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The Significance of Service: The Values of a University

Teaching is service. Nowhere is this service made more profoundly professional than when Values Education was institutionalized in the Philippine educational system. At Silliman University, Values Education is values integration, a curricular design that extends from the classroom to the community. Through a core curriculum that provides a cluster of courses within the general education program anchored on the university's mission, Silliman University has responded to that call. However, how a student evolves into a social being who is self-actualized with a deep sense of love of country and the world, is the ultimate affirmation of what a university can do to contribute to shaping human excellence—the education of the mind for academic excellence, the education of emotions for human values, and the education of the conscience for life's principles of harmonious living.

A PEDAGOGICAL REFLECTION

More than twenty years ago when the Philippine EDSA Revolution sparked a world-wide interest in the country, the Department of Education, Culture and Sports (DECS) made values education a primary thrust in the Philippine educational system.

With the goal of providing and promoting values education in all three levels of the educational system, DECS aimed at the development of the human person who is committed to the building of "a just and humane society." DECS also envisioned an independent and democratic nation whose proper implementation would nurture and develop Filipinos who

- are self-actualized, integrally developed human beings imbued with a sense of human dignity;
- are social beings with a sense of responsibility for their community and environment;

- are productive contributors to the economic security and development of the Filipino family and the nation;
- are citizens with a deep sense of nationalism who are committed to the progress of the nation as well as of the entire world community through global solidarity; and
- manifest in actual life an abiding faith in God as a reflection of their spiritual being.

Thus in the tertiary level, the Living Values Education Program was introduced in the Philippines in 1999 and was first implemented by the Philippine Montessori Center. De La Salle University also developed a graduate program—Master of Education major in Religion and Values Education.

The DECS thrust is further emphasized by Thomas L. Wells, Minister of Education of Ontario, Canada who wrote in *Reflections on Values Education* (Meyer, 1976) that:

It seems to be an indispensable fact of life that *values* direct and govern the actions of people, institutions and society. The school, a major extension of the home in our contemporary culture cannot avoid its share of the responsibility, or its significant opportunities in developing positive attitudes and thinking in the moral and values dimensions.

VALUES AND VALUES EDUCATION: A REVIEW

A value is a belief, principle, standard, or trait regarded as meaningful, worthwhile, and desirable to a person, a family, a school, a state, or a society. As a social function, commonly held values unite families, tribes, societies, and nations. They are essential to the democratic way of life that puts a high premium on freedom and the rule of law.

The *universal and basic human values* are Truth, Love, Peace, Right Conduct and Non-violence.

In addressing a national values education forum in Melbourne, Australia, Hill (2004) presented the challenge of values as having a direct and immediate relevance to the personal life of the learner where individuals and society attach priorities to certain beliefs and objects in deciding how they will live and what they will treasure. A thing, therefore has value when it is perceived as good and desirable—such as food, money, and housing. Because these are perceived as good, the desire to acquire them influence attitudes and behavior.

Values are the bases of judging attitudes and behavior that are correct and desirable and those that are not. As attitudes and behavior are the domains of the affective structure of knowledge, *Values Education* is about learning what our values are and living by them. It is also the means of helping learners build virtues, strong character, and life's meaning.

The Living Values School Survey Kit (2000) points out that in our schools, it is **Values Education** that enables our children to understand their own values and the values of others. Moreover, **Values Education** helps us make our unconscious values, conscious. It encourages us to state our values clearly and to develop integrity and confidence in life by getting to know and state the values that dictate our actions. It helps us close the gap between what we say and what we do. The Scottish Consultative Council on the Curriculum (SCCC) developed from 1991 to 1995 a position on values education by identifying the following core values: *appreciation of learning, respect and caring for self, respect and caring for others, a sense of belonging, and social responsibility*. To relate all these to a positive whole school climate and ethos, SCCC also developed pertinent teaching and learning strategies.

Thus, in this context, it can be said that to be *trustworthy, loyal, respectful, courteous, accountable, fair, compassionate and imbued with a deep sense of volunteerism* are some of the virtues universal to the values that should inform education.

