

2019



Workshop on Research Tool Development Studying Catechetical Centers (SCC)

May 5, 2019 (Sunday) | 7:00 AM – 4:00 PM
Room. 201-203, Thomas Aquinas Research Complex (TARC),
University of Santo Tomas (UST)



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NCS 2021: PARI Project

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MS. CARMEN ANCHETA, *St. Pedro Calungsod Lay Catechetical Formation Center, Tiaong, Quezon*

Attended By Selected Lay Catechists From

- *St. Pedro Calungsod Lay Catechetical Formation Center, Tiaong, Quezon*



Introduction

This workshop aimed to discuss research design tools for institutional historical research, emphasizing the importance of capturing appropriate content and context to obtain authentic and truthful data. Moreover, the workshop's specific objectives are:

1. To establish an understanding of institutional historical research and how it is done;
2. To provide a space and dialogue sharing in the making of institutional historical research;
3. To examine pre-designed research tools for the pastoral action research, *Studying the Catechetical Centers (SCC) of NCS 2021: PARI Project*, which could be used as a framework for writing institutional historical research.

This workshop has four segments. The first segment, *Kwento Ko: Narrating My Life Stories*, was all about the life stories of the attendees. The second was *Kwento Nila: Knowing about the Center*, which was about the St. Pedro Calungsod Lay Catechetical Formation Center (the institution) and its establishment, -- story, and inspiration. Third, *Kwento Namin: Building a Community*, focused on knowing how they built their community in Tiaong, Quezon. Lastly was *Kwento Natin: Our Institutional History*, which investigated the role of the lay catechist of Pedro Calungsod in the Catechetical Ministry (CM) not only in Tiaong but also across the country.

Studying Catechetical Centers (SCC)



Workshop on Research Tool Development

with the Lay Catechists of St. Pedro Calungsod Formation Center

May 5, 2019 | Sunday | 9:00 AM - 4:00 PM
Seminar Rooms 201-203
Thomas Aquinas Research Complex (TARC)
University of Santo Tomas (UST)



Visual creative method

Advantages of visual creative tool:

- visual methods have the capacity to access the inner, the emotive, the creative and the subjective
- the visual has the ability to hold things together and give wider meaning to social flows as a whole.

Registration and Introductory Activities

The registration for the workshop started at 6:30 AM with breakfast served before the orientation on the program flow. Dr. Batan facilitated the orientation and introduction of participants at 8:00 AM.

Dr. Batan also gave an overview of the importance of institutional historical research and the process of preparing for an activity. He mentioned the importance of the organization of venue and materials, the provisions of food, the division of program committee responsibilities, the formation of an alternative plan, and the establishment of a casual atmosphere to engage participants.

A spontaneous prayer, led by Ms. Manalili began the day followed by the singing of the Philippine National Anthem was performed.

Ms. Andaya welcomed the participants and guests who came for the workshop. She expressed her gratitude for the warm welcome to the *National Catechetical Study (NCS) 2021: Pastoral Action Research and Intervention (PARI) Project Research Team* last April 28 at the St. Pedro Calungsod Lay Catechist Formation Center in Tiaong, Quezon. Moreover, Ms. Andaya also mentioned the significance of the day's workshop and the ideas and experiences that they would share for the project. Then, she introduced the research team members and guests.



Introduction of Attendees

Dr. Batan asked the participants to introduce themselves and give their expectations in from the workshop. The following are their expectations:

- To learn from all the speakers and share what they have learned with others;
- To get ideas for their research topic;
- To enjoy the workshop; and
- To express themselves and learn how to ask the right questions.

Workshop Overview

Dr. Batan gave an overview of the programme workshop and the errors committed in the former workshops. During the previous workshops, he expressed that the lack of knowledge of the team members and workshop participants on utilizing technology, such as online Google documents, caused difficulty in facilitating those activities. For this reason, the *NCS 2021: PARI Project Research Team* developed appropriate tools for all to obtain sets of significant data. Moreover, he mentioned the workshop's objectives.



Workshop 1

Kwento Ko: Narrating My Life Stories

The team introduced the concept of free writing a life history and its use to document institutional historical research. This workshop employed two research tools. First was writing of life history which had two guide questions:

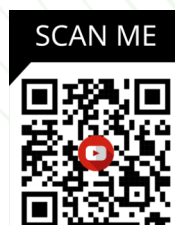
1. How do you describe yourself?
2. What metaphor do you use in telling your life story?

The framework in free writing assisted participants in documenting their life stories.

Second, the life history calendar presented items that required the participants to mark specific year/s when they experienced the events described. This tool's purpose was to help the participants identify significant life events that they could use in narrating their life history. It included questions about the participants' profile such as birth date, date of baptism, number of years living at home or when they transferred to another house location, and (if applicable) year when their parents left the country to work abroad. It also asked questions focused on education. These items asked when participants started schooling, years in grade school, high school, vocational school, etc. Moreover, it contained items about their religious background like years of service in the Church and when did they begin reading the Bible; and more personal questions such as recreational experiences (vacation, love story, vices, etc.).

