



ATENEUM DE MANILA UNIVERSITY

LOYOLA SCHOOLS

Quality Assurance Office

AUN-QA Conference Poster Presentation Abstract

SHAPING THE FRAMEWORK OF THE LOYOLA SCHOOLS CURRICULA

Beginning in 2014, a comprehensive curricular review was undertaken by the Loyola Schools of the Ateneo de Manila, a Filipino, Jesuit, Catholic University established in 1859.

Considered a milestone contribution to the strategic goal of nation building, the K-12 national reform and the changes in the General Education curriculum of the Commission on Higher Education (CHED) were an impetus for this major curricular review. While responding to these external challenges, the revisions in the Loyola Schools curricula put paramount importance on ensuring that the Ignatian aim of forming Christ-centered leaders, persons of competence, conscience, compassion and commitment was explicitly articulated.

The best feature is the actual curricular review process which paved the way for conversations and collaboration among internal and external stakeholders, within and across disciplines. Using the school's version of the Plan-Do- Check/Reflect-Act model of quality assurance, the entire process was a communal reflection that resulted in a distinct framework that explicates four stages of formation:

- 1) Foundations: Exploring and Equipping the Self
- 2) Rootedness: Investigating and Knowing the World
- 3) Deepening: Defining the Self in the World, and
- 4) Leadership: Engaging and Transforming the World

Each part of the framework is based on a horizontal and vertical sequencing of courses that aims to facilitate integrated learning and to build on the students' core, co-curricular and disciplinary skills and competences at each level of their educational experience. The framework reflects an education that is interdisciplinary, integral and Ignatian, one that seeks to develop intellectual depth, enhance creative imagination, deepen social involvement, and nurture spiritual maturity. It is intended to form students as life-long learners who are able to discover and fulfill their distinctive calling and mission in life.

Sources:

Benjamin T. Tolosa, Jr. (2019). Shaping the New Core and Facilitating Integral Formation.

Office of the Associate Dean for the Core Curriculum, Loyola Schools

Ateneo de Manila University

Loyola Schools Administrative Manual (2017)

Ignatian Pedagogy: A Practical Approach (1993)

Loyola Schools Quality Assurance Office

Office of the Vice President for the Loyola Schools



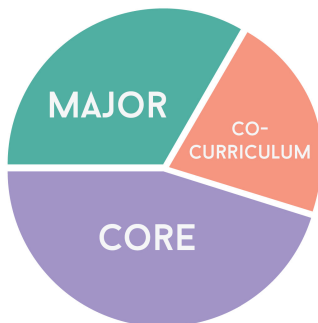
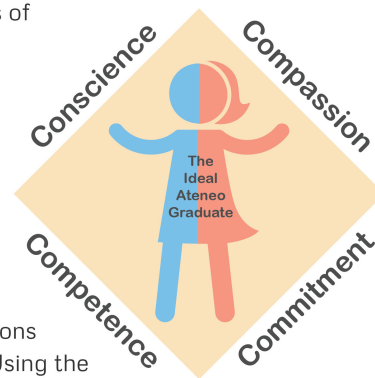
SHAPING THE FRAMEWORK OF THE LOYOLA SCHOOLS CURRICULA



Beginning in 2014, a comprehensive curricular review was undertaken by the Loyola Schools of the Ateneo de Manila, a Filipino, Jesuit, Catholic University established in 1859.

Considered a milestone contribution to the strategic goal of nation building, the K-12 national reform and the changes in the General Education curriculum of the Commission on Higher Education (CHED) were an impetus for this major curricular review. While responding to these external challenges, the revisions in the Loyola Schools curricula put paramount importance on ensuring that the Ignatian aim of forming Christ-centered leaders, persons of competence, conscience, compassion and commitment was explicitly articulated.

The best feature is the actual curricular review process which paved the way for conversations and collaboration among internal and external stakeholders, within and across disciplines. Using the school's version of the Plan-Do-Check/Reflect-Act model of quality assurance, the entire process was a communal reflection that resulted in a distinct framework that explicates four stages of formation:



	CORE	CO-CURRICULUM	MAJOR
4 LEADERSHIP ENGAGING AND TRANSFORMING THE WORLD	Discerning Life Questions: Towards Leadership and Commitment	Politics, Governance, and Citizenship	Professional Competences
3 DEEPENING DEFINING THE SELF IN THE WORLD	Ethics Philosophy of Religion A Theology of Marriage, Family, & Vocation	IE English: Story and Narrative Other IEs Economy, Society, and Sustainable Development. Science, Technology, & Society	Professional Competences
2 ROOTEDNESS INVESTIGATING AND KNOWING THE WORLD	Philosophy: The Human Condition Theology of the Catholic Social Vision	Art Appreciation Foreign Language and Culture Contemporary World Readings in Philippine History Rizal and the Emergence of the Philippine Nation	Professional Competences
1 FOUNDATIONS EXPLORING AND EQUIPPING THE SELF	Faith, Spirituality, and the Church Purposive Communication Malayuning Komunikasyon Literature: Global Voices and Encounters Panitikan ng Pilipinas	Understanding the Self Natural Science Math in the Modern World	Introduction to Profession Basic Tools

Each part of the framework is based on a horizontal and vertical sequencing of courses that aims to facilitate integrated learning and to build on students' core, co-curricular, and disciplinary competences and skills at each level of their educational experience.

The framework reflects an Ignatian, integral, interdisciplinary, and Ignatian, one that seeks to develop intellectual depth, enhance creative imagination, deepen social involvement, and nurture spiritual maturity. It is intended to form students as life-long learners who are able to discover and fulfill their distinctive calling and mission in life.

Sources:

Benjamin T. Tolosa, Jr. (2019). *Shaping the New Core and Facilitating Integral Formation*. Office of the Associate Dean for the Core Curriculum, Loyola Schools, Ateneo de Manila University.
 Loyola Schools Administrative Manual (2017)
 Ignatian Pedagogy: A Practical Approach (1993)
 Loyola Schools Quality Assurance Office
 Office of the Vice President for the Loyola Schools