

Documenting the University of the Philippines Open University's Response to the COVID-19 Pandemic through Fora and Webinars

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Abstract

Various sectors, including education, have been affected by the COVID-19 pandemic. Most academic institutions suspended classes to cope with its effects and prevent its spread. The University of the Philippines Open University, the country's leader in open and distance e-Learning, recognises its obligation and mandate to provide assistance to Philippine universities and the entire academic community, especially during this disruptive period in education. The university organised a number of fora and webinar series from March to December 2020 as a response to academic institutions' requests for help in coping with the pandemic. This study utilised mixed methods. The document review method was utilised on webinar concept papers, reports, and evaluation forms to analyse participant data. Then, topic analysis was utilised to discuss the overarching themes of the fora and webinars. Fourteen webinar series, consisting of 73 sessions, were organised with participation from 527,146 members of national and international communities. Among the webinar series, the Philippine Long Distance Telephone Infoteach Outreach Program had the highest number of participants (n=288,880), while At Home saPagbasa had the lowest (n=314). Generally, these fora and webinars focused on opening up knowledge sharing, sustainability and resiliency, and focusing on the human side. Drawing on the university's open and distance e-Learning framework, pedagogical disruptions will be introduced to bring about knowledge, practices, and programmes that will help future-proof and improve the resilience of the Philippine educational system.

Keywords: COVID-19, fora, webinars, e-Learning, pedagogical disruptions, crisis response

Introduction

Universities and academic institutions all over the world have been challenged and disrupted by the current global public health crisis. In the early weeks of the pandemic, classes were suspended and many school administrators were at a loss in determining their next steps. According to the United Nations Educational Scientific and Cultural Organization, “more than 1.5 billion students and youth have been affected by school and university closures due to the pandemic” (United Nations Educational Scientific and Cultural Organization, 2020). Despite the extreme difficulties faced, school administrators and faculty had to ensure that learning could continue in an alternative setting that would not necessarily require face-to-face interactions. Krishnamurthy (2020) noted that a number of university presidents decided to move many of its “in-person classes online, suspended international travel for faculty, staff and students, implemented work-remote policies for staff, suspended athletic programs, and closed most/all campus buildings” (Krishnamurthy, 2020, p.2).

As academic institutions faced the effects of the pandemic, the University of the Philippines Open University (UPOU), the country’s leading institution for open and distance e-Learning (ODEL), continued with its classes and processes. Its 25 years of experience in providing quality education through distance education has proven useful during the pandemic. UPOU’s learning system, which includes course development, course delivery, learner support, and organisation and management, is well in place and has not been affected by the pandemic. Although UPOU’s classes were not affected, it had to be more flexible in terms of deadlines in the completion of course requirements since students have also been affected by the pandemic, especially those working as front-liners (i.e. medical doctors, nurses, social workers, etc), those who have been displaced and lost their jobs, those separated from their families, and those who suffered from loss of lives. In view of potential pandemic’s effects on its faculty and staff, flexible working arrangements and supports such as Internet subsidy were introduced. As the University of the Philippines (UP) System has implemented a university-wide policy to cater to the needs of those affected by COVID-19, UPOU as one of its constituent units had to comply with the policy.

As the fifth constituent unit of the UP System, UPOU was established to address the demand for access to quality higher education. UPOU provides this access to learners who are unable to avail educational opportunities due to inabilities and/or circumstances, or who are not reached by traditional education. This makes UPOU inherently resilient by nature. The university is also mandated by the Republic Act (RA) 10650, or the Open Distance Learning Act(Official Gazette, 2014), to:

contribute towards expanding access to educational services by institutionalizing open distance learning in levels of tertiary education by developing innovative pedagogical strategies and technologies, and sharing these with relevant national agencies, higher education institutions, and technical and vocational institutions through cooperative programs. (RA 10650 section)

The UPOU created #OPENFight, the banner programme for all UPOU’s efforts and initiatives towards coping and managing resources amidst the challenges brought by the COVID-19 pandemic. As early as March 2020, prior to the implementation of the community quarantine in the Philippines, UPOU organised a number of webinars, online training sessions, and other capacity building programmes to respond to requests for help from various educational institutions in the Philippines as well as from other constituent units of the UP system.

Research Objectives

This study had two main objectives: 1) to document UPOU's efforts and initiatives in responding to the global public health crisis through its fora and webinars; and 2) to analyse the overarching themes of these fora and webinars.

Literature Review

In recent years, webinars have become widely used avenues for professional development. Evidently in the current situation, webinars have been utilised by institutions to provide real-time capacity building and professional development programmes to geographically dispersed individuals. With the effects of the pandemic and community quarantine policies, it is expected that webinars, as well as other similar services, would become widely used in these times. Gegenfurtner and Ebner (2019) suggest that this may be due to the fact that webinars enable individuals to connect in real-time from anywhere to attend various occasions such as training sessions, lessons, conferences, and others. Webinars can be seen as commonly utilised in distance education environments since these allow continued learning, knowledge acquisition, and capacity building despite geographical boundaries (Gegenfurtner et al., 2020; McKinney, 2017; Wang & Hsu, 2008; Institute of Entrepreneurship Development, 2019).

Lastly, according to Google Trends (n.d.), the search interest for the term “webinars” in the Philippines has increased in the past seven months. In May 2020, the term “webinars” hit its peak popularity value of 100 (from 10,000 to 100,000 monthly average searches). This indicates that more people are becoming interested in searching for online training sessions. UPOU is leveraging these fora and webinars to share ODeL best practices with Philippine and foreign educational institutions.

Research Method

This study utilised a combination of document and topic analyses. First, webinar concept papers, recordings, reports, and evaluation forms were gathered and participant numbers and demographics, obtained from webinar evaluation forms, were analysed using descriptive statistics. Subsequently, overarching themes of the UPOU fora and webinars were analysed using topic analysis.

Findings

The following fora and webinar series were prepared and organised by UPOU offices and units for its constituents from March to December 2020: How to Convert your Classes Online, Research Conversations 2020: Future Research Series, Edu-Hack Podcast Series, Let's Talk It Over Series, Are We Really Going Online Webinar Series, EDUKussion, MasterClass, Philippine Long Distance Telephone (PLDT) Infoteach Outreach Program, At Home *saPagbasa*, Faculty of Information and Communication Studies (FICS) Chat, Faculty of Management and Development Studies (FMDS) Research Forum, ASEAN Studies Lecture, and Gender Sensitivity. These are presented in Table 1. UPOU fora and webinar sessions are real-time, free, open, and accessible for all interested participants. These were streamed via Facebook, YouTube and UPOU Networks (UPOU's repository of digital content). Recorded contents were

uploaded in the UPOU Networks; <https://networks.upou.edu.ph>, which could be openly downloaded and shared. The UPOU centralised response system, Re-Flex, is also discussed in Table 1. The complete list of fora and webinar sessions and participant demographics are listed in Appendix 1.

Table 1

Descriptions of UPOU fora and webinar series

Title of Fora and Webinar	Description
How to Convert your Classes Online	To prevent the spread of COVID-19, and to provide assistance to the Philippine academic community who are transitioning to an online/remote mode of instruction and coping with the effects of the pandemic, UPOU's first response was the four-episode webinar series, "How to Convert your Classes Online," organised by the UPOU Office of the Chancellor, Multimedia Center (MC), and Office of Public Affairs (OPA).
Research Conversations 2020: Future Research Series	With seven webinar sessions, the Research Conversations 2020: Future Research Series is organised by the UPOU Office of Vice Chancellor for Academic Affairs (OVCAA) to focus on a set of distinct research approaches to studying change resulting from disruptions in various fields.
Edu-Hack Podcast Series	UPOU launched the podcast series "Edu-Hack: Navigating through a Turbulent Educational Landscape," to discuss how Philippine universities are responding and adapting to disruptions in higher education brought about by the COVID-19 pandemic. The series, shortly referred to as Edu-Hack and organised by the UPOU OPA and MC, streamed 15 episodes.
Let's Talk It Over (LTIO) Series	Organised by the UPOU FMDS, the LTIO series is a medium for professionals, students, and experts to share their knowledge, research, best practices, and experiences in their fields of specialisation to the public (Bandalaria et al., 2020). Fifteen LTIO sessions were live streamed in 2020.
Are We Really Going Online Webinar Series	"Are We Really Going Online: ASPAP Webinar Series on Public Administration and Governance Education During the time of the New Normal" was a three-part webinar series to share ODeL experiences of Philippine higher education institutions. The UPOU-FMDS Master of Public Management Program and the Association of Schools of Public Administration in the Philippines, Inc. (ASPAP) teamed up for this webinar series.
EDUKussion	EDUKussion is a public service and extension program of the UPOU Faculty of Education that aims to present and discuss education-related issues, challenges, and opportunities (Bandalaria et al., 2020). This initiative is an important venue to share teachers' thoughts and experiences to improve the country's education, thereby producing better students and more functional citizens. The June 2020 session aimed to equip teachers or educators for their transition to online learning.
MasterClass	An extension project of the UPOU FICS, MasterClass is a series of lectures given by experts and academics from the fields of Development Communication, Mass Communication, and the general field of Communication to share expert discussions with the public. This project thrives in spontaneous exchanges of ideas or transfer of knowledge from the experts to the public. In partnership with

Title of Fora and Webinar	Description
	the UPOU Alumni Foundation, Inc., a MasterClass session was organised in July.
PLDT Infoteach Outreach Program (PLDT Infoteach Series)	The PLDT Infoteach Outreach Program, UPOU's long time collaborative programme with the Philippine Long Distance Telephone (PLDT) Company, one of the country's leading telecommunications and internet service providers, was offered online through the webinar series "Gearing Up for the New Normal in Teaching and Learning." Through eight sessions, school administrators, teachers, students, and parents were prepared for the new normal mode of teaching and learning when classes in the Philippines opened for the new school year.
At Home saPagbasa	At Home saPagbasa, which translates to "Reading at Home" in English, was a webinar series organised and conducted by the UPOU Ugnayangng Pahinungód as part of its Teacher Development Program (TDP) – one of UPOU's more established public service initiatives. Through three sessions, the webinar series discussed and shared various methods and simple educational tools in improving reading and writing skills and engaging children to read while at home. Unlike the other webinar series, the sessions were streamed for invited TDP participants only in August.
FICS Chat	The FICS Chat, a community service programme launched by the UPOU FICS, intended to provide learners with knowledge and skills on writing theses and dissertations through nine episodes.
FMDS Research Forum	Showcasing the research output of FMDS students, faculty, and staff, the FMDS Research Forum analysed relevant information and studies in their offered degree programmes, and emphasised the importance of quality research and evidence-based practices in a session in October.
ASEAN Studies Lecture	The UPOU FMDS organised a special ASEAN Studies Lecture in December to celebrate the anniversary of the ASEAN Charter's signing and entry into force on 20 November 2007 and 15 December 2008, respectively.
Gender Sensitivity	Through the UPOU Office of Gender Concerns, gender identities and sexual orientations were discussed and emphasised with Philippine higher education students in this November webinar session.
Re-Flex	To properly provide a more strategic response and assistance to the numerous institutions seeking help in transitioning and migrating to a flexible learning mode, UPOU created a response system, dubbed UPOU Re-Flex, which features a combination of synchronous and asynchronous training programmes and customised services including technical assistance, production of learning resources, and research on ODeL. This response system also highlights UPOU's commitment to openness in advocating and leading the practice of ODeL and flexible learning in the country.

