

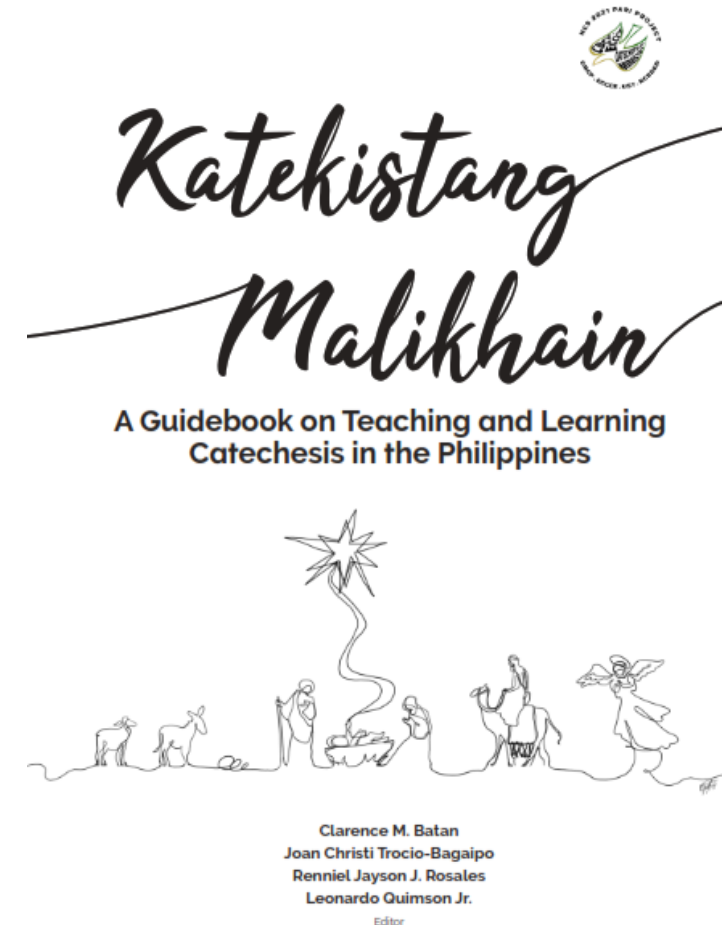
Katekistang Malikhain: An Exploration to Teaching and Learning Catechesis Creatively

Clarence M. Batan, *University of Santo Tomas*

Renniel Jayson Rosales, *Sta. Teresa College, Batangas*

Jonathan James Canete, *La Salle College of Antipolo*

Keith Aaron Joven, *University of the Philippines Diliman*





**National Catechetical Study (NCS) 2021:
Pastoral Action Research and Intervention (PARI) Project**

Katekistang Malikhain:

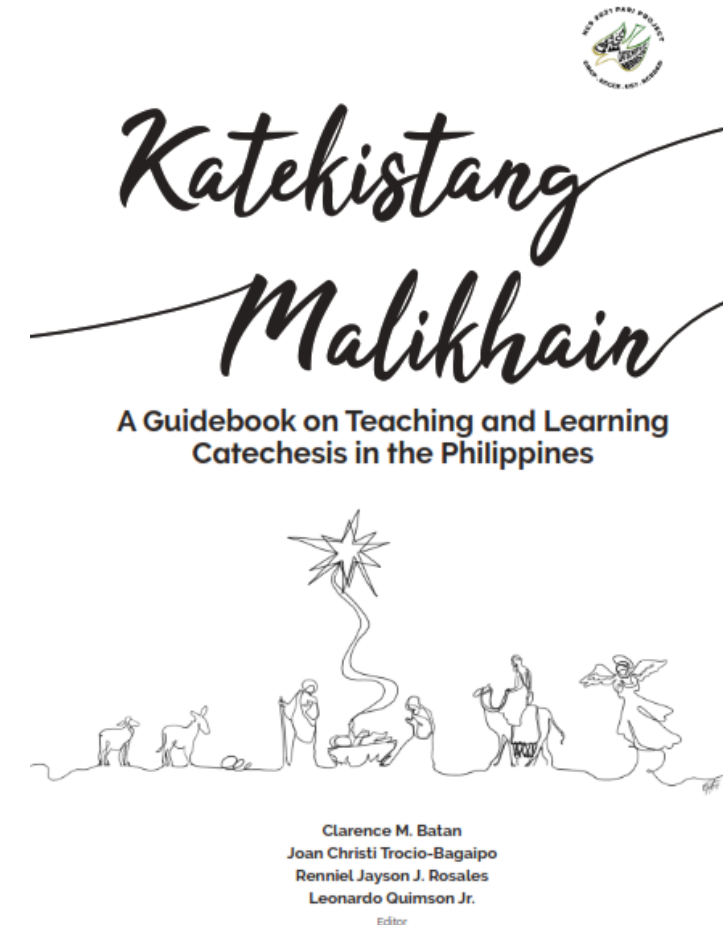
An Exploration to Teaching and Learning Catechesis Creatively

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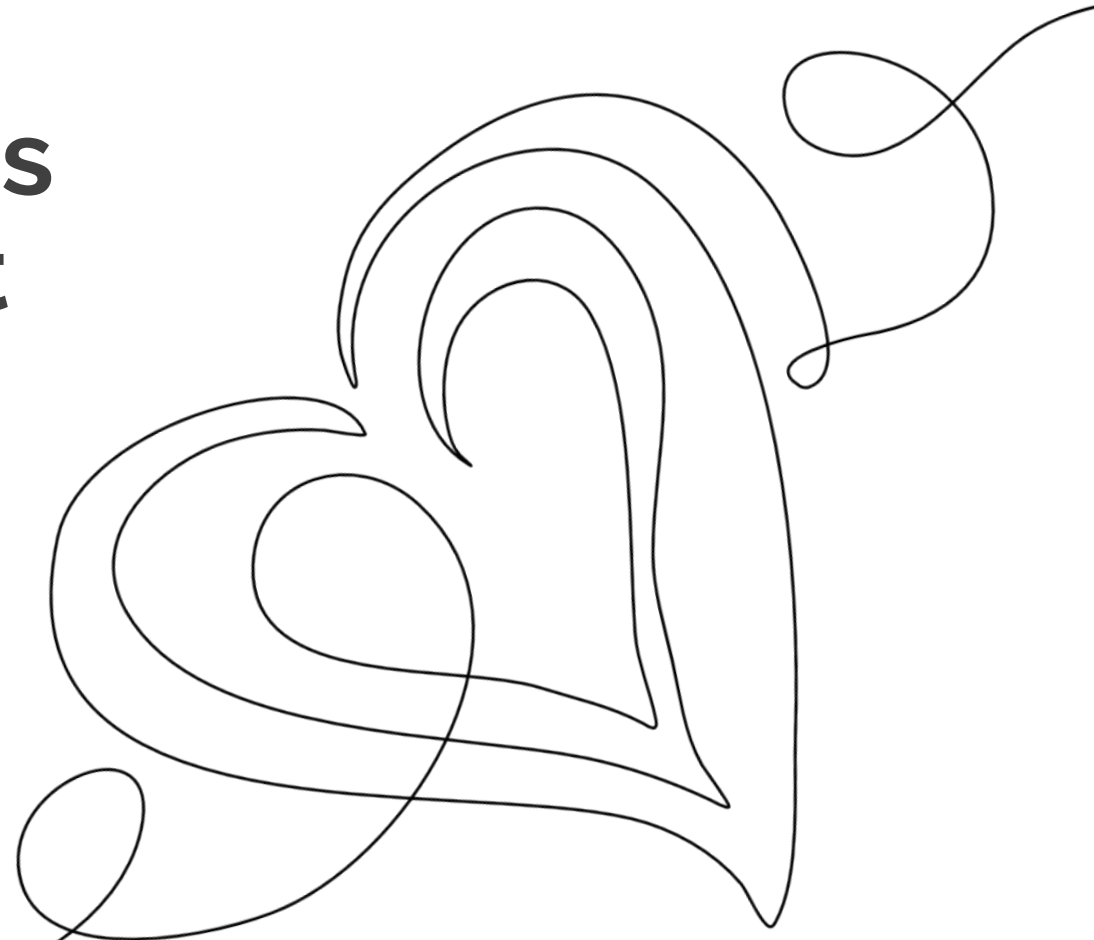
Jonathan James Canete, *La Salle College of Antipolo*

Keith Aaron Joven, *University of the Philippines Diliman*



Creativity is as important as literacy and numeracy, and I actually think people understand that **creativity is important – they just don't understand what it is.**

Ken Robinson



Our **research**
focuses on
catechetical spaces.



KATEKISTANG MALIKHAIN

KWENTONG KATEKISTA 9





Katekistang Malikhain: Creative Catechetical Resources

Presentation outline

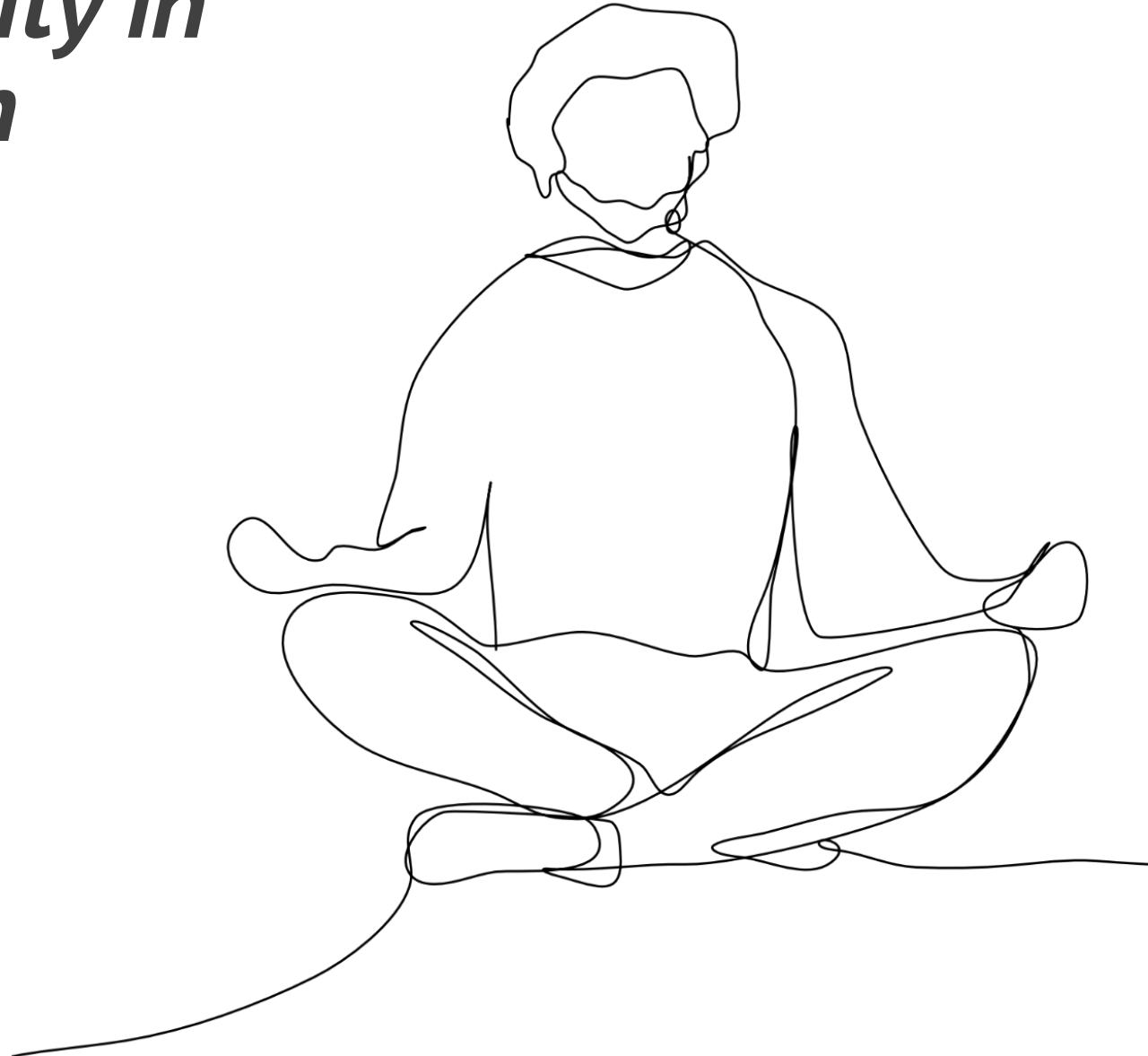
- Research focus
- Argument
- Methods
- Relevant literatures
- Findings & discussion
 - *Teaching catechesis research findings using the NCS 2016-2021*
 - *Intervention initiative on teaching and learning catechesis*
 - *Sample creative modules for teaching catechesis*
- Concluding insights



Research Focus:

Problematizing creativity in catechetical education

- What difficulties do the catechists face in doing catechesis?
- Is there a need to teach catechesis creatively?
- What creativities can we develop from this process?