The teacher's role in **Values Education** cannot then be over emphasized — for the teacher must appeal not only to the minds of learners but their hearts as well. Targeted at shaping the total human person of her students, the teacher's personal values play an important role in values learning. Sir Paul Reeves in Lawley (2003) commented at the 1998 UNESCO Values Education Summit in Wellington that, "Adults must not ask young people to do what they are not prepared to do themselves. Nor can you ask a school to stand for values the wider society ignores...history is built around the gap between what we claim and how we act."

From a global perspective, therefore, the development of approaches to **Values Education** needs to be placed in the global context but should be rooted in national and local cultural needs.

The Legal Basis

The 1986 Constitution of the Philippines requires all educational institutions to inculcate the values of patriotism, nationalism, love of humanity, respect for human rights, the strengthening of ethical and spiritual values, the development of moral character and personal discipline, and critical and creative thinking.

During the First Biennial National Congress on Education in 2007, the Main Education Highway was created in response to prevailing issues and concerns that hinder stakeholders from providing the future generation with the appropriate education needed in order that they may identify their purpose and consequently maximize their potential. The Education Highway looked forward to the molding of individuals who are well rounded enough to acquire the skills and ethics to work, the personal capabilities to manage their emotions, the social skills to adapt to culture and nurture relationships—

preserving in them strong, good Filipino values—and, the critical thinking abilities to solve problems and successfully cope with environmental, industrial, or social changes.

THE INTEGRATED CURRICULUM FOR LIFELONG LEARNING

Integration is a mental activity that relates new knowledge to prior knowledge and specific facts to deeper, transferable understandings. These connections are made by processing information through the organizing conceptual schema in the brain. This integration of thinking should occur in discipline-based and interdisciplinary contexts to support the deeper understanding and transfer of knowledge—because teachers as service professionals do not really integrate curriculum. Instead, teachers help learners integrate their thinking. The Association for Supervision and Curriculum *Handbook* (2003) proposed that instead of asking how to integrate the curriculum, curriculum designers should be asking how to design disciplinary and interdisciplinary curricula to support the effective integration of thinking. This is so as popular notions of integrated curriculum conjure up a variety of mental models, definitions, and pedagogical questions like

- What is curriculum integration?
- Should we integrate? How? When? Why?
- What is the difference between “integrated curriculum” and “interdisciplinary curriculum”? And what about “multidisciplinary curriculum”?
- How can we maintain the integrity of disciplines in interdisciplinary work?

How can we address disciplinary standards through interdisciplinary units of instruction?

Drake and Drake (1990, p. 3) recount that the “integrated curriculum can mean many things to different people” where K-12 educators think of curriculum integration as “making meaningful connections between topics or skills that are usually addressed in different subject areas.” Other practitioners and theorists offer various definitions for the term “integrated curriculum”. Roberts and Kellough (2000) define the term as a way of teaching, planning and organizing so the discrete disciplines of subject matter are interrelated. Integrated curriculum match the developmental needs of the learners, and help to meaningfully connect the students’ learning to their current and past experiences. To Brazee and Capelluti (1995), an integrated curriculum is based on a holistic view of learning that recognizes the necessity for learners to see the big picture. It ignores traditional subject lines while exploring questions that are most

relevant to students. As a result, it is both responsive to students' needs and an intellectual activity—because it focuses on helping learners use their minds as well.

The integrated curriculum is, therefore, a great gift to experienced teachers. However, while not necessarily a new way of looking at teaching, curriculum integration has received a great deal of attention in educational settings based both in research and teachers' own anecdotal records of success. Markus (1991) relates that educational journals are now reporting many examples of teachers who link subject areas and provide meaningful experiences that develop skills and knowledge, while leading to an understanding of conceptual relationships. As an educational approach therefore, an integrated curriculum prepares learners for lifelong learning.

Fogarthy (1991) identifies ten models of integration that fall into three categories: (1) integration within single disciplines, (2) integration across several disciplines, and (3) integration within and across learners. She also defines the goal of integration as follows: "to help young minds discover roots running underground whereby contrary and remote things cohere and flower out from one stem." The chart summarizes some of her work—work that has been supported by Jacobs (1989) and Shoemaker (1989), both of whom have been involved with the implementation of curriculum. These differentiations may also move from two teachers teaching the same topic but in their own separate classes, to team design of thematic units, to interdisciplinary courses or thematic units, to a fully integrated curriculum that is also referred to as synergistic teaching.