Discussion

Participant demographics of UPOU fora and webinars

The number of participants in the UPOU fora and webinar series was obtained from the number of individuals who completed the evaluation forms. This data is presented in Table 2. The number of participants may not be accurate, and they may not be 'unique' participants. The authors acknowledge that some webinar participants may not have completed the evaluation forms, and some could have attended other UPOU webinars, as they would have wanted to do so to further increase their knowledge on ODeL. Webinars and fora organised in partnership with other agencies, and individual speaking engagements in webinars/fora by UPOU faculty and staff were not included in this study.

The PLDT Infoteach series had the highest number of participants at 288,880, which may be due to the publicity and relevance of the event. As previously mentioned, UPOU partnered with PLDT for the series, and the programme is actually UPOU's public service initiative that started in 2012 and has more than 10 partner school divisions in the Philippines. Organisers of the series invited all its partners and stakeholders to the event, and planned webinar topics relevant to all educational levels shifting to the online/remote mode of teaching and learning. The Edu-Hack podcast series had almost similar topics discussed as the PLDT Infoteach series, yet Edu-Hack only had the second highest number of participants at 138,917. Notably, Edu-Hack also has more episodes (n=15) than Infoteach (n=8). Edu-Hack's target of Philippine universities or higher education institutions (HEIs) may have affected the relevance of the event, as it is not just universities that are struggling with the effects of the pandemic on education. At Home *saPagbasa* had the lowest number of participants at 314, as it was only made available to TDP participants. In sum, 527,146 members of national and international communities participated in 73 UPOU webinar sessions.

Table 2

Number of participants in each UPOU webinar series

Webinar Series	Number of Sessions/Episodes	Total Number of Participants	Mean ^a
How to Convert your Classes Online	4	1,473	491 ^b
Research Conversations 2020: Future Research Series	7	34,461	4,923
Edu-Hack Podcast Series	15	138,917	9,261
Let's Talk It Over Series	15	31,716	2,114
Are We Really Going Online Webinar Series	3	5,427	1,809
EDUKussion	1	2,837	- ^c
MasterClass	1	756	- ^c
PLDT Infoteach Outreach Program	8	288,880	36,110

Webinar Series	Number of Sessions/Episodes	Total Number of Participants	Mean ^a
At Home saPagbasa	3	314	105
FICS Chat	9	17,561	1,951
FMDS Research Forum	1	405	- ^c
Special ASEAN Studies Lecture	1	1,155	- ^c
Gender Sensitivity Training	1	2,650	- ^c
Re-Flex	4	594	149
Overall Total	73	527,146	

Notes. ^aMean participants were rounded off to whole numbers since these results represent people.

^b4th episode of How to Convert your Classes Online did not have any participants, hence the mean was calculated for three sessions.

^cEDUKussion and MasterClass have no mean values as both only had one session.

Professional development for teachers through various capacity building programmes are strongly recommended for curriculum development (i.e. due to a change in mode of teaching and learning), creating meaningful online/remote teaching and learning contexts, and exploring ODeL or information communication technologies (ICT) (King & Newman, 2001; Lim, 2007). Individuals are interested in attending as many capacity building programmes as possible, especially when the programme is free and accessible. In this study, participants attended the webinars to gain knowledge about online/remote teaching and learning: what it means, what its advantages and disadvantages are, how it is supposed to be applied to their institutions, what tools and resources are needed, and how it will ensure the continuity of learning. This reasoning for attending webinars on ODeL is important, and may be the biggest factor teachers should consider since they must be “professionally competent in instruction...appropriate to the curriculum [to advance student achievement]” (King & Newman, 2001, p. 88). The concept of online/remote or distance learning can be regarded as ‘new’ to some educational institutions as the traditional method and beliefs are commonly used in their learning environments (Lim, 2007). The majority of educational institutions may have only considered this type of teaching and learning when the pandemic disrupted the traditional method. Nevertheless, considering these circumstances, UPOU recognised that it was appropriate to introduce and share the concepts, affordances, and best practices of ODeL to Philippine academic institutions.

Appendix 1 also presents the complete demographic profile (age, gender, profession, and location) of the webinar participants. However, there were a few sessions with incomplete demographic data since these were not included as questions in their evaluation forms. It is suggested that a standard evaluation form be used for future UPOU fora and webinars to ensure complete and relevant demographic data will be captured. In general, UPOU fora and webinar participants are female, aged between 18 to 50 years old, teachers/faculty members, and located in the National Capital Region and Region 4-A (Cavite, Laguna, Batangas, Rizal, and Quezon provinces). Filipinos from international communities participated in the sessions as well.

All session participants were dominantly female, except for the December 18-LTIO session on planning public spaces in times of the pandemic. The majority of the participants in

this session were environmental planners, planning officers, architects, and civil engineers, i.e. professions inferred to the male-dominant. Participants within the mentioned age bracket are most likely people who are adept with technology and social media (Olson et al., 2011; Czaja et al., 2006). It was also expected that the majority of the participants would be teachers/faculty members since they are directly involved with teaching and learning, and are most likely solely responsible for devising online/remote teaching strategies for their students. Martin highlighted that “[teachers] are the greatest source of information about curriculum design and educational content” (Martin, 2008, as cited in Lim, 2007, p. 114). Nonetheless, in the LTIO series, other professions are also represented among the participants (e.g. registered nurses, environmental planners) since the series targeted discussions about specialisations. Lastly, the majority of the participants were located in the ‘urban’ regions of the Philippines, which may be due to the accessibility and availability of Internet connections. Although devices are accessible, there are still locations in the Philippines with poor or limited Internet access, such as Region 2, Cordillera Administrative Region, and regions in Mindanao (Salac & Kim, 2016; Marcelo, 2018). Further studies on webinars or capacity building programmes on ODeL could focus on webinar assessment and evaluation using Likert scales or thematic narratives. Determining appropriate topics and programmes through professional development frameworks could also be explored.

Overarching themes of the fora and webinars

Although the UPOU-conducted fora and webinars covered a wide range of topics, the following overarching themes were derived:

Opening up knowledge sharing

The global public health crisis has intensified UPOU’s efforts to open up knowledge sharing through its free webinars and fora series. Considered the country’s leading academic institution in open learning and distance education, UPOU has been adhering to the philosophy of openness since its inception. The university navigates through disruptions by drawing on the worldview of ODeL, with its features and affordances on open learning, distance education, and e-learning access and equity, resource sharing, learner-centeredness, flexibility, active learning, interactivity, ubiquity, and connectivity. With this framework, UPOU responds to the needs of the Philippine academic community, especially during this pandemic, by helping various educational institutions cope with and adapt to the pedagogical changes brought by the public health crisis through webinars and fora, by sharing and demonstrating ODeL concepts, worldview, strategies, tools and technology.

Based on requests and needs of academic institutions, the topics covered in UPOU fora and webinars aimed to capacitate them as they transition from the traditional mode to the online/remote mode of teaching and learning. Specifically, topics mainly focused on the process of course development and delivery, learner support and other support systems for the online/remote mode. With this transition, educators had an opportunity to reflect on their current practices as well as their competencies given the nature of technology-mediated learning. These self-reflections led to the acknowledgement of the need for educators to learn and acquire new sets of skills and shift their mind-sets when it comes to new teaching strategies and approaches. Since educators have been accustomed to the traditional method, adjusting to new methods or approaches can be difficult and will not happen over a brief period of time. Lim recognised the need for programmes “that allows teachers to critically examine their own pedagogical beliefs” (Lim, 2007, p. 115).

Appropriate skills and technologies needed in the new educational setting were also covered in these topics. Di Pietro et al. (2020, p.5) argued that “it is crucial to improve the teachers’ digital competence as well as to ensure that teachers are well trained in the pedagogical approaches best suited for online learning”. UPOU saw that thoroughly introducing concepts and tools, especially to constituents who are just learning about ODeL, takes first priority alongside shifting mind-sets and beliefs. This approach sets the context and expectations of participants, who will then relay their knowledge to their respective institutions and apply what they have learnt in their own contexts. Some webinar sessions (e.g. Edu-Hack episode seven) highlight offline technologies for the online/remote mode, since UPOU recognises that not all academic institutions, including its teachers and learners, have readily available tools and resources for the sudden shift in pedagogy. UPOU also emphasised in webinar sessions that specific tools (e.g. a learning management system) may not be necessary when shifting to blended or online/remote mode. The university takes into consideration the different contexts and circumstances of Philippine academic institutions grappling with the effects of the pandemic.

Each webinar session can be considered a session for UPOU and its resource speakers to share best practices for effective distance/blended/online/remote teaching and learning. As mentioned, UPOU is mandated to “institutionalizing open distance learning in levels of tertiary education by developing innovative pedagogical strategies and technologies,” and sharing these with relevant institutions (Official Gazette, 2014, RA 10650 section). UPOU certainly extends this mandate to institutions requiring expert help on ODeL. The UPOU Re-Flex is the best example for this theme.

Although the main focus of many UPOU fora and webinars was ODeL, it has become apparent that there was a need to enhance discussion on content and skill development. Topics such as At Home *saPagbasa* and FICS Chat’s discussion on Research Writing and Designs were meant to share the interplay between content, pedagogy and technology. In technology-enhanced learning, UPOU highlights the need for teachers and educators to acknowledge that technologies must support teaching and learning approach or pedagogy, and not the other way around (Garcia, 2020).

Transitioning to the new normal and preparing for the future

When the lockdowns started, most people were hopeful that it would not last long and everything would go back to normal in due time. However, as lockdowns and quarantines dragged on for months, it was clear to many that there would be no going back to ‘normal’. As the country transitions and adapts to the new normal and anticipates the future, UPOU started ramping up its future initiatives and discourses related to the university of the future. This is not something new to UPOU since it has been advocating preparing for the university of the future as evidenced by the themes in the conferences it has organised over the last few years. UPOU celebrated its 25th year in 2020 with the theme “Revolutionizing Disruptions for Excellence and Equity,” which focused on how UPOU’s pedagogy and technology disrupted and revolutionised education in the country and the region. The theme also highlighted the various disruptions in teaching and learning across various generations of distance education. Even before the COVID-19 pandemic, UPOU has been opening up avenues for discussion on disruptions that will influence the future of education. Due to the COVID-19 pandemic, Krishnamurthy (2020, p. 2, 4) surmised that the “higher education system worldwide will go through a decade of radical technology-led transformation”, and that these transformations in a system-scale is “likely unprecedented... [and which] will result in a reshaping of the university”

This reshaping of the university and the direction of the future industrial revolutions is what the university of the future must be able to do (Bandalaria, 2019). The topics in the fora and webinar series, specifically on Research Conversations 2020: Futures Research Series and LTIO, which focused on the new normal of business, education and governance, emphasized the urgent preparations needed as society transitions to the new normal and prepares for the future. However, Donthu and Gustafsson (2020) cautioned that overcoming these challenges may or may not result in a promising future, and that the 'normal' after the pandemic will not be the same as the 'normal' before.

Sustainability and resiliency

Many studies have linked the current public health crisis to environmental problems; hence, it is not surprising that a major theme focuses on sustainability and resiliency. Discussion on pandemics over the last decades have focused on when new outbreaks will occur (Donthu and Gustafsson, 2020). Potter also argues that pandemics "seem to occur at 10- [to] 50-year intervals as a result of the emergence of new virus subtypes from virus re-assortment (Potter, 2001, as cited in Donthu and Gustafsson, 2020, p. 284). Given the increasing urbanisation and conversion of agricultural lands and forests to fit various human needs, it is likely that a public health crisis such as the COVID-19 pandemic will happen again in the near future, and everyone must prepare for it.

