

Fact-finding Round Table Conference
Graduate School, University of Sto. Tomas (UST), Manila
07 February 2008, Thursday, 9:00-5:00 PM

SOCIAL STUDIES IN PHILIPPINE EDUCATION: METHODS¹

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Our key concerns in the conference were (1) vision and mission, (2) curriculum, (3) faculty, (4) instructional materials, and (5) methods of teaching.

I. Vision and Mission

The general reality is that departments of social sciences in the IHL do not have “vision and mission statements” of their own. The claim was they shared the vision- mission of their institutions.

But those institutional statements of “vision and mission” are too general for specific programs such as Social Sciences as specific as Economics, History, Sociology etc. The general cannot be operational for specific syllabi and lessons in day to day learning/ teaching activities.

II. Curriculum

The social sciences curricula of the IHL involved are made up what they called “mandated” subjects by which they mean the subjects required by law such as the Rizal course, and broadly refer to subjects prescribed by the Commission on Higher Education (CHED) in History, Sociology, Philippine Constitution, economics, and Taxation and Land Reform.

III. Faculty

The data are vague, but there is a report of a meaningful number of MA and PH. Ds on the faculty, and the proportion is below a third of them. Many are in process of earning their degrees. We have had no opportunity to match their specializations with the subjects they teach, nor the programs of their current field of studies and the social sciences they teach. But there were hints at teachers teaching subjects outside their field of specialization because as full-time employees they need to be fully loaded even when there are not enough subjects offered in their area of expertise.

IV. Instructional Materials

Textbooks, library materials, audio-visuals are mentioned; but those in the library and audio-visual facilities are shared with everybody else (on first-come first served

¹ Presented at the Second Karunungan Festival, 29-30 August 2008, OB Montessori Center, Inc.

basis). We have not ascertained the quality and students access to these things, or how up-to-date these are. Some teachers and classes make their own.

V. Methods of Teaching

Lectures, readings, class or group discussions, reports and papers, debates (occasional), projects (which includes dramatizations). A few mentioned “field trips” to museums and sites.

VI. Discussion

The findings at the conference were not surprising. What is surprising is that this condition of things has lasted so long and change is nowhere in sight.

The reason why the target of the fact-finding was tertiary was because our basic education teachers are products of our tertiary education.

We were hoping that the *vision* of social sciences, in addition to *solid knowledge of scientific methods of thinking through social questions, is a clear articulation of the qualities and attitudes of citizens regarded as desirables* for the current and future conditions of the country. And for *mission*, we were expecting to hear something about the *acquisition and honing of specific habits and skills which support the achievement of the qualities and attitudes required by good and effective citizenship*. These were not there.

The general impression is that IHL are not keen on the promotion of effective social science education. They have not given sufficient logistical, disciplinal, nor human resource attention to the social sciences. The result seems to be mass mediocrity of education in this area.

We were hoping to see indications of awareness of methods of teaching preferences by the department heads. This should be a normal aspect of **their job as supervisors of instruction**. But there was no advertence at all to the following rather traditional methods of teaching in the social sciences. (It goes without saying that some of these methods are regarded as ineffective).

Let me advert to some of these traditional methods. (A discussion of the many new methods, made possible by new technology and ideas needs a much more extended time). It should be noted here that these were not facts found”, rather expectations which did not appear in the roundtable (See attached list).

METHODS OF TEACHING THE SOCIAL SCIENCES

The following are often used as approaches or methods in teaching the social sciences, especially History, Social Studies, and the social and human sciences of Sociology and Anthropology. They are listed here with minimal description, for the experienced teacher would know their implications and operationalization.

1. Non-problematic

The method of teaching social science which does not deal with controversial issues in culture, attitudes, values and beliefs.

2.Expository

The traditional way of teaching social sciences premised on the assumption that the learner's mind maybe likened to a receptacle into which the teachers pour assorted knowledge, from which storage one draws what he/ she needs.

3.Non-behavioral

Is that method which is not able to track the progress towards the realization of objectives. Objectives are so vague that the social studies teacher is at loss as to what specifically is his/ her role in making of better citizens.