Argument

- Catechesis can be done **creatively**
- **Reinventing** and **developing new pedagogies** in the teaching of Catholic faith



Argument

- **Creativity** in ideas, pedagogies, relationships, and engagement with communities



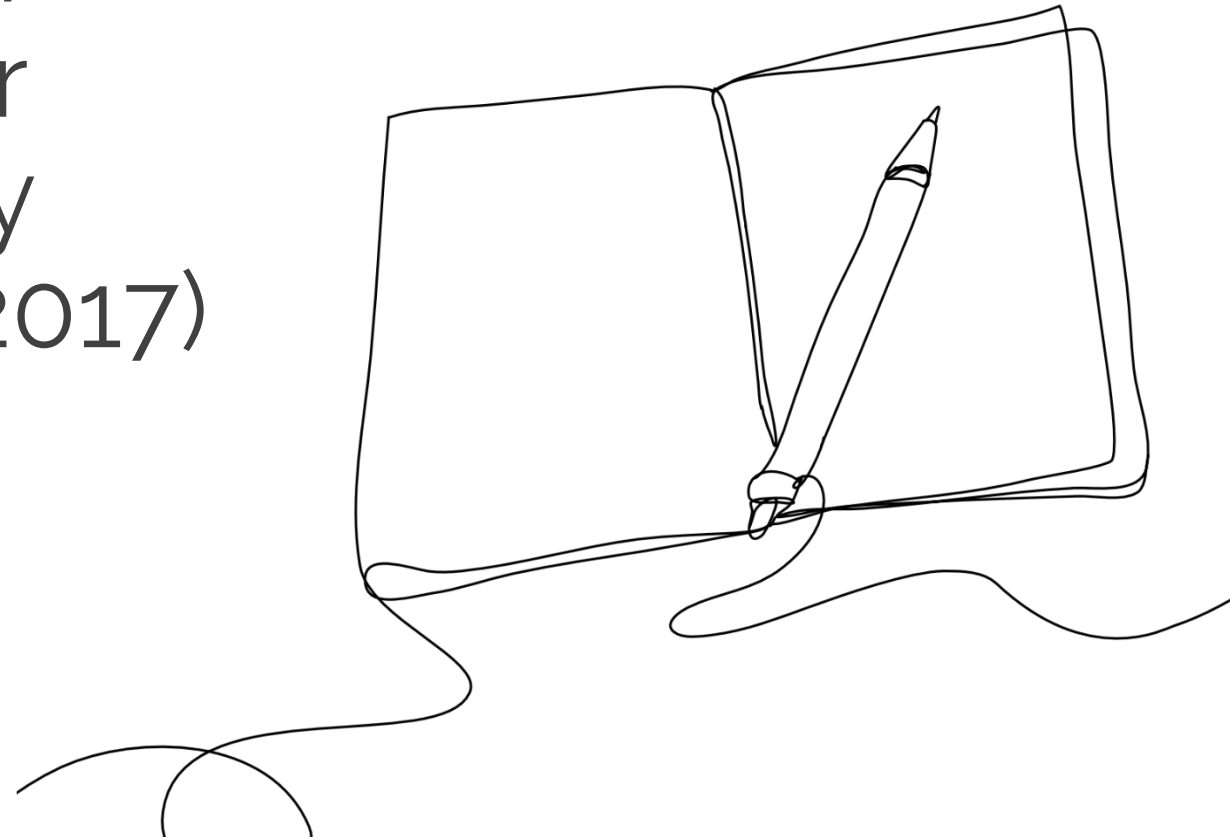
Methods

- Descriptive
- Using mixed method results from survey, interviews, and focus groups
- Observations and narratives
- Reflections



Literatures on Creativity

- Traditional methods of teaching are no longer relevant to 21st century learners (Narayanan, 2017)



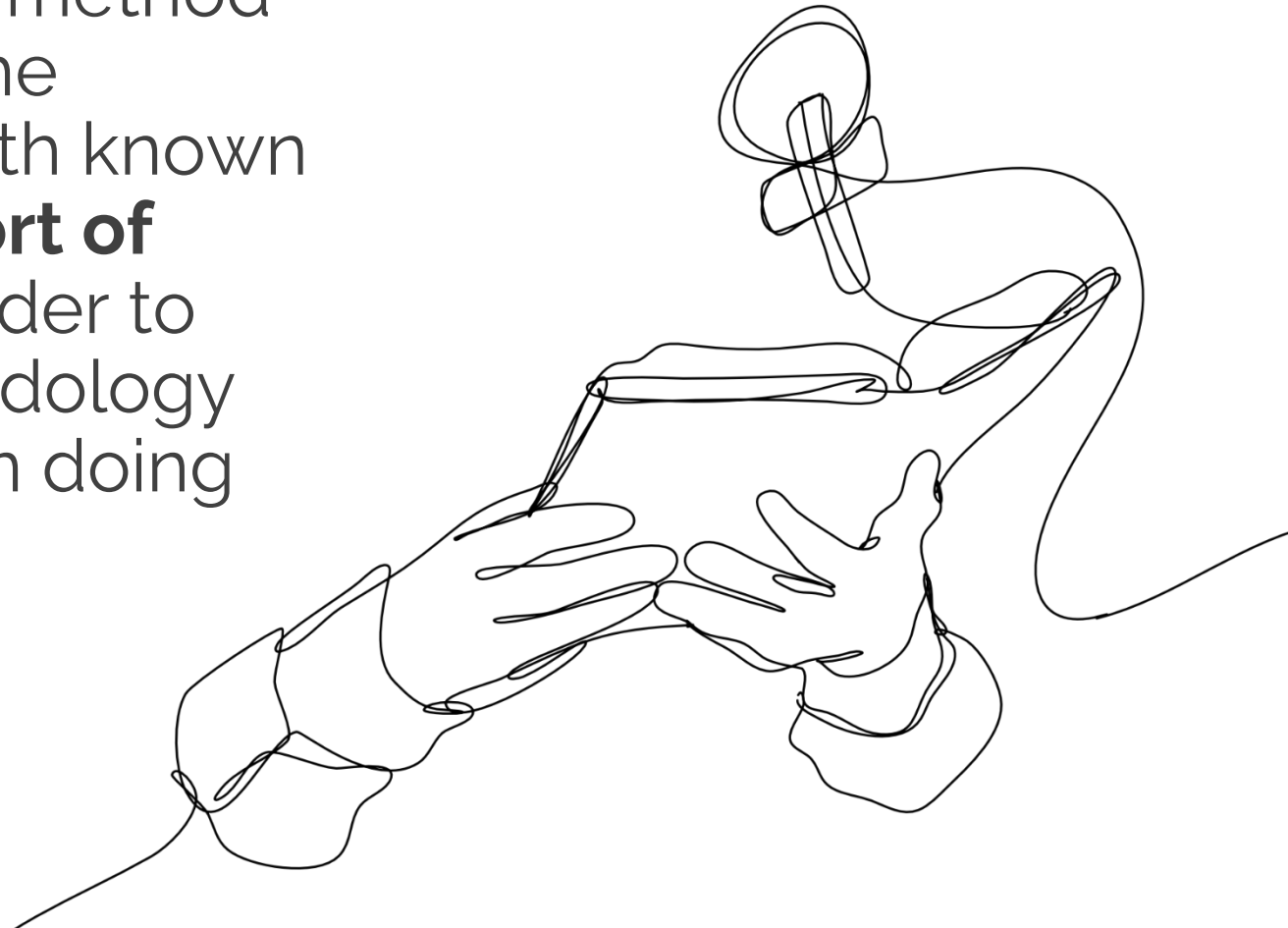
Literatures on Creativity

- There is a need to **promote creativity in teaching** so students can develop knowledge better (Gaspar & Mabic, 2015) and learn more (Salna, 2012).
- For teachers to be creative, they must first be **trained and equipped with enough resources** to promote creativity (Horng, et al, 2005)



Directory for Catechesis

- The Church does not have a method of her own for proclaiming the Gospel, nor in making the faith known to people. Therefore, an **effort of discernment** is needed in order to determine a effective methodology and pedagogical approach in doing catechesis (DC, 2020, #196)

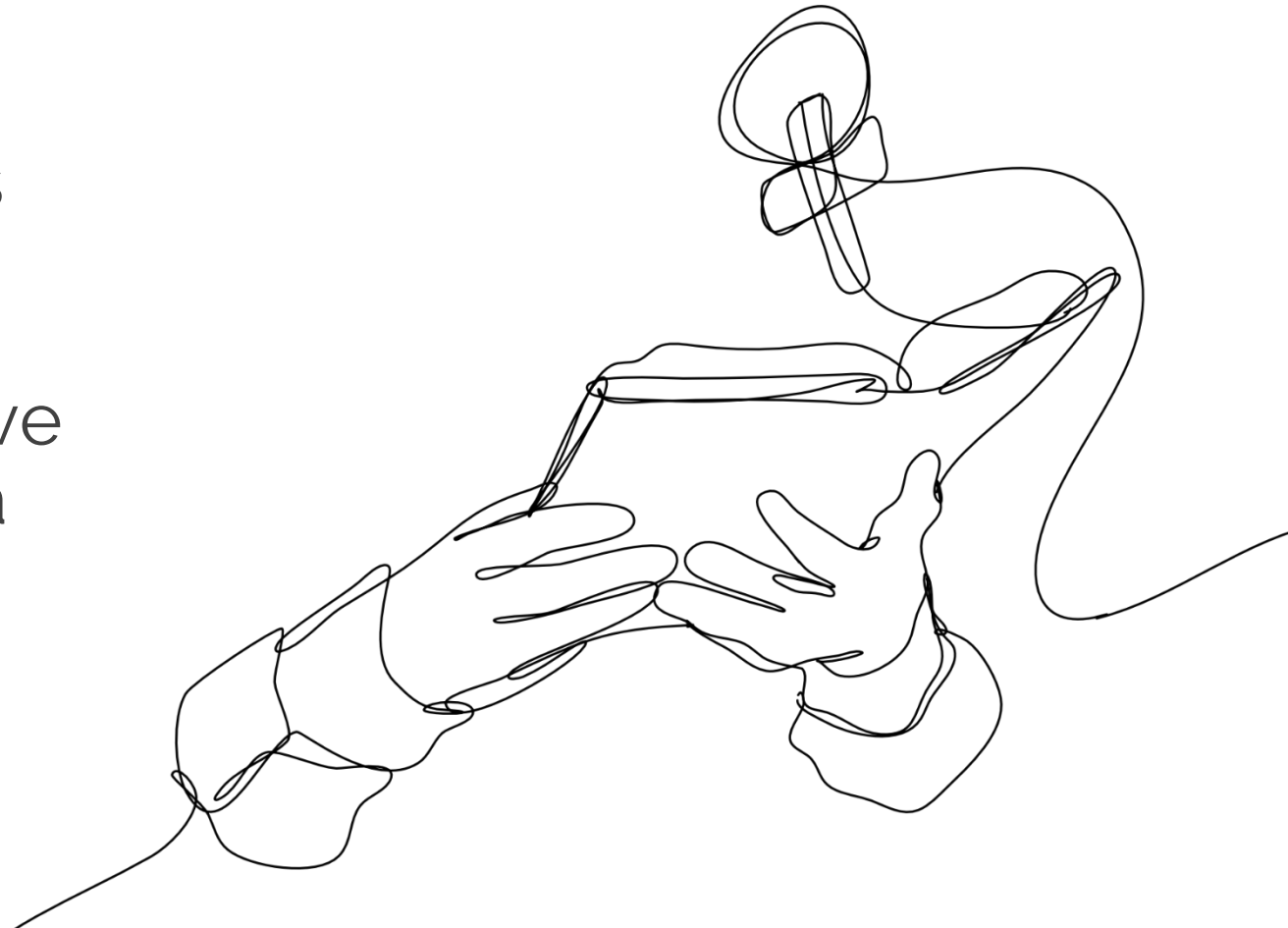


Directory for Catechesis

- Catechetical process such as **relationship, dialogue, reflection, silence, and accompaniment** can be used as a way of reception (receptio) and internalization of the learners. (DC, 2020, #203)
- Arts can also be used in teaching and in learning catechesis. By way of presenting **different forms of arts such as music, visual arts, theatrical plays, and dances**, learners may perceive catechesis in an enjoying and participative learning. (DC, 2020, #209-212)

Directory for Catechesis

- Arts can also be used as a way of **expressing the learnings upon reception and internalization** of catechesis such as writing poems and stories, composing songs, drawing images, interpretative dancing, and plays can last a lifetime rather than merely listening to the catechists' discussions/lectures (DC, 2020,#209-212).



