

March 27, 2010

Dear Parent/s:

As part of the course requirement for Natural Sciences for the Arts (NATSCA2) 2, we are holding the NATSCA2 Fieldwork on April 17-18, 2010 at the Center for Ecozoic Living and Learning (CELL) in Barangay Tatyaw, Silang, Cavite with an overnight stay at the Development Academy of the Philippines (DAP) in Barangay Sungay, Tagaytay City.

The aim of this fieldwork is to raise awareness on the different efforts for sustainable human development (with consideration for ecological, social, and economic development), among Multimedia Arts Majors. This will also be a venue for students as participant observers to experience first-hand the efforts of a not-for-profit organization (CELL) and government (DAP) towards resource conservation.

As multimedia artists, we would like them to realize their potential roles as stewards of the natural environment as we have already equipped them with the basic principles through class lectures and activities.

By the end of the trip, the students should be able to jointly make Multi-Media Presentations composed of several stand-alone segments that clearly outlines the issues, the conservation measures and the action(s) needed from the viewer/audience to support these measures.

The cost of the fieldwork per person is P3,100.00 inclusive of a fieldwork kit to be paid on or before April 10, 2010. Attached are: the proposed itinerary and method sheet. In case of emergency, you may get in touch with us via mobile phone numbers +63 915 2807037, +63 932 3331021.

Very truly yours,



ANN HAZEL P. JAVIER

Natural Sciences for the Arts Track Leader

Objectives:

By the end of the trip, students will be familiar with the biodiversity conservation initiatives in Cavite and Tagaytay. Different issues confronting the Conservation Projects and the initiatives being undertaken by the local community to address them shall also be presented.

By the end of the trip, the students should be able to jointly make Multi-Media Presentations composed of several stand-alone segments that clearly outlines the issues, the conservation measures and the action(s) needed from the viewer/audience to support these measures.

Fieldwork Kit Inclusions:

1. Relevant documents regarding the CELL and DAP, Sustainable Agriculture, Vermicomposting, etc
2. Organizational brochures
3. Fieldwork Guide

Proposed Itinerary:

Day 1: April 17, Saturday

7.30 – 8.00	Waiting time, departure from CSB Main
8.00	Expected time of departure (ETD) for CELL, Barangay Tatyaw, Silang, Cavite
9.00 – 9.30	Expected time of arrival (ETA) Orientation/ Morning snacks
9.30 – 12.00	Start of CREATION DAY activities to be facilitated by Mr. Albert Gavino (CELL Education Officer)
12.00 – 13.00	Lunch
13.00 – 15.00	Continuation of CREATION DAY
15.00 - 15.30	Afternoon snacks
15.30 – 16.30	Continuation of CREATION DAY
16.30 – 17.30	ETD for DAP, Barangay Sungay, Tagaytay City
17.30 - 18.30	ETA in DAP House Rules, Room Assignments
18.30 – 19.30	Buffet Dinner
19.30 – 21.00	Synthesis of the activities done in CELL at the Assembly Hall
21.00 – 22.00	Group Work to discuss project concept
22.00	Lights Out

Day 2: April 18, Sunday

6.30 – 8.00	Buffet breakfast
8.00 – 11.00	Guided Tour in DAP Introduction on the following Sustainable Human Development concepts: <ol style="list-style-type: none"> 1. Ecotourism Planning and Development 2. Waste management using 3 R's (Reduce, Reuse and Recycle) 3. Environmental Management 4. Disaster Risk Reduction
10.00 – 10.30	Morning Snacks
10.30 – 12.00	Continuation of Guided Tour in DAP <ol style="list-style-type: none"> 5. Renewable Energy and Clean Development 6. Resource Optimization and Waste Minimization 7. Nature interpretation and visitor management 8. Doing renewable energy enterprises/business 9. Ecotourism products identification and development Short Video on Taal Volcano Protected Landscape, discussion to be facilitated by Atty. Ipat Luna (to be confirmed)
12.00 – 1.00	Lunch
13.00 – 15.00	Group Work, video/ photo shoot Presentation of raw output La Salle Villa (to be confirmed)
15.00 – 15.30	Snacks
15.30 – 16.00	Wrap up/ getting ready for departure to Manila
16.00 – 18.00	Enroute to CSB

II. Method Sheet

Individual: The Knowledge, Attitudes, and Practices (KAP) of the students will be evaluated before and after the fieldwork using the following questionnaires.

I. Prior to departure from CSB, students will be asked to answer a questionnaire.

Before

1. What is your understanding of *Sustainable Development*?
2. Can you identify certain practices related to *Sustainable Development*?
3. What activities do you expect to do during the fieldwork?
4. What is your budgetary allowance for the whole duration of the fieldtrip?

II. They will be asked to answer a questionnaire prior to departure.

After

1. From the activities done in CELL, please identify the activity that has the most positive impact to the environment? The least positive impact?
2. As observed with CELL and DAP, how will you encourage support for other similar practices?
3. From the activities/program during the fieldwork, which are your favorite and least favorite?
4. Based on the activities/program during the fieldwork, how much are you willing to pay?

Group: Create a multimedia presentation composed of 2 or 3 stand-alone segments that clearly outlines the sustainable development issues, the conservation measures and the action(s) needed from the viewer/audience to support these measures.

To be graded according to the following criteria:

Criteria	Percentage
Content (includes information relevant sustainable development, etc))	40%
1. Creativity (use of multimedia components and execution, unique features of the multimedia project, etc.)	35%
2. Accuracy of information	25%
Total	100%

Definitions¹

Knowledge

Knowledge is the capacity to acquire, retain and use information; a mixture of comprehension, experience, discernment and skill. The possession of knowledge requires, following David Hume, complementarity between two basic ingredients: the concept through which an object is thought of at all, this requiring intellect; and the perception by which the concept is acquired, this requiring power of sense. The nature of knowledge rests on the different modes of acquisition of ideas: perception, imagination, memory, judgement, abstraction and reasoning. Knowledge criteria centre around the sense that allows us to distinguish between right and wrong, as studied by logic (deductive reasoning) and scientific method (formulating and testing hypotheses). That is what we know as exact science. The pinnacle aim of knowledge is the truth and is studied by that branch of metaphysics known as epistemology. Education is the prerequisite of knowledge. It is the raising of a child or adult so that he or she a) acquires intellectual and manual skills; b) develops moral qualities; and c) demonstrates to others good manners and behaviour.

Attitudes

Attitude refers to inclinations to react in a certain way to certain situations; to see and interpret events according to certain predispositions; or to organize opinions into coherent and interrelated structures. Values are inextricably related to attitudes. Value can connote a) the price attached to intellectual or moral status; b) a way of appreciation of merits; and sometimes c) the description of a set of "ethical actions". Ethics feature highly among the whole gamut of ingredients that make up attitude.

Practices

By practice we mean the application of rules and knowledge that leads to action. Good practice is an art that is linked to the progress of knowledge and technology and is executed in an ethical manner.

¹ The Definition of Knowledge, Attitudes, Practices adopted from Ibrahim G. Badran's article, Knowledge, attitude and practice the three pillars of excellence and wisdom: a place in the medical profession. Available online at:
<http://www.emro.who.int/publications/emhj/0101/01.htm>