



2401 (twen 'te'for', o, wun) is a landmark number along Taft Avenue. It is the location ID of De La Salle University, home to outstanding faculty and students, and birthplace of luminaries in business, public service, education, the arts, and science. And 2401 is the name of the official newsletter of DLSU, featuring developments and stories of interest about the University.

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TAPER listed in Thomson Scientific

see page 3

Business management faculty attends ergonomics confab



4

Field Notes:
The Challenges of Teaching



5

Administrators, student leaders attend Giuliani seminar



11



OFFICIAL NAME OF THE UNIVERSITY

De La Salle University

The Office of the President and Chancellor announces that “De La Salle University” shall be the official and public name of the University. The DLSU Board of Trustees made the decision following discussion with stakeholders on whether or not to continue with the practice of using “De La Salle University-Manila” in both public and inter-Lasallian communications in the Philippines.

“De La Salle University-Manila,” however, may still be used for inter-Lasallian communications in the Philippines.

For global information, marketing, and branding efforts, the official name “De La Salle University” will be used, but always with the University seal or carrying (in smaller text and below it as a main logo) the descriptor “Manila, Philippines.”



Chapel of Christ the Teacher

The chapel at the 14th floor of the Br. Andrew Gonzalez Hall is now named Chapel of Christ the Teacher. The new name was approved by the President’s Council during its meeting last June 27. Dedication rites, to be held on August 13, 5 p.m., will commence with a procession at the 14th floor elevator lobby.

Chapel of Christ the Teacher has a 45-seating capacity and is used as one of the venues for LASAREI (freshmen recollection). Regular mass is held in the chapel every Wednesday at 5:30 p.m.

TAPER LISTED IN THOMSON SCIENTIFIC

De La Salle University's The Asia-Pacific Education Researcher (TAPER), the international refereed journal of original research in education and published biannually by the Academic Publications Office, is now listed in the Thomson Reuters ISI Scientific Database.

The Thomson Scientific, formerly Thomson ISI, is a bibliographic database which uses citation analysis to determine the journal's citation history and/or citation history of its authors and editors. This process helps in identifying the top experts in all social science and science fields.

In maintaining citation databases, the Thomson Scientific provides a comprehensive coverage of the world's most important and influential journals, allowing a researcher to identify which articles have been cited most frequently, and who has cited them. Listing in Thomson Scientific is an important indicator of journal quality and impact.

Journals listed in Thomson Scientific are chosen based on published selection criteria including basic journal publishing standards such as timeliness of publication, adherence to international editorial conventions, English language bibliographic citation, application of the peer review process editorial content, and international diversity of contributing authors, editors and editorial advisory board members.

TAPER's current editor is University Fellow Dr. Allan Bernardo of the Counseling and Educational Psychology Department. The journal provides a venue for the publication of empirical and theoretical studies in education, with emphasis on the

experiences of successful educational systems in the Asia-Pacific Region and of national educational systems therein that are presently underrepresented in literature.

The journal publishes research articles and short research reports. Articles must be original research works that lead to the understanding and/or improvement of educational processes and outcomes using research methods, analytic frameworks, and approaches of various academic disciplines.

Short reports, meanwhile, must describe and analyze results of small-scale research on a specific educational topic. Submissions may come in the form of preliminary investigations; integrative and critical reviews of research; studies that seek to validate educational theories, principles, constructs, and research instruments; studies that seek to replicate educational studies; participatory action research; and cross-national studies.





BUSINESS MANAGEMENT FACULTY ATTENDS ERGONOMICS CONFAB

Business Management Department Associate Professor Dr. Aida Velasco presented a paper in the 2nd International Conference on Applied Human Factors and Ergonomics held last July 14-17 at the Caesar's Palace in Las Vegas, Nevada, USA. She is one of only three Filipinos to participate in the conference.

Under the session “Ergonomic Assessment and Interventions: Philippine Case Studies,” Velasco presented her paper, “Anthropometric data of Filipino workers,” which is considered as the first comprehensive data on Filipino workers.

Her paper, a result of her research under the University Research Coordination Office (URCO), is essential in the process of designing products that will particularly cater to Filipino workers. Velasco said that after presenting

her paper in the conference, several faculty members from the Hong Kong Polytechnic University and Korea University expressed interest in collaborating with her in the research. They are currently working on the details of their arrangement.

Over 400 papers were presented in the conference, where more than 75% of the attendees came from outside the US.

DEAL faculty member pushes for assessment reform

Advocating assessment reform, Department of English and Applied Linguistics Associate Professor Dr. Sterling Plata recently gave a series of trainings for English teachers and school administrators on the importance of reviewing their schools’ content standards and assessment policies.

