Central Office and provides appropriate information to other interested stakeholders;

At the Division Level:

- Provides technical support to DORP OHSP implementing schools;
- Conducts capacity-building activities including instructional consultancies, for school heads and teachers;
- Qualifies online teachers;
- Advocates the DORP OHSP within the Division and encourages the participation of private secondary schools and other interested stakeholders;
- Tracks progress of program implementation by schools and conducts outcome evaluation;
- Conducts researches to improve the program; and
- Submits reports on program implementation to the Regional Office;

At the School Level:

- Maintains and improves OHSP-iDEP infrastructure and resources;
- Provides instructional and administrative support to implementers;
- Monitors and evaluates teachers' performance;
- Manages the OHSP-iDEP recording and reporting system;
- Assesses learners' performance and takes appropriate action on performance gaps;
- Continuously improves instructional materials to make them relevant to the changing needs of the learners;
- Provides services (guidance, counseling, health, etc) to facilitate learning; and
- Submits reports on the implementation of OHSP-iDEP to the Division Office;

Who are responsible for the implementation of the DORP OHSP and the operation of iDEC at the school level?

The iDEP is managed through the management structure indicated in the OHSP Handbook. However, **LMS/SMIS administrator** shall be designated to oversee program implementation. The following are the key tasks and functions of the implementers:

1. School Head

- Oversees the overall operation of iDEC;
 - Ensures that there are sufficient funds allotted for needed materials and maintenance of facilities and services (courier service/mail, CDs, internet connection, etc.) by properly coordinating with the Local Government Unit (LGU)
 - Establishes and manages the school's Learning Management Program (LMP);
 - Provides administrative and instructional support to the online teachers;
 - Provides administrative and technical support to the guidance counselor and other iDEP implementers;
 - Initiates the establishment of a functional coaching and mentoring pool to support the iDEP.
 - Evaluates to improve the performance of the iDEP implementers;
 - Develops a system of incentives and rewards to motivate high performance; and
 - Submits progress report to the Division Office;
2. Learning Management System (LMS) / School Management Information System (SMIS) Administrator
- Assists the school head in the operation of iDEC.
 - Administers ILRT and IRI
 - Setups and maintains account of the learner
 - Monitors system performance and back up the general system data base
 - Sees to it that the facilities of the iDEC are working properly and in good condition
 - Maintains, keeps and consolidates learner's performance records
3. Guidance Counselor
- Analyzes and interprets results of ILRT and IRI, and helps teachers use the results to improve learner's performance;
 - Screens and recommends qualified enrollees to the ;
 - Verifies the authenticity of the documents submitted;
 - Maintains an updated profile and records of the learners; and
 - Tracks the progress of learners with special cases.
4. Online Teachers
- Assists learner identify his learning needs
 - Organizes the class programs (e.g. schedule of classes, lectures, submission of assignments, announcements, etc.)
 - Promotes an open dialogue with the learner to encourage an effective and functional relationship.

- Facilitates the distance learning process particularly the contact time;
- Assumes the responsibility to continuously upgrade his competence for distance teaching;
- Consults regularly with learner to identify and address learning gaps;
- Assesses learner's progress, provides feedback and helps learner use the feedback;
- Keeps a complete record of the learner's performance in the subject;
- Provides the class adviser with data on learner's performance in the subject;
- Reports to the school head the progress of each learner regularly; and
- Trained online teachers must serve the iDEP for at least two years.

5. Parents/Guardians

- Helps learner achieve learning goals by providing adequate guidance and resources;
- Certifies the documents and other learning materials submitted by the learner
- Collaborates with the class adviser and subject teachers in monitoring the learner's progress and provides appropriate help to remove gaps in performance; and
- Participates in iDEP related activities.

6. Partner Institution

- Provides support to learning areas that require laboratory activities

Guides for OHSP-iDEP Implementers

- Students enrolled in the iDEP have different capabilities for individual learning. Some can easily achieve learning outcomes by merely studying the self instructional materials; others would need considerable assistance of the subject teachers, while others would need the help of their peers. Still others would need assistance from the schools' coaching and mentoring pool.
- The school should always be ready to provide the kind of support that learners would need to ensure their continuous progress and development as they move from one lesson to another.
- The contract shall be used as a means to enhance learning rather than as a set of requirements for learners to accomplish. It should be flexible enough to respond to unique needs of the learner.

- The OHSP-iDEP is just one of the school programs to address the drop out problem; hence, its implementation shall follow existing policies and regulations in tracking, assessing, recording and reporting student performance.
- The Secondary Education Curriculum (SEC) shall be used as guide particularly in selecting instructional content, strategies and approaches.
- The OHSP-iDEP should be highlighted in the annual accomplishment Report especially, its success stories or best practices as well as, its problems and solutions.
- The effectiveness of the OHSP-iDEP depends primarily on the competence of the students to manage their learning and of the teacher to monitor student progress. For this purpose, teachers shall be guided by the Learning Management Program (LMP) handbook. The handbook explains the roles and functions of the school head and the teachers and provides the tools to enhance a self-directed learning program. The handbook is available at the Bureau of Secondary Education.

From this section we have learned:

- the management process of the implementation and operation of iDEP;
- the involvement and participation of the whole educational system;
- the key tasks and functions of those involved in the implementation of the program.

