

## **LIKAS-KAYA! Course Information and Schedule**

### **OBJECTIVES**

The objectives of the Likas-Kaya:

1. To raise awareness among UPOU constituents on the national state of climate change;
2. To form the social consciousness of UPOU constituents when it comes to crafting pro-people, and pro-environmental policy making; and
3. To encourage UPOU constituents to find sustainable solutions to modern issues.

### **TARGET AUDIENCE/PARTICIPANTS**

The target audience of Likas-Kayas are the students, faculty, and staff of the University of the Philippines Open University that have login credentials to Tagpuan that can verify their identity as UPOU constituents.

### **PROJECT DESCRIPTION**

Likas-Kaya! is a two-day webinar followed by a three-week climate change challenge workshop hosted by the University Student Council (USC) for all UPOU students, faculty, and staff. In solidarity with the United Nations Sustainable Development Goal 13, climate action, this project aims to take on the arduous challenge to combat climate change and inspire participants to propose solutions that promote sustainability. Select solutions will be featured on the USC's official website and social media pages.

### **TAGPUAN**

The Likas-Kaya! Climate Change Challenge is a set of modules and activities designed to introduce participants to different types of pollution and their devastating effects. The asynchronous workshop will guide participants to create innovative solutions that they will submit at the end of the program. Lectures on mining in the Philippines and the use and role of AI in climate change will also be provided as additional learnings for the participants.

The modules will be hosted on the TAGPUAN website, official student hub of UPOU, accessible by all UPOU students with guest access for faculty and staff upon request.

### **CHALLENGE DETAILS**

A group shall be composed of 5 members at most, with at least one bona fide UPOU student. The groups shall propose a measure or a solution in handling pollution in the Philippines in a 3-minute audiovisual presentation (AVP). You are free to choose any subtopic in relation to pollution from which your AVP will be based. However, it shall be noted that, while the challenge allows choice of subtopics, the proposal shall be specific and substantial, i.e., it is not enough that the proposal merely contains that we should take care of the environment.

Attached herewith is the rubrics for grading the AVP:

## Rubrics for Grading

### 100 Points

	<b>Beginning 0-25</b>	<b>Developing 26-50</b>	<b>Accomplished 51-75</b>	<b>Distinguished 76-100</b>
<p><b>Content &amp; Organization</b></p> <p>Is our project organized and documented?</p>	<p>Not organized. Difficult to follow. Poor quality shows poor effort.</p>	<p>Portions may be poorly documented and/or organized. Hard to follow the progressions of the story. The explanation shows some effort.</p>	<p>Fairly well-documented and organized. The format is easy to follow. Good explanation shows good effort.</p>	<p>The video shows a continuous progression of ideas and tells a complete, easily followed story. Well documented and organized. Excellent well thought out explanation shows superior effort.</p>
<p><b>Usefulness</b></p> <p>Does your video stay focused on an informative topic?</p> <p>Does it promote the use of technology to inform the audience about the topic?</p>	<p>Project's usefulness is in question.</p> <p>Does not inform; does not stay focused on the topic</p>	<p>Project demonstrated development of computer technology; has problems staying focused on topic.</p>	<p>Project is focused and informative; promotes the use of computer technology to create the video to deliver information.</p>	<p>Project is focused and very informative; promotes the use of computer technology to create the video and makes others want to use the same type of format in delivering information to an audience.</p>
<p><b>Creativity &amp; Elements of Design</b></p> <p>Is your video interesting? Did your choice of elements such as film, clips, pictures, backgrounds, and transitions enhance the</p>	<p>Use of elements detracts from the video. Too many or too gaudy graphics; transitions, too many clips, background and/or sounds detract from content.</p> <p>Pictures or video</p>	<p>Minimal use of design elements. No transitions. Sound is lacking or inappropriate or scratchy. Some pictures or video clips may be out of focus or shaky.</p>	<p>Good use of graphics and/or other design elements. Some transitions are inappropriately placed. Sound quality is OK. Video clips or pictures are clear and in focus.</p>	<p>Excellent sense of design. Effective camera techniques used for the video and pictures. Video and pictures are focused and of good quality. Smooth transitions are appropriate and aid in delivery of</p>

project?	clips may be out of focus or too shaky.			the presentation
<b>Mechanics</b> Did you check your grammar and usage? Have you correctly documented sources and obeyed copyright rules?	Includes five or more grammatical errors, misspellings, punctuation errors; sources are not documented.	Includes 3-4 grammatical errors, misspellings, punctuation errors; sources are documented but not correctly.	Includes 2-3 grammatical errors, misspellings, punctuation errors; sources are documented correctly and copyright law has been followed.	Grammar, spelling, punctuation, and capitalization is correct; sources are documented correctly and copyright law has been followed.
<b>Oral Presentations Skills</b>	Great difficulty communicating ideas. Poor voice projection; no eye contact no introduction; mispronounced words; stopped or has long pauses; confused.	Some difficulty communicating ideas. Poor voice projections; some eye contact; no introduction; mispronounce a few words; long pauses; somewhat confused.	Fairly fluid delivery. Communicates ideas with proper voice projection; perhaps one mispronounced word; made eye contact; introduced self and project.	Well-rehearsed. Voice, eye-contact, and pacing hold interest and attention of audience; introduced self and project.
			<b>TOTAL</b>	<b>100 POINTS</b>

Criteria adopted from:  
*Summative Activity 2 - Oral Presentations , ENG 157*  
*English for the Professions*  
*Dr. Celeste L. Tayzon, Faculty-in-Charge*

## SCHEDULE

WEEK 1		
Oct 11	Module 1	Week 1: LAND: Solid Waste Management, etc.
Oct 12	Challenge Mechanics	Team up to 5; at least one member from UPOU

WEEK 2		
Oct 18	Module 2	Week 2: WATER: Ocean Pollution, etc.
WEEK 3		
Oct 25	Module 3	Week 3: AIR: Urban Pollution, etc.
Oct 28	Course closes	Last day of submissions of climate solutions
Oct 31	Closing Program	Synchronous Zoom/Livestream