Findings & discussion

- *Teaching catechesis research findings using the NCS 2016-2021*
- *Intervention initiative on teaching and learning catechesis*
- *Sample creative modules for teaching catechesis*



Teaching catechesis research findings using the NCS 2016-2021





NCS 2016-2021: PARI PROJECT



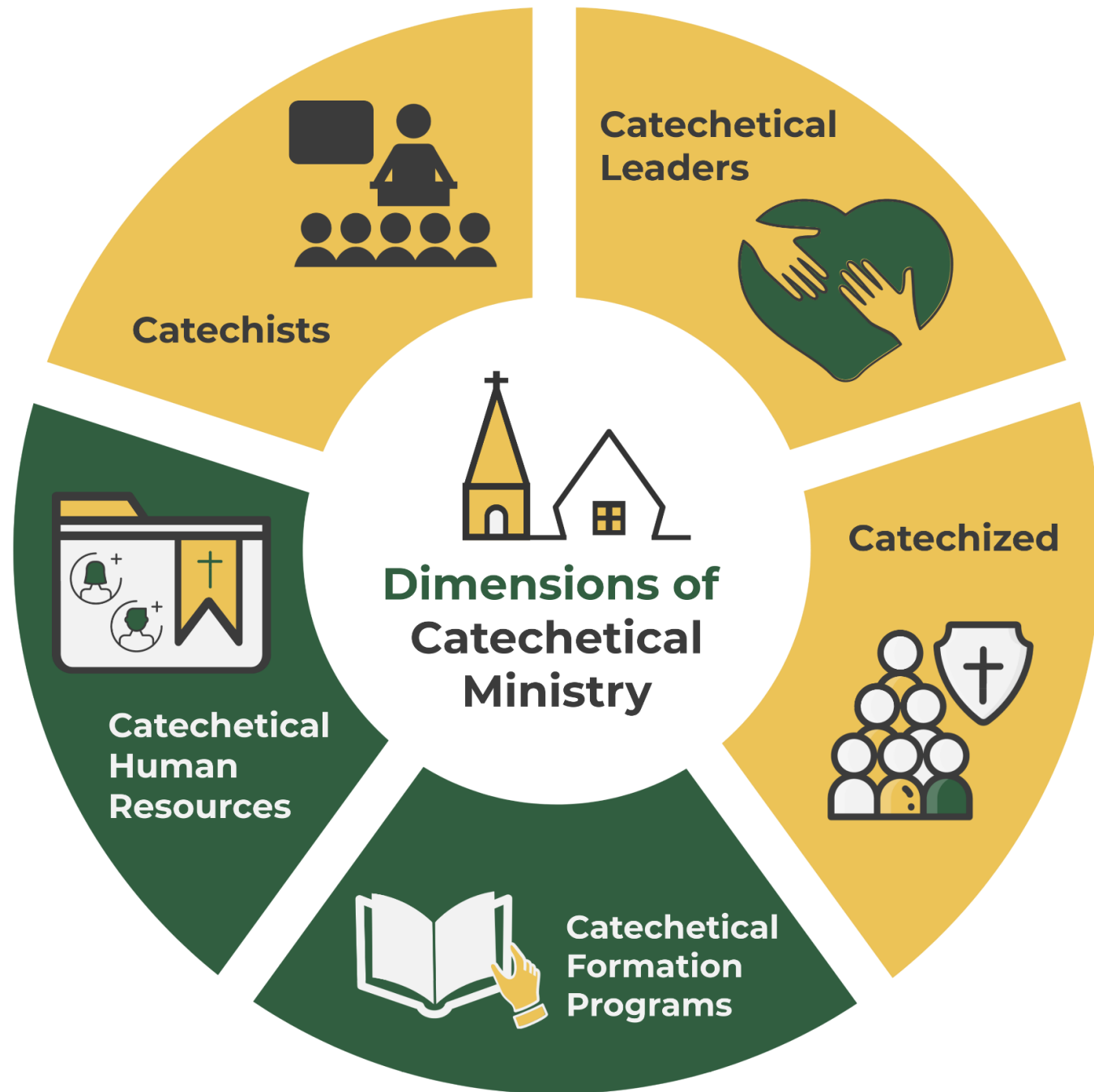
NCS 4

Fourth National Catechetical Study (NCS) 2018 by the Episcopal Commission on Catechesis and Catholic Education (ECCCE)



NCS 5

Fifth National Catechetical Study (NCS) 2021: PARI Project by the Episcopal Commission on Catechesis and Catholic Education (ECCCE)



DEMOGRAPHIC PROFILE OF THE CATECHIST RESPONDENTS



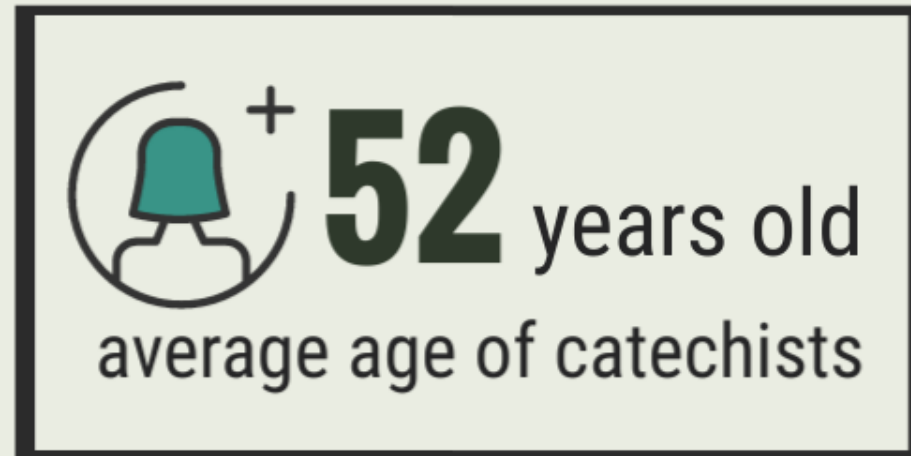
NATIONAL

26,978

surveyed catechists validated for analysis

AGE OF THE CATECHIST RESPONDENTS

NATIONAL



n=26,262

BIOLOGICAL SEX OF THE CATECHIST RESPONDENTS

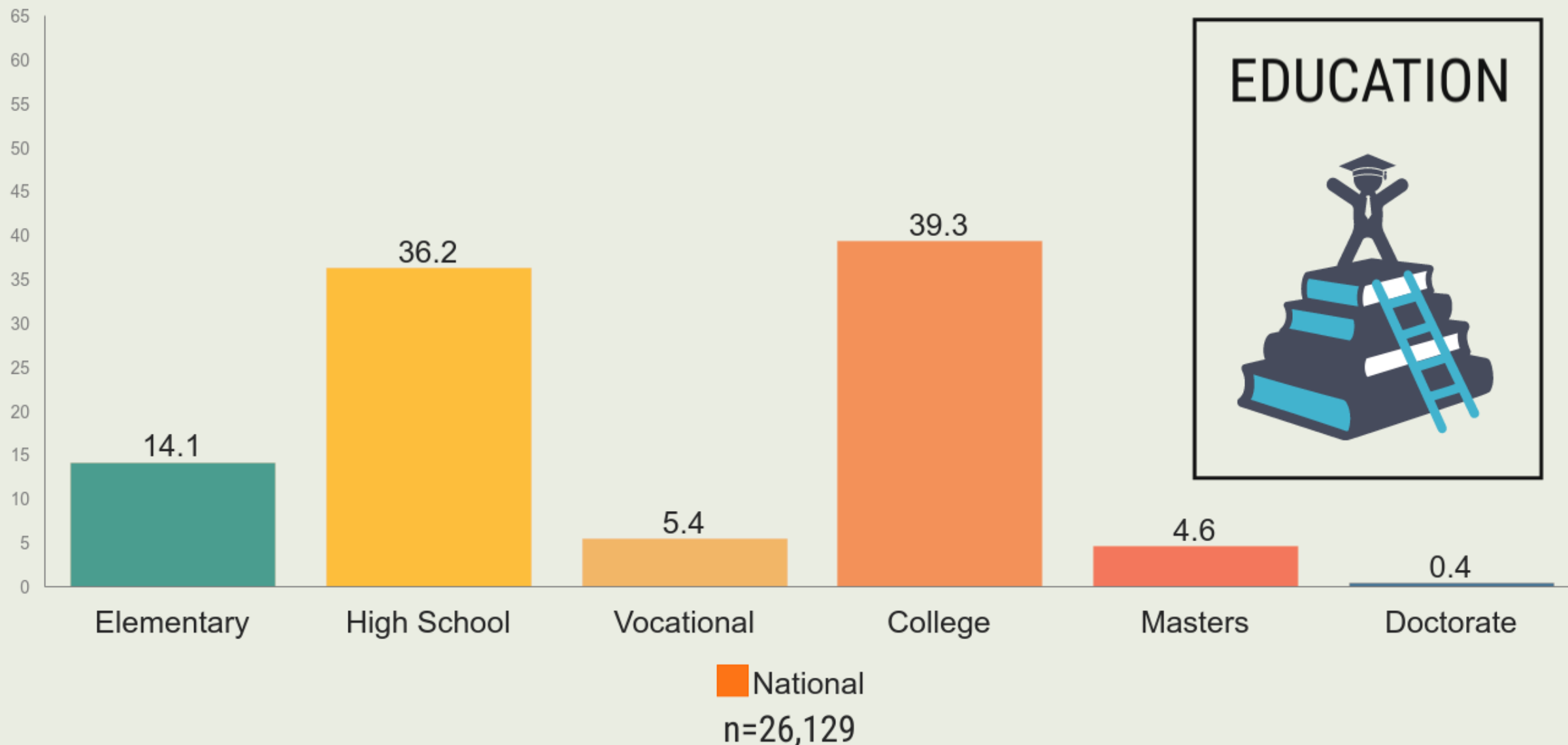
NATIONAL

n=26,217

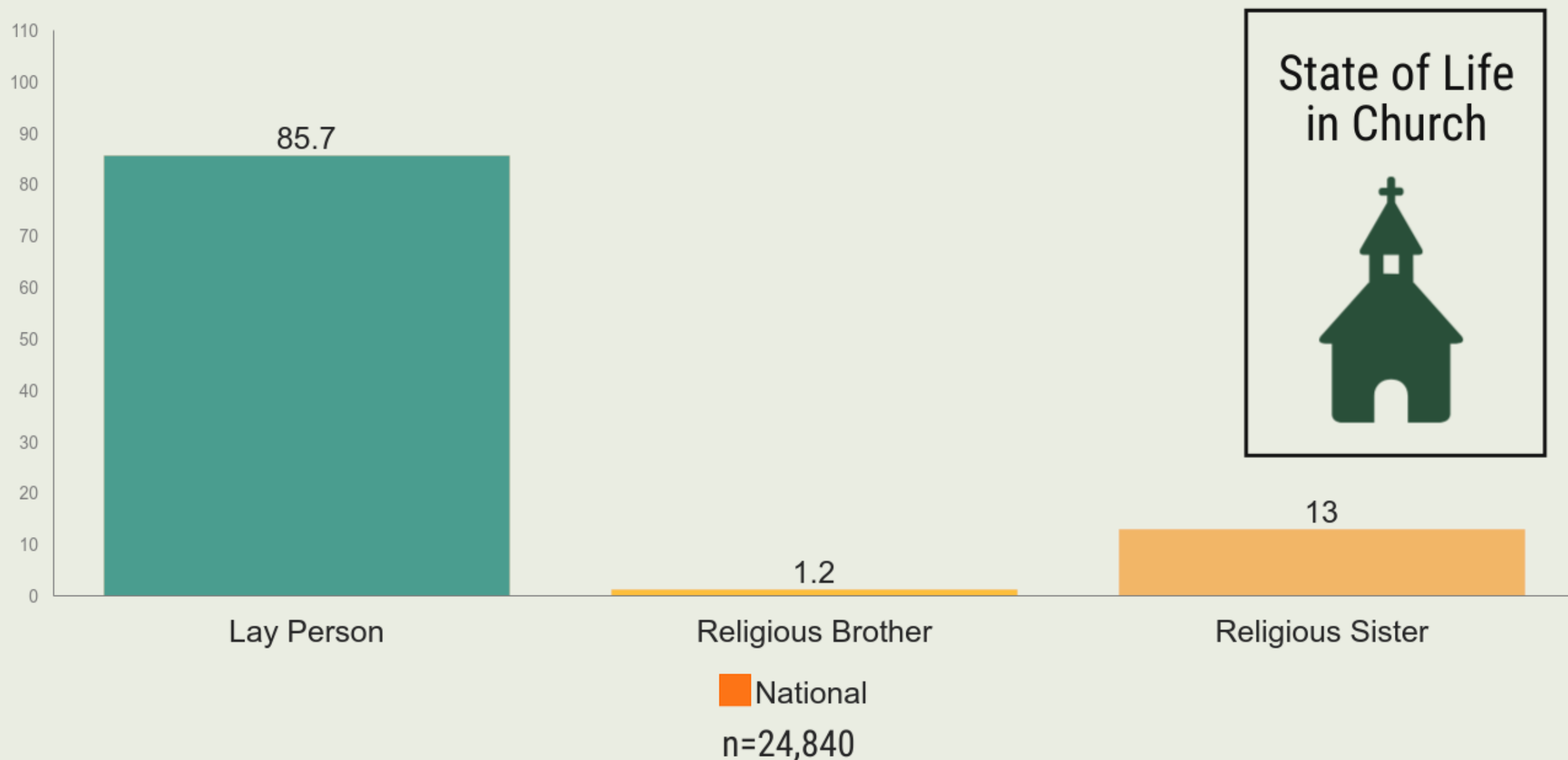


93%
women

Highest Educational Attainment of Catechist Respondents



State of Life in Church of Catechist Respondents



NATIONAL

Where are you doing catechesis?

n=369 to 18,942



70%

Public School



50%

Parishes



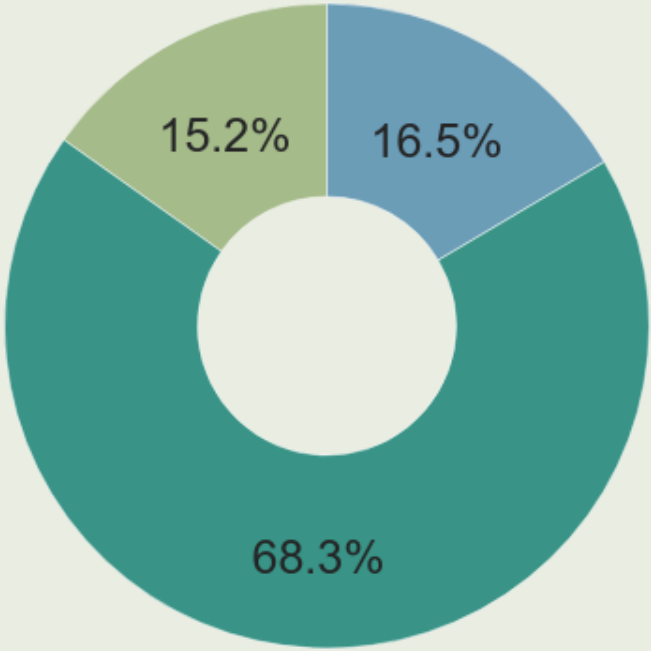
n=313 to 23,410

87% of the
catechized are
**elementary
pupils**

How are you ministering as a catechist?

