Dear Faculty Members,

In some point of our teaching years with STI (Faculty In Service: Touching and Molding Students’ Lives p. 8), we have argued with ourselves if this is the right job for us or if we are the right people for the job. We have started our teaching careers struggling for survival (Survival Tips for New Teachers p. 12), living and moving one day at a time. Then, we manage to get through and focus on students’ learning. We strategized, explored unconventional approaches (Out-of-the-box Teaching p. 13), used the latest technology (1983-2008 Technological Evolution p. 28), discovered effective teaching methods, and exchanged notes with our colleagues (STI Faculty Teaching Skills Training: Enriching Instructional Competency p. 22). And as we know, learning never stops so we sought for new ideas (Lesson Study p. 31). We challenged ourselves and faced our interest in continuing professional development (In Pursuit of Wisdom p. 7). Our renewed teaching perspective keeps us in this profession as we celebrate STI’s 25th Anniversary.

This special Silver Anniversary edition of the Faculty STIMULI is a token for you, dear STI Faculty Members, for your unrelenting passion which paved the way for STI’s glorious 25th year.

Let us savor our years of exceptional achievements and accomplishments with STI. Kudos to us, teachers! Kudos to STI!

Toni Abulencia
Editor-in-Chief
MESSAGE FROM THE EXECUTIVES

On the occasion of STI’s Silver Anniversary, I would like to, first of all, thank our dear faculty members for all the wonderful and meaningful work they have done for our students.

Twenty-five years have passed. Since that time, you have been instrumental in equipping our youth with the necessary skills and knowledge to make it in the real world. It is through your dedication and selflessness that we have turned out world-class graduates who excel in their respective fields, bringing recognition not only to STI but to our country as well.

Always remember that you have a noble vocation. As teachers, you are tasked not only with the duty of educating our youth but also instilling in them the proper values such as creativity, independence, and integrity. Be proud that you were able to rise to the challenge of making a difference in the lives of every student who passes through our doors, transforming them into distinct individuals with their own capabilities and strengths.

As we turn our sights onto the future, I am confident that STI, with your help, will go onto bigger and better things. Celebrate what you have achieved and be confident that you will be able to overcome the challenges of the next twenty-five years.

Mabuhay!

Monico V. Jacob
President & CEO
STI

Dear Faculty Members,

There is no Celebrating Silver… without you!

True enough, our 25th anniversary is a collaborative effort of the entire STI community. Certainly one of the most significant contributions comes from our dedicated faculty members, who are at the heart of our academic delivery.

Teaching is a noble profession. Not everyone who wants to become a teacher can actually teach. The significance of your role goes beyond the everyday tasks. It is rooted deeper than the act of teaching itself. The art and science of pedagogy entails a calling to become a student’s perennial guide on his own unique voyage of discovery and crafting of personal values.

Here in STI, being a faculty member means more than being an academician. The essence of the STI teaching experience, in its own incomparable way, very well explains why STI, which started as a computer training center, is now one of the largest education networks and one of the most reputable institutions in the country. The expansion we’ve seen over the years, going beyond information technology and beyond education, wouldn’t be possible if not for the commitment of STI faculty members from way back in 1983 up to the very present.

I commend you all for your steadfast hard work and dedication. STI is grateful for your generous sharing of yourself as an educator. You have played a major role in delivering the STI promise of molding our students and transforming them into globally competitive professionals and socially responsible individuals.

As we move forward, it is also an opportune time to keep on improving ourselves. This is my humble reminder, never cease to learn and grow. Press on with your calling to enrich the lives of STI students. We hold a great share of responsibility to their aim of securing a better future.

Congratulations! Without your unparalleled support, we would never have reached this historic feat. This is what Celebrating Silver is all about! And we will carry the STI legacy for the next twenty-five, fifty or more years.

Peter K. Fernandez
EVP & COO
STI

Through the advent of technology, the acquisition of information has now become a search engine away. Communities dedicated to sharing knowledge have mushroomed. Facts and data are now readily available for free. And despite all these, teachers have become even more and more indispensable. For no tool can ever replace the sincere mentoring of a teacher.

Quality teaching has always been the backbone of world class institutions and I am very happy to see that here, at STI, we are blessed with such dedicated and hard working teachers. I believe that the success of STI can be mainly attributed to the commitment of our faculty members for the past 25 years. Truly, teachers are our catalyst in establishing a culture of excellence.

Cynics would probably say that we just teach because we cannot do; I dare say we teach because we understand. We’d rather spend our time and energy in shaping the minds of our youth. We’d also rather stir dormant aspirations of our learners. Here at STI, we do more than transfer knowledge; we help students live better lives through education.

So allow me to congratulate and thank each and every one of you for everything you have done for STI. Many thanks indeed for enabling STI to deliver its promise of providing high quality, real life education to our students. I look forward to working with all of you in the next 25 years.

Mitch M. Andaya
VP, Academics Division
STI
DRESS FOR SUCCESS:

Fashion Tips for Teachers

What Teachers Should Wear for a Professional Look

by Noelle Anne Rosales-Orante
Managing Editor, STI HQ

\[ 25 \]

Wouldn't everyone prefer to wear comfortable clothes for work like t-shirts and flip flops? When you are a school teacher, such luxuries are completely out of the question. Your students, their parents, your administrators, and the greater academic community all need to trust you to be mature, professional, capable, and competent. Like it or not, your outer appearance is their first indicator of these inner characteristics. Thus, comfort, professionalism, and individual personality should be utmost considerations in dressing up. Here is a guide that you can use to look and feel professional in and out of the classroom:

1. Get larger pieces (pants, skirts, and jackets) in neutral colors that you can mix and match. Black, navy blue, gray, brown, cream, and white colors are safe. These colors are a staple in any wardrobe and can pull together any outfit and make it look more professional. They not only mix with each other, they also don’t stand out so you can wear them repeatedly. Other color trends may come and go, so avoid the extremes.

2. Get accent pieces in coordinating colors and patterns. If it’s neutral colors for the big stuff, then you’ll have a wide range of colors to choose from for blouses, shirts, and ties. For women, wear tailored blouses in a color or small prints that complement your skin tone and coordinate nicely with your pants or skirts. For men, it’s long-sleeved shirts with white or light colors, solid and small prints, or conservative stripes.

3. Avoid sleeveless. It’s a personal preference, perhaps, but I’ve heard it said that sleeveless is too casual for the classroom. Consider wearing blouses with sleeves for a more put-together and adult look. If you want to wear sleeveless, don’t forget to match it up with a nice coat or blazer.

4. Skirts can call attention or make an impression. Women can always wear skirts but must be conscious of its length. A skirt that ends at the knee when standing looks chic and professional. Longer skirts look professional too; just make sure that they are not narrow enough not to be billowing. High slits in any skirt lengths are not appropriate. A small back, center slit in a knee-length skirt and a slit to the knee on a calf-length skirt are appropriate.

5. Loose-fitting and well-tailed are best. Clothes that are too tight, loose, or revealing are distracting. If you’re a curvaceous woman, avoid clingy tops and rump-hugging bottoms in favor of less distracting clothing. Gym-loving men might want to avoid muscle tees too.

6. Have a variety of outfits. Don’t wear the same thing every day. You need not have an extensive wardrobe, just some standard tops and bottoms, and a basic knowledge of how they can go together. For the males, choose ties that you can mix and match with your tops.

7. Stay stylish, but not too much. You want to be “in” but you don’t need to blindly follow every passing fad to a fault. Look for the classic clothes in your closet or head to the mall for the old standards you still need. For men, dress pants and tucked button-downs are best recommended.

8. Dress smartly. You must always dress smartly to give the perception of authority and discipline. That means no jeans, no t-shirts, no cargo or army pants, no sandals, etc.

9. Go for good investments. Do invest in a cardigan or light vest for two reasons – they are always in fashion and they are light enough to keep you warm in a cold school. They are perfect for in-between seasons.

10. Wear clean, ironed clothing. If you don’t like ironing, buy a bottle of wrinkle releaser. Dress neatly and wear professional attire that shows students that you care about your appearance and are proud of it.

11. If you’re young, be extra careful. No ageism here, just realism. It’s likely that you are pre-judged as lacking teaching experience and hey, it’s probably true. If you are just starting out or look particularly young, take steps to make your appearance more mature.

12. Make-up can make or break you. Your make-up will fit in with the professional look by being understated. Keep make-up muted and elegant; use neutral tones and minimal eye make-up. Lipstick can be a bit brighter. However, ignore any trendy statements in the way of metallic, glitters, or hot colors.

13. Avoid having a bad hair day. Keep your hair trimmed, well-combed, and clean. Avoid extreme hair styles or colors and apply minimal styling product. Don’t let your hair cover your face, especially your eyes. If you have long hair, sport a nice pony tail, half bun or a chic head band. For men, as much as possible, shave everyday.

14. Clean is in. Keep hands and fingernails scrupulously clean and well cared for. Don’t bite your nails or cuticles. Manicured nails are a must (no chips please), even if you don’t opt for polish. If you want to have your nails polished, do not put on too bright or flashy colors, as well as nail art designs.

15. Up close and personal. It’s nice to look, and at the same time, smell fresh and clean all the time. Always take a shower before going to work. Perfume or cologne should be used sparingly or not at all.

16. For shoes, comfort is king. Don’t wear heels that are taller than about an inch or narrow. Wear comfortable closed-toe pumps or sensible flats that coordinate with your suit and avoid stiletto or chunky heals. Sneakers are out, except maybe for field trips or school fairs. Flip flops are also a no-no!

17. Hosiery is a must with [her] skirts and mid-calf length dark socks with [his] pants. For women wearing skirts, it is a must to wear hosiery (stockings or panty hose). It makes you look more polished and professional. Hosiery should be plainly styled, sheer, and in neutral colors complementing your skin and suit. Do not wear hosiery if you are wearing open-toe shoes or sandals. For men, always use dark-colored socks with mid-calf length, which complement the color of your pants and shoes.

18. Tie styles come and go. If you are fond of wearing ties, make sure to select good quality silk ties. Avoid fashion extremes, like character ties, as well as ties with bright colors and big patterns.
Put your things in a bag. Keep the ‘JanSport pack’ off your back unless you are hiking or nature tripping. If you need a rugged bag for work, try a scratchproof rubber option. Do carry a big bag! This holds all of your stuff. Blacks and browns complement every outfit.

Leave the bling at home. It’s alright to wear accessories, but don’t get too flashy. Simple, classic, and minimal are the key words here. You may want to leave your huge ear hoops or dangly earrings, bangles, and other fancy accessories at home and save them for other occasions.

Time is gold. It is advisable for both men and women to wear a humble watch. Wearing a professional-looking watch shows that you value time. You can choose from leather band watches with neutral color straps to stainless steel watches. Do not wear fancy watches with cartoon prints, bold colors, or flashing digital numbers.

Don’t show body arts. Cover up or hide your body tattoos and piercing, if you have any. For men, earrings and other facial jewelry should be removed especially if they draw so much attention and become distracting.

Buckle up. Belts are considered nice pieces of accessories. They can add a touch of color, break monotony, emphasize your assets, or de-emphasize figure flaws. Wear a leather belt, preferably black or dark brown, which normally matches your shoes, with a subtle buckle.

Wear glasses if you need to. Since wearing eyeglasses is a necessity for people with poor eyesight, one should choose glasses that are small and stylish. Avoid glasses that look old-fashioned or too quirky.

Keep current. You don’t need to read GQ or Elle every month to look good. If your clothes are out of style, stop wearing them to school. Students don’t take you seriously if you wear badly outdated clothes.

