Biyahe ng JEEP

A Look Into the SL-DB Initiatives in the Junior Engagement Program (JEEP)

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I. Program Background
II. Recent Innovations: SL-DB JEEP
III. Challenges
IV. What Helped?/ Learning
V. Looking Forward & Conclusion
Program Background:
What is JEEP?
Integrated Ateneo Formation (InAF)

- Academic
- Spiritual
- Personal
- Social
- Cultural
InAF Programs

Freshmen
- Introduction to Ateneo Culture and Traditions (InTACT)

Sophomores
- National Service Training Program (NSTP)

Juniors
- Junior Engagement Program (JEEP)

Seniors
- Senior Integration Program (SIP)
Junior Engagement Program (JEEP)

- Originated from the Ateneo Labor Trials Program
  - Jesuit Labor Trials
  - Selected students from Philosophy 101 or 102 classes

- InAF in 2008
Junior Engagement Program (JEEP)

- Labor (Formal and Informal)
- Government
- Elderly
- Persons-with-Disabilities
- Environment
- Volunteer Groups
Junior Engagement Program (JEEP)

- Praxis component of the Philosophy of the Human Person classes (Ph 101 and Ph 102)

- 16 hours
  - 4 hours/week for 4 weeks
  - Participation in the activities of people in the identified sectors

- Social Engagement, Responsibility, and Critical Thinking
Junior Engagement Program (JEEP)

- Partners with different offices & institutions
  - Office for Social Concern and Involvement
  - Department of Philosophy
  - Office of Guidance and Counseling
  - Office of Campus Ministry
  - Partner areas, communities and institutions
JEEP Activities

- Pre-Area Engagement
  - Social Investigation
  - Classroom Orientation
  - Integration Session
  - Area Orientation

- Area Engagement
  - Actual Area Engagement
  - Philosophy Processing
  - Recollection

- Post Area Engagement
  - Social Analysis Session
  - Student and Area Evaluation
Recent Innovations in JEEP: SL-DB JEEP
**SL or DB JEEP?**

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<tr>
<th>Service Learning (SL)</th>
<th>Discipline-Base (DB)</th>
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<td>“Students reflect on the service activity to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (Bringle &amp; Hatcher, 1996)</td>
<td>Requires the students to spend time in a marginalized community or institution to do activities that are related to their discipline. (Dela Cruz in Alzona, 2013)</td>
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<td>Students participate in an organized service activity that meets identified community needs</td>
<td>Makes use of student’s Knowledge and Skills related to one’s discipline and Course</td>
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<td>Serve development institutions and marginalized communities.</td>
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<td>Tie-up with another subject aside from the Philosophy of the Human subject.</td>
<td>Not Tied-up with an academic subject</td>
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<tr>
<td>Requires a particular output for that subject.</td>
<td>Does not require an output aside from the completion of the students’ JEEP activities.</td>
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Political Science Majors in their Fundamentals of Public Management Class

Assigned to participating departments from national and local government units. Output is a good governance paper.

Service-Learning JEEP
Chemistry Majors in their Material Science Class

Students were sent to an indigenous peoples community in Sito Yangka, Capas Tarlac. Students experimented in processing banana fibers that can be used for the livelihood of the community.
Students go to institutions or areas related to health – public health centers. Being assigned to a health center provides them with a glimpse of the systems in public health in the Philippines.
Students are assigned in areas related to their enrolled major course electives.
Creative Writing Students

Students used their skills set in helping an NGO by writing feature articles to help the NGO get funds, create theme-specific primers for modules and short stories for children. 

Discipline-Based JEEP
Information Design

Students

Students apply design thinking in coming-up with creative solutions to the needs of their specific area assignments.
“I was able to learn about how a city health center actually works in a public health system. It made me appreciate the significance of my course more.”

- Health Science Student

“We were able to use the output of the students in our different activities. We even used them for our donor reports and annual report”

- Partner Institution, Lingap Pangkabataan Inc

*Translated from Filipino
Additional Notes for SL-DB JEEP

- SL-DB students still follow the same structure for regular JEEP

- Differences for SL-DB JEEP is usually found in the time frame
Challenges
Challenges

Scheduling

Current types of sectors and areas

Partnership with the Philosophy Department
Balancing: application of technical skills and interaction with the people in the area

Faculty members from other academic departments

Evaluating impact

Challenges
What Helped?/Learning
SL-DB Champions
Communication
Matching courses and areas
Learning Highway

What Helped?/ Learning
Looking Forward and Conclusion
Continuous explorations

Finding the right fit

Documentation of practices

Rubrics for evaluation

Looking Forward
“[Men] and women who will live not for themselves but for God and his Christ - for the God-man who lived and died for all the world; men and women who cannot even conceive of love of God which does not include love for the least of their neighbors; men and women completely convinced that love of God which does not issue in justice for others is a farce.” (Arrupe, 1973)
References


Thank you!

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