Plata’s latest training seminar was held for the deans of Manila Central University (MCU) last July 27. In the past few months, she had been tapped to serve as resource person for seminars on assessment reform for the UST English faculty,

FEU English faculty, members of the Reading Association of the Philippines, and members of the Alliance of Language and Literature Teachers, among others.

She also recently finished an URCO-funded research titled “Exploring Assessment Reform Policy and Practice in Philippine Public Secondary Education: A Pilot Study.” Plata is a member of ILTA (International Language Testing Association) and an individual affiliate of the Association of Language Testers in Europe (ALTE).

The Challenges of Teaching

By Dr. Carlo Magno

It is a wonder how students can have many different ways of interpreting what we teach, even if we only teach the same thing to a class of students. We sometimes think that we are making a difference every time we give a class session, but despite our efforts, we cannot but find students failing. We teachers usually attribute these failures to students not studying enough, or not listening to our lectures, or worst, not caring at all.

There are many possible explanations for our students' failures, which are mostly attributed to their lack of effort. However, there are some questions that we can ask ourselves: Could it be that our instruction failed to help our students learn? How do we tailor our instruction to help them learn? To answer these questions, it is important that we gain insight on how learning occurs among our students and match it with our instruction.

Different strokes for different folks

It is a fact that learning is not one way and that different individuals learn differently. There are learners who need to see words and figures to fully understand concepts. They will appreciate teachers who write on the board, use acetates, and show films. There are also students who, by simply listening, can easily retain in their memory the teacher's explanation. For these types of students, lecture-style works best.

Another type of learners would be those who are good at physically manipulating objects in order to understand how these work. These learners are common in laboratory classes such as in biology, physics, and chemistry. They are also often found in classes which require them to construct materials. Meanwhile, some students who can easily verbalize a thousand words may not be as good when it comes to practical exercises such as in physical education. Some students effectively master a lesson because they take notes. For others, taking notes is a distraction from listening and interacting with the teacher.

We also need to consider the social aspect of learning to determine how our students learn best. Not all students learn best through group work, especially when they see others hampering or slowing their own working pace. Others work well with their close friends. Some students are great team players. It thus becomes



important that in their projects, students have the option to work individually, in pairs, or in groups, depending on their preference.

Understanding their thinking process

We become truly happy when we ask a question inside the classroom and some students can arrive at the answer fast. When they take a lot of time answering, we can get really disappointed and uneasy. But we cannot expect everyone to easily have answers to our questions. Sometimes, all they need are just a few moments to reflect. We need to consider that each student processes information at a different pace.

Some learners think methodically in a step by step process. They list down the activities that they will do in a sequence.

They will need to finish one task first before moving to the next. They are very keen on details. These are the kind of learners that math teachers like.

On some occasions, when we find ourselves explaining a highly theoretical topic, we may encounter a student asking, “What’s the use of the theory?” We also need to be aware of this type of learner, who has the tendency to focus only on the immediate or practical application of what is being taught.

When getting paper work assignments, some students concern themselves, not about the topic, but about the kind and size of paper that they may use, the font size and type, the number of words, the number of pages. Then we get more shocked when the unexpected will be turned in, such as works printed in neon

orange papers, texts written in gel pens, and essays on big butterfly wings! These learners seek freedom in producing their own work. Acknowledging this need, we have to facilitate and tolerate at times their novel expressions.

Sometimes all it takes to catch their attention is a good sense of humor. Integrating a little fun in teaching is necessary for them to learn. It also helps when we teach them ways to effectively study and concentrate. We usually neglect this part because we are so engrossed in teaching the content and forget those who are having a hard time. If a course is high on concepts and technical terms, it will help to teach students memory strategies, like reminding them to organize their things or to use planners or to come up with a “to do” list. Teach them also the



“The role of the teacher is that of an agent who can motivate and propel students to stay on-task.”

importance of finding a place conducive to learning.

Setting objectives and planning

Another way to help students focus is to help them list down their goals and plans. If their goals are very clear, and they will persevere, they will likely be able to focus on their lessons. They need to be reminded of the worthiness of what they do. Students also need to have a well-developed plan to accomplish their goals. If we want to be certain that they are going through the planning process, then we should ask them to report their plans and give updates.

After their planning, students should be able to implement their tasks. Let them identify strategies on how to solve their problem. To ensure success in

the implementation of their projects, they should be asked to monitor their actions and conduct self-evaluation. In the end, they should be able to assess how well they have accomplished their plans.