SECTION 4

iDEC INFRASTRUCTURE

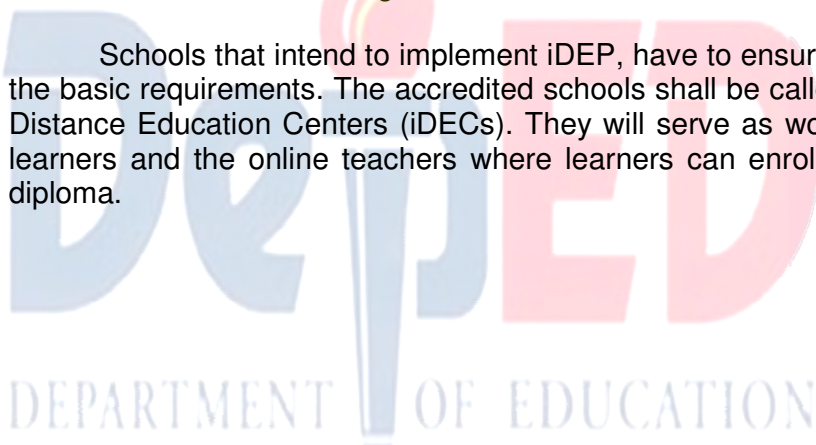
The Physical Facilities of Internet Distance Education Center (iDEC) was composed of one desktop server and eight laptop work stations located at the Bureau of Secondary Education (BSE) and schools offering Internet Distance Education Program (iDEP).

An internet connection with high bandwidth to be distributed via wireless router is required. A telephone, white board, tripod mounted camera and demonstration table must be present inside the iDEC.

Course Creator Software's to be used by the online teachers must be provided by the Bureau of Secondary Education

The School iDEC must be well lighted air-condition room that can house eight workstation and one server. There must have a provision for demonstration area and receiving area for guest/student. A proposed 24' x 24' floor space requirements or at least not less than 50 square meter floor area is required. This must be divided to eight cubicles workstation per subject area and demonstration space. Cubicle is important for subject teachers to work properly while conducting an online lesson particularly if they are using a web cam. The background must be the wall of the cubicle that can also be used as whiteboard space for demonstration. A sample room layout is shown below however layout and cubicle orientation can be changed depending on the available floor area designated to be a virtual classroom.

Schools that intend to implement iDEP, have to ensure that they satisfy the basic requirements. The accredited schools shall be called Internet-based Distance Education Centers (iDECs). They will serve as workstations for the learners and the online teachers where learners can enroll and obtain their diploma.