The participants were given instructions in answering the tool and writing their stories based on the information derived from the life history calendar. Since it was the first time for the participants to answer a life history calendar tool, some were confused. To remedy this issue *the NCS 2021: PARI Project Research Team* guided all the participants in accomplishing the tool.

Watch the short video
of the event here:



Dr. Batan facilitated the discussion for processing and emphasized the following:

- The participants could provide more information if the life history calendar had more specific items for inquiry.
- The tool should vary based on the participant's age – the older the participant, the longer the calendar will be.
- The tool could be used as a guide for the interview, and the interviewees should be the ones to input the responses they provided.

Participants gave their inputs and reaction regarding the use of the mentioned tool. Here is the summary of insights that they shared:

- The life history calendar tool was a great medium for the participants to recall their experiences.
- The workshop was a detailed process of creating appropriate questions for the tool.
- The tool will always be based on the researcher's perspective.
- The activity provided self-reflection, thus recalling both the good and bad experiences.
- The tool assisted the participants in sharing life activities and stories.
- The participants remembered their meaningful life events through a systematic approach.
- The participants shared experiences at a particular period.



7 | Workshop 1 *Kwento Ko: Narrating My Life Stories*

Another suggestion in aiding participants to recall life events is the use of diary or journal writing. Journal writing could be used in documenting the life history of a person or an institution. Moreover, institutional historical research writers could practice how to narrate their story by using different meaningful metaphors beautifully.

Workshop 2 *Kwento Nila: Knowing About the Center*

The workshop focused on institutional historical research. The concept of an institution was first discussed, followed by an explanation of the aforementioned research. Historical research is a social science method that uses institutions to look for a sequence in patterns that change over time. The focus is on identifying the development of institutions in the social, economic, and political contexts. It can also look at the institution's timeline to identify when it started and how it developed over time. Emphasis is given to the importance of the institution's history because of its role and contribution to society. It reflects on the historical processes in creating and maintaining enduring institutions and the roles of individuals in shaping the institution over time.



The features of institutional historical research, as discussed, are the following:

1. It addresses questions that are of interest to the public;
2. It takes time seriously
3. It analyses the context of the institutions at a time.

The overview of the SCC project was explained by Ms. Anorico, emphasizing its rationale, study focus, concept, and significance. The discussion of the visual-creative analysis tool followed.

The visual creative method is the application and reflection which examines the practices and value of visual approaches as a qualitative tool in the field of social science and related disciplines. The logic of using visual communication, engaging with others and the global community through what we see around us, and connecting in social networking sites was discussed. Thus, this method could allow formation centers to focus on and promote *CM* programs, projects, and activities. Additionally, through this approach, formation centers (and other institutions) could access the inner, the emotive, the creative, and the subjective together and give wider meanings to social flows as a whole.

The visual analysis tool content and the social media presence were explained. The essential thing to keep in mind here is that in all of the materials and online pages, one important thing should always be answered – "What is the purpose of all these?" All learning, training, and online materials should be geared towards the attainment of the overall goals and objectives of the institution. After the discussion, the *NCS 2021 Research Team* facilitated a 15-minute exercise where the participants were grouped into four teams – *LCPC*, *Pedro*, *Calungsod*, and *Katig*. They were tasked to go around the *UST* campus, identify functional materials and spaces used and placed in different areas, and think of the purposes and functions of said identities.



9 | Workshop 2 *Kwento Nila*: Knowing About the Center

Ms. Anorico facilitated the discussion of observations and insights after the short activity. The participants listed down the materials and spaces they identified on the whiteboard. Some participants were able to go as far as the *UST Main Building* and the *Santísimo Rosario Parish*. The others stayed near the workshop venue, *Thomas Aquinas Research Center (TARC)* and *Graduate School* building.

Each team explained the purpose of the identified materials. Here are some of the materials they mentioned: elevator, electric fan, bulletin board, CCTV camera, comfort room, name of the buildings, entrance gate, etc.

The insights from this workshop are as follows: (1) importance of the functions of all materials in the catechetical center; (2) significant meaning of symbols and labels of buildings, rooms, and learning spaces; and (3) emphasis on creating and developing the catechetical formation center to be catechesis itself.

All spaces should be an opportunity to strengthen and nurture faith. Dr. Batan emphasized the idea of placing all catechetical outputs, songs or poems, in different areas in the formation center. It would assist the visitors or the guests of formation centers, especially during Lenten season, to reflect, for those visual aids would make formation centers a catechetical space.



Workshop 3

Kwento Namin: Building A Community

The third workshop focused on the use of three important research strategies and tools. These methods included note taking, interview and *focus group discussion (FGD)*, and curricula analysis.

Dr. Batan first gave tips on note taking. Here are some of the important points from his discussion:

- It is crucial to always document because good ideas come when we are relaxed and have simple conversations with other people.
- There is a big difference between knowing and writing what you know.
- Note taking should be a practiced skill.
- Notes can also be a daily log to help one remember past events and experiences.
- Three things to remember in note taking are (1) making an identifier, (2) the date, and (3) place. These factors are important because they provide the nature and context of the activity.
- Two types of notes are open notes and coded notes.