Bonds, Cox and Gantt-Bonds (1993), point out that synergistic teaching is something that goes beyond the blurring of subject area lines to "a process of teaching whereby all the school subjects are related and taught in such a manner that they are almost inseparable. What is learned and applied in one area of the curriculum is related and used to reinforce, provide repetition, and expand the knowledge and skills learned in other curriculum areas." This process of synergistic teaching allows the student to quickly perceive the relationships between learning in all curriculum areas and its application throughout each of the school subjects although synergistic teaching does more than integrate; it presents content and skills in such a manner that nearly all learning takes on new dimensions, meaning, and relevance because a connection is discussed between skills and content that transcends curriculum lines.

Schools therefore move away from teaching isolated facts toward more constructivist view of learning that values in-depth knowledge of subjects. This is supported by a body of brain research that supports the notion that learning is best accomplished when information is presented in meaningful, connected patterns.





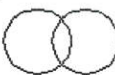


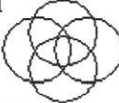


Name	Description	Advantages	Disadvantages
Fragmented 	Separate and distinct disciplines	Clear and discrete view of a discipline	Connections are not made clear for students; less transfer of learning
Connected 	Topics within a discipline are connected	Key concepts are connected, leading to the review, reconceptualization and assimilation of ideas within a discipline	Disciplines are not related; content focus remains within the discipline
Nested 	Social, thinking, and content skills are targeted within a subject area	Gives attention to several areas at once, leading to enriched and enhanced learning	Students may be confused and lose sight of the main concepts of the activity or lesson
Sequenced 	Similar ideas are taught in concert, although subjects are separate	Facilitates transfer of learning across content areas	Requires ongoing collaboration and flexibility, as teachers have less autonomy in sequencing curricula
Shared 	Team planning and/or teaching that involves two disciplines focuses on shared concepts, skills or attitudes	Shared instructional experiences; with two teachers on a team it is less difficult to collaborate	Requires time, flexibility, commitment and compromise
Webbed 	Thematic teaching, using a theme as a base for instruction in many disciplines	Motivating for students, helps students see connections between ideas	Theme must be carefully and thoughtfully selected to be meaningful, with relevant and rigorous content
Threaded 	Thinking skills, social skills, multiple intelligences, and study skills are "threaded" throughout the disciplines	Students learn how they are learning, facilitating future transfer of learning	Disciplines remain separate
Integrated 	Priorities that overlap multiple disciplines are examined for common skills, concepts, and attitudes.	Encourages students to see interconnectedness and interrelationships among disciplines, students are motivated as they see these connections	Requires interdepartmental teams with common planning and teaching time
Immersed 	Learner integrates by viewing all learning through the perspective of one area of interest	Integration takes place within the learner	May narrow the focus of the learner
Networked 	Learner directs the integration process through selection of a network of experts and resources	Pro-active, with learner stimulated by new information, skills or concepts	Learner can be spread too thin, efforts become ineffective

Figure 1. Models of Curriculum Integration (Fogarty, 1991).

VALUES INTEGRATION IN THE CURRICULUM

How can we integrate values in the curriculum? How do we respond to the need for values development?

Shoemaker (1989) emphasizes that in response to the need for values development, we need to organize it in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful associations to form upon broad areas of study. We need to view learning and teaching in a holistic way.

Within this frame of reference in the practice of teaching, Palmer (1991) considers the following varied levels of integration:

- develop cross-curriculum sub-objectives within a given curriculum guide
- develop model lessons that include cross-curricular activities and assessments
- develop enrichment or enhancement values activities with cross-curricula focus including suggestions for cross-curricular "contacts" following each objective
- develop assessment activities that are cross-curricular in nature
- Include sample planning wheels in all curriculum guides.