Proposed iDEC

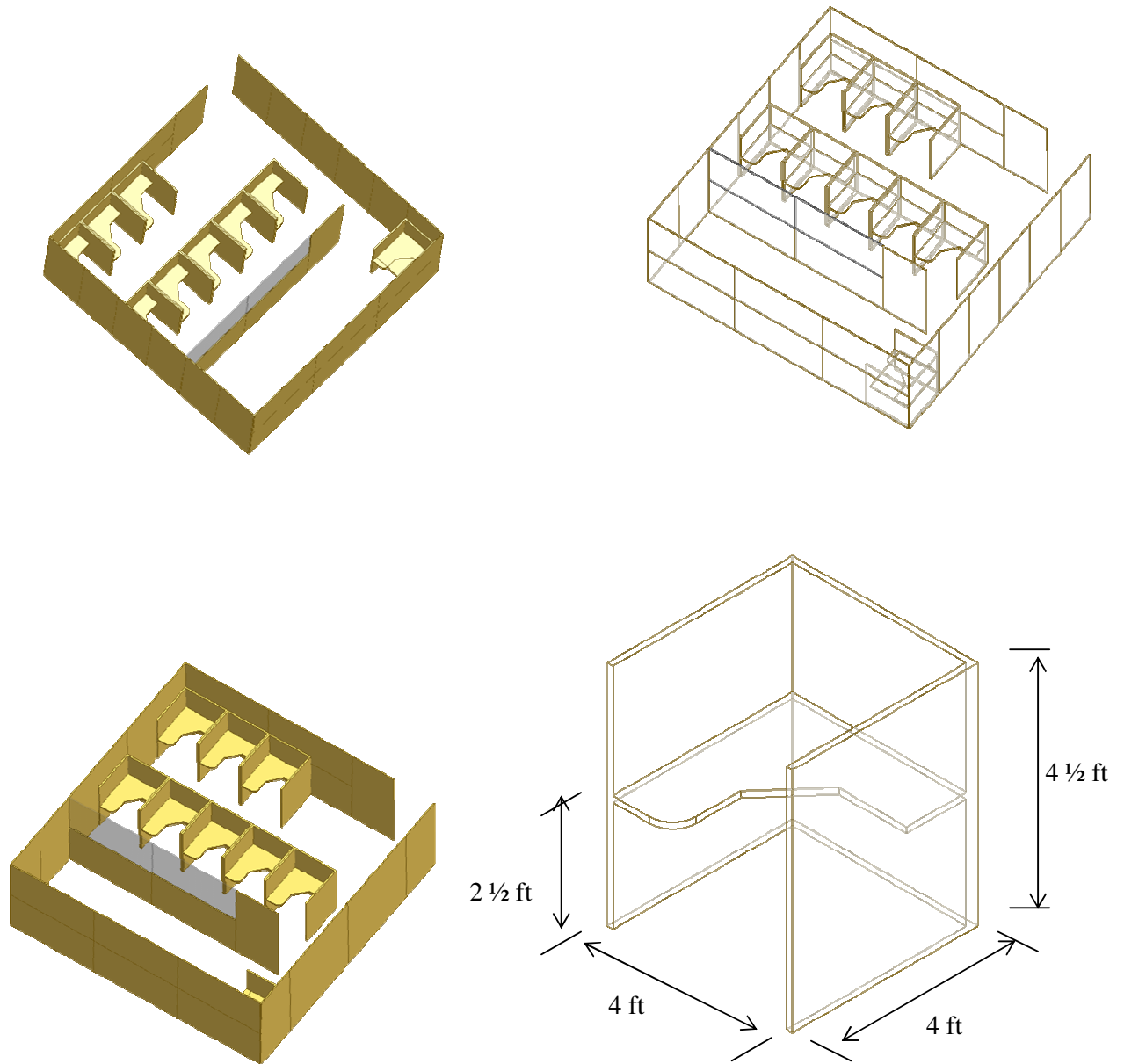


Figure 6. Orthographic view of the layout of iDEC and cubicle specifications

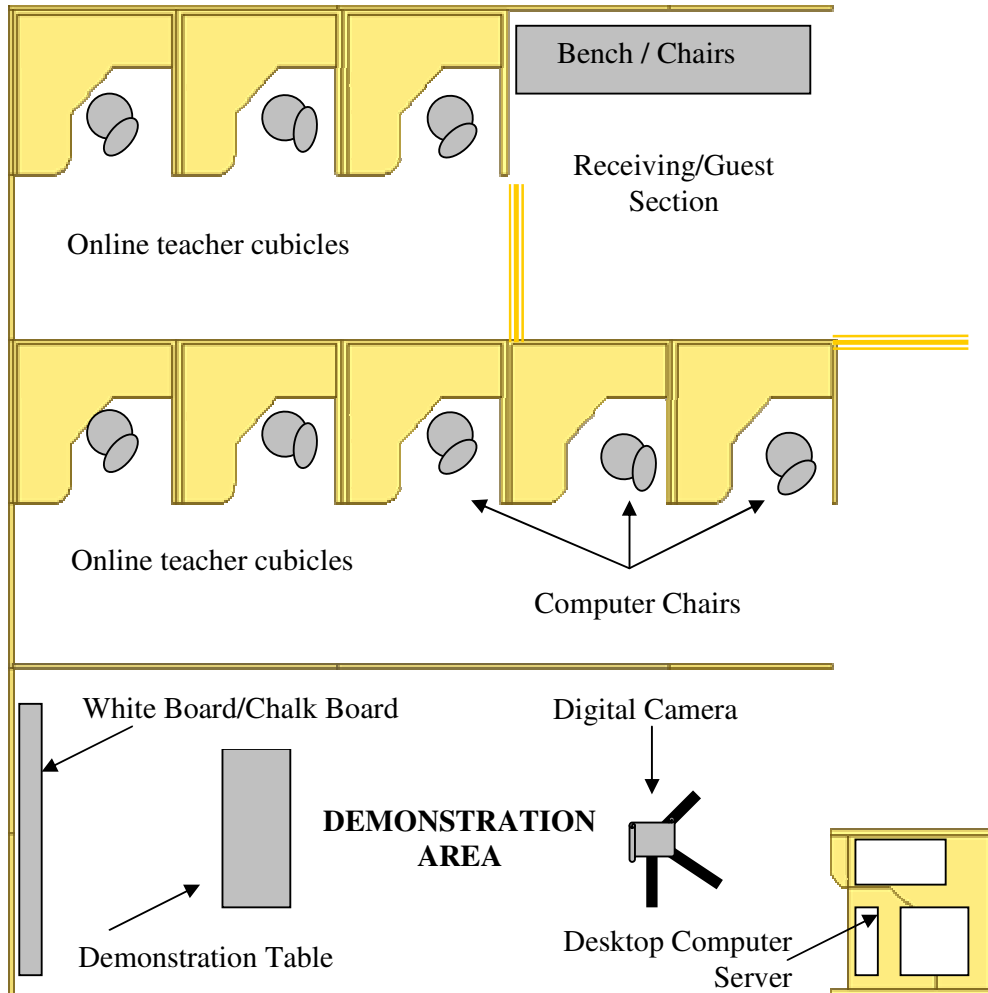


Figure 7. Floor layout of iDEC

CRITERIA OF SPECIFICATIONS

BSE TERMINAL

ICT Distance Education Center

System Unit

- AMD phenom-X4 9650 (QuadCore)
- PA780GM DVI
- Samsung DDR2-6400U (4GB)
- WD (320GB, 7700rpm, 16M buffer)
- USB port (4 rear and 2 front panel)
- Integrated High Definition Audio sound card with jack outlet both on rear and front panel
- DVD +/-RW Drive
- Lan Card 100/1000 (2 Lan Cards) or higher

Monitor : 17 in. LCD Monitor with Input and Output ports

Keyboard : Standard Multimedia Keyboard

Mouse : High Resolution Optical and/or Laser mouse

ACCESSORIES:

Web Cam : A4 tech high resolution webcam

Scanner : Flat bed Scanner that can scan legal size paper

Router and LAN cabling system

PRINTER : Hp Laser Printer

: Ink Jet Printer with individual continuous ink system

SOFTWARES

- Linux (Red Hat Enterprise) UBUNTU latest version
- Windows OS Server (Latest Version)
- Microsoft SQL Server
- License Antivirus Software (kapersky)
- Windows XP Professional service pack 2 for workstation/laptop

SPECIFICATIONS

Internet-Based Distance Education Center

WORKSTATIONS (Development Platforms for Schools)

System Unit (Desktop PC)

- AMD phenom-X4 9650 (QuadCore)
- PA780GM DVI
- Samsung DDR2-6400U (4GB)
- WD (320GB, 7700rpm, 16M buffer)
- USB port (4 rear and 2 front panel)
- Integrated High Definition Audio sound card with jack outlet both on rear and front pannel
- DVD +/-RW Drive
- Lan Card 100/1000 (2 Lan Cards)

Monitor : 17 in LCD Monitor with Input and Output ports

Keyboard : Standard Multimedia Keyboard

Mouse : High Resolution Optical and/or Laser mouse

ACCESSORIES:

Web Cam : A4 tech high resolution webcam

Printer : HP Photosmart C528 (Printer,Scanner)
Epson LX300 (dot matrix printer)

Video/Digital Camera (high Resolution) with tripod

SOFTWARE

- Windows XP Professional service pack 2
- Microsoft Office 2003
- Kapersky antivirus
- Micromedia Dream weaver
- Power Director Video Editing software

Note: For Laptop PC the following hardware must be present:

- Hi Resolution Webcam
- Microphone
- DVD burner
- Licensed OS
- WiFi
- 2GB Ram or higher
- LAN card
- Bluetooth

From this section, we have learned:

- the different facilities that a school should prepare in implementing the program
- the proposed and suggested specifications of iDEC as a whole.