Kwento Namin is listening to each other's stories. In documenting these stories, researchers usually employ two approaches - interview guide and *FGD*. One should remember that ethical consideration is important when doing an interview. For this reason, the interviewee consent form is very important.



11 | Workshop 3 *Kwento Namin: Building A Community*

For this workshop, the activity given to the participants was taking notes while watching the video interview of Dr. Batan with the *LCPC* founders, Atty. Ancheta and Ms. Ancheta. The recorded interview contained the story of the institution's founders, beginning, establishment, and challenges encountered. The participants shared some notes they listed after watching the interview. Then, Dr. Batan highlighted the importance of the activity – the formation center is about the space and those who belong to it. A formation center is built by people who have emotions and experienced life events. In other words, it also tackles the issue of who the members are and how they affect the institution's narratives.

As explained by Ms. Anorico, formation curricula and modules are also data that researchers in writing institutional historical research can use.

Some points mentioned about the curricula are the following:

- It is a total guided experience.
- It starts with the sequence and development of topics and learning activities to achieve the overall goals of the formation center.
- It includes updated materials and the use of technology in teaching and learning.
- It analyses the curriculum to identify challenges in implementing activities and projects and decision-making and continuity of the programs.

The three main parts of a curriculum are (1) philosophy, vision and mission; (2) goals and objectives; and (3) assessment and instructions and instructional leadership.



Since making curricula is a collaborative work, involving all members of the formation center is essential because it will affect all aspects of the center – its administrators, formators, students, support staff, and materials that the center will acquire to achieve curricular goals. Dr. Batan then challenged the lay catechists to design their curriculum and use it for the children near the formation center. It would be a preparation for them to be formators. He underscored that the death of an institution is when members do not have the initiative to improve their situation. He cited the Parable of the Talents, emphasizing that it is receiving the blessing and accountability of how to enrich these blessings.

The second activity for this workshop explored the *FGD* approach. In the beginning, Dr. Batan discussed *FGD* using guide questions as the focus of inquiry. Then, the participants were grouped according to their batch (2013-2018) and were asked to discuss for ten minutes their experience at *LCPC* using the guide questions.

The *FGD* report of each batch summarized the following points:

- Batch 2018 - Some of the buildings at *LCPC*, such as the chapel and dormitories, were still under construction.
- Batch 2017 - Different activities were organized, such as a Christmas party, cleaning the center, seminars, and outings.
- Batch 2016 - Insights such as learning the Word of God and respect for the people's privacy were shared.
- Batch 2015 - Activities such as taking good care of boars, horses, and carabaos were experienced, and challenges such as the implementation of the K-12 curriculum caused other members to leave the institutions.
- Batch 2014 - Some buildings were still under construction. They only slept in a nipa hut in the formation center. Difficulties in socializing with some members were experienced due to differences in language, attitudes, and beliefs by the members. The members also tended farm animals such as carabaos, cows, sheep, horses, and pigs. They underwent formation and practiced daily prayers, masses, and confessions through the guidance of their spiritual director.

- Batch 2013 - This batch was part of the *LCPC* launching and moving to Tiaong, Quezon. The members also helped in the building construction. Moreover, they participated in morning prayers, bible sharing, formation and training, and Bible translation.

Dr. Batan explained the importance of weaving together the stories of each batch to form the institutional story of *LCPC*.

Workshop 4

Kwento Natin: Our Institutional History

The last workshop and the final activity focused on the alumni tracer study and the presentation of research poems, respectively. Ms. Anorico explained the concept of a tracer study. It is a survey (in written or oral form) of graduates from education institutions, which sometimes occurs after graduation or training. The purpose of the tracer study is to know the path that graduates follow when they finish the program, the factors that influence graduates' perspectives, assessment, and motivations regarding their education experience and what affected the graduates' situation after completion of their studies.

The significance of this study includes providing information on the fortunes of their graduates to make a complete assessment of how the educational process has impacted their graduates; making modifications that could enhance their students' chances of achieving success; identifying alumni who are also heroes of the formation center that inspires its members and connections also in the field.



To relate the tracer study to the formation center and the participants, each batch should maintain connections with all batch members. Information such as the years it took them to finish the program, when did they practice *CM*, when were they married, discontinued, and returned to *CM* can help the formation center plan, develop, and make decisions regarding programs and projects in the future.

As a simple activity for this part, each batch had a batch picture taking with the founders of *LCPC*. This activity, though simple, strengthened participants' connection to their batch mates.

After the *RTD* workshop, Dr. Batan shared his research poem entitled *Krus na Daan ng Katekistang Lingkod*. He explained that research poems and proofs of research outputs could be any form, such as narratives or poems. The content of his poems is from the research data of *NCS 2018*. This type of research presentation output makes it more relatable and easier to understand for people unfamiliar with the research process, analysis, and interpretation.

Concluding Activities

After the four workshops, the *NCS 2021: PARI Project Research Team* facilitated the evaluation of these workshops, awarding certificates to all participants, and taking group photos for documentation. To close the event, Dr. Batan shared a message of gratitude for the active participation of guests and participants during his concluding remarks.





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