There really is no standard look for teachers, but your appearance also sends a message to your students, their parents, your colleagues, and the community. If you want respect, you’d better look and act as though you deserve it. A well-dressed teacher suggests that there is an important purpose for his/her presence in the class. To most adults, clothes reflect a person’s seriousness of purpose – and they’re right. Kids think in more simplified terms. They’re even more likely to equate a well-dressed teacher with seriousness. As Mathew Tabor, a writer and higher education consultant, aptly said, “Maybe it would be a good idea if those who wanted to be treated as ‘professionals’ dressed professionally.”

Physical Health
For those who have become accustomed to eating junk food, or have resorted to reserving no time for exercise in favor of checking all the test papers, certain lifestyle changes are in order. After all, who will teach the students if the teacher ends up coughing, malnourished, or down with fever? A healthy teacher is always best for everyone involved.

Healthy eating is important, especially when combined with exercise. It helps in losing weight, lowering cholesterol levels, and improving body functions in everyday life.
1. Evaluate current diet for good points (like eating high-fiber foods regularly) and bad points (like drinking softdrinks often). Then make small, slow changes and keep track of them.
2. Start eating grainy food like whole-grain bread as they are high in fiber and complex carbohydrates. Avoid bakery foods like cookies, cakes, or donuts.
3. Be a good role model to students and minimize fried snacks like potato chips. Go for fruits and vegetables instead.
4. Opt for viands that are broiled, steamed, roasted, or baked, as opposed to fried.
5. Heart disease, diabetes, some types of cancer, and osteoarthritis are linked to diets high in fat. Look at the ingredients and nutritional content in most grocery goods bought for the health of the entire family. Avoid food with too much saturated and trans fats.
6. If there are existing problems with high blood pressure or high cholesterol, then do something to change eating habits. Don’t wait for something to happen.
7. Try new kinds of food to introduce variety to the diet, and still eat healthy.
8. Eat a healthy breakfast everyday.
9. Try walking at least 10,000 steps a day or try to consciously incorporate fitness in your daily routine. Stretch, walk up the stairs, or walk while talking to get in some exercise.
10. Have physically active outings for the family by playing games or taking walks.

Mental Health
No one is discounting the stress and pressure placed on teachers as they deal with students day in and day out. Avoid burnouts and take care of the mental health as well.
1. Ask for help from friends, family, school personnel, and even students. Enlisting other people’s help can be a valuable, time-saving resource in the classroom.
2. Put things in perspective. Don’t panic or put too much focus on the small things.
3. Leave “teacher mode” at the school, and become mother or father at home. Try leaving the scolding and correcting in the classroom.
4. Have “me” time and do something not related to teaching. Watch some soap operas, read interesting books, talk to an old friend on the phone, and forget work for a few hours everyday.
5. To manage stress, it is best to have a positive attitude. Whether dealing with an immutable administration, a complaining parent, or an easy-go-lucky student. Try to be in control of your emotions.
6. Learn how to prioritize, and not cram too many tasks in one day.
7. Allot ample time for sleep and exercise.
8. Limit the coffee intake as too much leads to shakiness and racing heartbeat.
9. Do a little meditation. Or get a new hobby.
10. Don’t forget to laugh and don’t take life so seriously.

**VITAL SCHEME**

**The Kid Who Sleeps in Midsection, Desk 4**

Teachers can often fall into the trap of teaching content instead of children. Howard Gardner says, “When students cannot learn the way we teach them, we must teach them the way they learn.” That’s a powerful statement. But even if we know, in theory, that differentiating our instruction to match the needs of each student is an important key to success, it’s still challenging in practice.

Many of us have the attitude that “we will put the information out there, and if they don’t get it, it’s on them.” We tend to be resistant to the whole idea of differentiation. I believe it starts with the teacher’s attitude and expectations. Most of us are not willing to entertain the idea that not all students will learn the same way or at the same rate, nor will every student respond every time. We’ve got to be willing to keep trying to reach every student.

One incident, from my personal experience, springs to mind. I was teaching English to freshmen that year, a course mostly centered on grammar and macro skills application through literature. I was certainly not the paragon of teaching excellence and certainly not the paragon of teaching excellence and I believe it starts with the teacher’s attitude and expectations. Most of us are not willing to entertain the idea that not all students will learn the same way or at the same rate, nor will every student respond every time. We’ve got to be willing to keep trying to reach every student.

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**Most of us are not willing to entertain the idea that not all students will learn the same way or at the same rate, nor will every student respond every time. We’ve got to be willing to keep trying to reach every student.**

It was quite by accident that I came to realize that Jaime was capable of much more than I had given him credit for. One day, during my planning, I went downstairs to the internet laboratory to access my website and upload some handouts that my students can print and use in class. Several students were working on an assignment while I sat in the corner. At first, I was focused on my work, not paying much attention to the nearby students. But then I heard a familiar voice. I looked up and saw Jaime, not only awake, but teaching his classmate how to effectively design a website that they’re working on. He was thoroughly explaining how to combine colors and lines to create warmth and user-friendliness. My first thought was that, Jaime must have a twin brother! I sat there staring with my mouth agape, struggling to reconcile the Jaime I knew with this stranger. Suddenly he realized that I was sitting in the corner and staring at him.

When our eyes met, he said, “Sir?” And I said, “Jaime?” He asked with surprise, “You know how to maintain a website?” I almost said, “You’re awake?” but then I caught myself. “Yes. You really seem to know your stuff.” He beam with pride and proceeded to explain the project he and his classmate were working on. It was clear he had earned the respect of his classmate. And it was also suddenly clear that I had not really made an effort to know Jaime at all.

What happened after that day was nothing short of amazing. When Jaime came to class the next day, he not only stayed awake, but he completed his work, and even participated in the class discussion. In fact, from that day on, he was totally different. He volunteered to do some projects we were doing in class, and he even completed one himself. He ended up passing my class with a 1.50.

What happened? When Jaime encountered me in a situation other than the English class, it changed his perspective of me. He realized that I wasn’t just some weird fat guy trying to force him to learn poetry. Equally important, my perspective about him was altered. He wasn’t just the kid who slept in my class.

I’m not proud of the fact that I didn’t make a better effort to know Jaime long before this incident. He was just desk four in row three of my second period class. It was easier just to see him that way. I told myself I had tried everything, but I had not stepped outside of my little “English class” world at all.

When I think about what caused me to underestimate Jaime, I realized that it is related, at least in part, to my own school experiences. You see, I’m a “teacher pleaser” from way back. Since I saw teachers as magical beings, I can get offended when my students don’t perceive me that way—especially when I’ve tried so hard to make the subject matter interesting for them.

I did learn from that fortunate accident. Now I make a great effort to cause more of these “accidents” to happen. I try harder to discover the many facets of my students. And I am happy to report that Jaime now works for a television station in Quezon City.

In the end, it’s all about attitude. It may be a teaching strategy, a timely smile, or a fortunate accident; if we’re determined to reach our kids, we’ll eventually find a way.
When I was assigned to write an article about Engr. Antonio “Toni” T. Trasporto, I was a bit hesitant because of my perceived intimidation that his authoritative countenance carries.

Engr. Toni, an IT faculty member from STI College – Davao, further raised the STI banner when he passed the Philippine National IT Standards (PhilNITS) Fundamental IT Engineers Exam (FE) in June 2008. The achievement sets him on a higher ground since the PhilNITS is a reputable organization with membership limited to Information and Technology (IT) Professionals who have successfully passed its exams. The FE requires the person to be able to successfully carry out jobs such as program development, unit tests, and system integration tests. Simply put, Engr. Toni is a Certified IT Professional.

Contrary to my initial impression, Engr. Toni is actually a down-to-earth person. And this interview with him became a truly inspiring conversation.

“What is contentment?” he repeated the question that was addressed to him.

Instead of giving me his answer, Engr. Toni walked onto a nearby computer and googled the word. “I learned a new word today,” he announced to everyone in the faculty room after reading the word’s definition in Wikipedia. “Neuro-physiological.”

Toni, the Learner

Engr. Toni is a constant learner. He said he fell in love with IT a long time ago, way back in his college days.

“As a DOST scholar, I focused on what I wanted to achieve and I give tribute to my mentors for the training they had taught me. Through them, I learned ways to catch fish rather than merely eating a cooked one. Regardless of one’s specialization, I believe the basic attitude one must possess is the ability to adopt new ideas and create new ones out of them.”

One thing is certain, Engr. Toni loves challenges, and with IT, he never runs out of them. In fact, after he became a Microsoft Certified Professional in 2002, he pursued and finished his Masters Degree in Information Technology in 2004.

Toni, the Teacher

“There is nothing more fulfilling than being able to impart one’s learning to others. My stay in the academe brings me more than just professional growth. The daily experience itself with my students and colleagues is so life-enriching. Teaching is one of the few professions that give fulfillment despite the odds.”

What keeps this 29-year old teacher-engineer going is not the monetary gain, which he thinks will not bring him joy and satisfaction, but rather the realization that he can be a catalyst of change.

“That is why there’s nothing sweeter than looking at my students, wearing genuine smiles and nods as a sign of affirmation that they learned from my class or hearing them saying “yahoo!” for solving a machine problem. These little acts are so rewarding,” he asserted.

In his younger years, he understood and lived out the meaning of goal-setting. Now, his advice to today’s youth is “everything starts with a positive outlook in life. Next, chase it.”

Future Plans

With the PhilNITS certification comes the opportunity to work in BPO industries in Japan.

“The harder part is not about working in a foreign land or adapting to the Japanese culture, but the fact that I might be leaving something behind. On another note, BPOs are investing huge here in Davao City. Therefore, IT professionals like me have better opportunity to earn more and grow professionally and still be able to continue to teach.”

Indeed, not only did I have the opportunity to get to know Engr. Toni better, I was also able to further realize the value of constantly pursuing and sharing wisdom.

Engr. Toni left me with these words, “May it be a student or a teacher role, it is the essence of finding the very purpose of what I am doing that has brought me here. Every failure I make and little success I achieve are the spices of propelling myself to continue nurturing and sharing God’s gift.”

Engr. Antonio “Toni” T. Trasporto, Certified IT Professional
The frontline in the delivery of STI's quality education… STI's caring hands that touch the lives of million Filipino students… and STI's eyes that see these students fulfill their destiny… They are STI's faculty members and they are the unsung heroes behind the success of each STI student.

Teaching, as many have said, is a noble profession. Taking the path to a teaching career is a difficult decision to make and self-sacrifice is indeed a courageous action for teaching. It requires too much dedication but with little return. Teaching doesn't offer life's convenience but a longer-than-life fulfillment. Through the years, our faculty members have faced these challenges but at the same time embraced the values and opportunities of teaching, allowing them to touch and mold the lives of our students.

And now that STI is celebrating its 25th anniversary, it is also the best time to acknowledge their notable contributions to the school and the whole academic institution. As we commemorate this great achievement, we are recognizing the faculty members who have served STI for five years and more… five and more years of nurturing, teaching, and preparing students for real life battle.