SECTION 5

MONITORING AND EVALUATING THE OHSP

(Refer to OHSP Hand book for the monitoring and evaluation of the IDEP implementation)

This section seeks to answer the following questions: How is OHSP monitored and evaluated? What are the objectives, scope and activities of the monitoring and evaluation system? What are the verifiable performance indicators at the school level? Why is the monitoring and evaluating system integrated?

What is a DORP OHSP monitoring and evaluation system?

It is a quality assurance mechanism designed to ensure that quality standards are observed in delivering the open high school program to the learners. The system does not only track implementation progress at the school level but also monitors the support components and the technical assistance given to the schools by the central, regional and division offices; hence, the integrating or unifying effect of the monitoring system.

The system also evaluates the effectiveness of the OHSP design in achieving program objectives. It also reviews the guiding policies and the evaluation standards and makes appropriate recommendations to improve them

Figure 6 shows the integrated OHSP monitoring and evaluation system and its function at each level of the educational organization.

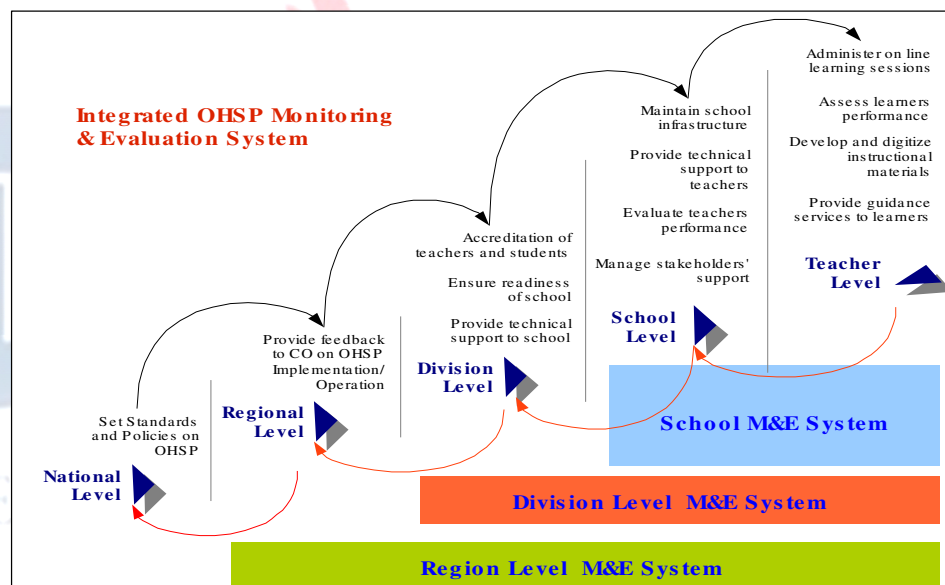


Figure 6. Integrated OHSP Monitoring and Evaluation System

What are the objectives of the Integrated OHSP M&E system?

The OHSP M&E System is designed to meet the information and decision making requirements at various management levels to ensure effectiveness and continuous improvement of its operations. The objectives include:

- At the School level, M&E provides the teachers and school head with feedback on the day-to-day performance of the program. This helps the school implementers assess the efficiency and effectiveness of OHSP to the target group.
- At the Division level, M&E provides information to the Division on the performance of the schools and identifies the technical assistance requirements of the teachers and the school head that will make program implementation successful.
- At the Regional level, M&E provides information to the Region for the quality of technical assistance and support being provided by the Division to the school. It also determines the support requirements of the Division from the Region that will facilitate technical assistance of the division to the schools.
- At the National level, M&E provides information and insights to the Bureau of Secondary Education on standards and policies that will sustain the gains and support the initiatives of the OHSP.

The table below provides a systems perspective on the M&E roles and responsibilities of different management levels of DepED regarding OHSP.

Level	Progress M&E (Formative)	Outcome Evaluation (Summative)	Impact Evaluation
Teacher	<ul style="list-style-type: none"> • Tracks progress of learners # of sessions covered 	Assesses learners performance: competencies demonstrated versus target competencies	
	<ul style="list-style-type: none"> • Assesses learners competencies before start of SY 		
School Head	<ul style="list-style-type: none"> • Monitors OHSP implementation (actual sessions versus planned) 	Evaluates teachers' effectiveness implementation: learners performance and feedback	Determines learners performance in NAT and other DO/RO tests
	<ul style="list-style-type: none"> • Assesses teachers' application of technologies actual versus standards technical correctness 		
Division	<ul style="list-style-type: none"> • Tracks schools' implementation of OHSP (actual versus planned programs/projects implemented) 	At the end of SY assesses effectiveness of schools in managing iDEP, learners satisfaction and teachers feedback	
Region	<ul style="list-style-type: none"> • Tracks Divisions implementation of technical support, programs on OHSP implementation 	Determines effectiveness of DO technical assistance to schools: training assistance, materials and logistics support, etc.	
Bureau of Secondary Education	<ul style="list-style-type: none"> • Monitors technical assistance programs of RO on DORP (actual versus planned assistance) 	Determines effectiveness of RO technical assistance to DO: training assistance, materials and logistics support.	

In order to operationalize the objectives stated above, the following sub-systems will be established:

- School OHSP M&E System
- Division OHSP M&E System
- Region OHSP M&E System
- BSE OHSP M&E System

What is the scope of the School OHSP Monitoring and Evaluation?