4.Conceptual Approach

This is the approach for teaching social science for acquiring knowledge and understanding of factual information by concepts, generalizations, and constructs. Concepts are generalized bodies of attributes associated with the symbol for a class of things, events, or ideas. Generalization is an understanding of a relationship between or among concepts. A construct is an organization of interrelated generalizations and concepts.

5.Problematic Approach

The method based on the ability to get facts which are relevant to a problem, rather than the mere possession in memory of an all-assorted collection of miscellaneous data of information.

6.Inquiry Method

This method teaches students the HOW rather than the WHAT. All significant learning is a matter of finding out how to make and/ or better distinctions.

7.Behavioral Approach

This method seeks to achieve the measurable/ observable psycho-motor objectives stated at the beginning of the lesson plan (e. g. ability to locate specific places on a map, ability to graph facts and figures, etc.)

(NB. Methods which involve sizable financial budget are not included here.)

Annex 1

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COLEGIO DE SAN JUAN DE LETRAN COLLEGE

In line with the Colegio de San Juan de Letran's College of Liberal Arts and Sciences' goal as a separate department, "to seek the education of the whole person stressing self-awareness, ethical values, critical inquiry, creativity and social responsibility through the integration of academics, the arts and community service," we believe that a true liberal way of educating our tertiary students is a must for the enhancement of the social science education in higher education.

With these, we would like to suggest staying true to the concept of being "liberal" in our ways of educating our students. We should introduce new and innovative ways of teaching and introducing the curriculum of the Social Sciences to the students.

Below are some suggestions that we could talk and brainstorm about,

On the Content of Courses in the Curricula

- Review the contents of current curricula to assess the different subjects and courses offered, whether they still are theoretically updated, applicable, and/ or practical.
- Review possible improvements on current subjects and courses offered in the social sciences area.
- Consider additional subjects/ courses that will be offered generally to all tertiary students that will equip them better to be responsible citizens of their community. Examples of these subjects and courses include courses both from theory and practice, such as, theories on development, community organizing, community development, environment and the society, environmental protection, and the like. Emphasis should be given to issues that are primary concerns of most communities, development, modernization and environment.
- If it is possible, try to implement a standardized curriculum on social sciences that all recognized and registered higher education institutions must follow.

On the Methods of Teaching and Instruction

- Faculty members, as much as possible should maximize the benefits that modern technology can provide. If it is necessary, conduct a series of seminars for faculty just for the introduction and learning on how to use modern technological introductions.
- Creativity is a very essential part of a faculty/ instructor's efficiency as an educator. There are programs and groups that offer creativity seminars structured for teachers, to make good teachers better teachers.
- Introduction of more outdoor/ off-campus class activities. These are not just ordinary exposure and field trips, these should be aggressive means of facing the students to the "real" reality.

On the Status of Faculty Preparedness and Development

- Higher education institutions should follow the standards that accreditation institutions give, such as the percentage of degree holders (M.A. Ph. D., M.S., etc.) within the roster of the faculty, proficiency of the faculty in research, seminars and publications.
- A pinch of additional knowledge would enhance faculty performances. Try to introduce innovative and creative seminars for the enhancement of the teaching skills of the faculty members.
- Practice what you preach. Encourage faculty members to be both academicians and practitioners at the same time.

Annex 2 B



PAMANTASAN NG LUNGSOD NG MAYNILA (University of the City of Manila) Intramuros, Manila

COLLEGE OF LIBERAL ARTS

PREAMBLE

The vision and mission of the College of Liberal Arts are anchored on the thrust of benchmarking the new Filipino university. With this as the guide, the CLA with its committed faculty members has geared its vision, mission and objectives towards the development of the new Filipino students.

VISION

A student-centered and research-oriented college that extensively moulds an individual into a total person of being human and humane equipped with wisdom, right knowledge and good values responsive to the needs of the community, the nation, and the world.

MISSION

The fundamental mission of the college is to deepen an understanding of the right principles of life, to pursue academic and professional excellence, to develop political awareness and social involvement, to strengthen spiritual and value formation, and to instill the essentiality of Filipino nationalism.