The role of the teacher is that of an agent who can motivate and propel students to stay on-task. To be effective teachers, we need to be more generous in appreciating our students. At the same time, we should demand the best from them.

Our work as teachers is complex. As such, we should strive to ensure that our students actually learn. In order to do this, we need to know how they learn. At the end of every term, the biggest question for us is whether our students have learned from us. Have we touched and transformed their lives?

Dr. Carlo Magno is an assistant professor from the Counseling and Educational Psychology Department. He recently won an award from the National Academy of Science and Technology for a paper he co-authored titled “The Role of Teacher Efficacy and Characteristics on Teaching Effectiveness, Performance, and Use of Learner-Centered Practices.”

RESEARCH ON TRANSPORT INFRASTRUCTURE PRESENTED IN EUROPE CONFABS

Dr. Cristela Goce-Dakila, associate professor of the Economics Department, presented her papers on transport infrastructure in two international conferences in Europe recently.

Her paper “Environmental Impact of Regional Port Infrastructure Improvement in the Philippines” was presented during the 2008 Intermediate Input Output Meeting on Managing the Environment (IIOME) held in Universidad de Pablo Olavide, Seville, Spain, last July 9-11, under the auspices of the International Input Output Association.

More than 200 papers from across the world were presented and discussed during the conference, which was organized by professors from the Universidad de Pablo Olavide, in collaboration with Instituto de Estadística de Andalucía and Viajes El Corte Inglés.

Various issues pertaining to the environment were covered during the conference. Among these were the application of environmentally extended input-output tables, environment satellite accounts, material flow analysis, multi-region and multisector dynamic optimization models, and world-wide environmentally extended supply-use and input-output framework used to measure environmental costs of different economic

activities.

Earlier, Goce-Dakila also presented her paper “Efficiency and Equity Effects of Different Modes of Transport Infrastructure Financing in the Philippines” at the Third International Conference on Funding Transport Infrastructure and the 10th Journee Transport, held in Grande Arche de la Fraternite, in La Defense, Paris, France last June 19-20.

The conference focused on transport financing, particularly on the relationship between pricing of transportation infrastructure and investments. It considered institutional mechanisms such as earmarking of revenues, transportation funds, public-private partnerships, and intergovernmental relationships.

This event was organized by Universite de Cergy-Pontoise-Thema (Theorie Economique Modelisation et Applications) and Paris School of Economics in collaboration with the Ministere de l’Ecologies, de l’Energie, du Developpement Durable et de l’Amenagement du Territoire (MEEDDAT) and IUF.



SED CONDUCTS TRAINING ON MATH EDUCATION FOR NEPALESE EDUCATORS

The Science Education Department of the College of Education (CED) conducted a one month training program for 15 Nepalese master trainers and teacher educators from June 10 to July 5.

Titled “Capacity Building on Mathematics Education for Nepalese Master Trainers / Teacher Educators,” the training program was designed based on the school level curriculum of Nepal, teacher training curricula of teachers at different levels (primary, elementary, and secondary), and experiences on the needs of mathematics professionals.

The customized program aimed to develop the Master Trainers’ ability to conduct teacher training in basic mathematics that is center-based, school-based, or using the distance mode. It showed the importance of developing the conceptual understanding and procedural knowledge of learners. At the same time, the participants came to understand how the mathematical thinking of school children develop using the tenets of Cognitively Guided Instruction of the University of Wisconsin, and Critical Pedagogical Rethinking of the Ohio State University.

Models of the transformative learning pedagogy were observed as the participants visited the De La Salle Canlubang Integrated School and La Salle Greenhills elementary and high school mathematics classes. They also observed a model mathematics class at the Manila Science High School.

They went to an international exhibit on Experiencing Mathematics at the Ateneo de Manila High School and listened to

a presentation at the Instructional Materials Council Secretariat at the Department of Education Central Office. As a culminating activity, the teacher participants were required to present their comprehensive learning reports and action plans for teacher training programs in Nepal using the principles of teaching and learning upon which the training was based.

Led by Dr. Auxencia Limjap, the team of facilitators from CED included faculty members Minie Rose Lapinid, Jasper Alontaga and Lemuel Toledano. They were also joined by Dr. Maxima Acelajado from the College of Science, Gladys Nivera from Philippine Normal University, and Julia De La Cruz from Ateneo de Manila University.

The satisfactory assessment of the training by representatives of Nepalese government agencies led to talks with Dr. Roberto Borromeo, CED dean, and Dr. Maricar Prudente, Lasallian Institute for Development and Educational Research director, for an expansion of the teacher training program to other disciplines at the College of Education. Assistant Vice Chancellor for Lasallian Mission and External Relations Dr. Arnulfo Azcarraga represented the DLSU administration in a meeting which took place last June 28 at the College of St. Benilde Hotel.