The School M&E system is focused on tracking the performance of the learners. This includes monitoring the competencies demonstrated:

- after completing the requirements of the OHSP;
- after completing a learning program;
- during the teaching and learning process

The school will conduct progress monitoring to maintain its efficiency in program implementation. School level progress monitoring gathers data on:

- learners. (number of learners enrolled in the program, sessions or hours spent online)
- teachers. (coverage of subject matter, quality of online interaction, quality of learning materials and number of hours spent online (teaching))
- ICT laboratories. (maintenance, upgrading and replacement of computers and other equipment)
- Support activities. (monitoring OHSP support programs and projects)

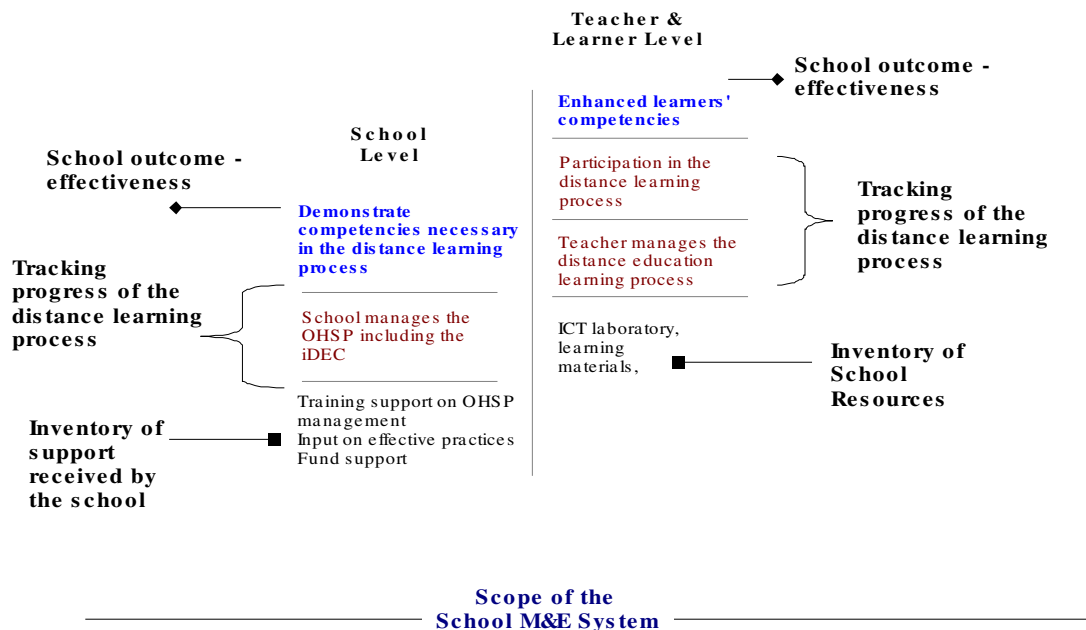


Figure 7. Scope of the School M&E System

What are the effectiveness indicators at the school level?

The main beneficiaries of the OHSP are the learners who are hindered by time, work and other concerns to attend classroom-based instruction. The program will be considered a success when the following situations are achieved:

- learners are able to demonstrate the desired learning competencies after completion of the program
- learners are able to pass the requirements satisfactorily
- High percentage of learners completing the course
- Improvement in the participation rate of the Division

What are the means of verifying learners' performance?

Learners' participation and performance can be verified through:

- Written or performance tests or examination results
- Number or percentage of learners' work that passed the quality standards
- Log in or frequency of session

What are the efficiency measures at the school level?

The efficiency of the OHSP is based on the following measures:

- Increasing number of OHSP learners completing high school

- Number of sessions
- Number of teachers participating in the online learning

What are the activities covered by the School OHSP M&E System?

The School OHSP M&E System is a process designed specifically for the school head to manage efficiently the implementation of the OHSP.

Specifically, this system is used by the school to track its performance in providing information on the quality of its services, performance of teachers, timeliness of OHSP programs and projects and the management of ICT Distance Education Center resources. The progress tracking will include:

- **OHSP Start Up activities.** Allow the school to assess its readiness to implement the OHSP.
- **OHSP Operations.** Provide information on the quality and progress of the teaching and learning process. This includes teachers application of key teaching and learning skills, number of sessions, learners attendance and log hours of teachers.
- **Teachers' performance.** Evaluate the improvements in the competencies of teachers to handle OHSP interventions especially their online skills.
- **Inventory of OHSP resources.** Progress tracking of OHSP resources ensures that facilities, equipment and other resources are well maintained and upgraded in order to provide quality and continual services to learners.

What document provides information on the status of OHSP operation?

The OHSP Monthly Report. This is a status report on the details of OHSP implementation. It includes learning plans used, reports on lessons covered, session logged and, problems and issues encountered. It also includes activities supporting the operations of the OHSP like maintenance of equipment, upgrading of materials, training of teachers and other related activities.

What are the roles and responsibilities of the Division Office in the implementation of the OHSP?

The Division Office is tasked to provide technical assistance to the school managers in the implementation of the OHSP. It sees to it that the schools are

ready in terms of skills, facilities and equipment. They must have a well prepared implementation plan too. The Division oversees the implementation of the OHSP at the school level.

The Division also monitors the school's implementation of the OHSP. It conducts both progress monitoring and outcome evaluation.

What is the coverage of the Division OHSP M&E System?

The Division M&E System covers the following:

- **Performance of the Teacher-Implementer.** Teachers play a key role in assessing the appropriateness and quality of inputs provided to learners. Therefore, the evaluation system must also aim for the continuous improvement of teachers' performance. Appropriate tracking mechanisms to monitor teachers performance have to be set up.
- **Performance of the School Head.** The evaluation system also focuses on the performance of the school head in managing the OHSP including the school programs that support and sustain it.
- **Maintenance and Upgrading of the ICT Distance Education Center.** The monitoring activities also focuses on how the schools maintain and improve the facilities and materials that are critical to the OHSP operation. These include the internet, equipment and other facilities and resources necessary in the operation of the Internet-based Distance Education Center.