GENERAL OBJECTIVES

The College of Liberal Arts offers the General Education Program that commits to improve the maturity level of the students with regard to their approach to academic and professional responsibilities and achievement, social involvement, political awareness, and moral and spiritual formation by providing them a firm and essential liberal arts foundation through –

1. the development of a new well-rounded Filipino citizenry who are proud of their cultural heritage and responsive to national and international concerns;
2. the development of the capability for research, the consistent materialization of outstanding researches, and the cultivation of a commitment to any scholarly works with dignity and integrity;
3. the cultivation of the right understanding of the nature of man in his academic, political, social, moral and spiritual realms;
4. the intense formation of good values towards intrapersonal and interpersonal relations;

5. integration of the knowledge of the range of arts in order to appreciate the beauty and depthness of life; and
6. the enhancement of analytic, evaluative, and critical thinking to arrive at an independent and right judgment, course of action and decision.

Annex 2C

PAMANTASAN NG LUNGSOD NG MAYNILA
(University of the City of Manila)
Intramuros, Manila

COLLEGE OF LIBERAL ARTS
One Year Development Plan
June 2007-May 2008

Key Areas	Objectives	Strategies	Activities	Time Frame	Persons/Agencies Involved	Measurable Output/Targets
1. Academic Programs	To introduce AB Political Science as a course in the CLA	Curriculum preparation	Consultation meetings w/Social Science faculty by the English Dept. and Filipino Dept.	June 2007-May 2008	Dean, Social Science chairman, faculty	Curriculum for AB Political Science and syllabi preparation
2. Faculty Development	Increase rate in teaching effectiveness through relevant and regularly conducted teaching enhancement programs	Update knowledge of faculty members on practical classroom practices	Support workshop that will discuss teaching tips that are grounded on research on how to make learning more enjoyable especially for the non-majors and the	June 2007-May 2008	CLA faculty and speakers/lecturers expert on a specified area	Knowledge of practical classroom practices upgrading faculty members

			freshmen			
3. Research. Creative works and Publication	Prepare publications that showcase both the scientific researches and creative works of the faculty and students	Pursue a multi-disciplinary journal featuring scientific and creative articles on English, Filipino, Social Sciences and Humanities Create an official Newsletter of the college to be published semi-annually		June 2007-2008	College of Liberal Arts faculty, SSC and freshmen	At least semi-annual publication of the CLA newsletter
4. Facilities Development	More effective instruction through the use of the audio-visual technology Improved classrooms, innovative ideas, instructional strategies and materials	Obtain modern printed and audio-visual resources for faculty members' use such as instructional materials in English, Social Sciences, Filipino	Request funds from the university budget Solicit Donation from non-governmental institutions, organizations and publishing house	June 2007-May 2008	PLM-VPFP Non-governmental institutions, organizations, publishing house	New computer & Multi Media Equipment units with Internet connection and shall have been installed and available for use by SY 2007-2008
5. Network and	Facilities better learning	Research work through	Coordinate with CCP Huseng	June 20	National Library, CCP, NCCA,	70% of the Freshman students

Linkages	and research activities Preserve and appreciate Filipino cultural heritage	E-Library Lakbay-Aral Educational Field Trip	Batute Theater, Fort Santiago, NCCA	07-May 2008	Thomas Jefferson, PLM Library and other libraries	knowledgeable on network/linkages
6. Extension Activities	Inculcate the importance of a clean and green environment	Tree planting Environment cleaning	Initiate tree planting within PLM community and Baseco Sponsor lectures on clean-air act for PLM community and barangay officials	June 2007-May 2008	Earth Institute Asia Rizal Park Botanical Garden CLA, PLM community through CUES	At least 20 seedlings shall have been planted Monitoring of the activities participated in by students and faculty

Annex 2 D

SAN BEDA COLLEGE COLLEGE OF ARTS AND SCIENCES

VISION AND MISSION

As explained in our letter, we are not a degree-granting department, so we do not have a complete curriculum for any of the social sciences. We handle only the subjects required for inclusion in general education by the Commission on Higher Education. What we have is a departmental vision-mission, stated as follows:

Vision

“The Department envisions students who have developed self-understanding in order to cope with the problems and challenges of life; who understand concepts, theories and dynamics of group structures in order to participate in building a just and humane society; who are aware of their roots, culture and values; and who uphold their rights and responsibilities to the family, country, and global community.”

