LINGKOD: PURSUING DISCIPLINE-BASED AND INTEREST-BASED APPROACHES TO NSTP IMPLEMENTATION

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OUTLINE OF PRESENTATION

I.  Ateneo Formation
II. National Service Training Program (NSTP)
III. Discipline-based approach
IV. Discipline-based NSTP
V.  Interest-based NSTP
VI. Challenges
Integrated Ateneo Formation (InAF) Program

History
• April 2007- March 2012
  Integrated Non-Academic Formation (INAF)
Mandate from the VP regarding LS Formation

• A tighter integration with our academic/course curriculum → programs that are more disciplinary
  – discipline/department-based alternatives

• More attention to community impact (+ greater alignment with university thrusts)
Integrated Ateneo Formation (InAF) Program

• Makes sure that formation happens both **inside** and **outside** the classroom.
• It seeks a unifying thrust for **academic subjects** and **non-academic programs** in line with felt needs, social realities and the personal context of the student of today.
Integrated Ateneo Formation (InAF) Program

1 Introduction to Ateneo Culture and Traditions (InTACT)
2 National Service Training Program (NSTP)
3 Junior Engagement Program (JEEP)
4 Senior Integration Program (SIP)
National Service Training Program

• Republic Act 9163 was signed into law in 2001
  - aims to promote civic consciousness among the youth
  - develop physical, moral, spiritual, intellectual & social well-being
  - inculcate patriotism & nationalism
National Service Training Program

3 Components:

• Literacy Training Service
• Civic Welfare Training Service
• Reserve Officers’ Training Corps
National Service Training Program
National Service Training Program

• Classroom Orientation
• Skills Training
• 9 to 10 Community Insertions
• Processing Sessions
• Recollection
• Synthesis
Discipline-based approach

It is an Ateneo approach to formation that makes use of knowledge and skills related to one’s discipline or course to serve development institutions and marginalized communities.
# Discipline-based approach and Service Learning

<table>
<thead>
<tr>
<th>Academic Subjects or Course</th>
<th>Service Learning</th>
<th>Discipline-based Formation</th>
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</thead>
<tbody>
<tr>
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<td><img src="%E2%9C%93" alt="Checkmark" /></td>
<td>*Knowledge and Skills may only be related to one’s discipline</td>
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<tr>
<th>Contribution to community</th>
<th>Service Learning</th>
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<tr>
<td>Contribution to community</td>
<td>*Related to a specific academic subject</td>
<td>*Related to the discipline</td>
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<tr>
<th>Graded and Part of the Quality Point Index (QPI)</th>
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<td>*There are formation programs that are graded but grades are not part of QPI</td>
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<th>Exposure and Integration with members of the marginalized communities</th>
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<td>*Integration is not deliberate. They may proceed to starting their projects.</td>
<td><img src="%E2%9C%93" alt="Checkmark" /></td>
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National Service Training Program

• 17 courses for Discipline-based NSTP
  - Health Science
  - Development Studies
  - Environmental Science
  - Management Information System
  - Computer Science
  - Political Science
  - Philosophy
  - Communications Technology Management
  - Applied Math Major in Mathematical Finance
  - Math
  - Economics
  - Management Economics
  - Information Design
  - Management
  - Management-Honors
  - Management Engineering
  - Legal Management

ATENEON DE MANILA UNIVERSITY
Institutionalizing Discipline-based NSTP

• InAF Team set meetings with Department Chairs
  -explained InAF
  -requests from each program
Discipline-based NSTP

Department’s Contribution

1. Identified the possible contribution of NSTP students
2. Informed the students that they will be blocked in an NSTP section
3. Assigned a particular faculty member as point person for coordination
4. Helped in the creation of the modules for the community work of students.
Discipline-based NSTP

**SL in 2nd Sem**
1. Development Studies → Conducts Surveys → Statistics class
2. Health Science → Teach health education → Health Professional/Statistics
3. Environmental Science → Input on Disaster Risk Reduction & Mgt → Earth Science

**Stand alone**
1. Information Design → drawing/art workshops
2. Management Information System & Computer Science → teach computer literacy
Discipline-based NSTP

Tutees of Information Design Students
Discipline-based NSTP

Home Organization

1. No subjects in second year that could be integrated with the NSTP experience of their students
2. Faculty is the moderator of the organization
3. The activity is related to their discipline
4. The home organization partnership has been working for more than four years now.
Discipline-based NSTP

Home Organization

• Ateneo Communication → Teach media literacy to High School students

• Kimikabuhayan → Workshops on product development (Ateneo Management of Applied Chemistry Association  Ateneo Chemical Society)
Discipline-based NSTP

Communication Arts Students teaching Journalism
# Discipline-based NSTP

<table>
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<tr>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
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<tbody>
<tr>
<td>Stand Alone</td>
<td>Service Learning in 2(^{nd}) Sem</td>
<td>Home Organizations</td>
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Discipline-based NSTP

Feedback: What students appreciate

• Finding meaning and sharing passion

“I find more meaning in teaching a skill that I know very well and have developed over time. It is also great that I’m teaching children who are interested in learning the fundamentals of drawing and basic art and have an actual use for this skill.” -Justine Joson, BFA ID 2015
Discipline-based NSTP

Feedback: What students appreciate

• Finding meaning and sharing passion
• Disciplinal Training

“One of my students said that she likes how their NSTP work is along the lines of their discipline—how it provides them with training and practice on skills that they can use. She believes that the exposure to communities and administering of the surveys they are conducting will help prepare them for course work in their junior and senior years.” - Floy Soriano, NSTP Formator
Discipline-based NSTP

Feedback: What communities say

- Specific skills of community children are enhanced
- Partner organizations welcomed help extended to their project/program
Interest-based approach

It is where the areas of interest of students through their organizations become crucial elements in both the formation of the students and the service of marginalized communities.
Interest-based approach

• Interest-based NSTP: 10 student organizations
# Interest-based NSTP

<table>
<thead>
<tr>
<th>Organizations</th>
<th>What they do</th>
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<tbody>
<tr>
<td>Company of Ateneo Dancers</td>
<td>Dance workshops for children in Cubao</td>
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<tr>
<td>Ateneo Catechetical Instruction League</td>
<td>Catechism in Fairview</td>
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<tr>
<td>SPEED</td>
<td>Special education for children in Montalban</td>
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<tr>
<td>Tanghalang Ateneo and Blue Repertory</td>
<td>Performance workshops for children in Cubao</td>
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Challenges to Discipline-based approach

- Identification of what students can do that is along the lines of their discipline
- Improvement of the quality of service that students give
Challenge to Interest-based approach

- Challenge of whether what they do is what the communities need
Discipline-based and Interest-based NSTP

• Provide a more relevant and timely education to Ateneo students
• Answers: What can we do as students?
• Professionals-for-and-with-others
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