Disasters and situations of crisis create havoc in people's lives, and are considered the biggest hurdles in the path of education (Di Pietro, 2017, as cited in Dhawan, 2020, p. 11). This has been acknowledged in UPOU fora and webinars, wherein a recurring message is the challenges faced by the organisations, especially universities, as they adapt to the current situation. It cannot be overlooked that educational institutions struggle with dealing and adjusting to the pandemic (Dhawan, 2020). However, Ayebi-Arthur (2017, p. 259) emphasised that, "When disasters and crises, both man-made and natural, occur, resilient higher education institutions adapt in order to continue teaching and research". Although it was in the context of COVID-19, it was noted in UPOU fora and webinars that there is a crucial need for educational institutions to be resilient and sustainable. Chang-Richards et al. (2013, P. 117) define organisational resilience as the "ability of an organisation to survive a crisis and thrive in a world of uncertainty".

Focusing on the human side

As the reality of lockdowns and quarantines hit the country and globally, focus on the human side has become apparent. UPOU has also come to realise that it is no longer enough to share about ODeL pedagogy and technology, but there is now a need to focus on the human side of the pandemic, and how to care for front-liners, teachers, students, and staff. Venkatesh (2020) noted that the impact of COVID-19 on people's lives is quite enormous considering that the pressures created by the pandemic are an urgent set of issues that needs to be resolved. A survey conducted by Inside Higher Education indicated that, "In the short run...higher education leaders expressed concern for mental health of students... employees...unbudgeted financial costs, accelerated rates of student attrition and the physical health of employees" (Inside Higher Education, 2020, as cited in Krishnamurthy, 2020, p. 2).

From the sharing of ODeL concepts, worldview, strategies, tools and technology, topics of UPOU fora and webinars started to shift to a more humanistic perspective focusing on people's experiences. One example is the LTIO episode, "Who Takes Care of the Caregivers? The COVID-19 Experience". The impact of the pandemic on humans, especially on their lives, has

been thoroughly discussed by Venkatesh (2020, p. 3), who also listed the following for researchers to address: substantial change in the demands at home resulting in “a great deal of pressure on individuals and families”; extraordinary challenge experienced by children who “may not be able to comprehend or appreciate the gravity of the situation that has brought about the changes to their routines and lives”; life-related outcomes “such as stress, happiness, life satisfaction, anxiety, depression, and relationship satisfaction that could be impacted by COVID-19”; impact on social life since humans have social needs such as interactions with friends, family, colleagues, and others; and impact on how support systems can be offered.

Conclusion

Through a document review, UPOU webinars organised from March to September 2020 were documented and discussed. These webinars were part of UPOU's response to aid Philippine academic institutions in their shift to online/remote mode of teaching and learning. During this period, 73 webinar sessions were organised, wherein 527,146 members of national and international communities participated. The PLDT Infoteach Outreach Program attracted the highest number of participants, while At Home *saPagbasa* had the lowest. Through fora, webinars, and various capacity building programmes, UPOU will continue to revolutionise ODeL affordances through new ideas, practices, programmes, technology and strategies that will help future-proof the country's educational system. Through a topic analysis, three themes emerged: opening up knowledge sharing, sustainability and resiliency, and focusing on the human side. The current pandemic has taught valuable lessons that must be integrated as we plan for the future, and UPOU's past experiences can help the academic sector prepare for a better, more resilient and sustainable future.

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Appendix 1

List and participant demographics of UPOU webinars and fora from March 2020 to December 2020