Mission

“The Department endeavors to develop self-understanding among students so that they will become nationalistic Filipino servant-leaders and responsible, pro-active, global citizens.”

CONTENT OF COURSES

Asian Civilization

This is a general survey course on the civilizations of Southwest Asia, East Asia, South Asia, and Southeast Asia. It includes a general view of their geography, socio-cultural setting, the development of the civilizations, Western colonization and the various Asian responses. It also gives attention to how the traditional elements of Asian civilizations cope with the incursions brought about by modernization and westernization.

Please note that the new curricula of the degree-granting departments of the College of Arts and Sciences, which have been approved by the CHED for implementation next academic year, no longer include this subject. The College of Nursing, though, still maintains Asian Civilization in its curriculum.

Gender Studies

This course is designed to address issues of gender as they affect the lives of Bedans in particular and Philippine society in general. As a course, it is academic in

the sense that it has content and theories that require research, analysis, and corresponding action. It is also an advocacy course because it expects praxis in terms of networking and renewal, personal empowerment and social change. The course has a perspective that looks at personal experiences and social realities in a new way. It relates the personal with the social. It takes the individual and subjective experience seriously, with respect and dignity, and roots them within their social context, and with other social realities and constructs, using race and gender categories for analysis. It also considers the body and material reality as vital in looking at the human person.

Gender Studies thus offers a pedagogical process that is respectful of the affective, the subjective and the concrete corporeal of human experience. As a pedagogical process, the course connects praxis with theory, issues with feminist theories, and women's movement with academic scholarship.

The course carries a spirituality that brings in processes and journeys towards God so that men and women may truly become full partners in development as well as in making God's reign on earth a reality. It fosters the nurturing and caring attitudes that are necessary for humanity to survive, grounded on the Benedictine values of *Ora et Labora* and the Benedictine *Pax*.

The course is included only in the existing curriculum of International Business and Entrepreneurial Management. The new curriculum of that program no longer contains this subject.

Philippine History and Culture

This is a survey course on Philippine history, society and culture and the attendant political, social and cultural institutions. It discusses the origin and evolution of the Filipinos. It aims to cultivate a nationalist, critical consciousness and perspective of Philippine society through the discipline of history. It seeks to enlighten the students on their rich cultural heritage and to understand the relationships of problems and the situation of the country then and now.

This is a course that is included in the curricula of all the degree-granting departments, save for the Accountancy Department.

Philippine History, Culture and Government

This is an integrative course on Philippine history, society, culture, government and constitution. It discusses the origin and evolution of the Filipinos and the attendant economic, political, social and cultural institutions of the nation. It aims to cultivate a nationalist, critical consciousness and perspective of Philippine society through the discipline of history. It seeks to enlighten the students on their rich cultural heritage and to understand the relationship of problems and the situation of the country then and now.

The course also discusses the evolution of Philippine government and gives an overview of the present Constitution, with emphasis on the government and the rights of citizens under the Constitution.

Please note that this subject is offered only to students in the Accountancy Program. It combines History and Political Science.

Political Science

This course deals with the development, organization and operation of the Philippine political system with emphasis on the present. It covers the concepts, theories and principles of Political Science; the existing government, with references to past governments; and the 1987 Constitution, together with an analysis of past Constitutions, and the impact of the Constitution on the Filipino way of life.

Rizal's Life, Works and Writings

This course presents Dr. Jose Rizal's character and ideas, the richness of his thoughts, and his teachings, through the study of his major works. It includes an analysis of the socio-cultural forces that shaped Dr. Rizal. It emphasizes Dr. Rizal's role as defender of human rights, justice and liberty, and as an advocate of the formation of a national community. This course also aims to assess the relevance of Rizal during his time up to the present.

Sociology-Anthropology

This course is an introduction to the basic concepts, theories and principles in Sociology and Anthropology. It stresses man's inter-relationships with God, others, and his environment. It includes the study of culture and behavior; institutions; the major agents of socialization such as family, religion, education, government, business, sports, and mass media; how population growth affects society and public health; and the contemporary issues, concerns and problems and other factors that bring about positive social change in a global society like ours.