LASALLIANS REPRESENT COUNTRY IN ASEAN CULTURAL FORUM

Seven Lasallians represented the country during the 2008 ASEAN Youth Cultural Forum held last July 28-August 2 at Ho Chi Minh City, Vietnam. De La Salle University is the lone Philippine university present in the event.

Cultural Arts Office coordinator Leia Medina was joined by students Ramon Juson III, Celine Mei Lirio, Reynaldo Martinez III, Rafael Luis Casas, Christell Cerda, and Jan Andrew Naval. They were the biggest delegation from a university in the annual cultural forum.

The DLSU group performed three numbers in the six-day event: *Bulaklakan*,

a polka dance being performed during Santa Cruzan; *Kundiman*; and *Tinikling*. They also joined workshops, seminars, tours, and concerts.

The forum was attended by over 80 delegates from 13 universities from nine countries. The list of participating universities included the National University of Singapore, Cambodia's

Royal University of Phnom Penh, Indonesia's Gadjah Mada and Universitas Indonesia, Malaysia's University of Malaya, University Sains Malaya and Malaysia National University, Thailand's Chulalongkorn University and Burapha University, Vietnam's Vietnam National University, and universities from Brunei and Laos.



HELPING MANAGE CATHOLIC SCHOOLS. David Hutton, executive director of the Brisbane Catholic Education Office, gave a talk titled, "The Management of Catholic Schools," an event organized by the Educational Leadership and Management Department (ELMD) on campus last August 2. ELMD faculty and graduate students attended the talk. Aside from the Manila campus, Hutton also conducted extension classes in Olongapo and Cabanatuan last August 5 and 7.



ADMINISTRATORS, STUDENT LEADERS ATTEND GIULIANI SEMINAR

In keeping with its commitment to be a resource for the nation, De La Salle University, represented by administrators and student leaders, participated in the “Leadership in Times of Crisis” seminar that featured former New York City Mayor Rudy Giuliani last July 29 at the Makati Shangri-la Hotel.

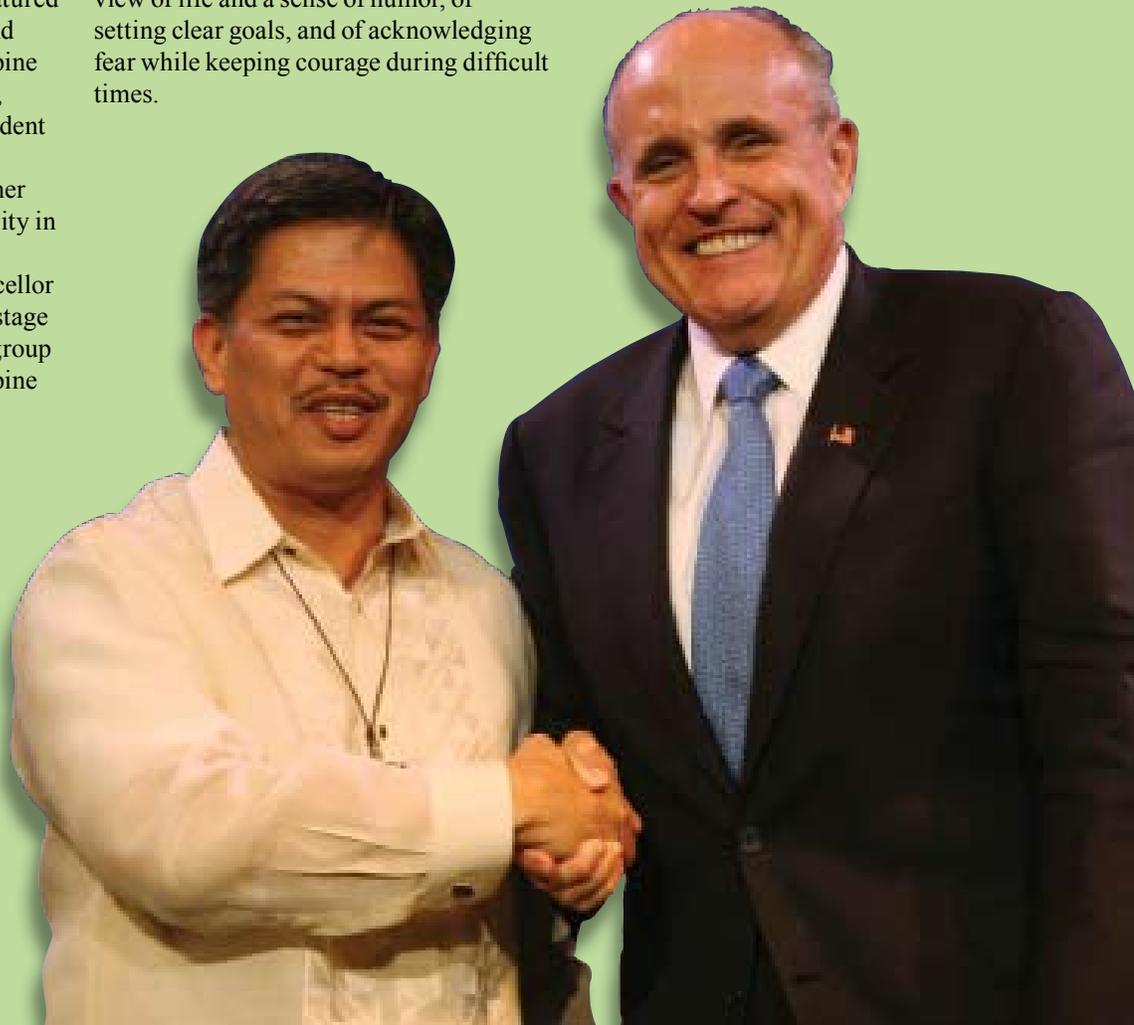
DLSU served as academic partner to the event, which was organized by Campaigns and Grey, Inc.