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
How to Convert your Classes Online Part 1	March 13, 2020	99	18-34 yrs. old - 48.48% 35-50 yrs. old - 39.39% 51-70 yrs. old - 12.12%	No data available	Teacher - 73.74% Others - 17.17% Student - 6.06% Registered Nurse - 3.03%	No data available
How to Convert your Classes Online Part 2	March 16, 2020	1,274	18-34 yrs. old - 44.14% 35-50 yrs. old - 42.04% 51-70 yrs. old - 13.81%	No data available	Teacher - 84.38% Others - 11.11% Student - 4.50%	No data available
How to Convert your Classes Online Part 3	March 18, 2020	100	18-34 yrs. old - 50.00% 35-50 yrs. old - 37.14% 51-70 yrs. old - 11.43% 17 yrs. old & below - 1.43%	No data available	Teacher - 90.00% Others 8.57% Student - 1.43%	No data available
How to Convert your Classes Online Part 4	March 19, 2020	No data available ^a				
Research Conversations 2020 Modeling the Future: What Can Our Present Selves Learn From the Insights?	April 14, 2020	662	No data available	No data available	Others - 50.51% Student - 32.99% Teacher - 16.50%	No data available
Edu-Hack How are Philippine Universities Responding to Disruptions in Education brought about by COVID-19 Pandemic?	April 28, 2020	1,497	35-50 yrs. old - 49.31% 18-34 yrs. old - 35.73% 51-70 yrs. old - 14.96%	Female - 63.99% Male - 36.01%	Teacher - 65.65% Others - 29.64% Student - 4.71%	Region 4A - 30.83% NCR - 28.61% Region 3 - 8.61% Region 7 - 6.39% CAR - 3.61% Region 1 - 3.33% Region 6 - 3.33% Region 11 - 3.06% Region 5 - 2.78% Region 2 - 2.50% Region 10 - 1.67% Region 4B - 1.39% Region 8 - 1.39% Region 12 - 0.56% Region 13 - 0.28% Cambodia - 0.28% India - 0.28% Oman - 0.28% Saudi Arabia - 0.28% United Arab Emirates - 0.28% Vietnam - 0.28%
Let's Talk It Over Crash Landing on ECQ: Crisis Leadership and Accountability in time of COVID19	May 5, 2020	373	18-34 yrs. old - 47.79% 35-50 yrs. old - 44.25% 51-70 yrs. old - 7.96%	Female - 58.41% Male - 40.71% Prefer not to say - 0.88%	Teacher - 53.98% Others - 30.09% Researcher - 7.96% Student - 7.96%	NCR - 35.40% Region 4A - 29.20% Region 3 - 8.85% Region 1 - 7.96% CAR - 4.42% Region 4B - 2.65% Region 2 - 1.77% Region 6 - 1.77% Region 8 - 1.77%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
						Region 11 - 1.77% Region 5 - 0.88% Region 9 - 0.88% Region 13 - 0.88% Not indicated - 0.88% Saudi Arabia - 0.88%
Edu-Hack Institutional Adaptation to Disruptions in Higher Education: Network Connectivity	May 12, 2020	4,211	35-50 yrs. old - 45.98% 18-34 yrs. old - 34.63% 51-70 yrs. old - 19.15% 17 yrs. old & below - 0.24%	Male - 39.60% Female - 60.40%	Teacher - 70.36% Others - 21.07% Student - 8.33% Researcher - 0.24%	Region 4A - 45.34% NCR - 23.85% Region 3 - 9.33% Region 5 - 2.95% Region 1 - 2.24% Region 7 - 2.13% CAR - 2.01% Region 2 - 1.77% Region 6 - 1.53% Region 4B - 1.30% Region 10 - 1.30% Region 9 - 1.18% Region 12 - 1.18% Region 8 - 0.71% Region 11 - 0.71% Region 13 - 0.35% Not indicated - 0.59% Saudi Arabia - 0.59% United States of America - 0.24% Indonesia - 0.12% Nigeria - 0.12% Oman - 0.12% Qatar - 0.12% Singapore - 0.12% United Arab Emirates - 0.12%
Let's Talk It Over Capacitating Oneself for the New Normal	May 27, 2020	1,164	18-25 yrs. old - 24.35% 31-35 yrs. old - 21.00% 26-30 yrs. old - 18.07% 36-40 yrs. old - 14.54% 41-45 yrs. old - 8.18% 46-50 yrs. old - 7.06% 51-55 yrs. old - 4.65% 56-60 yrs. old - 2.24% 61-65 yrs. old - 0.43%	Female - 74.48% Male - 25.26% Prefer not to say - 0.26%	Teacher - 77.49% Others - 16.92% Student 3.78% Researcher - 1.80%	Region 4A - 41.07% NCR - 19.42% Region 2 - 12.54% Region 3 - 11.51% Region 1 - 3.09% Region 5 - 2.23% Region 9 - 1.80% Region 7 - 1.72% Region 4B - 1.46% CAR - 1.12% Region 10 - 0.77% Region 8 - 0.60% Region 6 - 0.43% Region 11 - 0.43% Region 13 - 0.43% Region 12 - 0.34% Saudi Arabia - 0.43% Italy - 0.26% Oman - 0.17% Malaysia - 0.09%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
						United Arab Emirates - 0.09%
Edu-Hack Institutional Adaptation to Disruptions in Higher Education: Pedagogical Potentials of Immersive Technologies	June 3, 2020	7,300	18-34 yrs. old - 61.90% 35-50 yrs. old - 32.97% 51-70 yrs. old - 5.02% 17 yrs. old & below - 0.11%	Female - 69.00% Male - 30.57% Prefer not to say - 0.44%	Teacher - 91.05% Student - 4.37% Others - 3.49% Researcher - 1.09%	NCR - 33.19% Region 4A - 26.64% Region 3 - 13.21% Region 2 - 5.90% Region 1 - 3.17% Region 7 - 3.06% Region 5 - 2.84% CAR - 1.64% Region 9 - 1.53% Region 10 - 1.42% Region 6 - 1.31% Region 4B - 1.09% Region 11 - 1.09% Region 8 - 0.87% Region 12 - 0.44% Region 13 - 0.44% BARMM - 0.11% Saudi Arabia - 0.98% Dubai - 0.22% Oman - 0.22% Qatar - 0.22% Thailand - 0.22% Indonesia - 0.11% Not indicated - 0.11%
Research Conversations 2020 Planetary Health: The Next Research Frontier	June 8, 2020	2,113	18-25 yrs. old - 31.49% 31-35 yrs. old - 23.76% 26-30 yrs. old - 20.44% 36-40 yrs. old - 11.60% 41-45 yrs. old - 9.39% 46-50 yrs. old - 1.66% 56-60 yrs. old - 1.10% 61-65 yrs. old - 0.55%	Female - 58.56% Male - 41.44%	Teacher - 81.22% Others - 8.84% Researcher - 4.97% Student - 4.97%	Region 4A - 30.51% NCR - 25.42% Region 3 - 15.25% Region 7 - 6.78% Region 2 - 5.65% Region 5 - 4.52% Region 1 - 3.95% Region 10 - 1.69% Region 8 - 1.13% Region 9 - 1.13% Region 13 - 1.13% CAR - 0.56% Region 4B - 0.56% Region 6 - 0.56% Region 11 - 0.56% Region 12 - 0.56% Thailand - 1.66% Saudi Arabia - 0.55%
Are We Really Going Online: ASPAP Webinar Series Open and Distance e-Learning in Philippine Public Administration/Governance Education: Practices and Lessons	June 10, 2020	3,471	18-25 yrs. old - 24.05% 26-30 yrs. old - 22.34% 31-35 yrs. old - 18.67% 36-40 yrs. old - 14.55% 41-45 yrs. old - 9.28% 46-50 yrs. old - 5.96% 51-55 yrs. old - 1.60% 61-65 yrs. old - 0.69% 17 yrs. old & below -	Female - 67.93% Male - 31.50% Prefer not to say - 0.57%	Teacher - 80.99% Others - 8.48% Student - 5.15% Administrative Staff - 3.67% Researcher - 1.72%	Region 4A - 30.13% NCR - 24.17% Region 3 - 12.83% Region 7 - 4.58% Region 1 - 4.47% Region 5 - 2.98% Region 2 - 2.86% Region 10 - 2.63% Region 4B - 2.29%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
			0.23%			Region 13 - 1.95%
			66 yrs. old & up - 0.11%			Region 9 - 1.83%
						Region 6 - 1.60%
						Region 8 - 1.49%
						CAR - 1.37%
						Region 12 - 1.15%
						BARMM - 1.03%
						Region 11 - 1.03%
						Saudi Arabia - 0.69%
						Thailand - 0.69%
						United Arab Emirates - 0.23%
Let's Talk It Over Who Takes Care of the Caregivers? The Covid-19 Experience	June 11, 2020	499	18-34 yrs. old - 55.11%	Female - 68.95%	Teacher - 62.32%	NCR - 32.36%
			35-50 yrs. old - 39.07%	Male - 30.68%	Registered Nurse -	Region 4A - 21.09%
			51-70 yrs. old - 5.41%	Prefer not to say -	19.63%	Region 3 - 16.36%
			17 yrs. old & below -	0.36%	Others - 9.84%	Middle East - 3.63%
			0.20%		Student - 8.21%	Region 7 - 3.63%
			71 yrs. old & up - 0.20%			Region 10 - 3.63%
						Region 1 - 2.91%
						Region 5 - 2.54%
						Region 6 - 2.54%
						Region 2 - 2.18%
						Region 4B - 1.81%
						Region 9 - 1.81%
						Region 12 - 1.45%
						Region 13 - 1.09%
						CAR - 0.73%
						Region 11 - 0.36%
						Thailand - 1.45%
						United States of America - 0.73%
						Indonesia - 0.36%
						United Kingdom - 0.36%
Edu-Hack Strategic Transitioning to Remote Learning and Teaching	June 16, 2020	8,077	18-34 yrs. old - 56.71%	Female - 69.47%	Teacher - 91.84%	Region 4A - 26.35%
			35-50 yrs. old - 38.07%	Male - 30.53%	Others - 5.12%	NCR - 22.93%
			51-70 yrs. old - 5.01%		Student - 2.95%	Region 3 - 14.84%
			17 yrs. old & below -		Researcher - 0.09%	Region 1 - 5.12%
			0.21%			Region 7 - 4.99%
						Region 5 - 3.85%
						Region 2 - 3.76%
						Region 11 - 2.49%
						Region 10 - 2.41%
						Region 4B - 2.23%
						Region 9 - 1.93%
						CAR - 1.84%
						Region 13 - 1.44%
						Region 8 - 1.40%
						Region 6 - 1.36%
						Region 12 - 1.05%
						BARMM - 0.57%
						Thailand - 0.44%
						Saudi Arabia - 0.31%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
						Indonesia - 0.26% United Arab Emirates - 0.26% Bahrain - 0.04% India - 0.04% New Zealand - 0.04% Singapore - 0.04%
Are We Really Going Online: ASPAP Webinar Series Instructional Design and Content Development for Public Administration and Governance Programs	June 17, 2020	825	18-34 yrs. old - 61.46% 35-50 yrs. old - 33.35% 51-70 yrs. old - 4.70% 17 yrs. old & below - 0.48%	Female - 66.89% Male - 32.61% Prefer not to say - 0.50%	Teacher - 83.03% Others - 9.48% Student - 4.33% Researcher - 3.16%	Region 4A - 30.62% NCR - 25.29% Region 3 - 15.81% Region 7 - 5.32% Region 1 - 4.83% Region 10 - 2.50% Region 5 - 1.83% BARMM - 1.66% Region 2 - 1.66% Region 12 - 1.66% Region 9 - 1.50% Region 11 - 1.33% Region 6 - 1.33% Region 4B - 1.16% Region 8 - 0.83% Region 13 - 0.67% CAR - 1.33% Saudi Arabia - 0.50% Oman - 0.17%
EDUKussion Teaching Presence in Philippine K-12 Blended Learning Classes under the Alternative Delivery Mode	June 18, 2020	2,837	26-30 yrs. old - 19.88% 31-35 yrs. old - 19.21% 18-25 yrs. old - 18.78% 36-40 yrs. old - 16.03% 41-45 yrs. old - 10.89% 46-50 yrs. old - 8.24% 51-55 yrs. old - 4.97% 56-60 yrs. old - 2.11% 61-65 yrs. old - 0.77%	No data available	Teacher - 92.38% Others - 3.33% School Administrator - 2.89% Student - 0.74% Researcher - 0.66%	Region 3 - 26.08% Region 4A - 18.01% NCR - 17.80% Region 7 - 3.48% Region 5 - 2.92% Region 1 - 2.53% Region 10 - 1.76% Region 2 - 1.65% Region 11 - 1.58% Region 4B - 1.19% Region 6 - 1.12% Region 8 - 1.02% Region 9 - 1.02% Region 13 - 0.91% Region 12 - 0.56% CAR - 0.38% BARMM - 0.21% Not indicated - 17.13% Saudi Arabia - 0.45% India - 0.14% Thailand - 0.10% United States of America - 0.10% England - 0.07% United Arab Emirates - 0.03%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
Are We Really Going Online: ASPAP Webinar Series Online Tutoring/Support and Assessment: Requirements and Challenges	June 24, 2020	1,131	18-34 yrs. old - 55.11% 35-50 yrs. old - 38.97% 51-70 yrs. old - 5.37% 17 yrs. old & below - 0.42% 71 yrs. old & up - 0.13%	Female - 69.07% Male - 30.59% Prefer not to say - 0.34%	Teacher - 91.80% Student - 4.31% Others - 3.89%	NCR - 25.88% Region 4A - 25.79% Region 3 - 15.25% Region 1 - 4.80% Region 9 - 3.77% Region 7 - 3.68% Region 5 - 3.08% Region 10 - 2.74% Region 2 - 2.49% Region 4B - 2.23% Region 6 - 1.63% Region 11 - 1.54% BARMM - 1.29% CAR - 1.29% Region 13 - 1.29% Region 8 - 1.03% Region 12 - 0.94% Saudi Arabia - 0.69% Oman - 0.17% Qatar - 0.17% Indonesia - 0.09% United Arab Emirates - 0.09% United Kingdom - 0.09%
Let's Talk It Over Embracing the New Normal through Online Business: Stay@Home, Earn@Home	June 26, 2020	1,197	18-34 yrs. old - 51.55% 35-50 yrs. old - 43.19% 51-70 yrs. old - 5.09% 17 yrs. old & below - 0.17%	Female - 71.60% Male - 27.64% Prefer not to say - 0.67%	Teacher - 83.12% Others - 10.78% Student - 4.76% Researcher - 1.34%	NCR - 29.24% Region 4A - 24.56% Region 3 - 15.54% Region 7 - 5.10% Region 1 - 4.59% Region 5 - 3.01% Region 2 - 2.42% Region 11 - 1.92% Region 9 - 1.75% Region 10 - 1.75% Region 4B - 1.67% Region 6 - 1.50% Region 13 - 1.50% Region 12 - 1.34% CAR - 1.25% Region 8 - 0.84% BARMM - 0.42% Saudi Arabia - 0.25% Thailand - 0.25% Bahrain - 0.17% Singapore - 0.17% Qatar - 0.17% United Arab Emirates - 0.17% Not indicated - 0.08% Bangladesh - 0.08% Malaysia - 0.08% United Kingdom -