National

n = 24,776

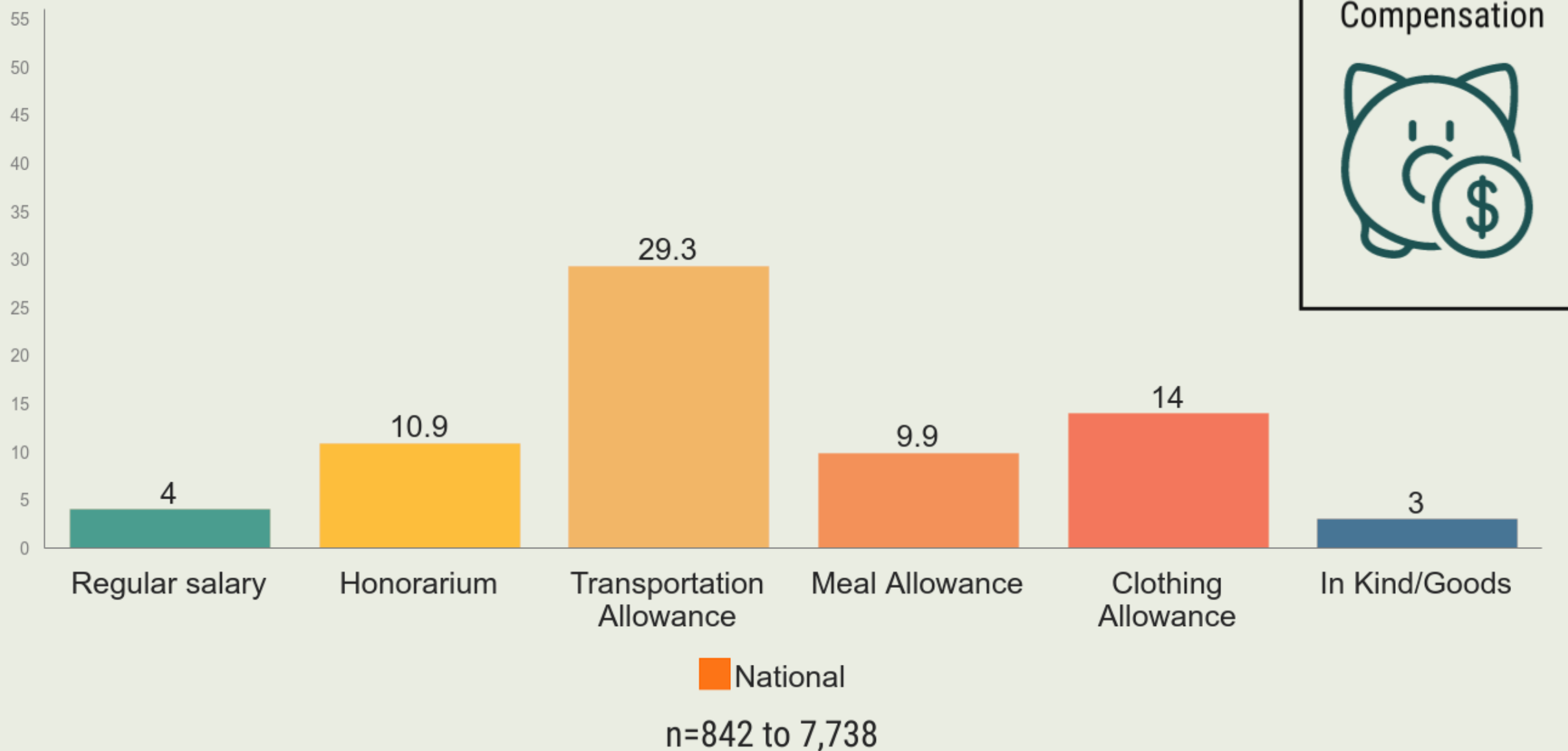


● Full time 16.5%
● Other 15.2%

● Part time 68.3%

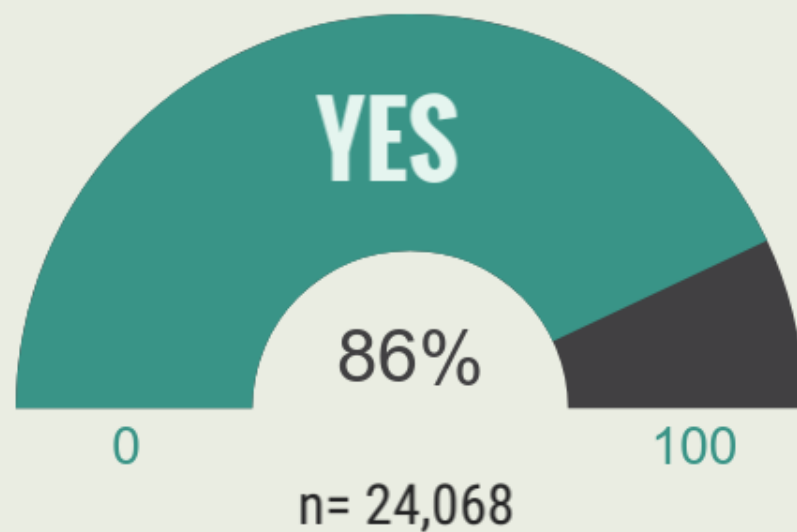


If yes, what form of compensation?

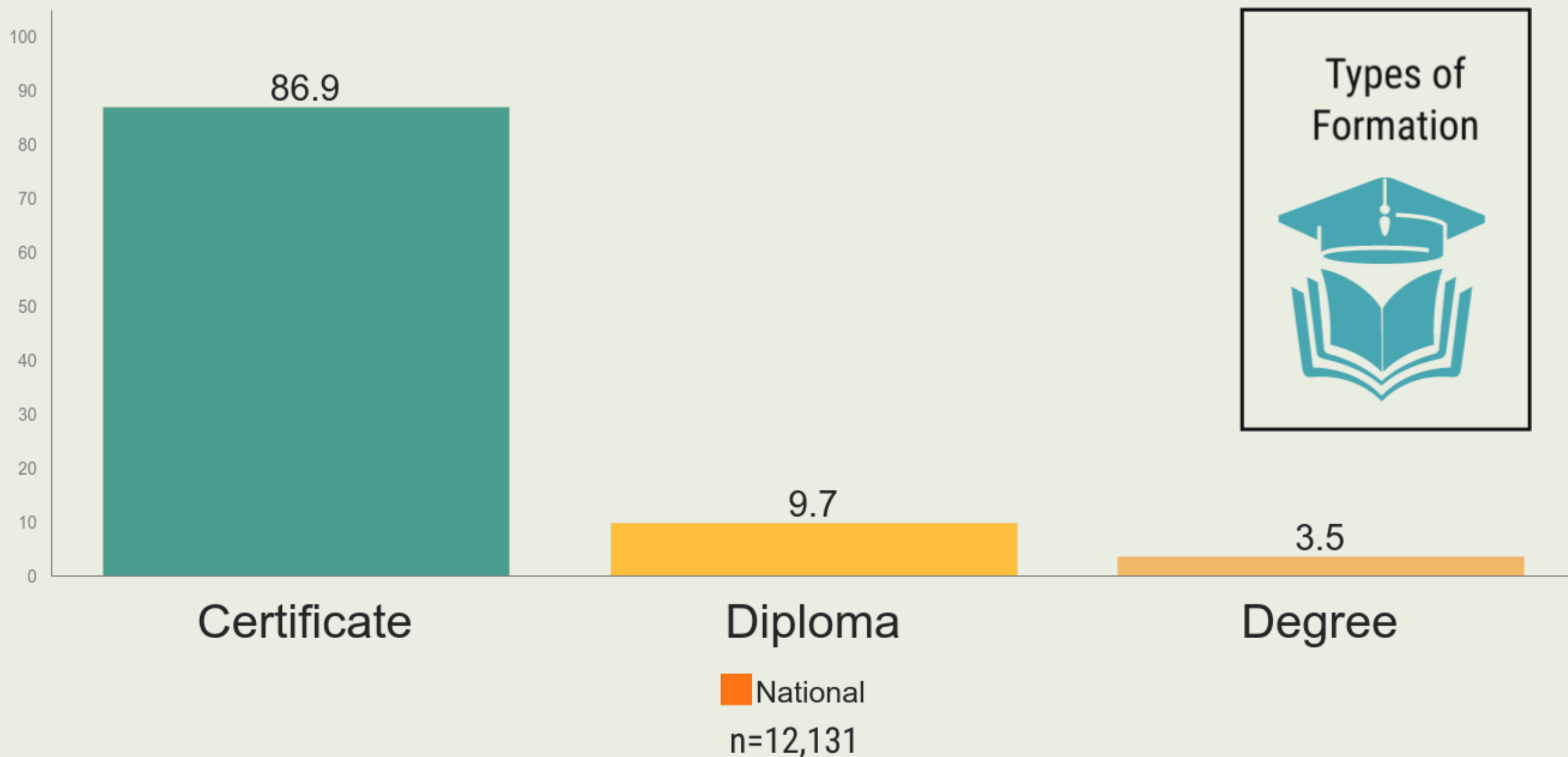


Is formal catechetical formation important?

NATIONAL



Types of Formation of Catechist Respondents



Which of the following catechetical content must be prioritized in your on-going catechetical formation?

NATIONAL

n=688 to 20,528

1

Bible

2

Sacraments
and Liturgy

3

Fundamentals
of Faith

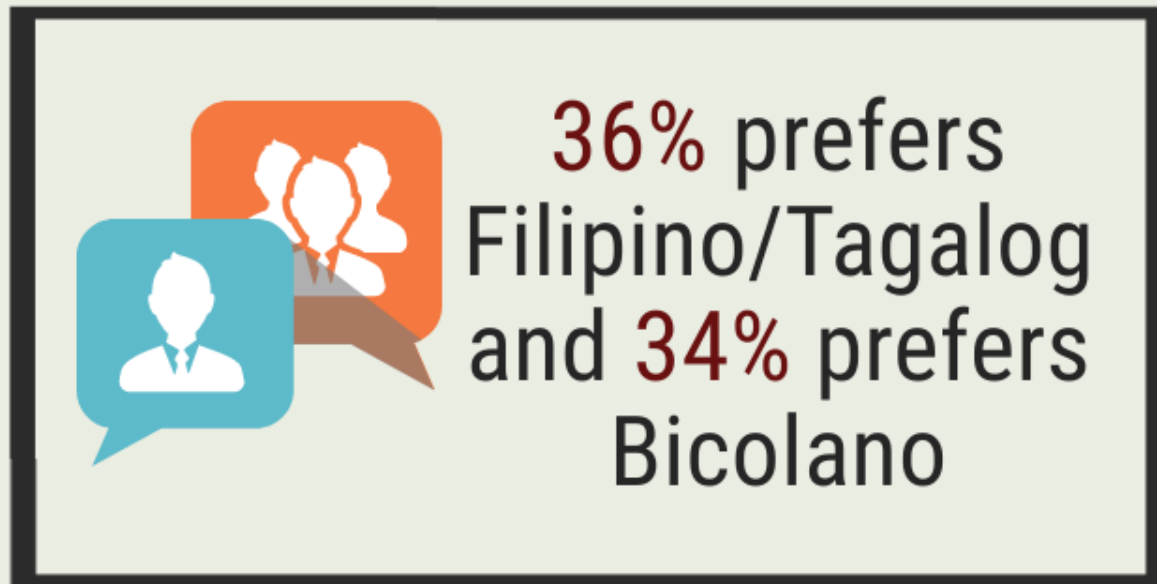
4

Christian
Morality



Which medium do you prefer in your catechetical instruction?