The whole day seminar also featured talks from Oscar Lopez, chairman and chief executive officer of First Philippine Holdings, Inc. and Benpres Holdings, Inc., Butch Jimenez, senior vice president of PLDT, and Ces Drilon, ABS-CBN broadcast journalist, who recounted her experiences during her days in captivity in Mindanao.

University President and Chancellor Br. Armin Luistro FSC also went on stage to join Giuliani and a multi-sectoral group for a roundtable discussion on Philippine leadership issues. Br. Armin shared insights from the point of view of an educator.

In his speech, Giuliani, who was hailed by Time magazine as Man of the Year for his laudable leadership during the 9/11 incident, discussed the basic principles

of crisis leadership. He talked about his experiences as a leader, noting the importance of maintaining an optimistic view of life and a sense of humor, of setting clear goals, and of acknowledging fear while keeping courage during difficult times.





NCCA PARTNERS WITH DLSU FOR ONLINE PHILIPPINE CORPUS

De La Salle University Science Foundation recently entered a deal with the National Commission for Culture and the Arts (NCCA) for the development of an online Philippine corpus that involves four different departments from three colleges of the University.

The project titled “Development of an online Philippine corpus” is the development of a web-based application for the collection and maintenance of the Philippine corpus which will consist of 125 texts of written Filipino texts of 2,000 words per text, or a total of one million words.

Initially, there are four languages included in the project: Tagalog, Cebuano, Hiligaynon, and Ilocano. The project will also feature 7,000 signs based on the Filipino sign language.

Dr. Rachel Edita Roxas, dean of the College of Computer Studies (CCS), spearheads the project and serves as the project director. Language coordinators come from different departments of the College of Liberal Arts, College of Education and CCS, as well as from two non-government organizations.

Dr. Dolores Taylan of the Filipino Department is the coordinator for Tagalog; Dr. Genevieve Asenjo, Department of Literature, for Hiligaynon; Dr. Raquel Sison-Buban, Filipino Department, for Cebuano, and Dr. Shirley Dita, Department of English and Applied Linguistics (DEAL), for Ilocano.

Meanwhile, Marites Corpuz, the director of the Philippine Federation of the Deaf, serves as the coordinator for the Filipino sign language, with Dr. Liza Martinez, director of the Philippine Deaf Resource Center, as consultant. Paul Inventado of the



Software Technology Department handles the technical aspects of the project.

The project, which commenced last July 1, is expected to be completed this September 30. Extensions to this work would be the completion of written texts of one million words per language. Also, it is hoped that other Philippine languages will also be included—the 10 major languages first, then eventually other minor languages.

For its part, NCCA will be providing the necessary funding for the project, in an effort to establish a Philippine corpus for the advancement of Philippine culture and arts.

“NCCA recognizes the true worth of the project as contributory to the development of Philippine culture and arts and has seen it fit, proper and convenient to adopt the same for its own purposes,” the agreement stated.

The memorandum of agreement between DLSU Science Foundation and NCCA was signed last June 16 by Science Foundation President Rene Fuentes and NCCA Executive Director Cecile Guidote-Alvarez, together with witnesses NCCA-Program Monitoring and Evaluation Division head Adelina Suemith and Roxas.



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