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
						0.08%
						United States of America - 0.08%
Research Conversations 2020 Exploring the Oceans with Citizen Science	June 30, 2020	11,961	31-35 yrs. old - 21.92%	Female - 69.20%	Teacher - 89.76%	NCR - 28.55%
			18-25 yrs. old - 20.32%	Male - 30.56%	Others - 7.52%	Region 4A - 17.41%
			26-30 yrs. old - 19.28%	Prefer not to say - 0.24%	Student - 2.72%	Region 3 - 17.00%
			36-40 yrs. old - 17.52%			Region 7 - 5.80%
			41-45 yrs. old - 10.56%			Region 1 - 5.08%
			46-50 yrs. old - 6.16%			Region 11 - 4.83%
			51-55 yrs. old - 2.08%			Region 9 - 3.95%
			56-60 yrs. old - 1.12%			Region 13 - 3.22%
			61-65 yrs. old - 0.64%			Region 10 - 3.06%
			17 yrs. old & below - 0.40%			Region 5 - 2.98%
						Region 6 - 2.50%
						Region 2 - 1.37%
						CAR - 1.13%
						Region 12 - 1.05%
						Region 4B - 0.89%
						Region 8 - 0.81%
						BARMM - 0.40%
						Saudi Arabia - 0.24%
						Qatar - 0.16%
						India - 0.08%
						Japan - 0.08%
						New Zealand - 0.08%
						South Korea - 0.08%
Edu-Hack Re-creating SciLab @ Home	July 1, 2020	22,079	18-34 yrs. old - 52.11%	Female - 74.48%	Teacher - 93.48%	NCR - 31.58%
			35-50 yrs. old - 41.40%	Male - 25.01%	Student - 3.14%	Region 4A - 19.67%
			51-70 yrs. old - 5.80%	Prefer not to say - 0.50%	Others - 2.83%	Region 3 - 13.32%
			17 yrs. old & below - 0.60%		Researcher - 0.55%	Region 7 - 5.15%
			71 yrs. old & up - 0.10%			Region 1 - 3.57%
						Region 10 - 3.16%
						Region 13 - 3.07%
						Region 5 - 2.87%
						Region 9 - 2.76%
						Region 8 - 2.52%
						Region 2 - 2.35%
						Region 6 - 2.32%
						Region 11 - 2.01%
						Region 4B - 1.84%
						CAR - 1.17%
						Region 12 - 0.98%
						BARMM - 0.65%
						Saudi Arabia - 0.22%
						Thailand - 0.19%
						India - 0.10%
						Indonesia - 0.10%
						Not indicated - 0.07%
						Pakistan - 0.07%
						Qatar - 0.07%
						United Arab Emirates - 0.07%
						Cambodia - 0.05%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
						Jamaica - 0.02% Japan - 0.02% South Korea - 0.02%
MasterClass Appreciating the Numbers in Communication Research: Statistical Methods for Social Science (Part 2)	July 3, 2020	756	31-35 yrs. old - 21.19% 26-30 yrs. old - 21.04% 18-25 yrs. old - 20.15% 36-40 yrs. old - 18.96% 41-45 yrs. old - 10.45% 46-50 yrs. old - 5.07% 51-55 yrs. old - 2.39% 56-60 yrs. old - 0.60% 17 yrs. old & below - 0.15%	Female - 62.09% Male - 37.46% Prefer not to say - 0.45%	Teacher - 80.90% Student - 7.31% Others - 6.72% Researcher - 5.07%	NCR - 31.01% Region 3 - 14.61% Region 7 - 6.66% Region 1 - 6.33% Region 8 - 6.17% Region 4A - 5.52% Region 10 - 4.55% Region 5 - 4.06% Region 11 - 3.73% Region 2 - 3.57% Region 6 - 3.57% Region 9 - 2.44% CAR - 2.11% Region 4B - 1.62% Region 13 - 1.46% Region 12 - 0.97% BARMM - 0.65% Saudi Arabia - 0.32% Thailand - 0.32% Indonesia - 0.16% United States of America - 0.16%
Edu-Hack What will it be like to study for a university degree during a pandemic?	July 7, 2020	26,853	18-34 yrs. old - 54.09% 35-50 yrs. old - 41.04% 51-70 yrs. old - 4.54% 17 yrs. old & below - 0.26% 71 yrs. old & up - 0.07%	Female - 74.98% Male - 24.34% Prefer not to say - 0.69%	Teacher - 89.82% Student - 5.51% Others - 3.85% Researcher - 0.82%	NCR - 24.28% Region 4A - 17.03% Region 3 - 14.38% Region 13 - 6.41% Region 7 - 6.37% Region 1 - 3.82% Region 5 - 3.79% Region 2 - 3.76% Region 9 - 3.46% Region 10 - 3.04% Region 6 - 2.81% Region 11 - 2.45% Region 12 - 2.12% Region 8 - 1.83% Region 4B - 1.21% CAR - 1.05% BARMM - 0.98% Not indicated - 0.33% India - 0.13% Thailand - 0.13% United Arab Emirates - 0.13% Indonesia - 0.10% Saudi Arabia - 0.10% Vietnam - 0.07% Cambodia - 0.03% Nepal - 0.03% Oman - 0.03%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
						Papua New Guinea - 0.03% Pakistan - 0.03% Spain - 0.03% Singapore - 0.03%
Research Conversations 2020 Unraveling the COVID-19 Pandemic Using Advancement in Molecular Epidemiology	July 10, 2020	11,993	18-25 yrs. old - 25.00% 26-30 yrs. old - 19.57% 31-35 yrs. old - 17.39% 36-40 yrs. old - 15.11% 41-45 yrs. old - 10.76% 46-50 yrs. old - 6.96% 51-55 yrs. old - 2.39% 56-60 yrs. old - 1.85% 17 yrs. old & below - 0.54% 61-65 yrs. old - 0.43%	Female - 68.26% Male - 31.30% Prefer not to say - 0.43%	Teacher - 79.25% Others - 12.26% Student - 8.49%	NCR - 27.91% Region 4A - 18.68% Region 3 - 13.41% Region 13 - 7.58% Region 7 - 7.03% Region 5 - 5.05% Region 6 - 3.52% Region 10 - 3.30% Region 1 - 2.97% Region 9 - 2.42% Region 11 - 2.31% Region 2 - 1.98% CAR - 1.65% Region 12 - 1.10% Region 4B - 0.55% Region 8 - 0.55% India - 0.54% Indonesia - 0.11% Oman - 0.11% Saudi Arabia - 0.11% Singapore - 0.11% Thailand - 0.11%
Edu-Hack / UPOU-Department of Information and Communication Technology Mindanao Cluster 1 Webinar Series Special Session 1: Offline Technologies for Remote Teaching and Learning	July 14, 2020	7,446	No data available ^b			
Let's Talk It Over Philippine Nursing Service Preparedness amidst Pandemic	July 22, 2020	3,201	18-34 yrs. old - 53.13% 35-50 yrs. old - 40.14% 51-70 yrs. old - 6.07% 17 yrs. old & below - 0.45% 71 yrs. old & up - 0.12%	Female - 64.26% Male - 34.70% Prefer not to say - 1.02%	Teacher - 51.06% Registered Nurse - 36.26% Others - 7.45% Student - 5.23%	NCR - 31.10% Region 4A - 20.82% Region 3 - 12.85% Region 9 - 5.39% Region 6 - 4.62% Region 10 - 3.85% Region 6 - 3.55% Region 7 - 3.59% Region 1 - 2.82% Region 11 - 2.31% Region 5 - 2.05% Region 13 - 2.05% CAR- 1.28% Region 2 - 1.28% Region 4B - 1.02% Region 7 - 1.02% Region 12 - 0.77% BARMM - 0.77% Saudi Arabia - 2.31%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
UPOU Re-Flex Camarines Sur State Polytechnic College	July 27-August 3, 2020	100	No data available			
PLDT Infoteach Outreach Program Webinar Series: "Gearing Up for the New Normal in Teaching and Learning" Preparing your Courses for Online Delivery	July 28, 2020	48,389	26-30 yrs. old - 18.62% 36-40 yrs. old - 18.47% 31-35 yrs. old - 17.93% 41-45 yrs. old - 12.62% 46-50 yrs. old - 10.57% 18-25 yrs. old - 9.94% 51-55 yrs. old - 6.67% 56-60 yrs. old - 4.39% 61-65 yrs. old - 0.65% 17 yrs. old & below - 0.08% 66 yrs. old & up - 0.07%	Female - 84.88% Male - 14.92% Prefer not to say - 0.20%	Teacher - 98.33% Others - 0.62% Student - 0.53% School Administrator - 0.48% Researcher - 0.04%	Region 7 - 41.21% Region 4A - 35.74% NCR - 3.39% Region 11 - 2.08% Region 3 - 1.25% Region 6 - 0.71% Region 1 - 0.66% Region 2 - 0.66% Region 4b - 0.42% Region 5 - 0.27% Region 12 - 0.20% Region 10 - 0.12% Region 9 - 0.05% CAR - 0.05% BARMM - 0.05% Region 8 - 0.02% Region 13 - 0.02% Indonesia - 0.02%
Edu-Hack Being and Becoming Adaptable Parents and Teachers	July 30, 2020	3,572	35-50 yrs. old - 48.20% 18-34 yrs. old - 44.49% 51-70 yrs. old - 7.12% 17 yrs. old & below - 0.12% 71 yrs. old & up - 0.08%	Female - 77.87% Male - 21.74% Prefer not to say - 0.39%	Teacher - 89.17% Others - 6.58 % Student - 3.21% Researcher - 1.04%	NCR - 22.63% Region 4A - 18.48% Region 3 - 11.86% Region 7 - 9.70% Region 13 - 5.27% Region 6 - 4.66% Region 1 - 4.50% Region 5 - 3.96% Region 12 - 2.66% Region 10 - 2.54% Region 2 - 2.42% Region 9 - 2.16% Region 11 - 2.04% Region 8 - 1.73% Region 4B - 1.66% CAR - 1.23% BARMM - 0.15% Not indicated - 1.73% Saudi Arabia - 0.35% Thailand - 0.12% India - 0.08% Pakistan - 0.08%
PLDT Infoteach Outreach Program Webinar Series: "Gearing Up for the New Normal in Teaching and Learning" Engaging Your Learners Online	August 3, 2020	38,266	26-30 yrs. old - 18.35% 31-35 yrs. old - 18.06% 36-40 yrs. old - 17.52% 41-45 yrs. old - 12.58% 18-25 yrs. old - 11.22% 46-50 yrs. old - 10.34% 51-55 yrs. old - 6.67% 56-60 yrs. old - 4.41% 61-65 yrs. old - 0.61% 17 yrs. old & below - 0.21%	Female - 83.34% Male - 16.49% Prefer not to say - 0.18%	Teacher - 97.47% Student - 0.86% Others - 0.78% School Administrator - 0.65% Parent/Guardian - 0.21% Researcher - 0.03%	Region 4A - 47.55% Region 7 - 26.37% Region 1 - 9.83% NCR - 5.19% Region 3 - 2.59% Region 13 - 1.55% Region 9 - 0.90% Region 8 - 0.89% Region 2 - 0.78% Region 5 - 0.77% Region 6 - 0.71%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
			66 yrs. old & up - 0.03%			Region 12 - 0.67% Region 10 - 0.58% Region 11 - 0.53% Region 4B - 0.41% BARMM - 0.33% CAR - 0.21% Not indicated - 0.07% Saudi Arabia - 0.03% China - 0.01% Japan - 0.01%
UPOU Re-Flex College of Science - UP Cebu	August 3-12, 2020	70	No data available			
Edu-Hack K-12 Blended Learning Interactions: What's working? How and Why?	August 4, 2020	10,350	35-50 yrs. old - 49.99% 18-34 yrs. old - 38.12% 51-70 yrs. old - 11.71% 17 yrs. old & below - 0.10% 71 yrs. old & up - 0.09%	Male - 16.88% Female - 82.70% Prefer not to say - 0.41%	Teacher - 96.57% Others - 1.84% Student - 1.32% Researcher - 0.27%	Region 3 - 15.89% NCR - 14.63% Region 4A - 13.76% Region 6 - 8.63% Region 7 - 7.71% Region 5 - 6.41% Region 1 - 5.46% Region 9 - 4.91% Region 13 - 4.30% Region 8 - 4.12% Region 4B - 2.80% Region 10 - 2.70% Region 2 - 2.54% Region 12 - 2.07% Region 11 - 1.58% CAR - 1.09% BARMM - 0.85% Not indicated - 0.18% Thailand - 0.10% Kyrgyzstan - 0.07% Saudi Arabia - 0.07% USA - 0.03% Bahamas - 0.01% Bahrain - 0.01% Bolivia - 0.01% India - 0.01% UAE - 0.01% Uzbekistan - 0.01% Vietnam - 0.01%
UPOU Re-Flex Ifugao State University	August 4-11, 13, 2020	180	No data available			
PLDT Infoteach Outreach Program Webinar Series: "Gearing Up for the New Normal in Teaching and Learning" Preparing to be an Online Learner	August 5, 2020	92,870	17 yrs. old & below - 40.90% 36-40 yrs. old - 10.00% 31-35 yrs. old - 9.78% 18-25 yrs. old - 9.25% 26-30 yrs. old - 8.97% 41-45 yrs. old - 7.85% 46-50 yrs. old - 6.43% 51-55 yrs. old - 3.93%	Female - 74.22% Male - 25.59% Prefer not to say - 0.20%	Teacher - 52.15% Student - 44.39% Parent/Guardian - 2.31% Others - 0.74% School Administrator - 0.42%	Region 4A - 48.84% Region 7 - 26.33% Region 1 - 10.31% NCR - 5.26% Region 3 - 2.46% Region 2 - 1.18% Region 5 - 1.01% Region 6 - 0.83% Region 13 - 0.72%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
			56-60 yrs. old - 2.49%			Region 9 - 0.54%
			61-65 yrs. old - 0.40%			Region 11 - 0.54%
			66 yrs. old & up - 0.01%			Region 4B - 0.51%
						Region 10 - 0.40%
						Region 8 - 0.33%
						Region 12 - 0.30%
						CAR - 0.25%
						BARMM - 0.17%
						Japan - 0.02%
PLDT Infoteach Outreach Program Webinar Series: "Gearing Up for the New Normal in Teaching and Learning" Assessment	August 7, 2020	27,490	31-35 yrs. old - 18.05%	Female - 83.99%	Teacher - 97.20%	Region 4A - 37.10%
			36-40 yrs. old - 17.59%	Male - 15.78%	Student - 1.14%	Region 1 - 30.31%
			26-30 yrs. old - 17.25%	Prefer not to say - 0.23%	Others - 0.70%	Region 7 - 26.33%
			41-45 yrs. old - 12.71%		School Administrator - 0.60%	Region 3 - 4.55%
			46-50 yrs. old - 11.22%		Parent/Guardian - 0.36%	Region 13 - 3.37%
			18-25 yrs. old - 10.45%			Region 8 - 2.35%
			51-55 yrs. old - 7.17%			NCR - 2.20%
			56-60 yrs. old - 4.63%			Region 9 - 1.61%
			61-65 yrs. old - 0.60%			Region 2 - 1.03%
			17 yrs. old & below - 0.26%			Region 11 - 1.03%
			66 yrs. old & up - 0.07%			Region 6 - 0.73%
						CAR - 0.59%
						Region 5 - 0.59%