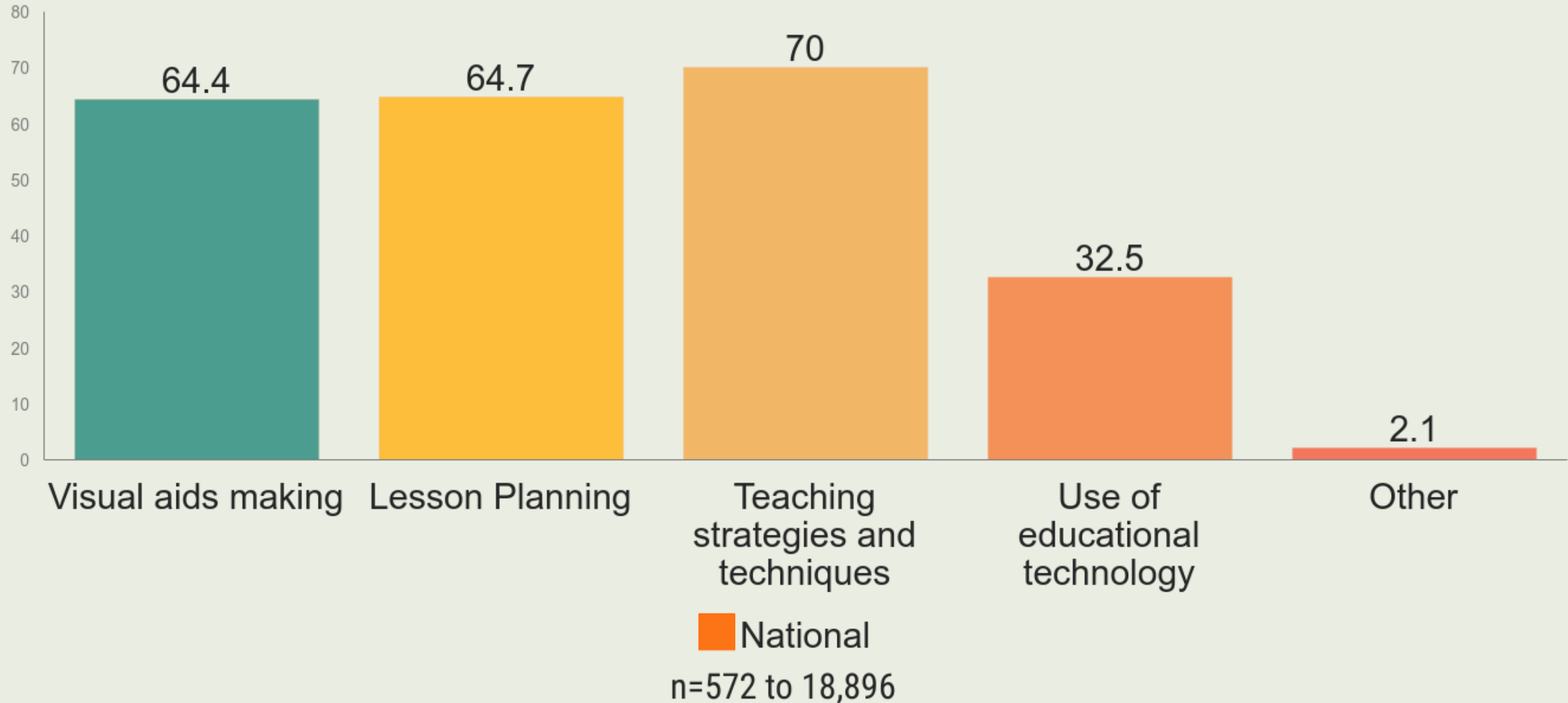
NATIONAL



n=22,629

- visual aids making
- lesson planning
- as well as the use of educational technologies
- as priority topics for intervention.

Which of the following topics on catechetical pedagogy/methodology must be prioritized in your on-going catechetical formation?



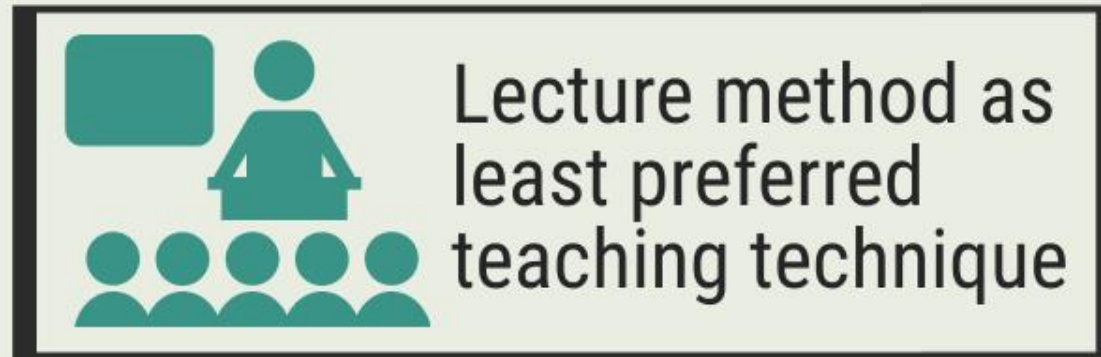
NATIONAL



Story-telling as
most preferred
teaching technique

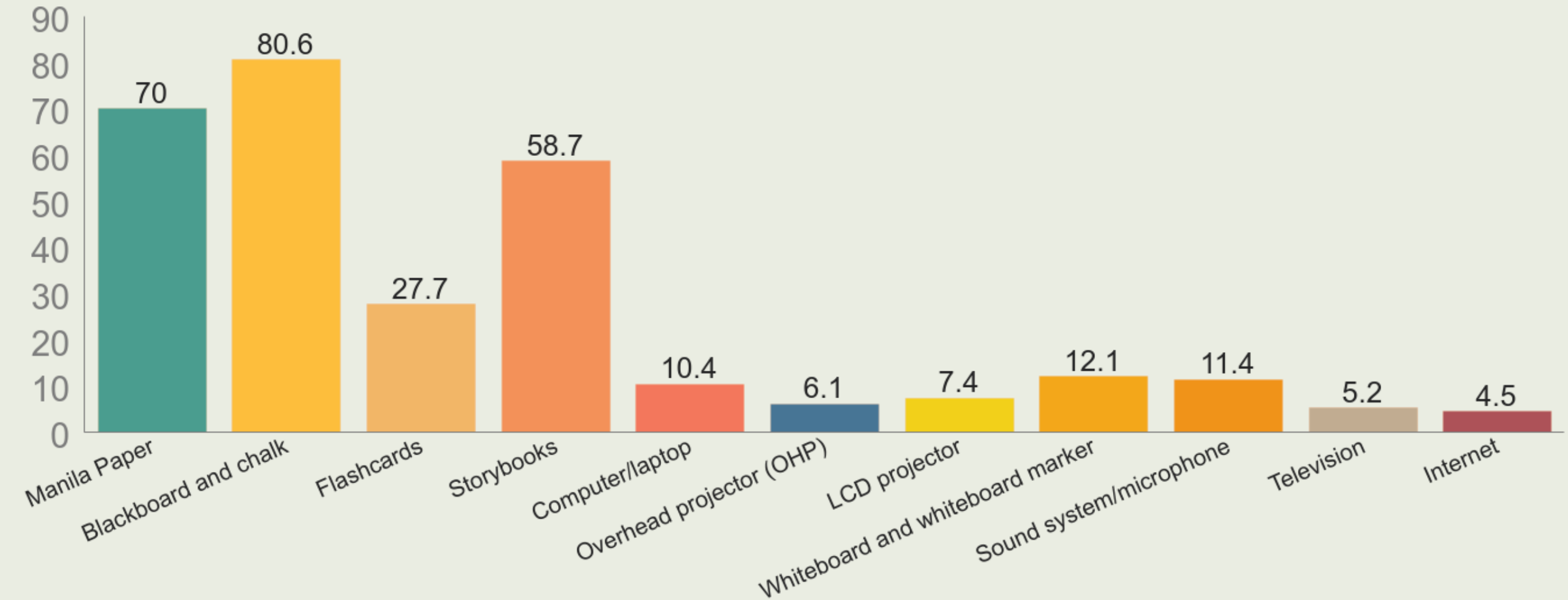
n=25,108


NATIONAL



n=23,099

On teaching aids



 National

n=1,210 to 21,7354

At present, what external factors make your ministry difficult?

NATIONAL

n= 886 to 9,181

1

Passive
students

2

Passive
parents of
students

3

Inaccessibility
of teaching aids

4

Insufficient
compensation



Catechetical instruction topics learned from catechesis

1



Prayer

2



Life of
Christ

3



Holy
Trinity

n= 6,048

Catechetical instruction concepts learned from catechesis



n= 6,012

Contributing factors to an effective catechesis



Support of priest



Adequate
formation of
catechists



Support of family,
friends, and
relatives



Access to
catechetical
sources

n= 6,237

Intervention initiative on teaching and learning catechesis





Responses

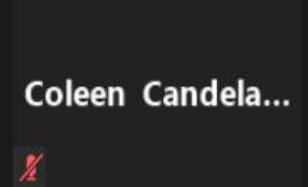
Research-based

Intervention Outcomes (RIO)

Research-based Intervention Outcomes (RIO)	Gifts of...	Givers of...
Digital Catechesis	Digital access to resources	Virtual catechesis
Catechesis on St. Joseph	Teachings of St. Joseph	Formation
Creative Resources	Stories of catechists	Creative methods of teaching and learning catechesis
Adult Catechesis	Stories of catechized adults	Formation among adults
Catechetical Human Resources Handbook	Stories on doing catechesis	A handbook for catechetical ministries

Katekistang Malikhain

Isang Research-based Intervention Outcome



KATEKISTANG MALIKHAIN

KWENTONG KATEKISTA 9





ANG MABUTING SAMARITANO

isang parabula



Coleen Candela...





JHO TROCIO BAGAIPO



Clarence "Yayet" M. Batan



Renniel Jayson Jacinto Rosales



Leonardo Jr. Quimson



Renniel Jayson Jacinto Rosales



VINCENT REUBEN VALIENTES



JHO TROCIO BAGAIPO



Clarence "Yayet" M. Batan



Keith Joven



Arthur Octubre



Christine Balmaceda



Mc Kyle Vilaz



Jonathan James "Nathan" Can...



Jhojee S.



Abigael Maitim



Leonardo Jr. Quimson



Coleen Candelario



Tricia Cruz



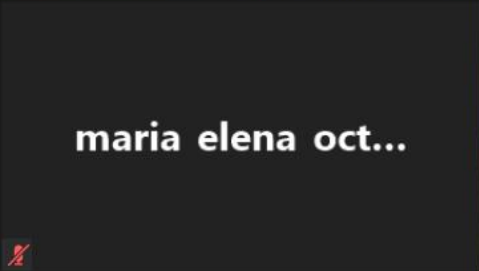
Ser Allan "Bodo" Bodoraya



Arthur Ace Malatag



Tisha de Vergara



VINCENT REUBEN VALIENTES

Sample creative modules for teaching catechesis

A guidebook using a
creative approach



Research and Creativity



Concept Paper

Working Title:

KATEKISTANG MALIKHAIN:

Teaching and Learning Catechesis (TLC) Guidebook

Proposed content:

Chapter 1 – The State of Teaching and Learning Catechesis (TLC) in the Philippines

- This part talks about the context of teaching and learning catechesis in the Philippines and the methods and pedagogies catechists use.
- This part utilizes the NCS 2016-2021 data to contextualize Teaching and Learning Catechesis in the Philippines.

Creativity as frame

Chapter 2 – Approaches to Teaching and Learning Catechesis (TLC)

- This chapter talks about the approaches to teaching and learning catechesis as the Directory for Catechesis prescribes.
- This frames the guide book which we are writing.

Chapter 3 – Pedagogies (12 Pedagogies to Teaching and Learning Catechesis)

- This contains the suggested pedagogies that we will talk about in this guidebook. It is still subject to change but here are the proposed pedagogies:

Creative pedagogies

- i. Parabula (Hesus – Ebanghelyo)
- ii. Panalangin (Hesus – Ebanghelyo)
- iii. Panayam (Lecture – Findings on catechists)
- iv. Kwentuhan (Storytelling - Findings on catechists)
- v. Tula (Poetry)
- vi. Awit (Songs)
- vii. Sayaw (Dance)
- viii. Teatro at Pelikula (Theatre and Films)
- ix. Larawan at Letrato (Drawing and Photography)
- x. Kalikasan (Nature)
- xi. Katahimikan (Silence)
- xii. Talambuhay (Biography & Life stories)

Creativity in context

Chapter 4 – The Pedagogy of the Filipino Catechists (from Paulo Freire, in the spirit of PCP II)

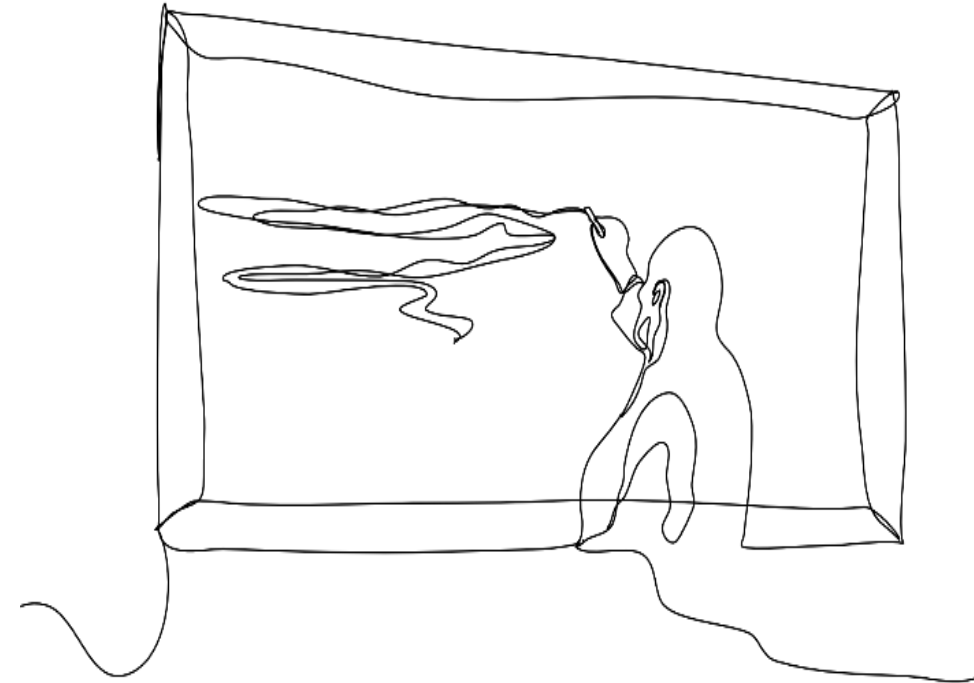
- This chapter talks about the spaces of catechesis relative to the Filipino context.
- It reflects on how we do catechesis for the last 500 years.
- It explains that catechism is a pastoral work and that it is for the Church of the poor.
- This answers the guide question “When and where could we do effective catechesis using the pedagogies of TLC?”