Faculty in Service:

**Touching & Molding Students’ Lives**

by Dylanna Camero
Faculty Certification Officer, STI HQ

Abraham Gogoling, STI College - Baguio • Anna Liza Taculod, STI College - General Santos • Amil Vinluan, STI College - Dagupan • Cesar Guzman, STI College - Caloocan • Christina Aseoche, STI College - Fairview • Claira Sulay, STI College - Fairview • Diosa Magat, STI College - Caloocan • Divina Tolentino, STI College - San Pablo • Donna Garcia, STI College - Lipa • Gezelle Gregoria Seguendera, STI College - Sta. Maria • Maria Joy Lorica, STI College - San Pablo • Mini Consebido, STI College - Paranaque • Maricelle Malabanan, STI College - Dasmariñas • Renato Mame, STI College - Lipa • Ricardo Negrillo, STI College - Southwoods • Rosemarie San Gabriel, STI College - Sta. Cruz • Rowena Acosta, STI College - Calamba • Thelma Villaflores, STI College - Meycauayan • Wennfiedra Sumaoang, STI College - Sta. Maria

Ana Liza Tadena, STI Tanay • Analya Catapang, STI Tagaytay • Antonia Aguilos, STI College - Tacloban • Arlyn Tampis, STI College - Caloocan • Catherine Ortiz, STI Calbayog • Darwin Orallo, STI College - Caloocan • Eduvijes Cordova, STI College - Balangon • Emilia Barro, STI College - Fairview • Felicita Amanesc, STI College - Dagupan • Gerlie Caspe, STI College - Novaliches • Glenn Gonzales, STI College - Cebu • Grace Joy Millendez, STI Tacurong • Hazel De Guzman, STI College - Lucena • Hector Eleuterio Siringan, STI College - Fairview • Janet Sanchez, STI Ilagan

Aneyel Lozaga, STI Marbel • Daisy Mendoza, STI College - Lipa • Dahlia De Mesa, STI College - Southwoods • Darren Melon, STI Dasmariñas • Davey-May Colili, STI College - Novaliches • Donald Negare, Jr. STI College - Rosario • Emelda Excmimiano, STI College - Calamba • Emmanuel Barco, STI College - Bacoor • Eugenio Peñalosa IV, STI College - Rosario • Glenda Morales, STI College - Sta. Maria • Gregorio Baccay III, STI Dasmariñas • Jaime Jose De Vigal, STI College - Fairview • Jake Marayag, STI College - Dagupan • Janine Lavada, STI College - Alabang • Jeanne Acosta, STI Tacurong • Jerry Borromeo, STI College - Novaliches • Jerry Cruz, STI College - Makati • Jose Arnold Sagun, STI College - Muñoz • Marcelina Mendoza, STI College - Sta. Maria • Maria Joy Lorica, STI College - San Pablo • Mini Consebido, STI College - Paranaque • Maricelle Malabanan, STI College - Dasmariñas • Renato Mame, STI College - Lipa • Ricardo Negrillo, STI College - Southwoods • Rosemarie San Gabriel, STI College - Sta. Cruz • Rowena Acosta, STI College - Calamba • Thelma Villaflores, STI College - Meycauayan • Wennfiedra Sumaoang, STI College - Sta. Maria

Anfela Formento, STI College - Calamba • Anabella Dicay, STI Tagaytay • Anita Dupal-Ag, STI College - Tacloban • Antonio Iazona, STI College - Makati • Ariani Arevalo, STI College - Caloocan • Artemio Laton, STI College - Caloocan • Artemio Valdez, STI College - La Union • Athena Ungriano, STI College - Caloocan • Bertrand Kerwin Sevilla, STI College - Caloocan • Bladino Bandonil, STI College - Sta. Rosa • Bona Faye Melad, STI Iligan • Carolyn Samonteza, STI College - Fairview • Christian Mallari, STI Guagua • Crisenciano Dela Cruz, STI College - Sta. Maria • Darwin Jaime, STI College - Baguio • Dorothy Belle De Leon, STI Cauayan • Domingo Caya, Jr. STI College - Caloocan • Drick Moñiza, STI College - Fairview • Edgar Templonuevo, STI College - Global City • Elmer Bondoc, STI College - San Fernando • Ernesto Umali, Jr. STI College - Caloocan • Erwin Palafox, STI Cauayan • Francesco Nicolas III, STI Cauayan • Girlie Baraceros, STI College - Fairview • Guillermo Tajao, STI College - Caloocan • Hazzel Erpe, STI College - Tacloban • Jane Miraflo, STI College - Fairview • Joan Pacatang, STI Dasmariñas • Jose Fabricante, Jr. STI College - Sta. Jose • Josephine Luzano Jr., STI College - Caloocan • Kim Rhoannel De Leon, STI College - Caloocan • Lizette Malvar, STI College - Dagupan • Lirio Ambulo, STI College - Rosario • Louie Ruiz, STI College - San Fernando • Kenneth Ocampo, STI Dipolog • Laurence Magdalaga, STI College - Muñoz • Mark Richkenson Go, STI College - Novaliches • Mary Grace Dimurnahan, STI College - Caloocan • Melinda Onio, STI Naga • Niño Pilueta, STI College - Taft • Norma Manapat, STI College - Batangas • Nympha Floresca, STI Caloocan • Romel Abao, STI College - Alabang • Verna Bono, STI Tagaytay • Visitation Gonzales, STI Tuguegarao

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devotion of 21 long years in teaching brings out the best in a person, making her bloom to the fullest. Myra E. Sia is currently the Dean of STI College - Caloocan, but the road to her post was not an easy one. She has gone a long way, from her humble beginnings as an Associate Instructor in 1987, hired by STI HQ, to where she is right now. As an Associate Instructor, she was tasked to go around different campuses to fulfill her duty of imparting knowledge and skills to a lot of STI students.

Myra first taught in STI Cubao and STI Caloocan. Then, she got to see the serene and beautiful ambiance in the province of Batangas. Thanks to her dedication and perseverance, she was later assigned as an Instructor-in-Charge of STI Cebu Capitols and was promoted as Officer-In-Charge of Cebu Capitols and Colon at the same time. More responsibilities were given to her – paper works to accomplish, people to attend to, and decisions to make. These things, however, did not lessen Myra’s enthusiasm in her chosen field, even the fact that she was miles away from her family. This set-up went on for years which contributed a lot in molding her to the wonderful leader that she is right now. In 1999, her wandering spirit finally decided to stay for good in STI College - Caloocan.

In her long years of stay at STI, she has seen a lot of progress and still sees a bright future for those who want to work here. For her, “STI is one good avenue to showcase the person’s talents and skills because you are always a part of a family. If one wants to teach here, embrace that inner calling and find joy in creating masterpieces of the human creation – the STIers.”

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This lady is simply “one of a kind” – a leader who insists that she uses a personal approach in managing the people under her charge: the faculty and the students. May it be a group or a one-man talk, she makes sure to let these people feel at ease and make them pour out their concerns to settle the matters at hand.

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Dean Myra Sia of STI College - Caloocan, a picture of a committed and dedicated STI Faculty Member
STI faculty members were asked how long they have been teaching with STI and why. They have given their responses by completing the following statement:

“I have served ____ years of teaching with STI because…”

6 years…
…I believe that in STI I can enhance my skills and ability in teaching especially with the use of new technology.
Jeanne Acosta
GE Coordinator, STI Tacurong

10 years…
…because of its commitment for academic excellence and fulfillment of its mission and vision. STI is providing continuous faculty development program, financial assistance for faculty in their graduate studies, and other support services to its faculty.
Janet Ale
GE Instructor, STI College - Sta. Maria

11 years…
…I love my work in STI. The environment is more like a family. The relationship among the employees is not too formal. There are also opportunities for development in STI.
Eva Marie Almoite
GE Instructor, STI College - Baguio

2 months…
…STI is one of the best learning institutions in computer technology and other fields of specialization, always concerned with its employees’ welfare, and provides training updates for faculty members’ progress and development.
Maria Cristina Dela Cruz
IT Instructor, STI College - Las Piñas

8 years…
…I wanted to be part of the team that seeks excellence in the field of education and also because of the trainings/updates that it provides to its faculty.
Reden Gallera
Academic Supervisor, STI Tagum

3 years…
…the administration here is very generous in providing the facilities needed by the students as well as the employees. The relationship of the faculty and staff here is like one family.
Jelyn Lapuz
IT Instructor, STI College - Muñoz

1 year…
…I love to teach in STI and I believe in its education system. The standardized courseware and other instructional materials STI provides allow me to be more effective in imparting my knowledge to students. Also, I’m contented with the compensation package STI offers.
Luzlito Daan
IT Instructor, STI Tagum

15 years…
…I love my work, the camaraderie among the employees, and I admire our loyalty to the school.
Laura Altea
Dean, STI College - Makati

13 years…
…I have served in one of my ambitions to become a speaker or a trainer and STI has given me that privilege. I also found a family in STI. I have grown emotionally, spiritually, and mentally. My skills in critiquing, motivating, presenting, and interpersonal relationship were developed not just for myself but for my students as well. I do believe that the Lord has planted me in this institution for me to grow and fulfill His purpose and mission.
Myla Florencia Florentino
GE Instructor, STI College - Lipa

6 years…
…I find enjoyment in my teaching career. The management of STI College - Paranaque treats its personnel fairly. Teacher-student relationship is enjoyable because students are not hard to deal with and very respectful. Peer relationship is also enjoyable as we treat one another like a family. This is a place where I can give my students all the knowledge that I have earned in my long years of teaching. I taught in a University before but I transferred to STI because my priority is my profession not remuneration. The real fact is I enjoy being a part of STI College – Paranaque.

Mini Consebido
BA Instructor, STI College - Parañaque

4 years…
…I believe in STI’s capabilities to mold and develop future professionals.
Haide Babista
Nursing Instructor, STI College - Lucena
2 years…
…I am happy and contented in teaching STI students. The courseware and other teaching materials, the air-conditioned classrooms, the friendly and approachable members of the staff and faculty, as well as the respectful students are the factors that made me stay in this institution. I find it comfortable yet challenging to work here.

Dana Cabiara
GE Instructor, STI Dipolog

14 years…
…I always believe in the vision and mission of STI and the core values it promotes.

Ma. Emmalyn Capuno
Dean, STI College - Southwoods

4 years…
…because of the learning opportunities it provides and the policies it enforces. The relationship among the staff is also remarkable. By offering the Nursing program, STI was able to provide a training ground for future healthcare staff both in the hospital and community settings. I love STI and for what it stands for.

Teresita Foman-Eg
Nursing Instructor, STI College - Baguio

2 months…
…I prefer gaining an experience in my field of expertise in an institution that promotes IT the best.

Ulysses Dela Torre
IT Instructor, STI College - Cotabato

13 years…
…I believe in the school’s mission and vision, potential growth, and significance in the community where it belongs.

Mari Gizelle Idmilao
IT Instructor, STI College - Meycauayan

2 months…
…I am an STIer and I want my students to be educated the way STI has taught me. I want to instill in the students the values and principles that STI imparted to me.

Michael Jeffrey Dojello
IT Instructor, STI College - Meycauayan

5 years…
…I enjoy working with my superiors and subordinates.

Jose Fabricante, Jr.
Academic Supervisor, STI San Jose

1 year…
…STI has given me an excellent platform to contribute in the advancement of the engineering profession by sharing the knowledge I learned both from the academe and the industry.

Wilbert Herrera
COE Instructor, STI College - Southwoods

3 years…
…I believe that STI ensures that students have acquired the necessary competency before they graduate.

Benito Badilla, Jr.
Dean, STI College - Tacloban

3 years…
…I can really see myself growing in the institution. I am satisfied with the additional knowledge, skills, and values that I acquire from my stay here. Being an employee of STI is indeed a remarkable one, an opportunity that should be treasured.

Janet Hibaya
GE Instructor, STI Dipolog

3 years…
…I would like to be a part of STI’s legacy. I believe that in this institution, I have a huge room to grow as a teacher. Aside from the reason that this is my chosen vocation, I learned that being a part of every STI student’s success, through the knowledge that I impart, is the greatest reward a teacher like me could ever have.