We may go beyond the linking of subject areas to the creation of new models for understanding the world. Dressel (1958) aptly says that in integrating values in the curriculum, the planned learning experiences provide learners with a unified view of commonly held knowledge (by learning the models, systems, and structures of the culture) and also motivates and develops learner's power to perceive new relationships and thus create new models, systems, and structures.

Integrating values in the curriculum is then an educational approach that prepares learners for lifelong learning where schools must look at education as a process of developing abilities required by life in the 21st century rather than as discrete, decentralized subject matter. In integrating values in the curriculum, we need to go beyond a single definition of curriculum integration to a continuum of integration, as shown in the chart of Fogarty (1991) which described the two levels of curriculum integration.

VALUES INTEGRATION: THE SILLIMAN UNIVERSITY EXPERIENCE

Silliman University education is nurtured not just WITHIN the four walls of the classroom; it is one polished BEYOND these four walls and one humanized by the 5 Cs—the the foundation of Silliman Education. Classroom is the first. The other four are Church, Court, Culture, and Community.

Education at Silliman is holistic. We do not educate only the mind, but we educate the total person. This means addressing both of the requirements for totality, the intellect and the emotions. Thus, campus life of students is one that serves not only to impact their brains or physical being, but one that seeks to touch their heart and spirit. It is an education that embraces the

concept of fulfillment so that a person views himself or herself in relation to the larger community.

Silliman University has developed a core curriculum designed to provide a cluster of courses within the general curriculum that focuses on values that are central to the mission of the university. As a result, learners are expected to develop and enhance core values as integrated in the Social Sciences, Humanities, Philosophy and Religion, Natural Sciences, Mathematics, Research, Computer Literacy, Physical Education, and the National Service Training Program or NSTP.

The cognitive, affective, and psychomotor competencies developed in the core curriculum are also strengthened in the students' major fields of study. However, apart from these factors, vital components in the attainment of curricular aims are lodged in teachers because of their crucial role in the development of values.

In-service training programs in basic education, tertiary, and graduate levels have also been conducted, aimed at equipping the teacher with skills and strategies for developing values in their students. Strategies used in the elementary schools ranged from simple story telling, modeling, and persuading to the more complex approach of identifying values, exploring feelings, and values clarification. In the secondary schools, the most widely used methods are inculcating moral development, values analysis, value clarification, and action learning. The tertiary level, expressed through vertical articulation (tertiary to graduate programs), integrates values in various disciplines through methods ranging from games and quiz shows to problem solving, case analysis, and role-playing.

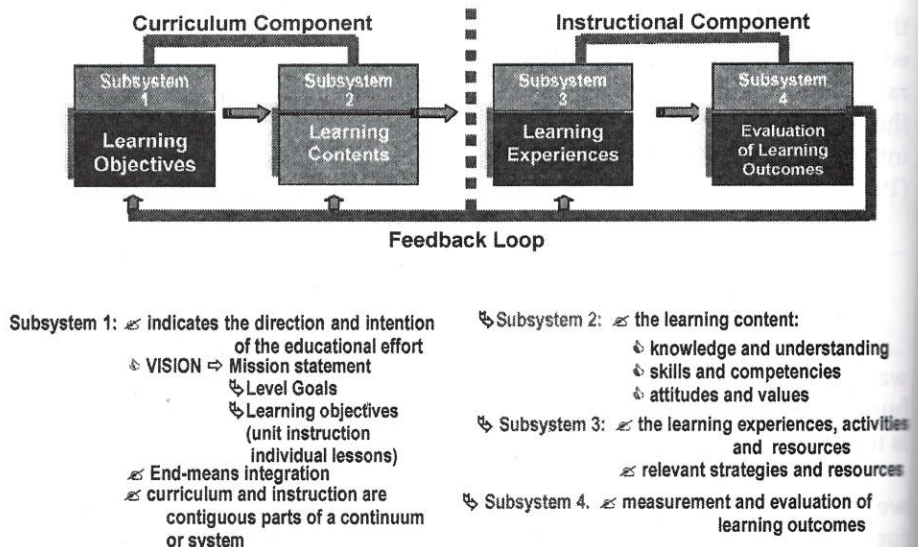


Figure 2: A Linear Model Curriculum (Taba, 1962).