Creativity in delivery

1. We can write the guidebook in Filipino; this makes the project more relevant for our Filipino catechists.
2. The suggested title for Filipino is Pagtuturo at Pagkatuto ng Katekesis sa Kontekstong Pilipino.
3. We can also use Taglish in writing this output.

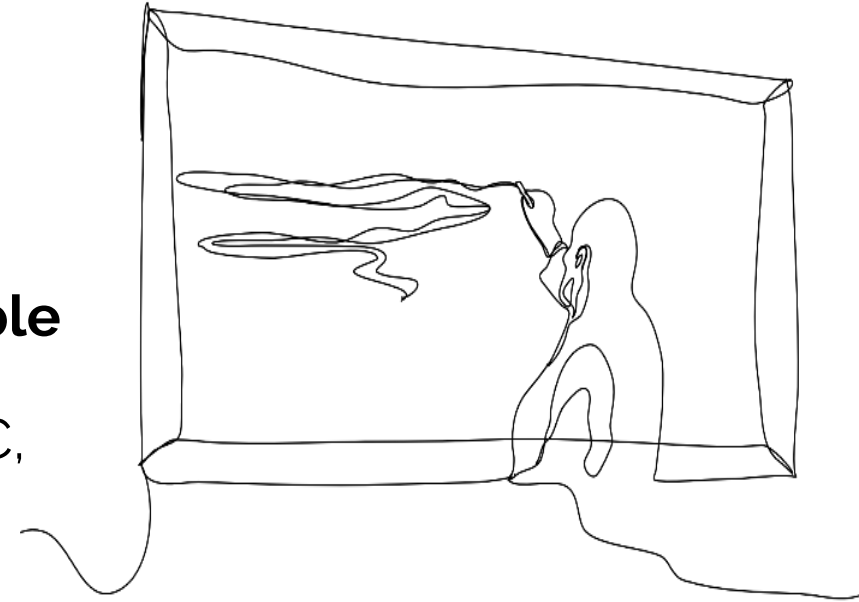
Art and Photography

- Instead of teaching mostly religious facts, education through art may become the way to **open the doors of meaning and give access to the spiritual and symbolic sphere**, helping students to become fully human. (Gellel, 2010)
- Through art, the mystery of beauty, that appears to our eyes so briefly and uneven, is assembled in a world of poems, images and great cycles of figuration by means of colours, stones and sounds. There is a need for something more than just knowledge about God, for some kind of a spiritual experience, an encounter with Him by means of art, **rituals and liturgy or narratives**. (Kielian, 2019)



Art and Photography

- When works of art are selected carefully, they **can contribute to displaying in an immediate way multiple aspects of the truths of the faith**, touching the hearts and assisting in the internalization of the message. (DC, 201)
- **Visual Arts and photography** can be used as a way of teaching learners catechesis by letting them internalize the concept of a given art related to the lesson. In the same manner, students can directly express their insights and concepts about the intangibles of our faith.



Lecture

Panayam (Lecture) is perhaps the most popular catechetical methodology wherein the **catechist takes on the active role in the entire catechetical process of transmitting the faith**, and the learners takes on the passive role as the recipients of the faith being proclaimed in front of them.

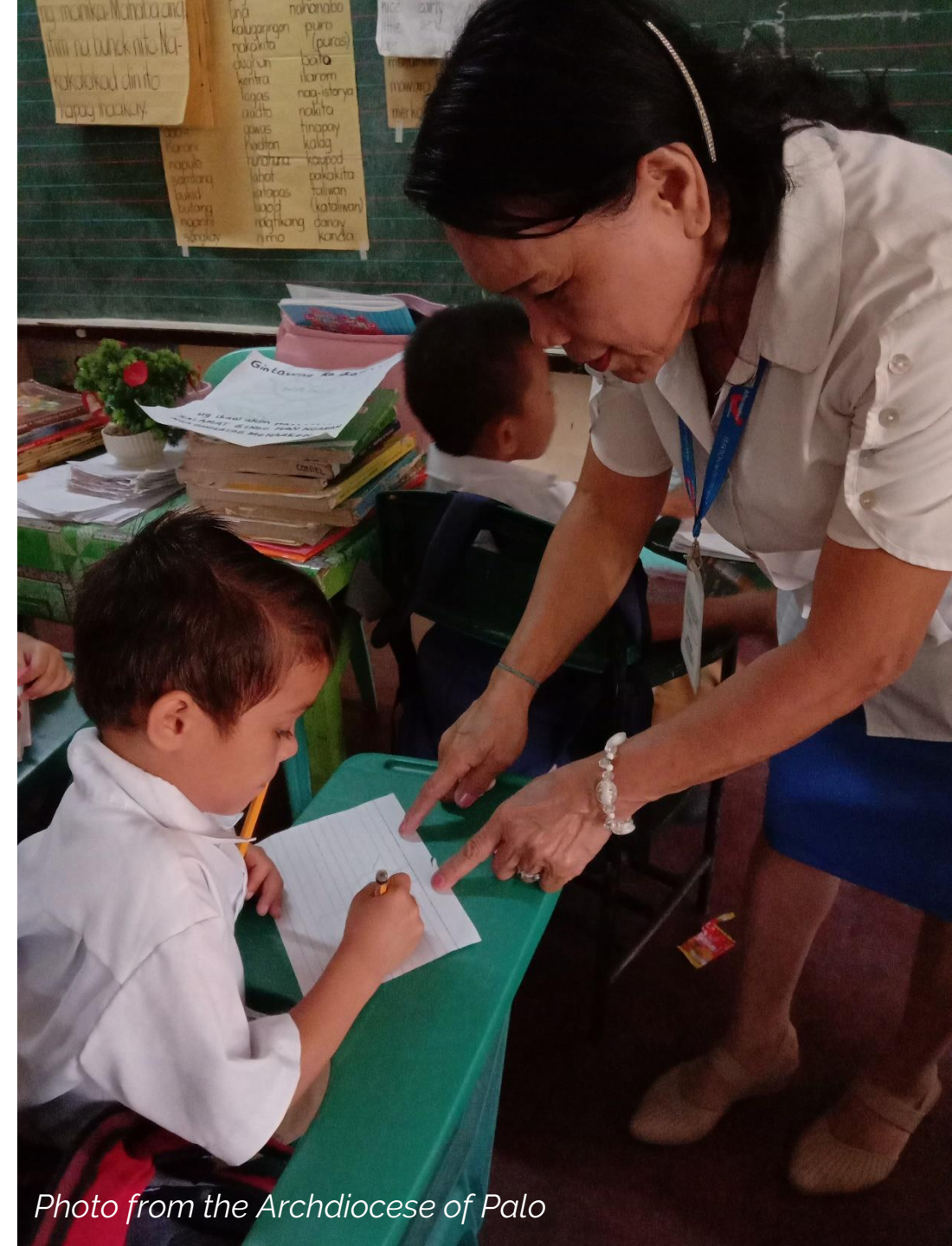
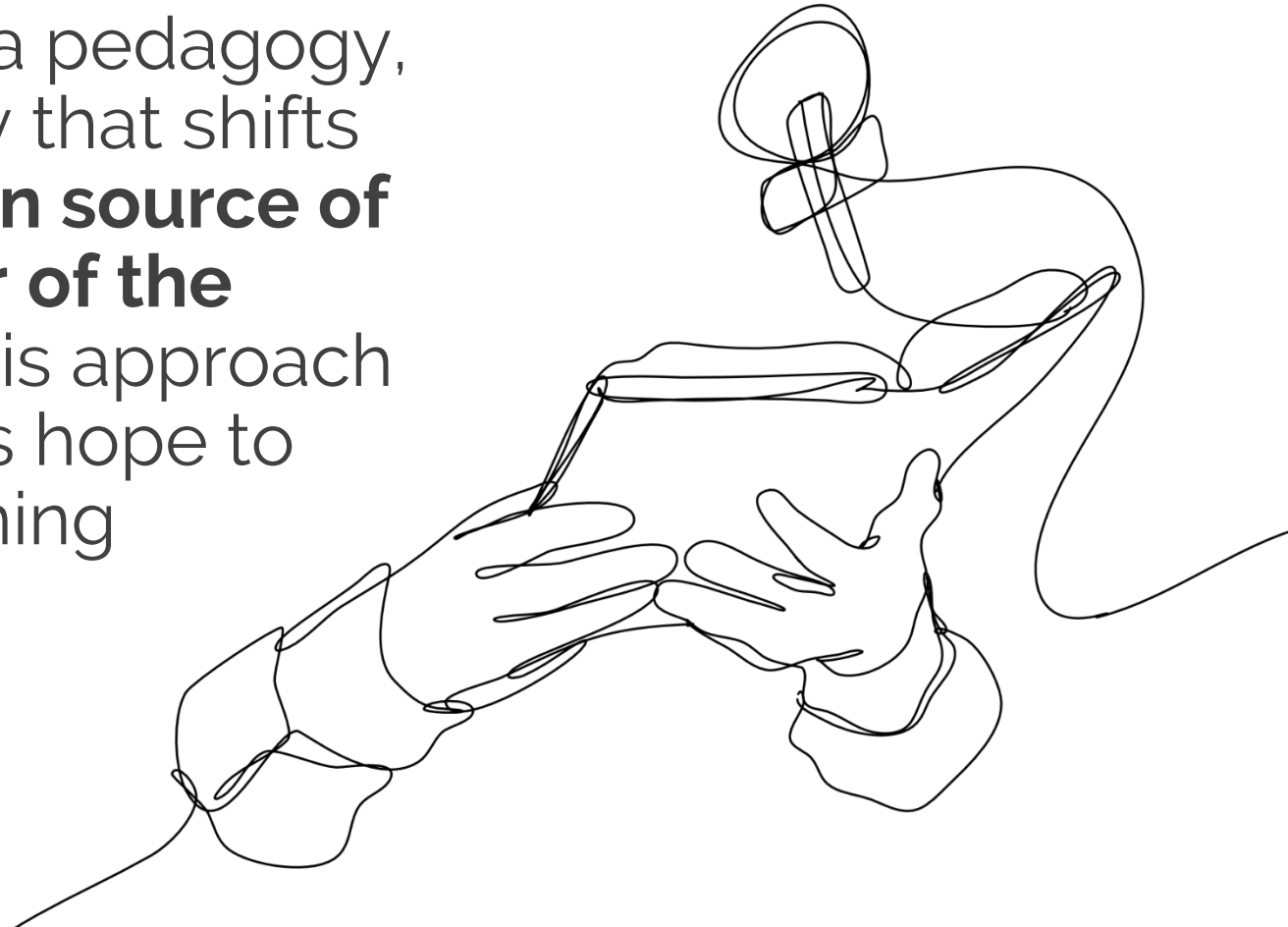