What are the verifiable indicators of teacher performance?

The teachers are the main force in the implementation of the OHSP. To attain quality service from them, the OHSP has developed an accreditation scale that guides the development of teachers participating in the program. The scale is also used to assess teacher performance.

The Levels of Accreditation are:

Level 1.

Has used the modular approach in teaching for at least one semester
Has developed digitized instructional materials (point system)
Has passed the interview and process observation
Has attained the required hours on online teaching.

Level 2.

Has developed digitalized instructional materials (point system)
Can demonstrate skills in troubleshooting and maintenance of computers and other multimedia equipment
Has demonstrated skills in facilitating the OHSP
Has served as trainers of teachers on online learning

Level 3.

Has developed digitized instructional materials (point system)
Has served as Division trainer on online learning

Level 4.

Has developed digitized instructional materials (point system)
Has developed digitize instructional materials which are being used by the schools in the division, region and national.

What are the means of verifying teacher performance?

Teacher performance can be verified through:

- Result of accreditation by Division Office
- Observation and Interviews
- Quality of instructional materials developed

What are the verifiable indicators of school head performance?

The performance of the school head shall be evaluated on the basis of how efficiently OHSP is implemented in the school. The indicators are:

- number of OHSP learners targeted versus actual number of OHSP learners enrolled
- number of OHSP learners enrolled versus actual number of completers
- percentage of OHSP activities planned versus percentage of OHSP activities implemented.
- state of the ICT Laboratory

What are the means of verifying school head performance?

School Head performance can be verified through:

- OHSP Enrollment Report
- Teachers interview in terms of support provided by the school head
- Inspection of the ICT Laboratory

What are the roles and responsibilities of the Regional Office in the implementation of the OHSP?

The Region is responsible for the quality performance of the OHSP. It sees to it that Divisions and Schools observe the standards set in the OHSP design.

The Regional Office oversees the implementation of the OHSP at the Division level. It ensures that the Divisions are complying with the OHSP policies and standards set by the Bureau of Secondary Education.

The Region also conducts outcome evaluation to determine the effectiveness of the Divisions in the areas of providing technical support to the schools. The findings of the outcome evaluation are sent back to the National level with recommendations on how to improve the standards and policies of the program.

What is the coverage of the Regional OHSP M&E System?

The outcome evaluation conducted by the Region gives data on:

- impact of the OHSP on the participation rate at the Division level;
- teachers performance
- school head's skills in managing the program.
- The Division's technical assistance to schools. This covers capacity building on OHSP, ICT and other related programs.

The results of the outcome evaluation conducted by the Region are used to improve the program design and enhance the standards and policies for the Open High School.

What are the roles and responsibilities of the Bureau of Secondary Education in the OHSP?

The Bureau of Secondary Education as the proponent of the OHSP; continuously gets feedback from the field and uses it to improve the program strategies. It sets the standards and policies that govern implementation.

In the mainstreaming of the OHSP, the Bureau serves as the National Steering Office to direct and recommend improvements. In the policies and standards governing Open High School. As the Steering Office, the Bureau will conduct impact evaluation, field visits and case studies and uses results **to improve** future programs and policies.

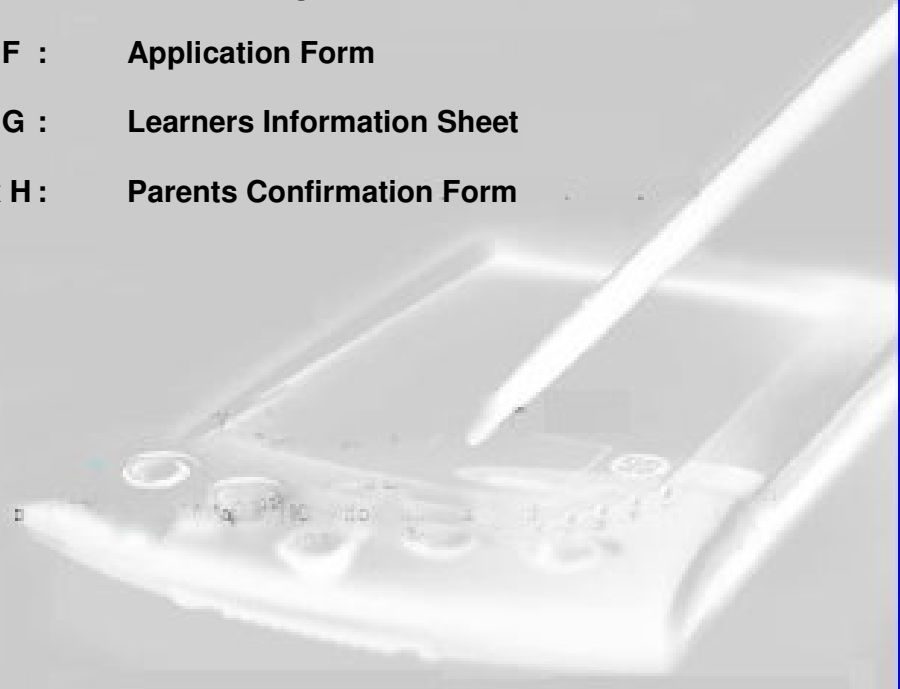
During program implementation, the Bureau will serve as the National OHSP Office. The Bureau will be responsible for the capability building of the Regions, Divisions and Schools on OHSP and for setting up the necessary support infrastructure at the national and field level. The Bureau will also set up the Integrated OHSP M&E System.