						Region 4b - 0.44%
						Region 10 - 0.44%
						BARMM - 0.44%
						Region 12 - 0.15%
PLDT Infoteach Outreach Program Webinar Series: "Gearing Up for the New Normal in Teaching and Learning" Supporting Online Learners	August 10, 2020	30,384	26-30 yrs. old - 17.63%	Female - 83.66%	Teacher - 96.26%	Region 4A - 50.00%
			31-35 yrs. old - 17.63%	Male - 16.16%	Student - 1.65%	Region 7 - 21.72%
			36-40 yrs. old - 17.20%	Prefer not to say - 0.17%	School Administrator - 0.83%	Region 1 - 10.68%
			41-45 yrs. old - 13.10%		Others - 0.71%	NCR - 6.30%
			46-50 yrs. old - 10.79%		Parent/Guardian - 0.55%	Region 3 - 2.79%
			18-25 yrs. old - 10.52%			Region 11 - 1.51%
			51-55 yrs. old - 7.44%			Region 13 - 1.22%
			56-60 yrs. old - 4.34%			Region 2 - 0.87%
			17 yrs. old & below - 0.66%			Region 6 - 1.17%
			61-65 yrs. old - 0.66%			Region 8 - 1.13%
			66 yrs. old & up - 0.05%			Region 5 - 0.70%
						Region 4b - 0.52%
						Region 10 - 0.46%
						Region 9 - 0.30%
						Region 12 - 0.29%
						BARMM - 0.26%
						CAR - 0.14%
UPOU Re-Flex Bohol Island University	August 10-24, 2020	244	No data available			
Edu-Hack K12 Teacher Journeys: Reaching Out to the Struggling Reader through Personalized Instruction	August 11, 2020	17,096	35-50 yrs. old - 46.82%	Female - 85.52%	Teacher - 96.01%	Region 4A - 40.28%
			18-34 yrs. old - 40.10%	Male - 14.22%	Student - 1.89%	NCR - 9.59%
			51-70 yrs. old - 12.60%	Prefer not to say - 0.27%	Others - 1.71%	Region 3 - 7.53%
			17 yrs. old & below - 0.43%		Researcher - 0.39%	Region 6 - 7.75%
			71 yrs. old & up - 0.05%			Region 5 - 5.16%
						Region 7 - 4.78%
						Region 1 - 4.20%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
						Region 9 - 3.30%
						Region 8 - 2.81%
						Region 13 - 2.74%
						Region 10 - 2.22%
						Region 4B - 2.16%
						Region 2 - 1.69%
						Region 11 - 1.49%
						CAR - 1.23%
						Region 12 - 1.14%
						BARMM - 0.59%
						India - 0.81%
						Pakistan - 0.11%
						Indonesia - 0.06%
						Bangladesh - 0.05%
						Thailand - 0.04%
						Malaysia - 0.03%
						Saudi Arabia - 0.03%
						United Arab Emirates - 0.03%
						Kuwait - 0.02%
						Nepal - 0.02%
						Oman - 0.02%
						Romania - 0.02%
						Bahrain - 0.01%
						Cambodia - 0.01%
						China - 0.01%
						Ecuador - 0.01%
						Greece - 0.01%
						Hong Kong - 0.01%
						Japan - 0.01%
						Kyrgyzstan - 0.01%
						Macedonia - 0.01%
						Mongolia - 0.01%
						Myanmar - 0.01%
						Nigeria - 0.01%
						North Macedonia - 0.01%
						United States of America - 0.01%
PLDT Infoteach Outreach Program Webinar Series: "Gearing Up for the New Normal in Teaching and Learning" Gearing Up for the New Normal in Education with LGU: Some Best Practices	August 12, 2020	17,027	36-40 yrs. old - 18.17%	Female - 82.76%	Teacher - 92.80%	Region 4A - 40.75%
			31-35 yrs. old - 16.17%	Male - 16.92%	Student - 3.49%	Region 7 - 18.40%
			26-30 yrs. old - 16.04%	Prefer not to say - 0.31%	Others - 1.67%	NCR - 10.28%
			41-45 yrs. old - 13.09%		School Administrator - 1.25%	Region 1 - 9.60%
			18-25 yrs. old - 11.92%		Parent/Guardian - 0.78%	Region 8 - 7.79%
			46-50 yrs. old - 10.14%			Region 3 - 3.31%
			51-55 yrs. old - 7.48%			Region 6 - 1.83%
			56-60 yrs. old - 4.38%			Region 11 - 1.68%
			17 yrs. old & below - 1.93%			Region 13 - 1.50%
			61-65 yrs. old - 0.60%			Region 5 - 1.23%
			66 yrs. old & up - 0.08%			Region 2 - 0.73%
						Region 4B - 0.73%
						Region 10 - 0.73%
						Region 9 - 0.45%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
						Region 12 - 0.33% BARMM - 0.20% CAR - 0.13% Thailand - 0.15% India - 0.08% Bhutan - 0.03% Japan - 0.03% Kyrgyzstan - 0.03% Pakistan - 0.03% Saudi Arabia - 0.03%
UPOU UgnayangPahinungod and Teacher Development Program Webinar Series "At Home saPagbasa" Session 1: <i>PagtuturongPagbasa</i>	August 12, 2020	108	30-39 yrs. old - 31.48% 40-49 yrs. old - 30.56% 20-29 yrs. old - 23.15% 50-59 yrs. old - 12.96% 60 yrs. old & up - 1.85%	Female - 98.13% Male - 2.80%	Teacher - 98.15% School Administrator - 0.93% Others - 0.93%	Region 4A - 75.93% Region 3 - 20.37% Not indicated - 1.85% NCR - 0.93% Region 7 - 0.93%
PLDT Infoteach Outreach Program Webinar Series: "Gearing Up for the New Normal in Teaching and Learning" Cyber Security	August 14, 2020	15,976	36-40 yrs. old - 17.66% 31-35 yrs. old - 16.74% 26-30 yrs. old - 16.63% 41-45 yrs. old - 12.68% 46-50 yrs. old - 11.11% 18-25 yrs. old - 10.45% 51-55 yrs. old - 6.98% 56-60 yrs. old - 3.97% 17 yrs. old & below - 3.26% 61-65 yrs. old - 0.49% 66 yrs. old & up - 0.02%	Female - 81.09% Male - 18.72% Prefer not to say - 0.19%	Teacher - 89.90% Student - 5.61% Others - 2.51% Parent/Guardian - 1.20% School Administrator - 0.78%	Region 4A - 43.81% Region 7 - 22.66% NCR - 10.28% Region 1 - 5.76% Region 3 - 3.72% Region 8 - 3.32% Region 6 - 2.02% Region 11 - 1.41% Region 2 - 1.11% Region 5 - 0.92% Region 9 - 0.66% Region 4B - 0.64% Region 10 - 0.59% Region 12 - 0.45% BARMM - 0.28% CAR - 0.26% Region 13 - 1.88% Thailand - 0.09% Saudi Arabia - 0.05% Dubai - 0.02% Japan - 0.02% Kyrgyzstan - 0.02% Oman - 0.02%
Edu-Hack K-6 Multigrade Learning Projects for Homeschoolers	August 18, 2020	8,749	35-50 yrs. old - 52.97% 18-34 yrs. old - 37.74% 51-70 yrs. old - 8.69% 17 yrs. old & below - 0.52% 71 yrs. old & up - 0.07%	Female - 84.40% Male - 15.16% Prefer not to say - 0.45%	Teacher - 87.52% Others - 9.21% Student - 3.12% Researcher - 0.15%	Region 8 - 8.68% Region 4A - 8.62% Region 6 - 8.08% Region 7 - 8.01% Region 3 - 7.89% Region 1 - 7.59% BARMM - 7.16% Region 5 - 6.92% Region 2 - 5.65% Region 10 - 5.65% CAR - 4.68% Region 4B - 4.43% Region 13 - 4.43% Region 9 - 4.37% Region 12 - 3.04%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
						Region 11 - 2.98% NCR - 1.82%
PLDT Infoteach Outreach Program Webinar Series: "Gearing Up for the New Normal in Teaching and Learning" Supporting Online Learners	August 18, 2020	18,478	36-40 yrs. old - 19.62% 31-35 yrs. old - 16.20% 26-30 yrs. old - 15.12% 41-45 yrs. old - 14.21% 46-50 yrs. old - 11.74% 18-25 yrs. old - 9.27% 51-55 yrs. old - 8.05% 56-60 yrs. old - 4.53% 17 yrs. old & below - 0.64% 66 yrs. old & up - 0.61%	Female - 81.97% Male - 17.52% Prefer not to say - 0.51%	Teacher - 91.14% Parent/Guardian - 3.72% Student - 2.27% Others - 2.10% School Administrator - 0.78%	Region 4A - 43.11% Region 7 - 16.53% NCR - 14.32% Region 1 - 6.14% Region 3 - 4.96% Region 8 - 2.68% Region 11 - 2.14% Region 6 - 2.07% Region 2 - 1.53% Region 13 - 1.39% Region 5 - 1.36% Region 4B - 0.98% Region 12 - 0.61% Region 9 - 0.58% CAR - 0.51% Region 10 - 0.54% BARMM - 0.34% Oman - 0.07% Japan - 0.03% Laos - 0.03% Saudi Arabia - 0.03% Thailand - 0.03%
UPOU UgnayangPahinungód and Teacher Development Program Webinar Series "At Home saPagbasa" Session 2: <i>PagtuturongPagsulat</i>	August 19, 2020	107	40-49 yrs. old - 33.64% 30-39 yrs. old - 31.78% 20-29 yrs. old - 20.56% 50-59 yrs. old - 13.08% 60 yrs. old & up - 0.93%	Female - 97.20% Male - 2.80%	Teacher - 98.13% School Administrator - 0.93% Others - 0.93%	Region 4A - 74.77% Region 3 - 23.36% NCR - 0.93% Region 7 - 0.93%
Edu-Hack What will it be like to study for a university degree during a pandemic? (Part 2)	August 25, 2020	5,449	35-50 yrs. old - 50.88% 18-34 yrs. old - 39.04% 51-70 yrs. old - 9.80% 17 yrs. old & below - 0.28%	Female - 77.66% Male - 21.99% Prefer not to say - 0.35%	Teacher - 89.36% Student - 5.64% Others - 4.51% Researcher - 0.49%	Region 4A - 26.62% NCR - 24.84% Region 3 - 11.25% Region 7 - 8.04% Region 1 - 5.98% Region 6 - 4.63% Region 5 - 3.13% Region 13 - 3.06% Region 11 - 1.99% Region 10 - 1.92% Region 9 - 1.78% Region 8 - 1.42% Region 2 - 1.35% Region 4B - 1.14% BARMM - 0.93% Region 12 - 0.71% CAR - 0.36% Oman - 0.50% Not indicated - 0.28% Ecuador - 0.14% India - 0.14% Australia - 0.07% China - 0.07% Indonesia - 0.07%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
						Mexico - 0.07% Morocco - 0.07% Nepal - 0.07% Pakistan - 0.07% Qatar - 0.07% Saudi Arabia - 0.07% Thailand - 0.14% Vietnam - 0.07%
UPOU UgnayangPahinungód and Teacher Development Program Webinar Series "At Home saPagbasa" Session 3: <i>PagtutulongPag-unawa</i>	August 26, 2020	99	40-49 yrs. old - 36.36% 30-39 yrs. old - 33.33% 20-29 yrs. old - 15.15% 50-59 yrs. old - 14.14% 60 yrs. old & up - 1.01%	Female - 96.97% Male - 3.03%	Teacher - 97.98% School Administrator - 1.01% Others - 1.01%	Region 4A - 73.74% Region 3 - 23.23% Not indicated - 1.01% NCR - 1.01% Region 7 - 1.01%
Let's Talk It Over Transition from face-to-face to online learning: Nursing Academe Experience amidst Pandemic	August 27, 2020	5,396	18-34 yrs. old - 45.10% 35-50 yrs. old - 46.75% 51-70 yrs. old - 7.91% 17 yrs. old & below - 0.14%	Female - 73.18% Male - 26.21% Prefer not to say - 0.61%	Teacher - 83.64% Registered Nurse - 6.49% Student - 5.82% Others - 4.05%	NCR - 27.57% Region 4A - 21.67% Region 3 - 9.84% Region 7 - 8.33% Region 1 - 5.30% Region 13 - 4.55% Region 6 - 4.09% Region 10 - 2.88% Region 5 - 2.58% Region 9 - 2.42% Region 11 - 1.21% Region 2 - 1.06% Region 12 - 0.61% Region 4B - 0.61% Region 8 - 0.45% BBARMM - 0.45% Saudi Arabia - 2.73% Canada - 0.45% Singapore - 0.45% Thailand - 0.15% United Kingdom - 0.15%
Let's Talk It Over It's Not Okay to Stigmatize: Social Stigma in the Time of Corona	August 28, 2020	5,606	36-40 yrs. old - 18.80% 31-35 yrs. old - 18.19% 26-30 yrs. old - 16.87% 41-45 yrs. old - 15.04% 46-50 yrs. old - 10.87% 18-25 yrs. old - 8.64% 51-55 yrs. old - 7.42% 56-60 yrs. old - 3.35% 61-65 yrs. old - 0.61% 66 yrs. old & up - 0.10% 17 yrs. old & below - 0.10%	Female - 75.50% Male - 24.10% Prefer not to say - 0.40%	Teacher - 85.20% Others - 9.50% Nurse - 2.30% Student - 1.60% Administrative Support - 1.40%	NCR - 30.55% Region 4A - 22.42% Region 3 - 10.32% Region 7 - 9.28% Region 1 - 6.78% Region 5 - 3.55% Region 6 - 3.55% Region 13 - 2.40% Region 2 - 1.77% Region 4B - 1.67% Region 9 - 1.56% Region 11 - 1.46% Region 10 - 1.04% Region 12 - 0.83% Region 8 - 0.63% BARMM - 0.63% CAR - 0.21%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
						Region 13 - 0.10% Saudi Arabia - 0.94% India - 0.30% Oman - 0.30% Thailand - 0.30% United Arab Emirates - 0.30% Canada - 0.10% Libya - 0.10% Malaysia - 0.10% Singapore - 0.10%
Edu-Hack Fostering Online & Remote Classroom Communities of Inquiry	September 1, 2020	8,580	35-50 yrs. old - 47.43% 18-34 yrs. old - 42.80% 51-70 yrs. old - 9.63% 17 yrs. old & below - 0.14%	Female - 77.02% Male - 22.28% Prefer not to say - 0.70%	Teacher - 92.90% Others - 3.79% Student - 2.95% Researcher - 0.35%	NCR - 26.57% Region 4A - 23.82% Region 3 - 11.13% Region 7 - 5.99% Region 5 - 5.92% Region 1 - 5.78% Region 6 - 5.00% Region 13 - 2.75% Region 10 - 2.04% Region 9 - 1.76% Region 11 - 1.62% Region 2 - 1.41% Region 12 - 1.34% Region 8 - 1.27% BARMM - 1.13% Region 4B - 1.06% CAR - 0.49% Saudi Arabia - 0.21% Romania - 0.14% Indonesia - 0.07% Laos - 0.07% Malaysia - 0.07% Nigeria - 0.07% Nepal - 0.07% North Macedonia - 0.07% Oman - 0.07% Thailand - 0.07%