Amelia Laniba
GE Instructor, STI College - Tagbilaran

1 year…
…I have grown so much with STI and it taught me how valuable it is to become a teacher. Moreover, the friendly environment and the harmonious relationship I have with the institution are worth treasuring.

Elna Jean Nacionales
GE Coordinator, STI Marbel

13 years…
…I have faith in the school and I enjoy being with the students.

Avelina Peña
Dean, STI College - Angeles

3 years…
…I want to serve as a good model to those who choose to take their studies and career in STI; making them realize that STI’s promise of E2E is really true. I am also proud to impart what STI gave me during my college years to my students.

Pamela Macazo
GE Instructor, STI College - Las Piñas

6 years…
…the environment is friendly, the faculty is well-motivated, and our superiors encourage us to learn more through seminars. I can say that our salaries can compete with other professions.

Glenda Morales
GE Instructor, STI College - Sta. Maria

2 months…
…I am an Alma Mater and I have decided to teach here to preserve the quality of education this institution offers to the Filipino youth. I also want to share all my knowledge and skills learned from this school to all my students.

Merry Rose Seastres
IT Instructor, STI College - Las Piñas

3 months…
…I am an STIer and I want my students to be satisfied with how the management supports the faculty members, especially in career development.

Garry Pangilinan
GE Instructor, STI College - Taft

1 year…
…I enjoy teaching in STI and it helped me enhance my knowledge in information technology through its faculty development program.

Kristofferson Ongjoco
IT Instructor, STI College - Sta. Maria

11 years…
…I wanted to be part of STI’s noble mission and be an instrument in educating the youth.

Emelita Sosas
IT Instructor, STI College - Alabang

2 years…
…because of the relationship I have built with my colleagues, most especially the people from the Nursing department; although I must admit, I have learned to love STI.

Wella Naliponguit
Nursing Instructor, STI College - Cagayan de Oro

9 years…
…here in Caloocan campus, we treat ourselves as family. We respect everyone, from our president down to our maintenance personnel. Every time a dispute arises, we immediately settle it. We always make it a point that whatever we do is God-centered.

Ille Ruth Toledo
GE Instructor, STI College - Caloocan

4 years…
…it is where I found the real passion in teaching. I really enjoy my work as well as the workplace. And I believe I have imparted a significant contribution in the lives of our students and those who already graduated.

Grethen Villadore
GE Instructor, STI Puerto Princesa

2 months…
…being able to share my knowledge with the finest computer based institution is absolutely a privilege. Working in STI enhances not only my teaching strategies, but also my outlook and perception in life. Above all, it serves as my springboard towards the fulfillment, not just of my personal goals, but of my goals in serving others, particularly the learners and the institution.

Raymond Salas
GE Instructor, STI College - San Fernando

10 years…
…I have seen the quality of education and training STI provides to the students and to the faculty. I love the relationship I have built with my colleagues. And, I have grown professionally here in STI.

Gideon Paje
IT Coordinator, STI College - Olongapo
In any adventure, such as going on a hike, whether it is in the mountains or in the desert, you must always prepare. There are risks involved but if you make adequate preparations, you can have a wonderful experience. Solid preparation requires the acquisition of relevant knowledge, skills, and strategies for you to survive. Without this basic preparation, a joyful recreational experience can become a life-threatening ordeal.

Venturing into the classroom is much the same. Effective teaching depends on preparation. Your survival will depend upon the knowledge, skills, and strategies you bring with you. Here are eight things to do at the beginning of the semester to help you strategize, plan ahead, and have a rewarding and enjoyable teaching experience:

1. **Content:** Find out what the department expects you to teach and what materials you are expected to use. Review the curriculum and courseware to get a roadmap of the whole semester. Working through the curriculum and courseware should be a process of discovery for the students, not for the instructor.

2. **Method:** Find out what teaching approach you are expected to use. Are you expected to stick closely to the courseware, or to bring in outside materials to supplement? Is your teaching practice expected to be more learner-centered or more teacher-centered? Are you expected to teach grammar overtly, or just explain it as it comes up in various contexts?

3. **Students:** Find out what level your students will be. If they are “second year” or “intermediate,” ask what that means. What have they studied previously? What materials have they used? This will let you know what to expect from them.

4. **Plan:** Outline a plan for the semester, even if the department has given you a plan or a guide. Know when and how you will introduce new materials and when and how you will review. What will you do when you get behind schedule? It always happens.

5. **Orientation:** Find out what facilities are available for students and where they are: language lab, computer lab, library, etc. Make a reference card for yourself regarding the hours when labs are open. Then, when students ask, you won’t look like a doofus.

6. **Relationships:** Learn the names of your students as soon as you can. Use their names when talking with them and when giving examples in class. Attending to your students as individuals will help you assess their progress more effectively. Also, if students believe that you care about them, they will likewise care about you.

7. **Expectations:** Ask about the homework (how much and what kind) that is usually given to students at the level you are teaching. Find out what expectations the department has for frequency and type of testing. Let your students know what the expectations are in these areas.

8. **Guidance:** Ask your supervisor or another experienced instructor to serve as your mentor. A mentor can review your plan for the semester before classes start to be sure you’re on the right track, and can meet with you on a regular basis throughout the semester to answer questions and give you support when you need it. Having a mentor is especially important toward the end of the first semester of teaching, when many teachers begin to feel overwhelmed, discouraged, or frustrated.

Don’t be afraid to experiment to find what works for you. If a lesson or technique doesn’t work, try something else. Don’t be afraid to teach even your “favorite lesson” in a new way. Keep it fresh for you and for your students and remember that it is imperative to “know yourself,” since no matter what you do, and no matter what subject or year level you teach, you will also be teaching yourself.

These tips can make all the difference. They can make the difference between someone who has been “teaching for twenty-five years” and someone who taught for a year, “twenty-five times!”

Source: http://www.ncte.org/essentials/index.htm
The teacher comes in, delivers his/her lecture, asking a few questions every now and again, and then leaves.

We are all familiar with this scene. This teaching routine has been used ever since the advent of the modern school and most of us earned our high school diplomas and college degrees through this method.

In the recent years though, this traditional approach in teaching has been put under much scrutiny. Critics for example, point out that the attention span of most of the students today is slowly shrinking. According to studies, it is difficult for the students to concentrate on a lecture that exceeds more than ten minutes in length. And since most classes last for an hour to an hour and a half, students are having hard time learning and absorbing what is being taught.

Another criticism is that this method is often a one-way communication, with the teacher doing most of the talking. With the proliferation of technologies like the Internet and text messaging, students today are used to interacting and find it uninteresting to be mere listeners. As exemplary educator Dr. Josette Biyo points out, students can barely concentrate on their teacher’s short lessons but could spend hours in front of the computer surfing the Internet.

Critics also point out that the traditional method of teaching inhibits the development of the students’ written and oral communication skills since they do not really get to input much to the lessons.

In an effort to counter these issues, educators from around the globe have formulated new strategies that will make their lessons more interesting, fun, and interactive. These non-traditional teaching approaches include:

**Collaborative Learning**
In this approach, both the students and the teachers contribute intellectually to the discussions and the learning process. Teachers likewise group the students and let them discuss ideas, work on fresh theories, or develop new products.

**Free Discovery Method**
Considered by some as the anti-thesis of the traditional teaching method, the free discovery method allows the student to decide what is to be included in his/her curriculum and what activities he/she wants to participate in – it is completely student-centered.

**Guided Inquiry**
The guided inquiry approach is a combination of the traditional teaching method and the free discovery approach to teaching. In this method, the teacher would first formulate a general set of curriculum and topics that the students can follow. He/She would then ask them what it is that they wish to know and learn by the end of the term/year. After this, the students would set about finding the answers (with the help of the teacher) through research, experiments, field work, etc., and then share their findings in class. This approach would not only encourage more participation but also develop the written and oral communication skills of the students.

**Active Learning**
In this method of teaching, students participate more actively because activities that require their participation (e.g. debates, class discussions, and short exercises) are fused into the lesson plan. This approach was developed with the belief that students remember and understand lessons better if they are able to interact with the teacher, their fellow classmates, and the materials.

**Technology-Assisted Approach**
As the name implies, the technology-assisted approach to teaching incorporates tools such as the Internet, videotaped lectures, and computer-generated visual aids to help in the learning process.

Today, more and more learning institutions and individual educators are utilizing non-traditional methods to teach, train, and develop the skills of their students.

- The Massachusetts Institute of Technology for example, has launched its OpenCourseWare Initiative which consists of free lecture notes, syllabi, tutorials, and audio and video.
- The State University of New York, uses LUCID (Learning and Understanding through Computer-Based Interactive Discovery) a web-based system that provides guided-inquiry activities and learning assessments and instantly replies to questions posed by learners.
- In the Philippines, the Centre for International Education (in Cebu and Makati) assesses their students’ level of learning through exams that tests their analytical and not their memorizing skills.
- 2002 Intel Excellence in Teaching awardee, Dr. Josette Biyo, takes her students to field trips not only to liven up her Science Research class but also to train them in doing field research and augment their learning experience.

With the introduction of new technologies and values over the years, the study habits of students and the process by which they absorb new knowledge and information have also changed. And as a dedicated teacher committed in making his/her noble responsibility of properly educating his/her students, it is every teacher’s responsibility to adopt appropriate teaching strategies.

Source: http://www.smartschools.ph
ON THE COVER

Looking Back at
STI’s 25 Years

by Toni Abulencia
Editor-in-Chief, STI HQ

“Silver is a symbol for strength because this metal withstands abuse, weathering, and even heat. Nevertheless, it can be molded into desired forms. This is symbolic of a subtle strength. The message here is that we, ourselves, can be flexible enough to be molded into something better – but strong enough to keep our core integrity intact.”

Source: http://symbolic-meanings.com/category/jewelry-making/
In 25 years, a million lives have been improved by getting relevant education that shaped them to become better persons. They are the living proofs that STI is more than its 25 years of existence. The institution that was then known as a school has become an institution that educates and molds individuals to become responsible and competent professionals. In 25 years, a million lives have been improved by getting relevant education that shaped them to become better persons. They are the living proofs that STI is more than its 25 years of existence. The institution that was then known as a school has become an institution that educates and molds individuals to become responsible and competent professionals.

Like the silver, STI is flexible enough to shape the institution to become better, bigger, and strong enough to keep its integrity intact and continuously living its legacy...

And as I witness STI celebrates its 25th anniversary and reaches its glorious peak, it is surely a memory to keep...

A toss for another milestone of STI! Cheers!
STI Academic Milestones

Since its inception 25 years ago, STI remains true to its promise of providing quality ICT-enhanced education to its students. STI continues to grow and improve its delivery of service to the community as it consistently offers quality education, in-demand and relevant programs, and up-to-date curricula that nurture individuals and sustain academic excellence.

Boasting of only two campuses when they first started, who would have thought that STI will grow to over 100 campuses within 25 years? STI has certainly made its presence felt not only across the nation but also in some parts of the world.

As STI continues to grow, it has never ceased in developing and offering academic programs that suit the needs of both the students and the industry. STI strives hard to improve its processes, as well as the services it provides, by engaging in several tie-ups and partnerships with prestigious public and private institutions that believe and support STI’s advocacy. These and other development programs for the faculty, students, and alumni culminate in STI’s E2E System.

Truly, STI is getting bigger and better through the years. It will continue to aim high and soar high, keeping its commitment in providing real life education to all its students for the next 25 years and more.

1983
- STI was founded by Augusto C. Lagman, Herman T. Gamboa, Benjamin A. Santos, and Edgar H. Sarte.
- The slogan “First we’ll teach you... then we’ll hire you!” was STI’s promise of quality education and employment.
- Cobol Programming was introduced as the first major course offered.
- The first campuses, Makati and España, were established.