METHODS OF TEACHING AND INSTRUCTION

The Department utilizes a variety of methodology, from the traditional lecture-discussion to the use of new technology. Each classroom in the College is provided an overhead projector. Multimedia facilities are available and may be used upon request.

Teaching methodologies include the following (in alphabetical order):

- Brainstorming
- Case analysis
- Classroom books/books of writings by students
- Cultural presentations
- Debates
- Educational trips (museums, historical places, government offices, etc.)
- Exercises
- Exhibits
- Film showings

- Group discussions
- Immersion
- Independent reading plus reaction/reflection paper
- Lecture
- Research/ Data gathering/ Interviewing
- Reporting (Group and/or Individual, Oral and/or Written)
- Recitations
- Role-plays
- Songfests
- Use of visual and audio-visual materials
- Workshops/Seminars/Symposia

Many of the above methodologies are student-centered.

STATUS OF FACULTY PREPAREDNESS AND DEVELOPMENT

The minimum requirement for college teaching in the College of Arts and Sciences of San Beda College is a master's degree. This helps ensure that the faculty is prepared for the subject being taught. Some teachers in the Department of Social Sciences already have doctoral degrees.

The College of Arts and Sciences has a Faculty Development Program, under which programs and activities are designed to develop the faculty members in the areas of professional competence, social competence, cultural or values transformation, and spiritual growth.

DIRECTIONS FOR ENHANCEMENT OF SOCIAL SCIENCES EDUCATION AT THE TERTIARY LEVEL

The problem of the proper match between what the society in general (and the economic sector in particular) needs and what the educational system produces should be addressed if tertiary education is to be relevant at all. Holders of degrees in the social sciences should be able to use what they learned at the tertiary level to land jobs first, and then eventually to contribute to the welfare of society. Towards this end, degree-granting programs should take into account the level of economic, political and social development and find a niche where they would most effectively participate. The content of the courses in the curricula should therefore be geared towards this. Hence, theory and praxis should go together, where applicable. No matter what teaching strategies are employed, we should always consider the value of education not only to the student, but to society itself.



Annex 2 E
Philippine Normal University
College of Arts and Social Sciences
DEPARTMENT OF SOCIAL SCIENCES

Bachelor of Secondary Education Major in Social Science (BSE Social Science)

I. Vision and Mission

VISION

An enlightened and empowered society of faculty and students who, individually and collectively, commit themselves consistently to social transformation through social criticism and action.

MISSION

To provide future teachers the necessary academic competence in the teaching of social sciences and to instill the proper values and research attitude necessary in promoting personal renewal and social transformation in the community where they will serve.

II. Curriculum

BSE Social Science Curriculum*

General Education	77 Units
Professional Education	51 Units
Specialization	57 Units
Total	185 Units

*revised in 2006

Courses:

- S-AGP 11: World Geography
- S-AGP 12: Civic Education
- S-AGP 13: Philippine Society and Culture
- S-AGP 14: Asian Studies
- S-AGP 15: World History I – Ancient History
- S-AGP 16: World History II – Contemporary History
- S-AGP 17: Econometrics
- S-AGP 18: Development Studies
- S-AGP 19: Issues in Philippine History
- S-AGP 20: Comparative Cultural Studies
- S-AGP 21: Comparative Politics
- S-AGP 22: Transformative Education

- S-AGP 23: Bureaucracy and Community Relations
- S-AGP 24: Readings in Social Science
- S-AGP 25: Philosophical and Theoretical Perspective in Social Science
- S-AGP 26: Methods and Strategies in Teaching History and Social Science
- S-AGP 27: Assessment and Evaluation in History and Social Studies Curriculum
- S-AGP 28: Methods of Research I
- S-AGP 29: Methods of Research II

* S-AGP – Specialization – Agham Panlipunan

Social Science Subjects in General Education*

- 1. Hist 01 - Philippine History
- 2. SS 01 - Philippine Government and Constitution
- 3. SS 02 - Economics Education
- 4. SS 03 - Rizal and Other Heroes and Heroines
- 5. SS 04 - Philosophical Analysis
- 6. SS 05 - Issues & Problems in Contemporary Society

*Required subjects to all PNU students

COURSE DESCRIPTION

Hist 1 - This is an introductory course on the politico-economic and socio-cultural dynamics of the Philippine Society in different historical periods. This will enable students to examine how the past shaped present society and analyze the challenges confronting Filipinos today in order to build a better world. The course will help students examine and appreciate the historical evolution of the Philippines leading to the understanding of the diversity of Filipino culture and society. The course will answer the following questions:

- 1. How has the Filipino evolved into what s/he is today?
- 2. How has the Filipino nation evolved? What factors affected its evolution?
- 3. How had the different historical periods in Philippine History shaped current Philippine society?
- 4. What lessons can we draw from the past that could help in the transformation of the Filipino nation?