Research Conversations 2020 Hidden Markov Model in Commodity Market	September 3, 2020	6,921	36-40 yrs. old - 20.45% 31-35 yrs. old - 18.08% 26-30 yrs. old - 17.00% 18-25 yrs. old - 14.53% 41-45 yrs. old - 13.14% 46-50 yrs. old - 8.50% 51-55 yrs. old - 5.34% 56-60 yrs. old - 2.17% 61-65 yrs. old - 0.49% 17 yrs. old & below - 0.30%	Female - 69.96% Male - 29.56% Prefer not to say - 0.49%	Teacher - 87.36% Others - 9.57% Student - 3.07%	Region 4A - 26.69% NCR - 22.05% Region 3 - 11.88% Region 6 - 7.55% Region 7 - 6.14% Region 1 - 6.04% Region 10 - 2.82% Region 13 - 2.82% Region 5 - 2.72% Region 11 - 2.72% Region 2 - 1.91% Region 12 - 1.81% Region 9 - 1.61% Region 8 - 1.01%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
						BARMM - 0.81% CAR - 0.70% Region 4B - 0.70% Laos - 0.40% Thailand - 0.40% Pakistan - 0.30% Mexico - 0.20% Oman - 0.20% Bangladesh - 0.10% India - 0.10% Malaysia - 0.10% Saudi Arabia - 0.10%
FICS Chat	September 4 to October 30, 2020	17,561	17 yrs. old & below - 0.89% 18-35 yrs. old - 57.14% 36-50 yrs. old - 39.29% 51-70 yrs. old - 2.68%	Female - 55.36% Male - 43.75% Prefer not to say - 0.89%	Teacher - 57.14% Student - 32.14% Others - 8.04% Researcher - 2.68%	NCR - 21.43% Region 4A - 20.54% Region 10 - 8.04% Region 3 - 5.36% Region 11 - 4.46% Region 6 - 4.46% Region 7 - 4.46% Region 8 - 4.46% Region 1 - 3.57% Region 12 - 3.57% Region 4B - 3.57% Region 9 - 3.57% BARMM - 2.68% Region 13 - 2.68% Region 2 - 2.68% Region 5 - 2.68% Singapore - 0.89% Thailand - 0.89%
Edu-Hack Voices of ALS Teachers	September 15, 2020	6,360	35-50 yrs. old - 50.09% 18-34 yrs. old - 37.39% 51-70 yrs. old - 12.08% 17 yrs. old & below - 0.36% 71 yrs. old & up - 0.09%	Female - 71.85% Male - 27.89% Prefer not to say - 0.27%	Teacher - 90.59% Others - 5.24% Student - 3.29% Researcher - 0.89%	Region 4A - 29.57% NCR - 22.11% Region 6 - 8.08% Region 5 - 7.37% Region 1 - 7.02% Region 3 - 5.68% Region 7 - 4.09% Region 8 - 3.82% Region 13 - 2.66% Region 10 - 1.51% Region 9 - 1.42% BARMM - 1.07% Region 2 - 0.98% Region 11 - 0.98% Region 4B - 0.89% Region 12 - 0.89% CAR - 0.89% Bangladesh - 0.18% Oman - 0.18% Malaysia - 0.09% Nepal - 0.09% New Zealand - 0.09% Romania - 0.09%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
						Saudi Arabia - 0.09% Thailand - 0.09% United Arab Emirates - 0.09%
Let's Talk It Over Wildlife: Friend or Foe in the COVID-19 Pandemic?	September 17, 2020	2,883	18-25 yrs. old - 23.75% 36-40 yrs. old - 17.32% 26-30 yrs. old - 14.64% 31-35 yrs. old - 14.46% 41-45 yrs. old - 13.57% 46-50 yrs. old - 8.21% 51-55 yrs. old - 4.64% 56-60 yrs. old - 2.32% 17 yrs. old & below - 0.71% 66 yrs. old & up - 0.36%	Female - 66.79% Male - 32.50% Prefer not to say - 0.71%	Teacher - 69.64% Student - 15.89% Others - 10.00% Researcher - 3.39% Parent/Guardian - 0.54% School Administrator - 0.54%	Region 4A - 21.43% NCR - 18.21% Region 6 - 16.43% Region 3 - 8.93% Region 1 - 4.46% Region 7 - 4.29% Region 9 - 3.21% Region 5 - 2.86% Region 12 - 2.86% Region 11 - 2.68% Region 13 - 2.68% Region 4B - 2.32% Region 8 - 2.32% BARMM - 1.61% Region 10 - 1.43% Region 2 - 0.71% India - 1.25% Saudi Arabia - 0.54% Oman - 0.36% Thailand - 0.36% Bangladesh - 0.18% Kuwait - 0.18% Malaysia - 0.18% Pakistan - 0.18% Spain - 0.18% United Arab Emirates - 0.18%
Let's Talk It Over Public Health Preparedness amidst Pandemic: Nursing Experience	September 23, 2020	321	31-35 yrs. old - 20.87% 26-30 yrs. old - 19.00% 18-25 yrs. old - 18.38% 36-40 yrs. old - 13.40% 41-45 yrs. old - 10.90% 46-50 yrs. old - 8.72% 51-55 yrs. old - 4.67% 56-60 yrs. old - 3.12% 61-65 yrs. old - 0.93%	Female - 68.54% Male - 31.15% Prefer not to say - 0.31%	Teacher - 51.40% Registered Nurse - 20.25% Student - 15.26% Others - 9.03% Researcher - 4.05%	NCR - 29.60% Region 4A - 12.77% Region 6 - 10.28% Region 3 - 8.41% Region 1 - 5.92% Region 5 - 5.61% Region 13 - 5.30% Region 11 - 4.67% Region 7 - 4.05% Region 10 - 2.49% CAR - 1.87% Region 8 - 1.87% Region 4B - 1.25% Region 9 - 1.25% Region 12 - 0.93% BARMM - 0.62% Region 2 - 0.62% Saudi Arabia - 1.56% India - 0.62% Oman - 0.31%
Let's Talk It Over Plastics and COVID-19: A Double	September 30, 2020	1,660	31-35 yrs. old - 17.23% 36-40 yrs. old - 16.85%	Female - 64.42% Male - 34.46%	Teacher - 59.18% Others - 14.61%	NCR - 23.22% Region 4A - 19.85%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
Whammy of a Pandemic			41-45 yrs. old - 16.85% 26-30 yrs. old - 16.48% 18-25 yrs. old - 15.73% 46-50 yrs. old - 8.61% 51-55 yrs. old - 5.24% 56-60 yrs. old - 2.25% 17 yrs. old & below - 0.37% 66 yrs. old & up - 0.37%	Prefer not to say - 1.12%	Student - 11.61% Researcher - 6.74% Administrative Support - 4.12% Registered Nurse - 3.75%	Region 3 - 9.74% Region 11 - 7.12% Region 1 - 6.74% Region 6 - 6.74% Region 7 - 5.62% Region 5 - 4.87% Region 10 - 4.12% Region 13 - 2.25% Region 4B - 1.50% Region 8 - 1.50% Region 9 - 1.50% Region 12 - 1.50% BARMM - 0.75% Region 2 - 0.75% CAR - 0.37% Kuala Lumpur - 0.37% India - 0.75% Saudi Arabia - 0.37% Singapore - 0.37%
Research Conversations 2020 Key COVID-19 Pandemic Metrics from the Philippines	October 9, 2020	21	18-34 yrs. old - 36.60% 35-50 yrs. old - 56.21% 51-70 yrs. old - 7.19%	No data available	Teacher - 77.78% Others - 13.73% Student - 6.54% Researcher - 1.96%	No data available
Faculty of Management and Development Studies Research Forum	October 22, 2020	405	26-30 yrs. old - 18.18% 41-45 yrs. old - 18.18% 18-25 yrs. old - 17.27% 36-40 yrs. old - 16.36% 31-35 yrs. old - 10.91% 46-50 yrs. old - 8.18% 51-55 yrs. old - 6.36% 56-60 yrs. old - 2.73% 61-65 yrs. old - 1.82%	Female - 53.64% Male - 45.45% Prefer not to say - 0.91%	Teacher - 70.00% Others - 10.91% Researcher - 7.27% Registered Nurse - 6.36% Student - 5.45%	Region 4A - 24.55% NCR - 17.27% Region 3 - 7.27% Region 7 - 6.36% Region 8 - 5.45% Region 1 - 4.55% Region 5 - 4.55% Region 6 - 4.55% Region 11 - 4.55% Region 10 - 2.73% Region 4B - 2.73% CAR - 1.82% Region 2 - 1.82% Region 9 - 1.82% Region 13 - 1.82% BARMM - 0.91% Region 12 - 0.91% Not indicated - 0.91% Saudi Arabia - 2.73% Morocco - 1.82% India - 0.91%
Let's Talk It Over Caring for Older Persons amidst the COVID-19 Pandemic	October 28, 2020	2,913	18-40 yrs. old - 84.73% 41-60 yrs. old - 14.12% 61 yrs. old & up - 0.68% 17 yrs. old & below - 0.45%	Female - 71.52% Male - 27.56% Prefer not to say - 0.92%	Student - 40.55% Nurse - 27.55% Teacher - 25.28% Others - 3.43% Researcher - 2.05%	Region 4A - 25.96% NCR - 22.09% Region 6 - 19.81% Region 3 - 6.60% Region 9 - 5.69% Region 10 - 2.96% CAR - 2.73% Region 1 - 2.73% Region 4B - 1.82%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
						Region 11 - 1.82% Region 12 - 0.68% Region 8 - 0.45% Region 13 - 0.45% BARMM - 0.22% Oman - 0.45% Saudi Arabia - 0.45% Japan - 0.22%
Let's Talk It Over Public Policy Analysis as a Major Field in the Philippine PA/G Education: Recent Development and Challenges in its Instruction and Research	October 30, 2020	345	18-34 yrs. old - 75.07% 35-50 yrs. old - 18.84% 51-70 yrs. old - 6.09%	No data available	Student - 52.75% Teacher - 27.25% Government Employee - 13.62% Researcher - 3.48% Administrative Support - 1.45% School Administrator - 1.45%	BARMM - 31.59% Region 3 - 20.87% NCR - 12.46% Region 10 - 6.96% Region 4A - 6.09% Region 1 - 4.64% Region 8 - 3.19% Region 11 - 2.61% Region 2 - 1.74% Region 5 - 1.74% Region 7 - 1.74% Region 6 - 1.45% Region 4B - 1.16% Region 12 - 1.16% Region 9 - 0.87% Region 13 - 0.58% Overseas (no country indicated) - 1.16%
Gender Sensitivity Training for UPOU and UP Students, and other SUC students	November 25, 2020	2,650	No data available	Female - 59.52% Male - 27.38% LGBTQIAP - 10.71% Prefer not to say - 2.38%	Student - 100.00%	No data available
Let's Talk It Over KumustaKa? Psychosocial Issue and Support of Nurses During the Pandemic	November 26, 2020	1,088	18-34 yrs. old - 55.21% 35-50 yrs. old - 36.81% 51-70 yrs. old - 7.36% 17 yrs. old & below - 0.61%	Female - 61.96% Male - 36.81% Prefer not to say - 1.23%	Nurse - 41.10% Teacher - 33.74% Student - 15.95% Researcher - 4.91% Others - 4.29%	Region 4A - 26.40% NCR - 24.00% Region 3 - 12.00% Region 8 - 9.60% Region 1 - 4.80% Region 6 - 4.00% Region 7 - 3.20% Region 11 - 3.20% Region 9 - 2.40% Region 10 - 2.40% BARMM - 1.60% Region 2 - 1.60% Region 4B - 1.60% Region 5 - 0.80% Not indicated - 0.80% Japan - 0.80% Saudi Arabia - 0.80%
Research Conversations 2020 Post-Planetary Design: Reimagining Paradigms of the Future	November 27, 2020	790	18-25 yrs. old - 35.05% 26-30 yrs. old - 14.43% 41-45 yrs. old - 12.37% 36-40 yrs. old - 10.31% 51-55 yrs. old - 9.28%	Female - 46.39% Male - 52.58% Prefer not to say - 1.03%	Teacher - 52.58% Student - 32.99% Others - 12.37% Researcher - 2.06%	Region 4A - 44.33% NCR - 16.49% Region 8 - 6.19% Region 3 - 4.12% Region 4B - 4.12%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
			31-35 yrs. old - 8.25%			Region 7 - 4.12%
			17 yrs. old & below - 5.15%			Region 1 - 3.09%
			46-50 yrs. old - 5.15%			Region 11 - 3.09%
						Region 5 - 3.09%
						Region 6 - 3.09%
						Region 9 - 3.09%
						Region 10 - 2.06%
						Region 13 - 1.03%
						China - 1.03%
						Saudi Arabia - 1.03%
Edu-Hack K12 Teacher Journeys: Inquiry Learning in the Social Sciences	December 2, 2020	1,298	18-25 yrs. old - 26.47%	Female - 52.21%	Teacher - 83.09%	Region 4A - 34.56%
			36-40 yrs. old - 19.12%	Male - 47.06%	Others - 6.62%	Region 5 - 13.97%
			26-30 yrs. old - 13.97%	Prefer not to say - 0.74%	Student - 6.62%	NCR - 8.82%
			41-45 yrs. old - 13.97%		Researcher - 3.68%	Region 8 - 8.82%
			31-35 yrs. old - 10.29%			Region 4B - 5.15%
			46-50 yrs. old - 6.62%			Region 6 - 5.15%
			51-55 yrs. old - 6.62%			Region 1 - 4.41%
			56-60 yrs. old - 2.94%			Region 7 - 4.41%
						Region 10 - 2.94%
						Region 11 - 2.94%
						CAR - 2.21%
						Region 3 - 2.21%
						Region 2 - 1.47%
						Region 9 - 0.74%
						Region 12 - 0.74%
						Region 13 - 0.74%
						Indonesia - 0.74%
Special ASEAN Studies Lecture Series Edition An Overview of the Contents of the ASEAN Charter	December 2, 2020	1,155	18-25 yrs. old - 30.28%	Female - 55.05%	Teacher - 50.46%	NCR - 26.61%
			26-30 yrs. old - 19.27%	Male - 44.04%	Student - 26.61%	Region 4A - 25.69%
			36-40 yrs. old - 16.51%	Prefer not to say - 0.92%	Others - 12.84%	Region 5 - 8.26%
			31-35 yrs. old - 11.93%		Researcher - 7.34%	Region 7 - 7.34%
			11.01		School Administrator - 2.75%	Region 6 - 6.42%
			4.59			Region 11 - 4.59%
			4.59			Region 4B - 2.75%
			0.92			Region 10 - 2.75%
			0.92			CAR - 2.75%
						Region 1 - 1.83%
						Region 2 - 1.83%
						Region 8 - 1.83%
						Region 3 - 0.92%
						Region 9 - 0.92%
						Region 13 - 0.92%
						Japan - 1.83%
						United Arab Emirates - 0.92%
						Malaysia - 0.92%
						Saudi Arabia - 0.92%
Let's Talk It Over Ways Forward: Governance and Public Sector Reforms of State Enterprises and PPP in the Philippines	December 11, 2020	2,619	18-25 yrs. old - 44.98%	Female - 61.34%	Student - 42.75%	Region 3 - 29.37%
			26-30 yrs. old - 14.50%	Male - 37.55%	Teacher - 33.46%	Region 1 - 26.77%
			31-35 yrs. old - 10.41%	Prefer not to say - 1.12%	Others - 20.07%	NCR - 10.78%
			36-40 yrs. old - 8.18%		Researcher - 3.72%	Region 8 - 7.43%
			41-45 yrs. old - 7.43%			BARMM - 4.46%
			51-55 yrs. old - 6.32%			Region 4A - 4.46%