1984
- Conducted a 5-day CICS Program Seminar for Systems Analyst and other Professionals.
- STI Binondo, Cubao and Taft were launched.

1985
- Launched the Micro Express & Accelerated COBOL as new courses.
- The “Circle of Friends”, composed of the schools’ partner companies, was established to provide employment opportunities for STI graduates.
- More campuses were opened - Caloocan, EDSA-Crossing, and Recto.
- The first provincial branch, STI Baguio, was inaugurated.

1986
- The first Faculty Conference, joined by all deployed faculty members, was held in Baguio.
- STI Cebu marked the first campus in the Visayas Region.

1987
- STI launched more Innovative Programs:
  - Leading Edge Seminar Series I and II
  - AutoCAD, VersaCAD, and Artificial Intelligence
  - Expert Systems for Top Level Executives
  - Computer Power for Children (CHIPS)
  - Computer Power for the Aspiring Specialist
- 80 STI Graduates of Computer Programming worked on United Airlines project in the USA.
- Campuses in Angeles, Naga, Bacolod, Alabang, and San Pablo were opened.

1988
- Opened STI Davao, its first campus in Mindanao.
- In Manila, STI Novaliches was added to the network.

1989
- Formalized the STI-IBM partnership on Mid-Range System Education.
- STI Iloilo and Lucena were opened.

1990
- STI-Caltex Tie-up for On-the-Job Services.
- STI acquired IBM Maintenance Computers and AS400 Mid-Range Systems.

1991
- Added Report Program Generator (RPG) II in the AS400 course of STI’s Computer Programming curriculum.
- STI held ceremonial groundbreakings in Marikina, Bacoor, Meycauayan, and Dumaguete.

1992
- The STI Foundation was launched.
- STI Biñan and Zamboanga were established.

1993
- STI conducted a company-wide training program for the Asian Development Bank.
- Cebu, Guadalupe, Laao, Malolos, Quezon Avenue (formerly San Juan), Sta. Mesa, Santiago, Cagayan De Oro, Muhoz, and Sta. Cruz branches were launched.

1994
- STI Distance Learning was launched with the first international campus in Hongkong.
- Computer Secretarial Course was introduced.
- STI Batangas, Lipa, Dagupan, Legazpi, Tuguegarao, Baguio-Harrison, Balanga, Baliuag, and Cabanatuan were established.

1995
- Granted permit to operate Colleges by the Commission on Higher Education (CHED).
- Launched the following new programs:
  - Bachelor of Science in Computer Science
  - Associate in Computer Science
  - Associate in Computer Secretarial
  - Power Programming
- Local expansion continued in Parañaque, General Santos, and Tacloban. While international campuses in Milan, Rome, and Macau were opened.
1995
• STI HQ (formerly STI Central Office) released the first Faculty Manual to all faculty members across the network.
• Started offering baccalaureate programs, specifically BS Computer Science program.
• STI offered its Multidisciplinary Center of Excellence in Southwoods.
• The first Regional IT Convention was held in Bicol with the theme "IT in Bicol: Events, Concerns, and Challenges."
• More campuses were opened in Las Piñas, Roxas-Capiz, Malaybalay, and San Jose.

1996
• The University of Cambridge Examination Center accredited STI for the Cambridge awards.
• STI reinforced Project ATTRAC (Adaptive Technology for Training Resource and Access Center) with ATRIEV (Adaptive Technology for Rehabilitation, Integration, and Empowerment of Visually Impaired).
• The first Grand Alumni Homecoming was held at the Valle Verde Club where the first Outstanding Alumni Awards were given to 10 deserving STI alumni.
• STI opened in Sorsogon, Dumanjgu, Calapan, Malabon, and Maasin.

1997
• CHED and TESDA named STI as the "Biggest Computer Science Institution in the Country."
• Launched the Computer Technician (CompTech) Program in partnership with Philippine Science and Technology Center (PSTC).
• Institutionalized the Faculty Evaluation and Faculty Accreditation.
• The very first Academic Head’s Award was given to the deserving Academic Head in a ceremony held at the Heritage Hotel.
• Opening of STI Singapore and various local branches in San Fernando, Antipolo, Butuan, Kauswagan, Gapan, Kalibo,Ormoc, Antique, Iligan, and Baguio-Lucban.

1998
• Oracle recognized STI as its academic partner.
• Associate in Computer Technology (ACT) program got US accreditation through the New Jersey Institute of Technology (NJIT).
• STI Prep School was officially launched.
• STI achieved a record of more than 100 campuses, across the nation (opening additional 26 training centers) and beyond the Philippines.

1999
• The first STI Grade School in BF Resort, Las Piñas was opened.
• Launched the Bachelor of Science in Computer Engineering and Master in Information Technology Programs.
• The first Tagisan ng Talino (TNT) competition, formerly known as "Battle of the Brains," was held at Ali Mall Cebu.
• Held the first Baccalaureate Graduation at the PICC.
• The first Most Outstanding Thesis Award and Student of the Year Award were awarded to deserving STI students.
• The first Faculty Awards, Excellence in Teaching, Excellence in School Management and Community Involvement, Excellence in Research, and Faculty with the Heart Awards, were given to dedicated and committed faculty members.
• The STI Alumni Association (STIAA) was institutionalized.
• More campuses were established in Surigao, Tagum, Ozamis, Passy, Dinalupihan, Iligan, Digos, Kidapawan, Valencia, and Tacurong.

2000
• Launched the first STI High School in BF Resort, Las Piñas.
• STI conceived the first and only Enrollment to Employment or E2E scheme.
• The STI Nursing Program was introduced.
• STI partnered with the Philippine Sports Commission (PSC). Through this partnership, STI students developed the first official website of PSC.
• Another international campus, STI Vietnam, was opened. While STI Barotac Viejo was added to the local network.

2001
• The first Academic Heads Convention and Academic Network Conference were held in Cebu (VisMin batch) and Tagaytay (MM, NL & SL batch).
• Launched the following new programs:
  – BS in Electronics and Communications Engineering
  – BS in Secondary Education
  – PowerPack Pro
• Introduced the Earn While You Learn (EWYL) Program for students.
• Additional campuses were established in Tagaytay, Mandaue, Calbayog, San Francisco, and Tanay.

2002
• Faculty Accreditation was reengineered and replaced with the Faculty Proficiency Certification (FPC).
• Launched the STI’s e-Learning training program for faculty members, a tie-up project with Yapster Inc.
• Launched the Microsoft Certified Professional (MCP) and Microsoft Office Users Specialist (MOUS) Certification Programs for STI faculty members, a tie-up project with Technopaq.
• New programs were launched:
  – BSCS with specialization in Network Engineering and Software Engineering
  – BST with specialization in Digital Arts and E-Commerce
  – BS in Business Management with specialization in E-Commerce Management

2003
• Formalized the partnership with JITSE Phils (now PhilNits), giving opportunities to schools to be accredited JITSE review centers.
• Included Office Productivity Tools (OPT) in all of STI’s curricula for both BS and Diploma Courses, with the International Computer Driving License (ICDL) as its primary content.
• Hosted the first ever Microsoft Office Olympics, a student competition based on the Microsoft Office Specialist Certification exams.
• Introduced I-CARES (Interactive Career Assistance and Recruitment System), a premier online career service and recruitment management system that provides employment assistance to students and alumni.
• More campuses were opened in Cauayan, Pagadian, and Gingoog.

2004
• STI’s Annual Academic Convention was held in Cebu.
• STI partnered with DepEd and Microsoft in providing free technical training for public high school teachers, dubbed as Microsoft Office Specialist (MOS) ICT Literacy Training for Secondary School Teachers.
• Partnered with Microsoft for Microsoft’s Partners in Learning (PIL) Training Program and Faculty and Student Ambassador Program (FSAP).
• Launched the STI’s Young Entrepreneurs Society (YES) Program.
• STI students were awarded honors in the 3rd Annual SGETECH CUP 2005.
• Launched the "Operation: Spoken English Environment Program." (OSEEP).
• Partnered with JobsAsia, the company which assists students to have their on-the-job training (OJT) in Singapore.
• The first Global Career Connection, with the theme “Global Career Connections 2005: Find the Hottest Jobs. The Best Employers”, was held at the SM Megatrade Hall, SM Megamall.

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2006
• Launched the Bachelor of Science in Hotel and Restaurant Management Program.
• Launched the First Year Experience (FYE) Program, tailored to welcome new STI students.
• Partnered with DepEd, DTI, and several private IT firms led by Advanced Solutions Inc. (ASI) for the PCP3 (PCs for Public Schools – Phase 3) Training Program.
• Hosted the 11th ICT Professional Congress, in partnership with the Philippine Computer Society (PCS), with the theme "Wireless Nation: Link Up and Live It," held at the Crowne Plaza Galleria Manila.
• The first batch of BSBA students were sent to Singapore for their OJT.
• Partnered with PeopleSupport, one of the biggest call center companies in the country, providing training and career opportunities to our alumni.

2007
• Launched the first STI Nursing Summit which was participated by all STI schools offering the BSN program.
• The first batch of nursing graduates achieved 86% passing rate in the board exams.
• Conducted the first Basic Ed Orientation-Seminar which was participated by all Prep School, Grade School and High School Principals/Directresses across the network.
• STI HQ released the first Basic Ed Teachers Manual.
STI EVENTS THROUGH THE YEARS

Let us all reminisce STI’s academic events which brought us pride and glory, led us to fun and excitement, and displayed our commitment and hard work for 25 years…
Industry Partner-Initiated Training

Faculty Summer Training

New Academic Heads Orientation-Seminar

Instructors Convention (Socials Night)

Faculty Summer Training

Basic Teaching Skills Echo Training

Faculty & Teachers Teambuilding Activity

Basic Education Teachers Summer Training

Principals/Directresses Orientation-Seminar

Faculty & Teachers Team Cheering Competition

Academic Conference

STIAA MOA Signing with Wendy’s

Faculty & Teachers Team Cheering Competition

STI Outreach Program

STI Outreach Program

STI Outreach Program

STI Outreach Program

STI Outreach Program

STI Outreach Program

STI Outreach Program

Halalan 2007

Gawad Kalinga
The faculty members behind the success of this year’s national academic competition winners.

**Coach Herbert Malabanan**, with the BiTs and PCs champion from STI College – Global City

**Coach Cindy Sabado**, with the Center of Attention champions from STI College – Cubao

**Coach Dean Edison Fidel**, with the Into Programming (Junior Level) champions from STI College – Recto

**Coach Carolyn Samonteza**, with the Into Programming (Senior Level) champions from STI College – Fairview

**Coach Elaine Queen Aglon**, with the Chef Xpress champions from STI College – Balagtas

**Coach Fe Zacarias**, with the Stand Up & Deliver champion from STI College – Fairview

**Coach Berthrand Kerwin Servilla**, with the Digital Arts Xchange champions from STI College – Caloocan

**Coach Joel Chang**, with the Essay Does It! champion from STI College – Parañaque

**Coach Melbert Animas**, with the All-in-Place champions from STI Pasay

**Coach Aimer Gelvosa**, with the Think Quest (Junior Level) champions from STI Bacolod

**Coach Elmer M. Bondoc**, with the Think Quest (Senior Level) champions from STI College – San Fernando
Nine STI Faculty Members have been certified as ePLDT Ventus Trainers through the partnership between STI and ePLDT Ventus Inc. The partnership aims to equip students with the skills necessary for prospective employment in Call Centers as Customer Service Representatives (CSRs). The Call Center Fundamentals (CCF) Pilot Training was held last March 31 to April 4, 2008 at the PLDT Compound, N. Garcia Street, Bel-Air, Makati City. Faculty members who have completed and passed the training are the following: Mr. Jesus Perry Caudilla from STI College – Cubao; Ms. Annie Lazaro and Ms. Jane Miraflor from STI College – Fairview; Ms. Lalaine Luza, Mr. Lino Samarita, and Mr. Nory Teologo from STI College – Global City; Ms. Rubina Cajigal from STI College – Las Piñas; and Ms. Christine Gibas and Ms. Ruby Reyes from STI College – Ortigas-Cainta. The training was handled by the in-house experts of ePLDT Ventus.

