

2021



Katekistang Malikhain: Teaching & Learning Catechesis (TLC) Guidebook Workshop

July 21, 2021 (Wednesday) | 5:00 – 7:00 PM
Online (Zoom Meeting)



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Introduction

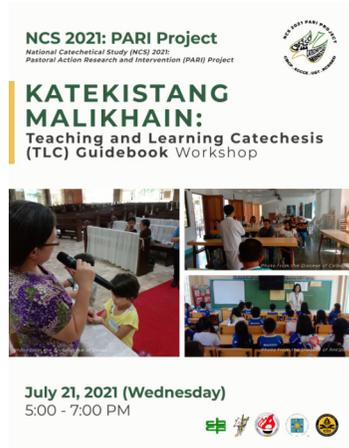
This workshop is for the conceptualization of the modular outline for the *Research-based Intervention Outcome (RIO)* initiative on producing a guidebook on *Teaching and Learning Catechesis (TLC)*. Particularly, these are the objectives:

1. Discuss the *National Catechetical Study (NCS) 2021: Pastoral Action Research and Intervention (PARI) Project's* research findings and insights about *TLC*;
2. Understand how similar *TLC* to other *RIO* initiatives; and
3. Develop a concrete modular and writing plan in producing the *TLC* guidebook.



Introductory Activities

At the beginning of the session, the facilitator, Mr. Joven, provided an overview of the online activity by sharing and reading the workshop's poster, emphasizing its objectives and program flow. Then, Mr. Valientes officially opened the workshop with a prayer. Afterwards, the facilitator asked each participant to introduce themselves, stating their name and affiliation.



NCS Katekista Series

Before the actual workshop, Dr. Batan shared the *NCS 2021: PARI Project's KATEKISTA* series, which consists of the project's expected research publication outputs. This series includes the following:

- KATEKISTA: Mga Tulang Pananaliksik
- KATEKISTA: Findings and Insights
- KATEKISTA: A Handbook on Becoming, Being, and Belonging to a Catechetical Ministry in the Philippines
- KATEKISTANG MALIKHAIN: A Guidebook on Teaching and Learning Catechesis in the Philippines
- KATEKISTA Padayon: Documenting Local History of Catechetical Ministry in the Philippines
- Kwentong KATEKISTA: Naratibo ng mg Katekistang-Lingkod sa Pilipinas
- KATEKISTA: A Learning Guide for Family Catechesis
- KATEKISTA: A Learning Guide for Bible Catechesis
- KATEKISTA: A Learning Guide for Digital Catechesis



Moreover, Dr. Batan mentioned that three outputs were already in the final process of publication, including the *Catechetical Modules (CM)*, *Katesismo kay San Jose (KSJ)*, and *Katekistang Tulang Pananaliksik (KTP)*. He also highlighted that, in relation to this workshop, the expected output is the production of a guidebook on Teaching and Learning Catechesis (*TLC*) or *Katekistang Malikhain* (Creative Catechesis)

The encompassing concept of this series is “catechist”. To explain the series, Dr. Batan emphasized that its main goal is to be appreciated by the catechists, not the academe nor the Church authorities. He also stated that the inspiration for producing these books was not to receive recognition or awards but to support the Church and the catechists in improving the country's catechetical ministry.

After his discussion, Dr. Batan asked each participating interventionist to share their insights about this publication plan. Below are their key takeaways:

- Dr. Trocio-Bagaipo shared that, “the project’s direction is clear,” and that it is “about the catechists and for the catechists.”
- Mr. Quimson underscored that this project would truly be helpful for the Church and described it as attainable and very specific.
- Mr. Rosales mentioned that “this would be the most practical gift that we could give to the catechists of the Philippines or even beyond.”

Aside from the interventionists, he also asked Dr. Navidad to share some learning points from her previous intervention engagements and other experience. Here are the highlights of her sharing:

- It is important that the concept and outline of the publication output are clear.
- In the outline, the chapters’ rationale and objectives should be clear to reduce the burden for the writers in drafting the content.

- There should also be a timeline for a presentation to provide a space for the writers, editors, and affiliated Church authorities to evaluate the initial drafts.
- In the case of a guidebook for catechists, the application of the suggested strategies or policies should be practical and inclusive, considering not all catechists are degree holders.