Webinar Session/ Forum Title	Date	Number of Participants	Demographic Data			
			Age	Gender	Profession	Location
			46-50 yrs. old - 4.09%			Region 6 - 2.97%
			56-60 yrs. old - 2.97%			CAR - 2.60%
			61-65 yrs. old - 0.74%			Region 7 - 2.23%
			17 yrs. old & below - 0.37%			Region 5 - 1.86%
						Region 11 - 1.86%
						Region 2 - 1.12%
						Region 4B - 1.12%
						Region 9 - 1.12%
						Region 10 - 0.74%
						Region 12 - 0.37%
						Singapore - 0.37%
						Qatar - 0.37%
Let's Talk It Over PlanadoTayo: PaanoTayo? Plano Tayo? Amplifying the Role of Public Spaces in Times of Pandemic	December 18, 2020	2,451	26-30 yrs. old - 18.97%	Male - 58.05%	Teacher - 27.01%	Region 4A - 24.14%
			31-35 yrs. old - 15.52%	Female - 41.38%	Others - 15.52%	NCR - 22.99%
			18-25 yrs. old - 14.94%	Prefer not to say - 0.57%	Student - 13.22%	Region 3 - 12.07%
			36-40 yrs. old - 14.94%		Government Employee - 12.07%	Region 11 - 5.75%
			46-50 yrs. old - 12.64%		Researcher - 8.05%	BARMM - 5.17%
			41-45 yrs. old - 11.49%		Environmental Planner - 6.90%	Region 8 - 4.60%
			51-55 yrs. old - 8.05%		Planning Officer - 4.60%	Region 1 - 3.45%
			56-60 yrs. old - 1.72%		Administrative Support - 3.45%	Region 4B - 3.45%
			61-65 yrs. old - 1.72%		Architect - 2.87%	Region 5 - 2.87%
					Civil Engineer - 2.30%	Region 6 - 2.87%
						CAR - 2.30%
						Region 7 - 2.30%
						Region 9 - 2.30%
						Region 10 - 2.30%
						Region 2 - 1.72%
						Region 12 - 0.57%
						Region 13 - 0.57%
						Singapore - 0.57%
GRAND TOTAL NUMBER OF WEBINAR PARTICIPANTS		582,292				

Notes: ^aHow to Convert your Classes Online's 4th and last session was not live streamed and had no participant evaluation.

^bData is with the webinar partner, the Department of Information and Communication Technology-Mindanao Cluster 1.