of analysis is the farm as a reproductive entity. The peasant is thus seen principally in terms of his "man-land" technological relationship. The focus is on the productivity issue in development.

The second pair of variables relates land tenure and access to support services such as credit and marketing. Its unit of analysis is the peasant as the tiller of the soil vis-a-vis landlords, government, and other intermediaries. The peasant is thus viewed primarily in terms of his "man-man" social relationships. The focus is on the equity issue in development.

Both man-land and man-man relationships constitute crucial dimensions in characterizing the types of Filipino peasants today. By juxtaposing the two pairs of variables, we can discern eight types.

Keywords: Filipino peasants, man-land, man-man, social relationships, farm size, agricultural technology, land tenure

SOCIAL SCIENCES
(Videoconference)

BRINGING QUALITY EDUCATION RIGHT AT THE DOORSTEPS OF THE FILIPINO LEARNER: THE UP OPEN UNIVERSITY EXPERIENCE

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This paper begins with a description of the Philippine education pyramid as basis for the argument that distance education is a viable alternative delivery system for educational services to Filipino learners, then highlights the beginnings of distance education in the Philippines. The focus of the paper, however, is the UP Open University: its history organization and management, and its procedures in the development and delivery of courses and academic degree programs. The paper also discusses the various degree programs and nonformal courses offered, and a discussion of the UPOU experience over the last 7 years. The paper ends with a summary of lessons learned from this experience

Keywords: distance education, open university, education pyramid

"FILIPINIANA ONLINE": KNOWLEDGE PRODUCTION THROUGH ICT

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The dynamism of knowledge production on the Internet is a critical reality that scholars, academicians. scientists & artists who are involved in the dissemination of knowledges and information must acknowledge if they want to continue to overdetermine the shape of their respective societies today. In terms of the humanities and social sciences, in particular, there are 29,910 websites on Philippine Culture which incessantly construct their own discourses on the Filipino and Philippine social practices. The Internet has a way of flattening out Philippine hierarchical discourses. Official pronouncements of the various branches of government, reports from ngos, articles from professional and private organizations are all equally accessible through the click of a mouse. No distinctions are made between private/personal and public; between commercial and academic; between official and informal; between US/UK European/Australian/Asian-based communities of Filipinos and those here; between knowledges and information, between fact and wild imaginings.

The Internet has truly democratized access to information & knowledges. Therefore, the Internet is an arena that we have to aggressively enter. Through the UP Open University, then under Chancellor Ma. Cristina Padolina, my Filipiniana Online Team of researchers, writers & multimedia artists constructed a course on Philippine Culture that was offered on the web as early as Second Semester, 1999-2000. Accompanied by the **Filipiniana Reader** (a printed anthology of critical essays on Philippine Theater, Art, Literature & Popular Culture) and a **Filipiniana CD**, **Filipiniana Online** sought to contribute to the twin projects of nation-formation and identity-construction. To build a sense of "Filipino-hood" and a concept of nation that recognized the diasporic nature of Philippine Society was our political agenda. These goals were effected through the interactive structure of **Filipiniana Online** — i.e., threaded discussions facilitated by four specialists in each of the modules of Philippine Theater, Literature, Art & Popular Culture as well as a digital library that gave participants hyperlinks to other websites on Philippine Culture and History. Thus, its online nature, enabled participants from different Filipino communities here and abroad to participate in discussions and projects (i.e., the final requirement included the construction of websites, compact disks, VHS, papers on any of the topics that resulted from the discussions). **Filipiniana Online** is now a post-baccalaureate course called Cultural Studies 250 which shall again be offered in August 2002 through the UP Open University.

ICT INTERVENTION PROGRAMS IN SCIENCE EDUCATION

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This paper presents the various information communications technology programs implemented by the Science Education Institute (SEI). These programs are focused on the following concerns: developing the environment for learning, developing teachers' capability, developing ICT infrastructure, enhancing youth ICT competitiveness, web-based services, and international assessment. The following programs will be discussed: the Mobile IT Classrooms, Computer Literacy Program, ICT Learning Assisted Program, Development of Computer-Based Teaching (CBT) Modules, Intel Teach to the Future Program, Model ICT Learning Centers, Young Web Designers Competition, Computer Programming Competitions, STEDNET, and the Scholarship Administration System. The Philippine participation in the Second Information Technology Study in Education – Module 2 (SITES-M2) will likewise be discussed.

Keywords: ICT, science education, web-based services