Sharing of Catechetical Modules (CM) & Catechetical Human Resource Handbook (CHRH) Conceptualization Process

At this juncture, Mr. Joven introduced Mr. Espinosa to share some points about the conceptualization and development process of *CM* and *Catechetical Human Resource Handbook (CHRH)*. He also mentioned that the most interesting aspect of the process was the attempt to apply creative styles in producing research outputs.



The following are the highlights of Mr. Espinosa's sharing:

- The aims for preparing a guide (for *CM* and *CHRH*) are to provide an outline or framework of the research outputs and identify possible sections and content for each section that the writers could use in developing the research outputs.
- Considering *CM*, the framework adopted was the nine pastoral priorities for preparing for the 500 years of Christianity in the Philippines. The proposed sections were introduction, etymology, catechetical context, outcomes, values and spirituality, activities such as song analysis, and reflection.

- Considering *CHRH*, the framework adopted was the dimensions of catechetical human resources. Each main chapter would have five sections (rationale, situation, ends, means, and reflection). The goal for this output is to lessen the difficulty of reading the content. In other words, to make it more conversational than academic. The working proposal for the achievement of this goal is the use of metaphors from the Bible.
- The underlying key for the outputs is the conceptualization of a logical framework, which provides them a creative and conversational flow directed to the catechist readers.

Teaching & Learning Catechesis (TLC) Guidebook Workshop

In this part of the online workshop, Dr. Batan started by explaining the concept paper of the guidebook for *TLC*. Then, Mr. Joven shared the monitoring worksheet of *TLC*, containing the specific tasks for the interventionists, the structure and proposed content of the guidebook, and the initial book cover layout designed by Mr. Valientes.

Below are the highlights of the discussion:

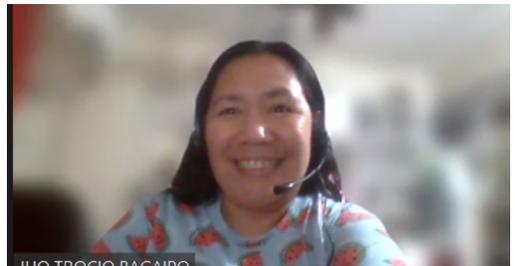
- The proposed guidebook has four chapters. Chapter 1 is about "*The State of Teaching and Learning Catechesis in the Philippines*," which contextualizes the *TLC* in the Philippines by utilizing the *NCS 2016-2021* data and answering the question "Why is there a need to write a handbook?" The *NCS 2021: PARI Project Research Team* would write this chapter.
- Chapter 2, on the other hand, will be prepared through the collaboration of the interventionists. It will provide a framework adapted from the Directory for Catechesis for the *TLC* guidebook.

Rationale & Objectives

This workshop aims to **conceptualize the modular outline** of the *Research-based Intervention Outcome (RIO)* initiative on the production of a **Guidebook on Teaching and Learning Catechesis (TLC)**. It gathers both the **NCS researchers and invited writers** in order to accomplish the following workshop goals:

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- Chapter 3 will contain the 12 pedagogies to *TLC*, which are symbolic of the number of Jesus' apostles. These pedagogies are:
 1. Parabula (Hesus – Ebanghelyo)
 2. Panalangin (Hesus – Ebanghelyo)
 3. Panayam (Lecture – Findings on catechists)
 4. Kwentuhan (Storytelling - Findings on catechists)
 5. Tula (Poetry)
 6. Awit (Songs)
 7. Sayaw (Dance)
 8. Teatro at Pelikula (Theatre and Films)
 9. Larawan at Letrato (Drawing and Photography)
 10. Kalikasan (Nature)
 11. Katahimikan (Silence)
 12. Talambuhay (Biography & Life stories)
- Four pedagogies were assigned to each interventionist. Each had to answer the following questions:
 1. Why is this pedagogy important to catechesis? (Context and rationale)
 2. What is this pedagogy all about? (Literature)
 3. How is this pedagogy applied to catechesis? (Sample lesson plan)
- Concerning the pedagogies, the interventionists were tasked to identify which saint and what quality of this saint signified each pedagogy. They also need to identify related quotes (from various catechetical documents such as the *Guide for Catechists*), prayers, Bible verses, sketches or images, and videos.
- In line with the quality of the saint, Dr. Trocio-Bagaipo suggested a possible alternative for it – the gifts of the Holy Spirit, to which Dr. Batan deemed acceptable.