University Linkages Program (ULP) had produced three Certified PS Trainers from among the faculty members of STI College – Baguio. ULP is a project of PeopleSupport (Philippines) Inc. designed to train and equip qualified students from different universities in the Philippines with the essential skills necessary to work in the call center industry. STI and PeopleSupport (Philippines) Inc. took the lead in trying to achieve this goal. STI College - Baguio faculty members who are now certified PeopleSupport trainers are Mr. Carmelo Fidel Rustia, Ms. Eva Marie Almoite, and Ms. Johna Aggabao. The Train-the-Trainers Program was handled by Mr. Orly Agawin, University Linkages Manager of PeopleSupport Philippines, held at STI College – Baguio. Qualified Faculty Members of STI College – Cebu are currently undergoing the same Train-the-Trainers Program, which will eventually be cascaded to other STI schools.

Exist Global Inc.

STI Faculty Participants from various Metro Manila schools were introduced to the technological, social, and pragmatic aspects of developing open source software through direct involvement in a real open source projects. This was done under the collaboration of STI and Exist Global Inc. through the Open Source Software Engineering (OSSE) Faculty Training held last April 5– to May 10, 2008 at STI College – Cubao. The Exist Global Software Engineers, who are experts of the respective subject areas discussed, served as the trainers.
STI FACULTY TEACHING SKILLS TRAINING
ENRICHING INSTRUCTIONAL COMPETENCY

With its vision of academic excellence, STI HQ’s Academics Division spearheaded a 5-day training program to selected STI Faculty Members nationwide last May 2008. Entitled “Faculty Teaching Skills: Train-the-Trainers Program,” and with respected academicians as the trainers, the said training was aimed to further intensify the basic teaching skills that the STI faculty members have right now. The training consisted of the following modules: Understanding the Foundations of Education, Managing the Teaching-Learning Process, and Student Assessment and Evaluation.

The participants were given a huge responsibility of cascading what they have learned from the training to the rest of the faculty members in their respective schools and will have to take the Teaching Skills Competency Certification Exams. Through this, each and every STI Faculty Member will be able to reflect on his/her teaching styles, methodologies and techniques, and identify the areas that he/she still needs to improve on to be a more effective teacher.

Here are some of the stories of how the training changed the lives of three participating faculty members.

A RARE OPPORTUNITY TO LEARN
by Felicitas Aparente
GE Instructor, STI College – General Santos

Joining the Teaching Skills training was a welcome treat for me. For the longest time, there has been no training for GE instructors outside our school. And to be part of this special training program with STI’s finest faculty members across the region was such a wonderful opportunity.

The Tubod Flowing Water Resort, where the 5-day training was conducted, was not far from the city, but it gave us the tranquility we needed to fully concentrate on the training. It was a beautiful place, serene, and conducive to learning.

When I learned that the training was about teaching skills, I felt that it was what I exactly needed. Yes, I have been teaching for more than nineteen years – seven years in an exclusive girls’ school and twelve years in STI – but I feel like I still have a lot to learn. I handle the Communication Art subjects and it is one of the subjects which are always evolving. In addition, my students are aggressive and always eager to learn so I braced myself to do my best during the five days.

On the first day, we were given our modules for the training. As I initially scanned the pages, I found the subject matters interesting and relevant. The speakers were likewise experts in their fields. Dra. Rosa Maria Llanes was the typical UP professor – strict, an authority on the subject matter she handles, and she admits that she was a terror during her younger days. Dra. Perlita Polestico, on the other hand, was more of the approachable type, kind, accommodating, and very knowledgeable in her subject area too.

My students are aggressive and always eager to learn so I really have to be on my toes all the time. And, I felt that it was my obligation to quench their thirst for knowledge and their interests, and satisfy their great expectations from STI. So with a very relaxing environment, coupled with a zealous enthusiasm and interest, I braced myself to do my best during the five days.

Both lecturers used a variety of techniques and strategies to make the sessions more interesting. It was no joke to be at the Conference Room from 8:00 AM to past 5:00 PM, but whenever we were required to stay longer than necessary, no complaints could be heard.

Aside from the enlightening lectures, we also enjoyed the group dynamic sessions wherein we learned a lot. The most interesting, however, was the demo-teaching activity. It was like the ultimate test of how much we have learned during our 5-day training. Each group presented their lessons for thirty minutes, after which, critiquing followed. It was interesting to note the different motivation techniques used to introduce the lessons.

Of course, not everything was about work. There were also bonding moments in between the training sessions. We were also energized with the unlimited and sumptuous food on the table. Every meal was like a fiesta. And on our last night, STI HQ went all out and hosted a fellowship night for us. Drinks were free flowing for the entire night. All kinds of “pica pica” were also served. Most of the people likewise sang to their hearts’ content; while others enjoyed watching some footages of the activities during the past four days.

The five-day training was really a memorable and enlightening experience for all of us. It not only equipped us with new knowledge and skills, but it also widened our circle of friends. We went home with mixed emotions of satisfaction, gratitude that we were given this rare opportunity, and an expectant hope that more of these trainings will be offered more often and to more instructors.
To STI HQ, to those who planned and implemented this training program, and to our officers who chose to send us to this wonderful training – maraming, maraming salamat!

LEARN, UNLEARN AND RELEARN

by Grethen Villadores
GE Instructor, STI Puerto Princesa

I remember a writer once asked Helen Keller in an interview. It went like this, "Ms. Keller, what do you think is the greatest catastrophe of a person in life, is it the loss of one’s eyesight?" “No sir," she replied, “the loss of one's eyesight is not the greatest catastrophe. The greatest catastrophe is the loss of vision." We know Helen Keller was a prolific blind author. STI has a very clear vision of academic excellence and that is, "to excel above all schools." In this regard, the Academics Division of STI HQ embarked in a project entitled "Train-the-Trainees." This program aims to equip all the faculty members with the basic teaching competencies and, in a way, also helps improve the quality of education that STI provides to their students.

In May 2008, at Villa Lorenza, Pililla, Rizal, faculty members from different STI schools in South Luzon and South Manila participated in the said program which covers the following: Understanding the Foundations of Education, Managing the Teaching-Learning Process, and Students Assessment and Evaluation.

The training was well-attended not just by the GE faculty members but also by the non-GE faculty members. STI is well aware that not all faculty members are education degree holders; some may have the technical expertise and competencies but don’t have formal training on teaching. The training was undeniably a nurturing experience for an educator to be cognizant about the foundations and new trends in education, which could be a great help in becoming an effective mentor.

Hearing the stories about the lives and accomplishments of every teacher during our five-day training has made me realize that it takes hard work and dedication to accomplish something this worthwhile. Learning, after all, is a never-ending process and that even with disappointments, there are always a greater reward waiting for us. The incomparable joy that our experiences could bring is just as fulfilling as changing the lives of the people we have met. Despite all the responsibilities and challenges thrown our way, the knowledge that STI is always there with us makes our work easier and more manageable.

Aside from highlighting the importance of cognitive knowledge per se, the training likewise emphasized the value of people-skills and brought out these skills from all of us. It was fun getting to know the participants and it made us feel good to share the things we know and learn new things at the same time. We are reminded to keep an open mind, be humble, and be willing to learn, unlearn, and relearn things to make every accomplishment shine. I hope all of us will now refrain from using tentative and unsure teaching methods and be more confident and dedicated teachers in our own classroom as we make a difference in the lives of our students.

The actual principle is deeper than desire, and even deeper than determination. The quality attitude is very simple, yet uncompromising. Better is a good direction to go in. And better is where you want to go. If that sounds too simple, take a look around. Many people don’t have this attitude. They either stay the same or get worse. And the sad thing is that they don’t seem to mind… at least, not enough to do anything about it. They don’t have a quality attitude.

Before the mechanics of teaching, before the actions, comes the attitude – the quality attitude. Wanting to be a better teacher is certainly part of that attitude. But wanting something to be better doesn’t make it better, so there is more to this principle. After all, a principle isn’t much of a principle if it doesn’t lead to results.

BETTER IS A GOOD DIRECTION TO GO IN.

This is my Second Principle. This one principle, all by itself, will empower a person. It will be a rock to build on. If you can agree with this principle, use it and you will be a better teacher. As I said earlier, it is not enough that you want to be a better teacher. It is necessary to know that being a better teacher is a good direction to go in.

This is only the beginning. The next time you have to decide whether to do something the same way or a better way, see if it helps. Like in lesson planning, the way you have been doing lesson plans is comfortable and familiar. Ask yourself if there is a better way. Don’t expect an answer right away. Just ask the question. That’s a quality attitude. The answers will come from the principles of quality and various quality actions.

Quality leads to opposition. Be ready for it. A lot of people don’t like things to get better, for too many reasons to count. Having a quality attitude will bring you into contact with these people. That is why it is so important to have the First Principle firmly in place. They will knock down your house if it is not built on solid rock. You want to be a better teacher? Go for it. Some people will help. Many will admire what you are doing. But others won’t. And that is my Third Principle: Quality leaders to opposition. Be ready for it.

By the way, these principles of quality are just that – principles. They apply to any activity and in any area of life. There are more which you can learn and use.

To make something better is to improve its quality. The principles of quality apply to teaching as much as they do to anything else. To become a better teacher is to improve your quality as a teacher, and applying the principles of quality results in improved quality. This is what I consider to be my First Principle. It is as simple as that.

So you want to be a better teacher? You have already started. The only way to fail is to stop moving in that better direction.
Looming from the wharf of Balingoan, Camiguin Island is enticing in its subtlety – a green patch in a sea of blue; its real treasures hidden beneath its lush, thick foliage. Crystal blue-green waters offer a glimpse of underwater paradise. Its delightfully clean shores, with its gleaming white sand, make it hard to believe that this island is inhabited. It is unspoiled, idyllic, and breathtakingly beautiful. This must be the place where God rested on the seventh day of creating the world.

Its quaint little towns are surprisingly litter-free and artfully landscaped to perfection. Time seems to stand still on this enchanting island, enabling one to savor its richness and bask in its majestic grandeur. Waterfalls flow freely beneath the gargantuan lava rocks, discreetly hidden inside a rainforest. A dip in its ice-cold water is an experience like no other. It is truly magical and delightfully refreshing. Hot springs are sensual-filled baths. Its calming effect soothes even the weariest of souls.

The decade-old ruins of a once mighty church structure are awe-inspiring, not to mention the underwater cemetery that lies beneath the waves. A thought provoking scenario that indeed nature gives and takes away. The locals’ ingenuity and craftiness of indigenous materials shelled forth by the sea give enormous pride to every Filipino tourist. The products are masterfully designed and the carefully handmade crafts are indeed worthy of international recognition.

Away from the hustle and bustle of a busy metropolis, and from the towering buildings crowding the city, Camiguin unsparingly offers a respite…a glimpse of paradise… a li’l patch of heaven.
n offices across the globe, writers spend time and energy disputing business writing standards in English. One person says, “You can’t start a sentence with but or and!” Another responds, “But why not? And who says?” If you are quarreling about such questions (even if only with yourself), take a break. Here are the answers to 10 troublesome questions. If you disagree with any of these answers, consult a current, respected style manual.