Now, let's summarize:

Monitoring and evaluation of the OHSP particularly its online component is essential, especially because the program is just in its development stage. Through M & E performance gaps are immediately identified and addressed and defects in program design are immediately noted and corrected. To ensure that desired learning outcomes are achieved the tracking system must be integrated: from the national down to the school levels and the roles and responsibilities as well as the performance standards and effectiveness indicators must be properly defined. Take note that in iDEP the student himself monitors his learning progress and evaluates his achievement of learning objectives.

APPENDICES

- Appendix A :** Independent Learning Readiness Test (ILRT)
- Appendix B :** Informal Reading Inventory (IRI) Test
- Appendix C :** Pre-Requisite Computer Proficiency Checklist
- Appendix D :** Student Self-Assessment Checklist
- Appendix E :** Learner's Agreement
- Appendix F :** Application Form
- Appendix G :** Learners Information Sheet
- Appendix H :** Parents Confirmation Form



Appendix A

INDEPENDENT LEARNING READINESS TEST (ILRT)

(With interface to web cam and multimedia headset for overseas student)

Below is a list of competencies that you can expect to demonstrate. Encircle the number in the scale that corresponds to your answer for every item where:

- 3 means that you demonstrate the competencies with least or no supervision/assistance from the teacher;
- 2 means that you demonstrate the competencies with some supervision/assistance from the teacher; and
- 1 means that you demonstrate the competencies with much supervision/assistance from the teacher.

I am able to:	SCALE		
1. Get information from print and non-print materials	3	2	1
2. Recall details read/heard/seen from different types of media	3	2	1
3. Relay information heard over the telephone and from radio broadcasts	3	2	1
4. Interpret the information in graphics and billing statements (electric, water, etc.)	3	2	1
5. Use the card catalogue to locate information	3	2	1
6. Follow signs and symbols to locate places or things	3	2	1
7. Follow directions using map	3	2	1
8. Fill out forms (schools, banks, etc.)	3	2	1
9. Follow instructions/step in doing a task	3	2	1
10. Write personal letters and diaries	3	2	1
11. Solve simple mathematical problems	3	2	1
12. Interview people	3	2	1

Interpretation of the total rating:

29 – 36	Independent level
20 – 28	Instructional level
12 – 19	Beginning level

INFORMAL READING INVENTORY (IRI)

(With interface to web cam and multimedia headset for overseas students)

The reading ability of learner is crucial to the Open High School Program (OHSP) because most of the time the learners works independently.

The use of IRI shall help the teacher determine a learner's reading level. The independent level is the stage in which the learner can read successfully with little or no aid because fluency and comprehension are developed well enough. The learner's instructional level signals an area of difficulty. It may mean that the book or reading material is too difficult for the learner. The learner's beginning/frustration level may mean frequent face-to-face session from the subject area teacher.

The results of the IRI shall help the school in determining prospective enrollees. Thus, an oral and silent test must be likewise conducted before a learner is officially accepted.

A. Administration of an Oral Reading Test

1. Select a 100 words passage from a material you wish the learner to read
2. The learner is asked to read the passage orally
3. The teacher record the errors.

Types of Errors

Mispronunciation	: Record the incorrect response above the word missed
Substitution	: Record the substituted word above the one missed
Omission	: Circle the omitted word or words
Insertion	: Caret ^ in the extra word
Hesitations	: Supply the needed word and write H if the learner pauses for longer than five minutes
Resolutions	: Draw a wavy line under repeated words

B. Administration of a Silent Reading Test

1. Prepare questions that determine the learner's ability to use various parts of the text.

Ex. On what part of the text will you find information on _____?

2. Prepare questions that measure both vocabulary and comprehension.
3. When preparing the questions, be careful to provide items that assess the many operations of comprehension skills (recognition or recall of facts, concepts, information; convergence or divergence of concepts and situation).
4. Direct the learner to read the selection.
5. The learner can be timed if you are interested in his/her reading rate.

C. Interpretation

Informal Reading Inventory Standards.

LEVEL	ORAL READING	COMPREHENSION
Independent	99 – 100%	99 – 100%
Instructional	95 – 98%	70 – 94%
Beginning	94% and below	69% and below

On the silent reading test, if a learner is able to answer correctly 91-100% of the questions, he/she is at the independent level, if he/she answered 70 – 90% correctly, he/she is at the instructional level. A learner is at the beginning level if the correct answer is 69% or below.

PRE-REQUISITE COMPUTER SKILLS CHECKLIST

The ICT-Based Distance Education Program (iDEP) requires a minimum set of computer competencies. If you do not have this minimum competency, we advise you to take a short training course on the use of internet and office applications. You may also wish to attend the said training course in the school you will be enrolling. The following checklist is intended for you to assess yourself if you meet the pre-requisite computer skills.

B. Basic Operations

1. Can you create directories or folders?
2. Can you name files?
3. Do you know the common file formats?
4. Can you copy files?
5. Can you locate the default directory or folder for your files?
6. Can you recover recently deleted files?
7. Can you search files?
8. Can you install programs?

C. Word Processing

9. Can you use any word processing program (Microsoft Word or Open Office Writer)?
10. Can you append files?
11. Can you do cut and paste operations?
12. Can you save files?

D. Internet

13. Can you go to a website using its computer address?
14. Can you download files?
15. Can you upload files?
16. Can you use email?
17. Can you search the internet using a search engine?

STUDENT SELF-ASSESSMENT CHECKLIST

The ICT-based Distance Education Program (iDEP) is not for everybody. iDEP is for students who are self-driven to excel and able to do independent study. The following checklist is intended for you to assess yourself if the program is best for you. If all of your answers to these questions are “yes”, it means that you can benefit from the iDEP program.

B. Study Habits

1. Do you devote some time every day to improve your computer knowledge and skills?
2. Do you often go to the library or to other sources of information to verify or enrich the knowledge you get from your class?
3. Do you always try to do your homework as best as you can?
4. After studying something, do you often take the proper action on the things you failed to learn?