Photo from the Archdiocese of Palo

Lecture

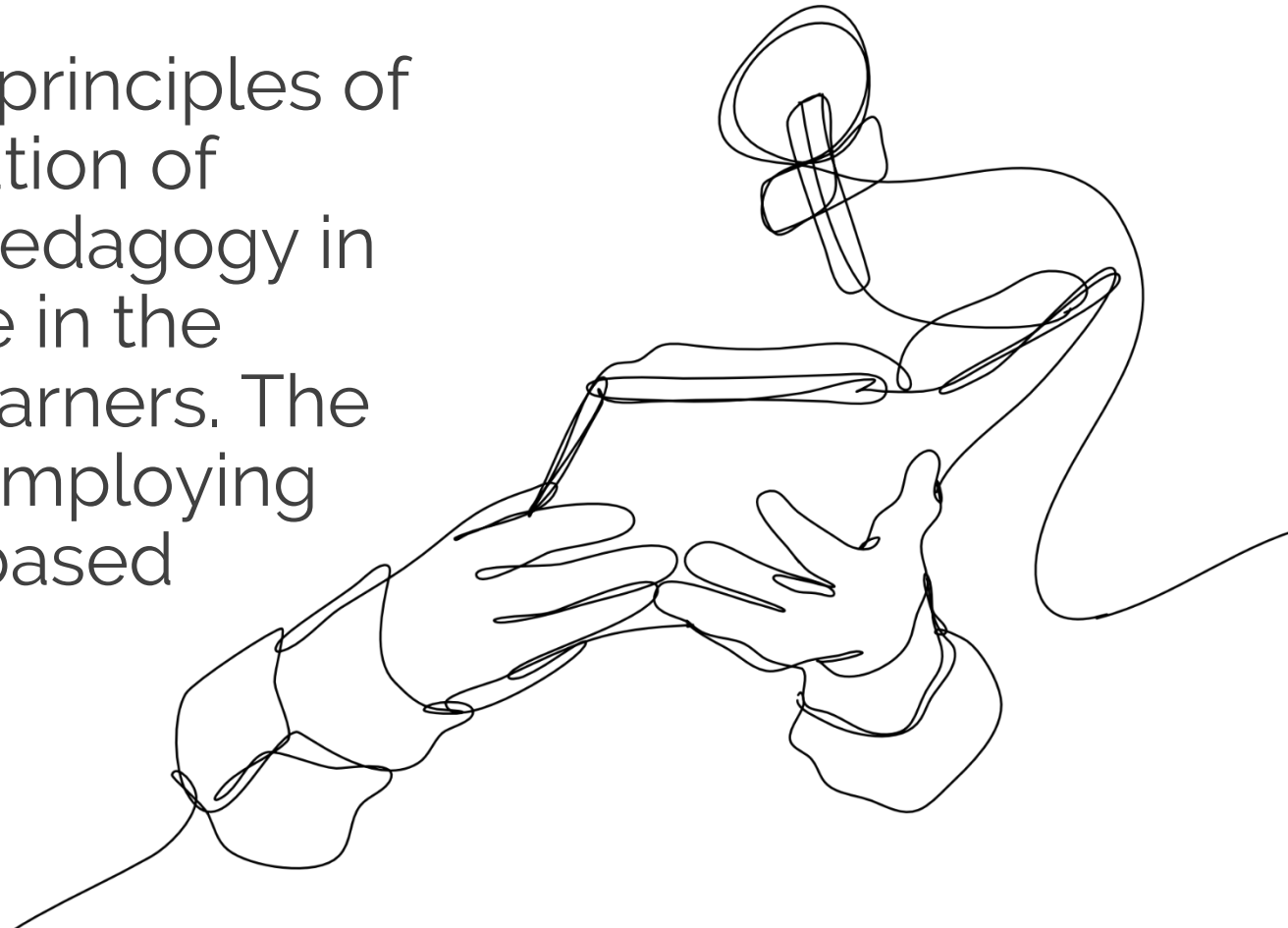
- A Learner-Centered Approach in doing Panayam

Learner-Centered approach as a pedagogy, is defined as a teaching strategy that shifts the **teachers' role from the main source of information to as the facilitator of the learning process**. Learners in this approach play the major role and provides hope to transform and develop the learning competencies of the students (Baeten et al., 2021).



Pedagogical Approaches in Doing Catechesis

Considering the task and moral principles of teaching catechesis, the application of learner-centered approach as pedagogy in teaching has a positive outcome in the learning competencies of the learners. The following are the outcomes of employing learner-centered in classroom based instruction from researches:



Pedagogical Approaches in Doing Catechesis

- *Increased Engagement and Class Participation* = Learners discovers the faith in their own context
- *Increased Knowledge Retention* =
- The faith becomes more relevant to the learners' life.
- *Promote Self-Efficacy and Improve Motivation* = the learner appreciates and lives-out the faith.

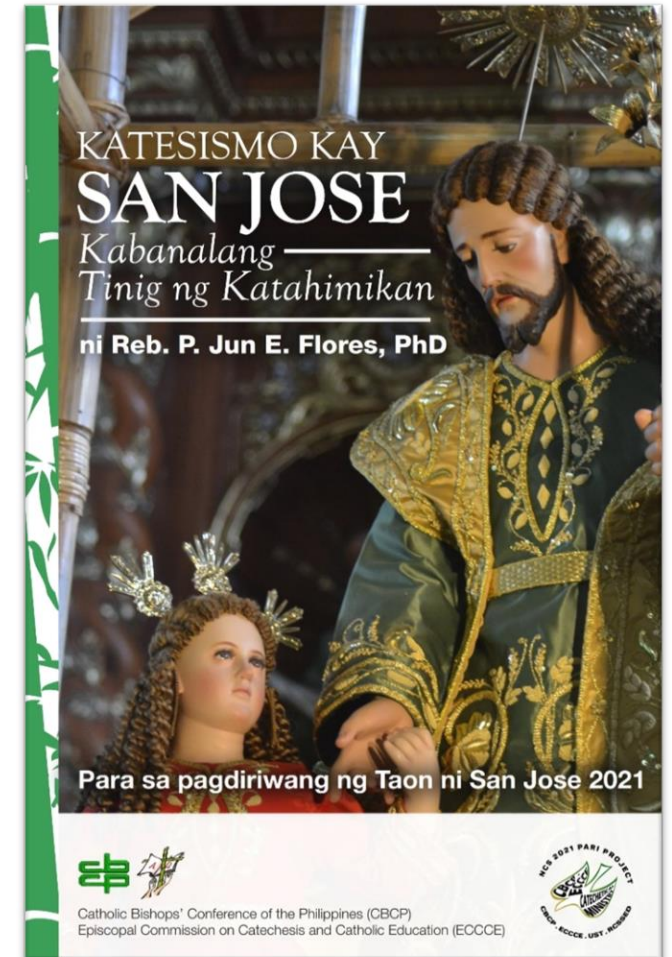
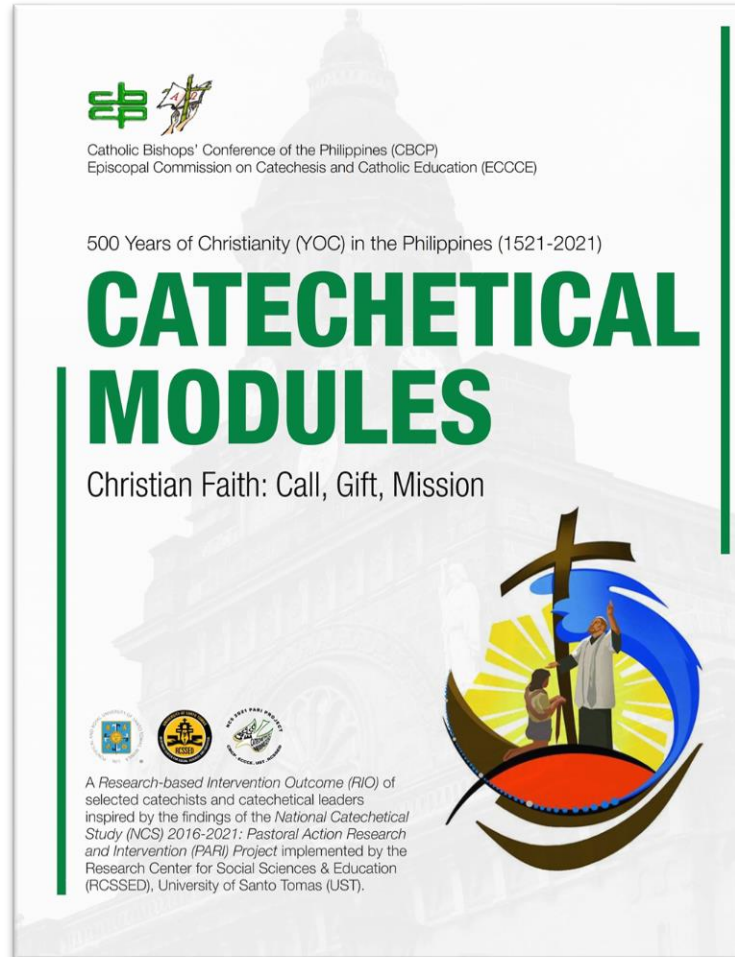
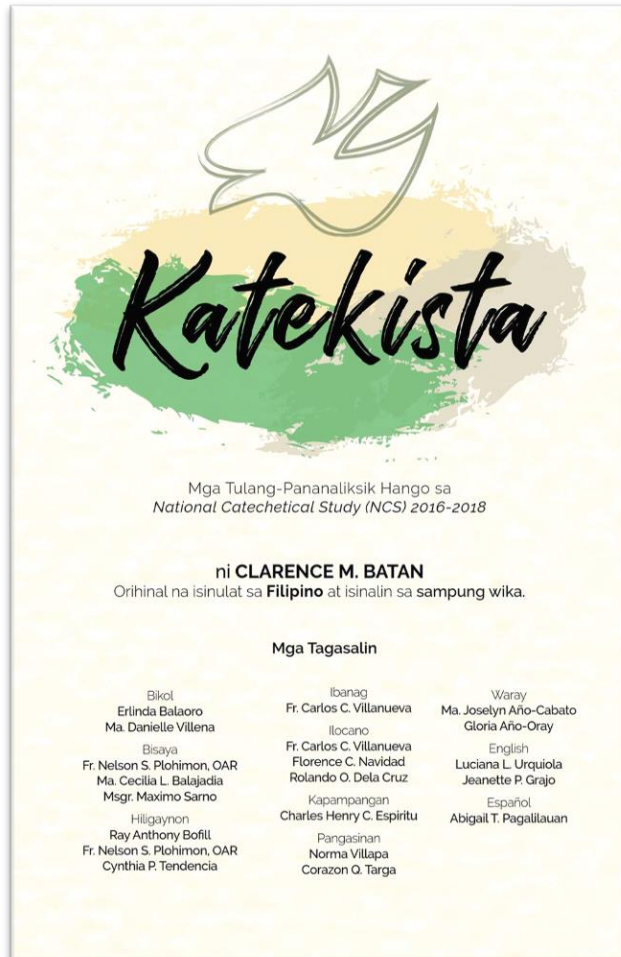
Concluding Insights

The process led us to different forms of creativity:

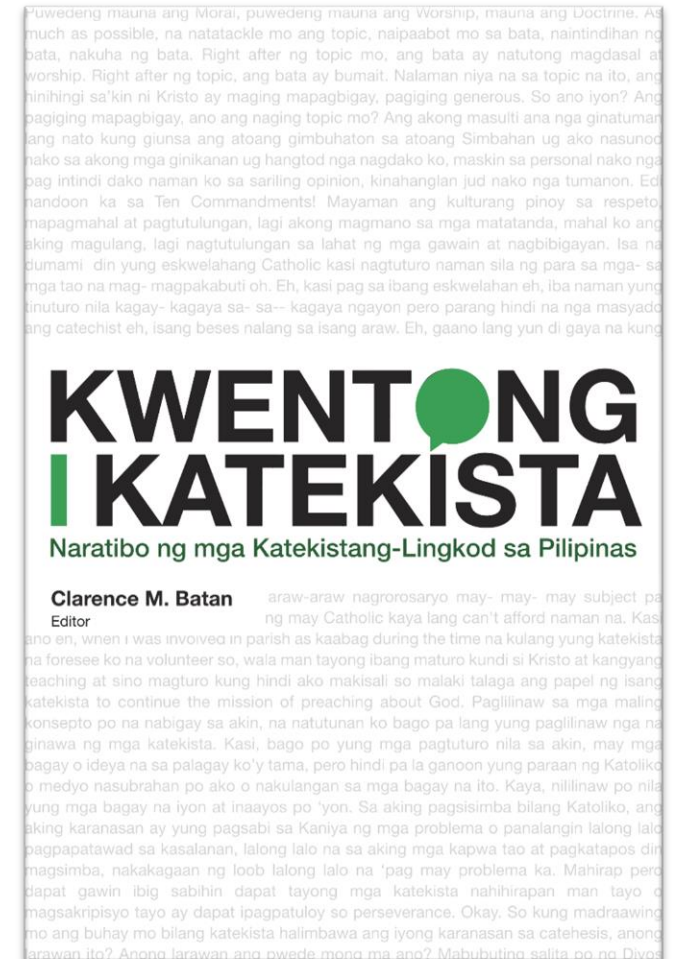
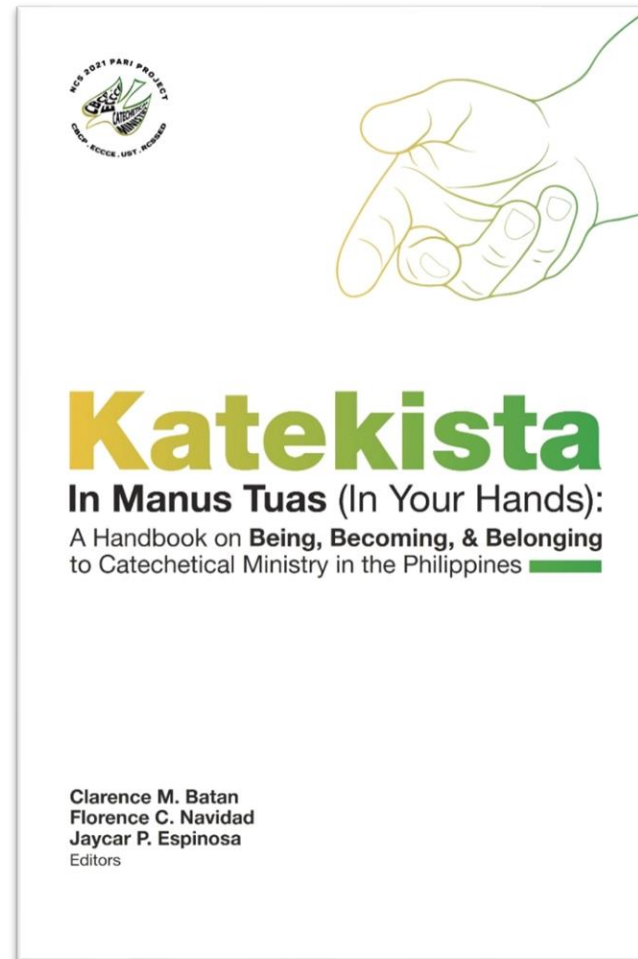
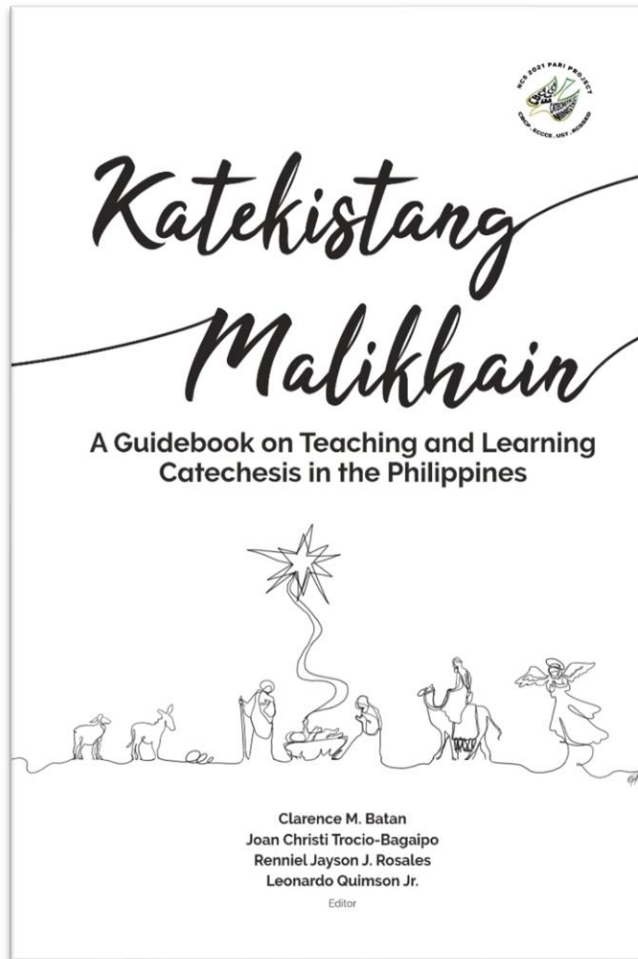
- Creativity of ideas
- Creativity of pedagogies
- Creativity in communities
- Creativity in relationships