**Question 1.** Is it acceptable to end a sentence with a preposition?

**Answer:** Yes, ending a sentence with a preposition is correct, but ending a sentence without one sounds more formal. Choose the tone that is suitable for your situation.

Examples ending with a preposition:
- That is something we had not thought of.
- Where is this catalog from?
- Type the name you want to search for.

Examples with a more formal tone:
- That is something we had not considered.
- Which company produces this catalog?
- Type the name for which you want to search.

**Question 2.** Is it acceptable to start a sentence with “and” or “but”?

**Answer:** It is perfectly acceptable to begin a sentence with “and” or “but”. However, other words sound more formal. If formality is your goal, choose formal language.
- But/And, we still hope to sign a contract.
- However/In addition, we still hope to sign a contract.
- Nevertheless/Furthermore, we still hope to sign a contract.

**Question 3.** Should one space or two come after a colon and after end punctuation such as a period?

**Answer:** Just one space comes after a colon and after end punctuation. However, in rare situations where one space seems too small (for example, with italic type), it is wise to insert an additional space.

**Question 4.** Is it clumsy to begin a sentence with “There is” or “There are”?

**Answer:** There are many fine reasons to begin a sentence with these words, and this sentence is an example. Although people who majored in journalism have been taught to cut right to the true subject and verb, at times “there is” and “there are” fit perfectly. Each of these sentences has its place:
- There is an interview scheduled at 3 p.m.
- An interview will take place at 3 p.m.
- An interview has been scheduled at 3 p.m.

**Question 5.** Is it bad form to begin a message with “I am writing to”? Isn’t it rather obvious?

**Answer:** It isn’t bad form. Although sometimes, “I am writing to” is unnecessary baggage, at other times it allows us to ease into subject:
- I am writing to express my deep sympathy…
- I am writing to inform you of a change in…

Here is a place to drop the expression:
- I am writing to thank you for your generous contribution.

**Question 6.** Is it true that one should never use a comma before “and”?

**Answer:** Not true! Note these correct examples:
- Gil has moved to Finance, and Ahmed is now in Accounting.
- We considered two sites; Vancouver, British Columbia, and Portland, Oregon.
- The busiest months are May, June, and July.

**Question 7.** Is it true that one should never start a sentence with “?”

**Answer:** Not true! It is perfectly acceptable to start a sentence with “?”! However, as with all good writing, it is inelegant to start sentence after sentence with the same word.

In much scientific writing, personal pronouns (I, we, they; you, etc.) are avoided.

**Question 8.** Is it okay to have a paragraph with just one sentence?

**Answer:** Yes, despite the three-sentence requirements of well-meaning, first-rate professors and school teachers, one-sentence paragraphs are effective in business writing.

**Question 9.** Do I have to begin a business letter with “Dear”?

**Answer:** Yes. If you use a person’s name or title in a greeting, you must use “Dear” before it. As a letter opener, “Dear” is not an expression of affection; it’s a formal greeting, you must use “Dear” before it. As a letter opener, “Dear” is not an expression of affection; it’s a

**Question 10.** Do I have to use “Dear” to start an email?

**Answer:** If you are sending an email in place of a business letter to someone outside your organization, use the same greeting you would use in a business letter, that is, “Dear.”

For messages within your company (and for friendly messages to the outside world), address the reader politely in the first sentence, like this:
- Lee, here are the reports.

Or use one of these ways with the message following beneath:
- Lee, Lee; Hi, Lee, Dear Lee, Dear Lee,

**Bonus Question:** What if my superior disagrees with these answers?

**Answer:** The goal in business writing is to communicate with your reader. Your supervisor is one of your readers. If he or she prohibits the word but as a sentence opener, avoid using it. But why not bring out an excellent reference manual, and try to do some supervisor development? 

Source: http://www.syntaxtraining.com
TOP 25 BOOKS to engage your mind

Books give people a chance to immerse themselves in a world unlike their own. It portrays a variety of human emotions and experiences, giving us a chance to learn new things, and allows us a glimpse of how reality can be different from imagination.

In 2006, a University of Sussex literary professor, Dr. Peter Boxall, attempted to compile a list of 1,001 books everybody should read in their lifetime. To start off, here is a list of the top 25 books listed by Dr. Boxall. So, read up and stock up your shelves!

   A novel about the challenges of being human and how we cope and live with the disappointments of life.

   A novel that attacks human and inhumanity of the world. It is also an examination of the new century where the future seems uncertain for anyone.

   A novel about two families which grapple with marriages and infidelity, and how people often end up deceiving each other.

   A man coming to terms with his life after a tragic accident, and suddenly find himself in the spotlight when an author offers to make him a character in her novel.

   A collection of texts and random events from the author’s life making the book surreal and absurd. Best to be read in small doses.

   The story of Max Morden, a middle-aged art historian, as he looks back at his past and takes another look at himself and his motivations.

   A gothic story with ghosts, a remembrance of a past life, and the history of an Asian country as seen through the eyes of a Western woman.

   A novel of “what-ifs?” that puts forward the idea of an America promoting xenophobia and forcing people to renounce their beliefs.

   Colm Toibin examines the struggles of Henry James, a novelist, towards fame and recognition.

    A non-linear novel crammed with an “Author’s” creative exercise. It keeps the readers on their toes as they keep on guessing what happens next.

    Set during the Victorian period, the novel was so vividly written that the readers feel like they’re actually part of the story.

    Part road story and part homage to the area and topography, this is an exploration of the blurry boundary between fiction and reality.

    Despite the appearance and exploration of various themes, the novel essentially revolves around the duality of good and evil that exists within man and mankind.

    A novel about the existence of reality versus idealism in a utopian society.

    A story about the harshness of a bleak world and what the human heart must endure to overcome it.

    The novel is filled with ancient myths, history, and folk tales that successfully mixed the past and the future.

    A disgraced ex-police officer tries to piec his life together after a spell of betrayal and finds love, loyalty, and redemption in return.

    A meditative narrative of one man’s life, told as it draws to a close.

    A novel about an autistic child who is confused with people’s behaviors and demands, and must come to terms with puzzling human emotions and outside stimuli.

    It is a reinvention of the lives of the first white settlers in the Cape of Good Hope in the 17th century.

    An aging Australian writer travels the lecture circuit and examine themes such as animal rights, the Holocaust, humanism, and rationalism.

    It is an unusually-written book that brings the readers all around London through the story of a motorway.

    The novel explores the different family values and lessons, especially on how caring for elderly relatives is sometimes viewed with refusal and resentment.

    Set during the Victorian period, the novel was so vividly written that the readers feel like they’re actually part of the story.

    A man sees his double and goes in search of him, opening up questions of whether the life he is living is the real one or if he is merely the copy.
What Difference a Teacher Makes

Top 25 Inspirational Films About Teachers

T

ty-five films from different years portray teachers in a different light. Most are inspirational and some are dark but all shows the difference teachers can make when they educate and mold young people's minds. Here's the list that reveals the top inspirational films about teachers.

1. Dead Poets Society (1989)
   A challenge to shake off your conformist beliefs. The film encourages the viewers to seize the day and see the world from a different perspective.

   Stereotypes are challenged, as women from a post-war era studying at a conservative college are forced to redefine female traditional roles as wives and mothers.

   A brilliant juxtaposition of a has-been professor/novelist and his rising-star student as they both go in search of the great American novel.

   How would you define history? Will it be a faithful retelling of things learned from the past or will you twist it to redefine how the world sees itself?

5. A Beautiful Mind (2001)
   The torment experienced by a genius makes him withdraw from the world but is later circumvented allowing him to share his brilliance with his students.

   A radical idea of giving something back without expecting something in return. A tale of self-sacrifice and the guts you need to pull it off.

7. Mr. Holland’s Opus (1995)
   An initial need to teach for the money it brings turns into a renewal and a strengthening of his vocation as a teacher and to make a difference in his students’ lives.

   It sometimes takes the unconventional to reach out to unresponsive students. By doing so, you instill in them a newfound self-confidence and to believe in their potential.

   Believe that neither economic background nor social upbringing is a deterrent to learn. What it takes is patience, dedication, and a genuine empathy for your students in order to reach out to them.

    The bond between teacher and student is sometimes viewed as a one-way street. Sometimes, however, even a student can offer glimpses of insight that can very well change his teacher's life.

    A story about following your dreams even if you are a coal-miner’s son aspiring to be in the ballet.

    A deadbeat wakes up to realize that he can teach what he loves and inspire a group of classically-trained students to rock.

    Teaching ballroom dancing to inner-city kids is tough and dangerous. But, reach out to them and the rewards will be great.

    Physical disability shouldn’t stop anyone from getting an education.

15. To Sir With Love (1967)
    Social and racial issues initially prevent a teacher from communicating effectively with his students but a mutual respect arises from this conflict.

16. Lean on Me (1989)
    Often, discipline tempered with understanding is all that’s needed to overcome difficulties to reap rewards.

    A hidden genius can be drawn out by positive reinforcement and motivation.

18. Election (1999)
    A cautionary tale on manipulation and all its repercussions.

    Army recruits are awakened to literature and a man pressed to teach these recruits discovers a new vocation.

    Struggle and hope are featured in equal facets in a movie about music and the difference it can bring to troubled kids.

    A misfit finds acceptance in the teachings of an old man. Along the way, he learns about his inner strength and discovers a newfound confidence.

    Initial feelings of racism and hatred disappear when a teacher confronts her students with the reality of the Holocaust and forces them to rethink their loyalties regarding gangs and changing the violence inherent in their environment.

23. The Miracle Worker (1979)
    Helen Keller was able to transcend her blindness to achieve her numerous accomplishments. She was aided by a gifted teacher who taught her how to appreciate learning despite the lack of sight.

    A comedy that attempts to show the point of view from the academe and how they deal with the business of mentoring and finding a middle ground between the student body and the school administration.

25. The Prime of Miss Jean Brodie (1969)
    A teacher insinuates herself into the lives of six of her students. Her influence extends beyond the point when she was their teacher and results in betrayal and missed opportunities.
Throughout the years, we experience the vast changes in technology. “We’re living in the golden age of gadgets,” said Dan Tynan of PC World. Don’t believe it? Check your pockets or your bags. Odds are you’re carrying a portable music player, an electronic organizer, or a digital camera. And most likely you are also carrying a cell phone that combines some or all of these functions. And you’d probably be hard-pressed to live without them.

Changes in gadget design, features, and functionality are driven by the changes in and advancement of technology. What we are using and enjoying nowadays are most probably just enhancements or innovations of what we had 25 years ago. We might be amazed that certain technology and gadgets were already available then. Want me to run-through some popular gadgets then and now? Let’s walk down memory lane and see the 25 “in” gadgets in 1983 and their corresponding “technology fad” today.