C. Strong Motivation

5. Do you enjoy learning whether it is in the school or out of school?
6. Do you want very much to be good at using the computer as learning tool?
7. Do you often spend your free time to improve your computing skills?
8. If your school would offer a computer course in addition to the regular subjects, would you be willing to enroll?
9. Do you often discuss with your teacher or friends the latest developments in computers?

D. Capability for Self or Independent Study

10. Can you easily access books and other references in the library with little help from the librarian?
11. Are you capable of using the internet, computer disk, video and other learning materials to prepare your assignments or homework?
12. Do you seek the help of other people only after you have tried to solve the problem yourself?

E. Organized to Manage Learning

13. Have you some plans about what you will do or what course you will take after high school?
14. Are you directing your learning efforts toward the implementation of your plan?
15. Before studying a lesson do you always state your objective clearly and plan activities carefully to achieve the objective?
16. After studying a lesson do you always try to find out what knowledge and skills you failed to learn and to take necessary action to master them?

Sample Electronic Online Learner's Agreement Form

LEARNER'S AGREEMENT

I is enrolled in the Open High
Name of Learners
School Program-**iDEP** at as
Name of School Year Level

As a learner, I am expected to undertake the following:

- to plan, implement and assess my learning through a self directed learning plan;
- to report to my teacher the learning activities/tasks which I find difficult
- to exercise time-management to finish any learning task required in each subject according to the designated time table of activities; and
- to finish my secondary course with the support of my family/guardian/benefactor.
- to notify my online teacher on a reasonable temporary leave of absence via e-mail
- to inform my online teacher via e-mail on my reentry to the IDEP Program


I hereby agree to comply with the above-mentioned expectations to complete my secondary education through the Open High School Program.

Learner

Parent/Guardian

Adviser

School Head

<h2>Application For Enrolment Form</h2>
Community Information
<p>Write the Name and address of schools/learning centers/agencies nearby the learner's residence that can be provide and/or support teaching and learning purposes</p> <div style="border: 1px solid black; height: 150px; width: 90%; margin: 10px auto;"></div> <div style="text-align: right; margin-top: 5px;">  </div>

Part II

Directions: Put a check in the box alongside each answer you choose.

1. What is your reason/s for choosing open learning?

- I am over age for high school
 - I have a job and cannot come to school regularly
 - I have a physical disability
 - I live far from school
 - Others, Please specify _____
-

2. What experiences in learning did you encounter?

- I was often late in my classes'
 - I was frequently absent due to poor health
 - I found the lessons too difficult
 - I had unsatisfactory experiences with my teachers and/or
Classmates
 - Others, Please specify _____
-

3. What possible problem do you anticipate with distance learning?

- The modules might be difficult
 - Difficulties in communications between the students and teacher
 - Difficulties in Internet communication/access
 - Computer facilities
 - Others, please specify _____
-

4. What could be your main strengths to be successful in the open learning system?

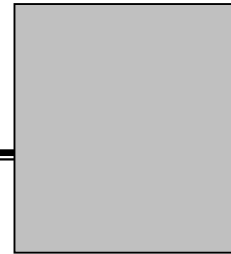
- I have strong determination to finish
 - I have the full support of my family
 - I have the full support of my superior's
 - I am resourceful and industrious
 - Others, please specify _____
-

5., Where will you do most of your studying/learning?

- At home
 - In the workplace
 - In the internet café/computer centers
 - In public learning centers/library
 - Others, please specify _____
-

- | | YES | NO |
|--|--------------------------|--------------------------|
| 6. Will you have access to peer group support? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do you experience difficulties in using the computer? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Do you know how to use the following? | | |
| Mouse | <input type="checkbox"/> | <input type="checkbox"/> |
| Keyboard | <input type="checkbox"/> | <input type="checkbox"/> |
| System Unit | <input type="checkbox"/> | <input type="checkbox"/> |
| Monitor | <input type="checkbox"/> | <input type="checkbox"/> |
| Printer | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Do you know how to use the online conferencing? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Are you familiar in using the web cam? | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Have you experienced using open source software? | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Are you capable of using the internet? | <input type="checkbox"/> | <input type="checkbox"/> |

Sample online form



LEARNER'S INFORMATION SHEET

Part I – PERSONAL INFORMATION

Name:
Surname Given Name Middle Name

Address:

Date of Birth: **Place of Birth:**

Language Spoken: **Citizenship:**

Gender: **Age:** **Civil Status:** **Email:**

Mothers Name: <input type="text"/>	Occupation: <input type="text"/>
Email: <input type="text"/>	Address: <input type="text"/>
Fathers Name: <input type="text"/>	Occupation: <input type="text"/>
Email: <input type="text"/>	Address: <input type="text"/>

Are you living with: **Mother** **Father** **Guardian** **Wife/Husband**

EDUCATIONAL INFORMATION

Name of school/agency where elementary diploma/equivalency earned;

Postal Address:

E-mail Address:

Graduation Date/Date Issued

Name of School/Learning Center previously attended:

Postal Address:

E-mail Address:

Grad/Course attended/Date

Note: Upload Scanned soft copy of Elementary Report Card, Diploma or Equivalency Certificate; if accepted students are required to submit original copy.

Sample Electronic Online Parent's Confirmation Form

Parent's Confirmation Form

<Auto date box string>

I , parent/guardian of confirm that the information and documents provided by my child are true and correct.

Further, I am volunteering to provide support and guidance to my child during the course of his/her study.

Noted by:

<Electronic signature if hardware is available>

Adviser

<Electronic signature if hardware is available>

School Heads

<Electronic signature if hardware is available>

Learner Name and Signature

<Electronic signature if hardware is available>

Parent/Guardian Name and Signature