Silliman University follows a model of curriculum development adopted from Taba's Expanded Linear Model (Figure 2). Specifically, the seven major steps in curriculum development are:

1. Diagnosis of learners needs, expectations and goals of the larger society
2. Formulation of learning objectives
3. Selection of learning content
4. Organization of learning content
5. Selection of learning experiences
6. Organization of learning experiences
7. Deteminatiuon of what to evaluate and the means of doing it.

The Vice President for Academic Affairs in coordination with the Office of Instruction spearheads the review of the different curricula in the University. This is aimed at ascertaining that curricular offerings are not only attuned to the mission statement of the University but also provide answers to the needs of society. It also conducts needs-based seminar-workshops to enhance the basic teaching skills of the faculty and envisioned to help students attain not only the cognitive learning objectives but also the affective and psychomotor ones as well.

CURRENT PRACTICES

The core values of Silliman University such as her Christ-centeredness, societal impact, academic excellence, holistic development of the person (caring community, work ethic, team spirit) are also emphasized in speeches delivered by administrators and orientation programs for new faculty. Other institutional reinforcements are found in the following:

- The general education programs of the College of Arts and Sciences are required to do at least ten (10) classical readings in each subject to enhance the published curriculum.
- Service-Learning is now institutionalized as a pedagogy in the University in an interdisciplinary manner.
- Core concepts in environmental education are integrated in the curriculum from basic education to most general education subjects. Environmental education modules written by a pool of module writers are also used.
- Tertiary teachers continue to produce modules in Math, Science and English with core values integrated across disciplines and in a "ladderized" manner from Carly childhood, elementary and High School.

MOVING FORWARD

For Silliman University to move forward, these instructional structures are necessary designs to emphasize the significance of values in the service of education:

- There is a need to design a workshop for teachers to help them clarify their own values and introduce them to various strategies they can use to incorporate values education. This workshop design begins with Values Clarification and is made complete with Emotional Literacy.
- A qualitative analysis of departments' reports on the nature of teaching strategies used by teachers in and outside the classroom is a felt need.
- There is also a need for a phenomenological impact study on service-learning as a pedagogy.

The need to affirm the role of values education in the curriculum across disciplines from basic education to higher education is important. Educators are therefore tasked to examine the what and the how of their hidden curricula as well as those subjects where values education are directly taught (Chaves, 1999).

As Quisumbing (1997) aptly puts it in her speech during her visit to the University: "The heart of education is values education... It is the quality of our person that is really the test of real and true education... It is the teacher who is the most important force."

Indeed, if integration of values in the curriculum is thoroughly and continuously done and implemented by a professionally trained and personally qualified faculty, there is no doubt that the progress of our nation can be as swift as the progress in our reforms in education!

RECOMMENDATIONS

As basic conditions in coping with contemporary realities, values teaching demands that each student be **CRITICAL**:

1. **C** --critical thinker in developing and defending positions on specific topics;
2. **R** --reflective in probing challenges that lie behind human choices and, by extrapolation, including one's own;
3. **I** --high IQ, EQ, and AQ when given the opportunity to confront standards and points of view contrary to one's personal perspective;
4. **T** --transformative, when encouraged and enabled to assume the role

of a person with a contrary view;

5. **I**--interactive when confronted and given the chance to wrestle with the complexity of life's problems;
6. **C**--communicatively competent when challenged to change positions that run counter to the beliefs and ideals of another.
7. **A**--having an analytical mind at every turn in life; and
8. **L**, the lifelong learner that Silliman University expects him or her to be.

CONCLUSION

Education should now strongly recognize the changing context in which values education has to take shape for the new millennium. Moreover, global recognition should acknowledge as well the deep human crisis at the end of the twentieth century that education must address. This enormous task is a delicate balancing responsibility that can only be achieved by reorienting the education of future citizens: educating the mind to academic excellence, educating the heart for human values, and educating the conscience for life's principles of harmonious living. By addressing the educational needs of both mind and emotions, Silliman University can now move firmly forward with her mission—from the classroom to the community, from the nation to the world!

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