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<th>1983</th>
<th>2008</th>
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<td>Motorola DynaTAC 8000X was the world’s first commercial mobile phone.</td>
<td>Nokia, Sony Ericsson, Samsung, Motorola are some of the famous mobile phone brands today which include features such as music player, speakers, built-in cameras, Bluetooth, 3G, etc.</td>
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<tr>
<td>Game &amp; Watch (G&amp;W) was the first popular handheld electronic game unit made by Nintendo which featured a single game.</td>
<td>PlayStation Portable (PSP) is a graphics powerhouse handheld gaming device which uses a universal media disc (UMID) to hold video games, as well as music, movies, and pictures.</td>
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<td>FamiCom (Family Computer) was an 8-bit video game console, also made by Nintendo. Its popular video games include Mario Brothers, Donkey Kong, etc.</td>
<td>Nintendo Wii is tagged as the best “family-friendly” game console which focuses on physically involving games using the wireless Wii Remote paired with the accessory Nunchuk controller.</td>
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<td>Kodak 110 Camera was a film-based point-and-shoot camera which popularized the pocket-sized cameras.</td>
<td>Digital Camera “digitally” records videos and images and can store thousands of images on a single memory device and delete images instantly to free up storage space.</td>
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<td>Sony Walkman was a compact cassette player, with a stereo playback, recorder, and lightweight mini headphone jacks. It created a global culture of “enjoying music any where and any time.”</td>
<td>iPod is a media player that holds and plays songs, movies and photo slideshows, and can store up to 60 GB of any type of file.</td>
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<td>Cassette-based Boombox, also known as a “ghetto blaster,” was a portable radio-cassette recorder held on the shoulders because of its style and portability.</td>
<td>CD-based Boombox features an AM/FM stereo radio, CD players, color TVs, VCDs and DVDs, LCDs, USB inputs, etc.</td>
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<td>Karaoke Machine was a sing-along system, also known as Minus-One, which was invented by Roberto del Rosario, a Filipino inventor.</td>
<td>Magic Sing is a portable wireless microphone packed with a full karaoke system that carries over 2000 built-in songs.</td>
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<td>Casio PF-3000 was considered as the first PDA and Casio’s first digital diary which had a built-in telephone book, schedule, and memo functions.</td>
<td>Palmtop and Smartphone are handheld devices featuring “mobile office” solution which offers wireless internet services, corporate data access, an organizer, etc. It also uses a touch screen technology and has memory card expansion slots.</td>
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<td>Digital watches were a cool craze during this era. The first G-shock, Casio DW 5000, was an instant hit when it was first released. It was known for its resistance to shocks and had basic features like stopwatch, countdown timer, light, and water resistance.</td>
<td>Today, watches come with various shapes, design, and color. Though analogue watches dominate the market, digital watches are still popular choices among watch aficionados. There really are no big differences when it comes to functionality and design, however, in terms of features, watches nowadays are peppered with various built-in technologies like PDA, MP3, GPS, etc.</td>
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<td>Sony introduced the 3.5 inches floppy disk, with 400KB-2.8MB storage capacity, which became the industry standard during this time.</td>
<td>USB Flash Drives are also known as thumb drives, jump drives, pen drives, key drives, tokens, or simply USB drives. It has a storage capacity ranging from 16 MB up to 32 GB of data.</td>
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<td>Overhead/Slide Projector was used with transparencies to present text-based (sometimes with simple illustrations, tables, and graphics) presentation materials.</td>
<td>Multimedia Projector, also known as LCD projector, offers higher brightness and contrast ratios, and is ideal for large class/conference room settings.</td>
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<td><strong>Desktop Computers</strong></td>
<td>Apple, Dell, HP, and Asus are some of the popular PC manufacturers of today.</td>
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<td><strong>Printers</strong></td>
<td>Non-Impact (Laser and Ink-jet) Printer produces sharp, crisp images of both B&amp;W or color text and graphics, and can print 4-32 text-only pages per minute.</td>
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<td><strong>Mobile Computers</strong></td>
<td>Laptop and Notebook are terms interchangeably used for mobile computers with common features like internal HD, built-in CD/DVD drive, at least 12” LCD screen, 4 to 5+ hours battery life, integrated modem, network, Wi-Fi capabilities, etc.</td>
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<td><strong>Audio Devices</strong></td>
<td>Optical Mouse uses LED, optical sensor, and digital signal processing (DSP) and is categorized as rechargeable, ergonomic, mobile, bluetooth-enabled or wireless.</td>
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<td><strong>Television</strong></td>
<td>High-Definition Television (HDTV) uses digital broadcast video formats and provides superior resolution and digital surround sound. It can play movies in their original widescreen format without the letterbox “black bars” with its highest resolution of 1920x1080 pixels which can display about ten times as many pixels as an analog TV set.</td>
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<td><strong>Camcorders</strong></td>
<td>Digital Camcorder offers convenience for video editing and playback. Captured videos are stored in storage devices (i.e., built-in hard drive, DVD), and can be played back instantly through the camcorder’s LCD display. Dominant formats include DVD, MiniDV, and HDD.</td>
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<td><strong>Video Formats</strong></td>
<td>DVD has enough room to store a full-length, MPEG-2- encoded movie and can hold up to 133 minutes of high-resolution video. Its soundtracks are presented using 5.1 channel dolby digital surround sound.</td>
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<td><strong>Movie Players</strong></td>
<td>DVD Player is capable of supporting a variety of media formats and discs, including DVD, CD, DVD-R/RW, CD-R/RW, VCD, DivX, MP3, DVD-Audio, and SACD.</td>
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<td><strong>Headphones</strong></td>
<td>Bluetooth Headphones offer a hands-free solution for music playlists and cell phone calls. Its common features include an ear-bud headphone, boom microphone with noise and echo suppression technology, a stereo audio output, and control buttons for music and calls.</td>
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<tr>
<td><strong>Cordless Phones</strong></td>
<td>Digital Cordless Phone uses 900 MHz to 2.4 GHz transmission/band range. Its features include an expandable handset, color LCD display (like on mobile phones), large phonebooks and sizeable caller ID logs, built-in digital answering machine, handset speakerphone, etc.</td>
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<td><strong>Home Entertainment System</strong></td>
<td>Home Theater is a combination of electronic components (i.e., DVD, Dolby Digital 5.1-channel audio surround sound, and HDTVs) designed to recreate the experience of watching a movie in a theater.</td>
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<td><strong>Audio Track Sound Technology</strong></td>
<td>5.1 Surround Sound (THX/Dolby Surround) uses 3 or more channels and speakers in front and behind the listener to create a surrounding envelope of sound and directional audio sources.</td>
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<td><strong>Time Clock System</strong></td>
<td>Proximity/Access Cards are presented through a frequency door reader to gain access to a certain facility. Access time is recorded in a database and used for security log and payroll computation, among other uses.</td>
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</table>
To keep the employees informed of company policies, standards and procedures, and the in-and-out of company happenings, is the key in maintaining an orderly and harmonious relationship among its people. Being able to effectively communicate with co-workers and the management also helps promote a healthy professional life for every employee. However, in an organization setup like STI, keeping all its academic personnel always updated is not an easy task. But, thanks to technology, these are now things of the past. We can now provide people and other members of the organization an inexpensive means of communication.

Through the STI Faculty Services’ website (www.sti.edu/facultyandantpservices), all academic personnel, faculty members and academic non-teaching personnel (ANTP) alike, can now be updated with the latest information for and about them – from the current edition of the Faculty STImuli to development programs for both faculty members and ANTP and to faculty awards and news about the most recent academic-related activities. The website also provides links to other STI websites and is another way to communicate with the people of Faculty Services. It furthermore provides an opportunity for non-STI individuals to browse and promote a healthy professional life for every employee. Being able to effectively communicate with co-workers and the management also helps promote a healthy professional life for every employee.

Indeed, the STI Faculty and ANTP Services website is a great place for all faculty members and ANTP across the network. They will be regularly updated of all the happenings within the entire STI academic community. It is also one of the means for the Faculty Services to inform all of STI’s academic personnel about its plans and goals.

STI Faculty Members, Google™ It!

I’m sure everyone, if not most, has heard of Google by now. Google is probably one of the most popular names in the Internet and has added so many products in recent years that eventually coined the term “Google Digital Lifestyle.” Google recently teamed up with STI to further strengthen their campaign. The partnership includes providing all STIers in the community with personal emails with their school’s area as domain name. The project was initially launched late last year for the students. But now, faculty members can likewise experience the same thing as they activate their STI Google Mail. From there, they can choose which applications to add that suit their needs and make use for their daily grind.

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Lesson Study

lesson study may develop to be the long-awaited fresh wind that will reinvigorate teaching in Philippine colleges and universities today. Why not? It did just that in the United States. There is no question about the fact that what works in the U.S. does not necessarily work here in the Philippines. But there appears to be no reason why it should not work in this country. As a matter of fact, except for the reality that they have more money there, conditions here can arguably be better than those obtaining in the US for lesson study to prosper in Philippine colleges and universities. Collaborative work (bayanihan) is a cultural distinction of Filipinos.

Because there are about three to six teachers participating in a lesson study, a skeptic may perhaps easily dismiss it as nothing but a form of team teaching and therefore there should be no big deal about it. Yes, it can indeed be regarded as such. However, the number of teacher participants is probably the only similarity between lesson study and team teaching.

One big difference lies in their scope. A lesson study is conducted for only a single lesson in a term or semester and it is repeated in the succeeding semesters all on the same lesson. Team teaching, on the other hand, usually lasts for at least a semester. Team teaching furthermore is solely for teaching. While in “lesson study,” each word conveys a separate idea and combined into one idea. Thus, it can be interpreted as doing a study through the conduct of a lesson.

Lesson study (kenkyuu jyou) originated in Japan where it is practiced by elementary school teachers. It is considered to be the single most important factor for the high quality of elementary schooling in Japan. Dr. Catherine Lewis, of Mills College, Oakland, California has written many articles and produced videotapes, which introduced many US educators to lesson study. Lesson study was likewise piloted in the University of Wisconsin – La Crosse for SY 2003-2004 wherein approximately 380 faculty from about a hundred disciplines participated.

How is lesson study conducted? Here are the steps:
1. Form a team of about three to six teachers.
2. Teachers discuss the student learning goals.
3. Plan the lesson study or research lesson. One teaches, the others observe.
4. Gather data on how students learn and behave.
5. Analyze and discuss results.
6. Repeat the process.
7. Prepare a report on the lesson study and share with other interested teachers.

At the end of the lesson study process, the team produces a document showing how a topic was chosen, how it was taught, how the students behaved, and how the faculty team members discussed the whole process, the improvements introduced, and now ready to be shared with others for them to build on their lesson study. A culture of collaboration among faculty members enhances greatly the success of lesson study.

Sources:
- http://www.lessonresearch.net/INT_Lewis2.pdf
- http://www.uwlax.edu/sotl/lsp/index2.htm

MIND BOGLGER

Sudoku is a popular logic puzzle involving a 9-by-9 grid that is divided into 3-by-3 grids called regions. The goal is to place the numbers 1 through 9 into the 81 boxes subject to the constraint that no number can be repeated on any row, column, or 3-by-3 region. The puzzle is posed with some numbers (the “givens”) already filled in. It is the job of the player to fill in the rest of the boxes.

Try solving the puzzle below and see yourself asking for more Sudoku puzzles to solve!

Puzzle to be solved

<table>
<thead>
<tr>
<th>9</th>
<th>5</th>
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Tips to solve a Sudoku puzzle:

- It is interesting to note that it is not the quantity of givens that make a Sudoku puzzle easy or hard. Rather, it is the location and combination of givens.
- It doesn't matter where you start. I suggest looking for the number that has several “givens”. The more givens of a particular number often means that it will be easier to solve.
- It is best to approach solving a Sudoku puzzle in a systematic way. Applying logical reasoning rather than guessing will assure you a solution with greater satisfaction.

Solution:

Source: http://www.sudokusentials.com

ERROR QUEST

Problem: This brief paragraph contains one error. Find and correct it.

Here are our current plans: The meeting will take place in San Diego on Monday, September 22, at the Lux Hotel. Margery Bayless will fly in on the 21st with Edgar Reed and Don Cantrell will arrive in the morning on the 22nd with Hoda Tan.

Solution:

Source: Syntax Training