- The last chapter, Chapter 4, entitled “*The Pedagogy of the Filipino Catechist (from Paulo Freire, in the spirit of PCP II)*,” discusses the spaces of catechesis relative to the Filipino context. Moreover, it endeavors to answer the question “When and where could we effectively catechize using the pedagogies of TLC?”
- Concerning what language would be used in the guidebook, Dr. Batan mentioned that he wanted a bilingual output. He suggested to the interventionist to write it first in Filipino, then translate it into English. He envisioned the book having the Filipino version at the front and the English translation at the back.

Some of the participants also shared their initial reactions and insights about the discussion:

- Mr. Rosales considered the proposed outline (structure) of the TLC guidebook as very detailed and complete.
- Mr. Quimson acknowledged the simplicity of the proposal's flow, the importance of the three guide questions in writing their part in Chapter 3, and the role of the "life of saints" section in making the pedagogical context more concrete. He also asked if there was a uniform outline for the lesson plan (the answer for the third guide question). Since the pedagogies are varied in many aspects, Dr. Batan responded that there would be no standard format for the sample lesson plans.
- Dr. Trocio-Bagaipo asked for clarification concerning the second chapter of the guidebook. As a response, Dr. Batan explained that what he wanted this chapter to exemplify was the landscape of the catechetical ministry in the country using the updated version of the Directory of Catechesis as the framework. In addition, he considered narration of the interventionists' catechetical and teaching experience as an approach to explain this landscape. Dr. Trocio-Bagaipo also asked if the team could provide a template where they could input their draft. Dr. Batan mentioned that Mr. Joven would share with them the monitoring worksheet, which would temporarily serve as their template.

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- Dr. Navidad deemed the proposed outline and concept a good start and reminded the interventionists to write the content with strict consideration for all catechists.
- Mr. Espinosa envisioned the outcome of this intervention project to be useful for the catechists.
- Ms. de Vergara expressed her excitement about how the inputs for this project would come out.

Dr. Batan then asked Mr. Joven to share the *TLC* timeframe, which is composed of submission, evaluation, revision, layout, and final draft. He encouraged the interventionists to convene and decide a due date for each aspect of the guidebook production.

Aside from the guidebook, Dr. Trocio-Bagaipo mentioned that there would also be a set of recorded audio-video materials. These materials would be produced by *ARTIST, Inc.* In light of this, Dr. Batan suggested that these materials could also be incorporated into the sample lesson plans.

Moreover, Dr. Trocio-Bagaipo informed the team of the possibility of presenting at the *Malikhaing Guro International Conference*. Dr. Batan responded that they could draft a working abstract and submit a paper for this matter. In relation to the conference, his expectation is for them to concentrate on the argument “why the need for creativity is doing catechesis in the country?”



Concluding Activities

At the end of the discussion, Dr. Batan asked each workshop participant to describe his or her key takeaways in one word and explain why:

- Mr. Espinosa – Creativity. There is a need to be creative in doing catechesis in the country.
- Dr. Navidad – Applicability. All outputs will be applicable to the catechetical ministry.
- Mr. Valientes – Connectivity. All outputs are interconnected to one another.
- Mr. Quimson – Mission. This intervention is about helping the Church.
- Mr. Malatag – Practicality. One way to describe these outputs is practical.
- Ms. de Vergara – Learning. There is much new learnings from the process.
- Mr. Joven – Wow. One way to express the workload and the worth this intervention entails.
- Mr. Rosales – Efficiency. Hoping that they, the interventionists, and the catechists would become efficient throughout this intervention activity.
- Dr. Trocio – Panalangin. For this activity to be successful there is a need for the Lord's guidance.
- Dr. Batan – Katekista. This project started with an operative definition of this term Katekista and will end with a more encompassing definition.

Mr. Quimson ended the workshop with a prayer.



University of Santo Tomas' (UST) contribution to
500 Years of Christianity (YOC) in the Philippines