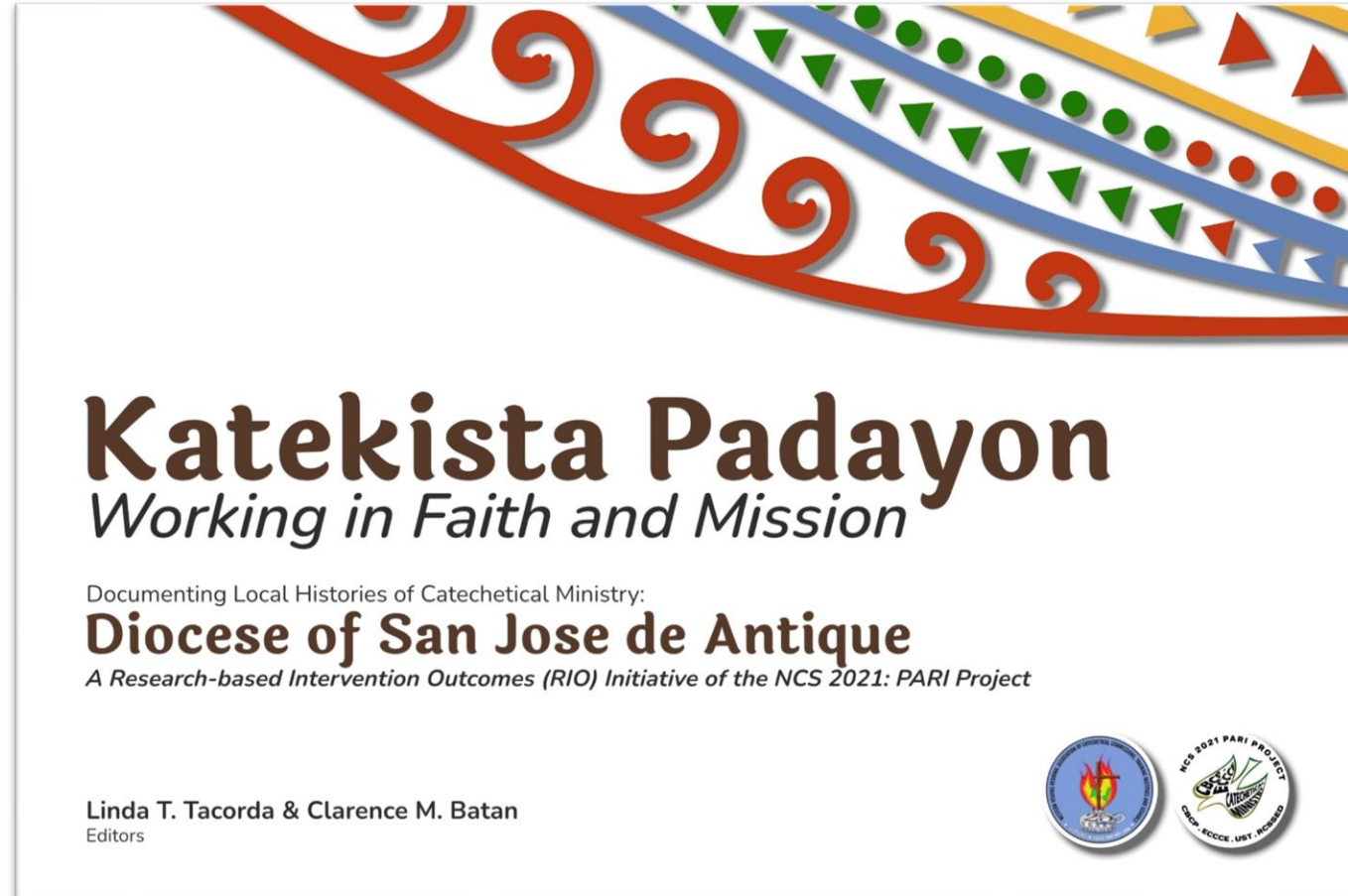
Creativity of Ideas



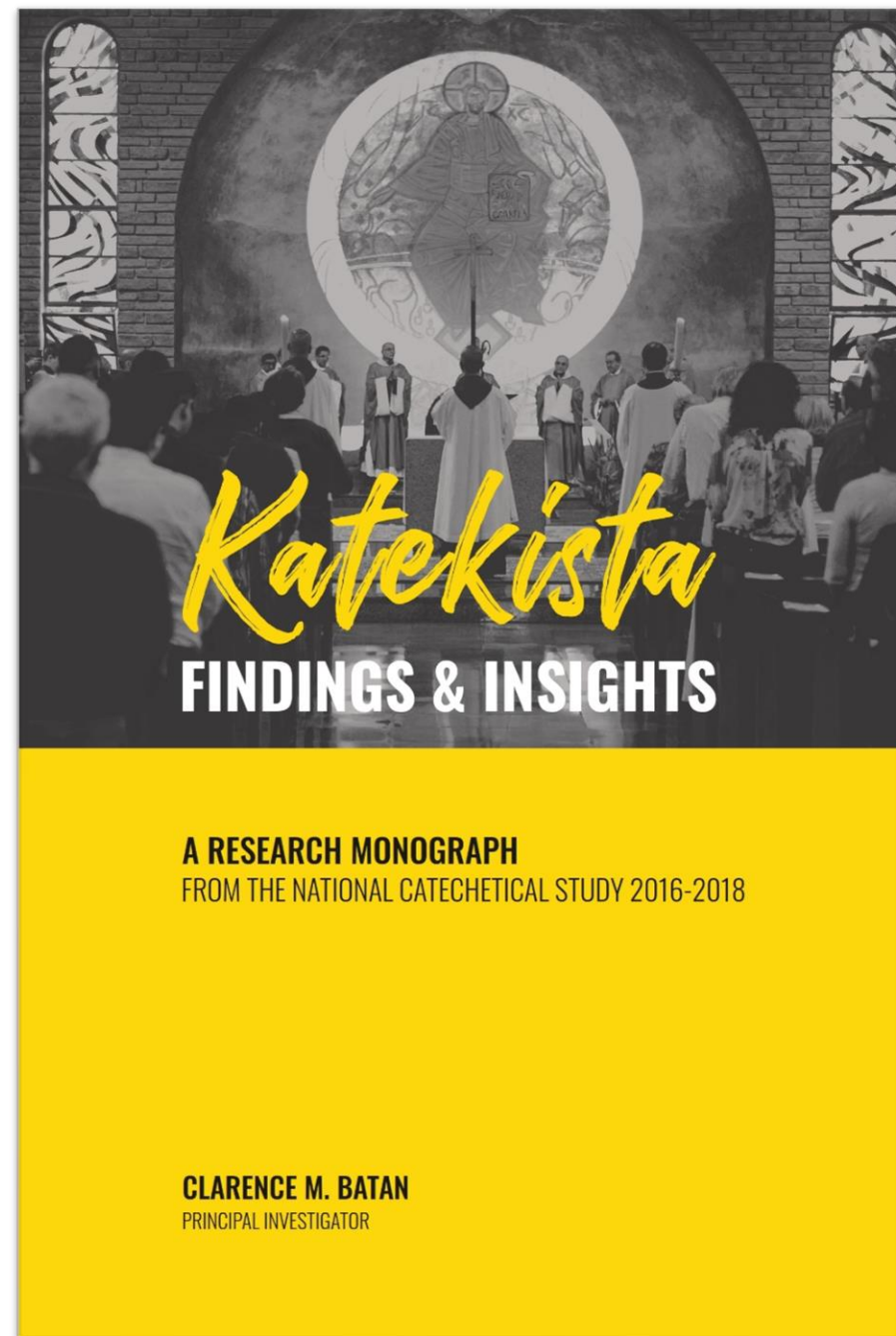
Creativity of Pedagogies



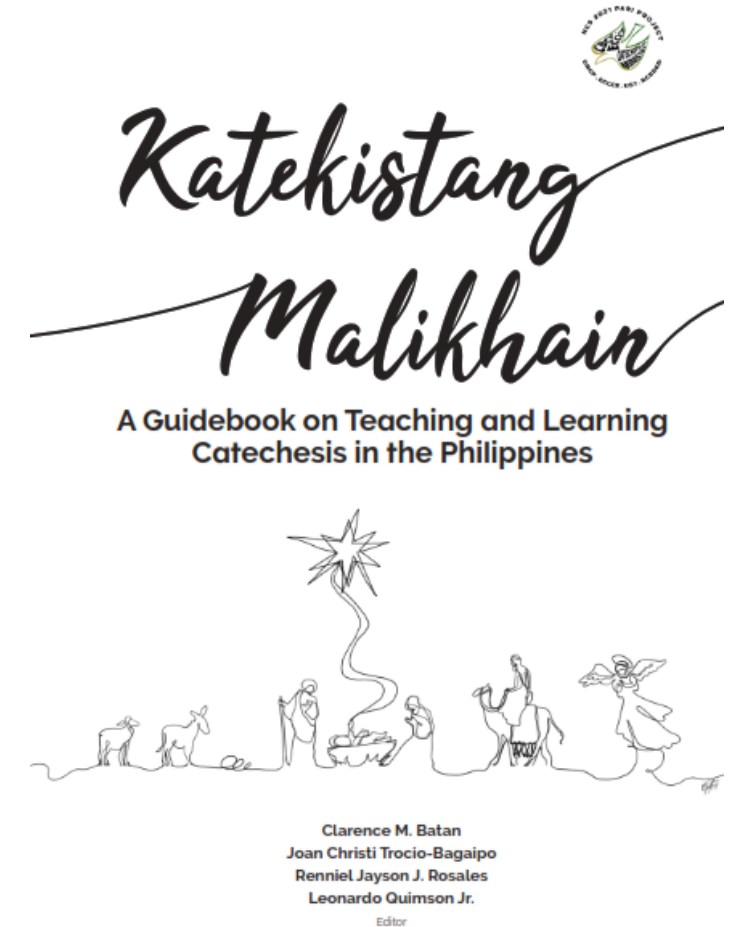
Creativity in communities and relationships



Correspondingly, we also observed **creativity in relations** evolving among us, the researchers, the interventionists, and the religious educators who journey with us in implementing these **creative outputs** both for catechetical resources and pedagogies.



Katekistang Malikhain: An Exploration to Teaching and Learning Catechesis Creatively



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