SS 01 - This course is designed to make students politically literate citizens by enabling them to apply the principles enshrined in the 1987 Constitution in their day-to-day experience of life in the Philippines with focus on governance, power, citizenship, and authority. The course will investigate the following questions:

- 1. How does the Philippine government work?
- 2. What principles are enshrined in the 1987 Philippine Constitution affecting governance and citizen participation?
- 3. What factors affect implementation and realization of the 1987 Constitution
- 4. How is the Constitution upheld in relevant cases?

5. What must the Filipino have to participate effectively in today's Philippine politics?
6. What civil rights are guaranteed by the Constitution for the enjoyment of each Filipino?

SS 02 - This course provides the students with the basic economic literacy to be informed citizens in today's world. It is designed to help students begin to understand the complexity of Philippine and Global market systems and to grasp current economic events from both micro and macro perspectives.

The focus of the course is to enable students to apply fundamental economic concepts to making informed decisions about better financial management and effective participation in the national economy. This is intended as a survey course on economics investigating the following fundamental economic questions:

1. Who gets what, when and how in Philippine economy?
2. How does the Philippines and global economy work?
3. What are the factors facilitating and / or inhibiting Philippine development?
4. What must an individual equip himself / herself with to effectively and meaningfully participate in national and global economy?

SS 03 - The course will help you examine the social, political, economic, and historical contexts that scaffold the life and works of Rizal and selected Filipino heroes and heroines. It will guide you in tracing the paths taken by Rizal and other Filipino heroes and heroines in their struggle for independence and in the development of our country. As such, it will expose you to a variety of biographical models; help you strengthen your philosophies, values, and virtues; challenge you to participate actively in nation building.

SS 04 - The goal of this course is to help the student to think clearly, logically, critically and creatively. As such, this is intended to be an introduction to logic and critical thinking. The course will thus cover the various arguments that one can make showing how to separate the strong from the weak – those that should be accepted from those that should not be. The focus, however, will be on practical application of argument evaluation and formulation techniques in attempts to explore and provide solutions to the following perennial questions with the end in view of developing the human person as an agent for social transformation:

1. What is the nature of being? Who am I? What I am?
2. What is knowledge? What is the truth?
3. What is good? What is moral?

SS 05 - This course is designed to equip students with necessary skills to navigate and participate in the transformations of today's world. The course will examine issues and problems confronting today's contemporary Philippine and global society from peace, human rights, development and globalist perspectives. The students will be also exposed to doing actual social action projects addressing specific social problems. The course will investigate the following questions:

1. What critical issues and problems confront present Philippine and global society?
2. How these critical issues and problems affect one's personal family, workplace, community, state and global communities and vice versa?
3. What social involvement can be pursued to contribute to addressing these challenging issues and problems?

III. Methods of Teaching and Instruction

As a Teacher Training Institution, the Social Science Department of Philippine Normal University aims to equip future teachers with knowledge, values and skills to make them effective social studies (Araling Panlipunan) teachers in the secondary level.

These are the three components that we give emphasis on with the corresponding methods of teaching that we employ.

1. Understanding concepts / theories of Society through investigation, communication and participation.
2. Problem Solving Skills
 - a. Critical Thinking Skills
 - b. Research Skills
 - c. Emotional Intelligence – develops the ability to perceive, appraise and express emotion.
3. Active Citizenship as demonstrated in their behavior in school and communities in accordance with the principles of values associated with social justice, democratic processes and ecological sustainability.

IV. Status of Faculty Preparedness and Development

A. Preparedness

The Department has 11 Regular Faculty (7 are doctoral degree holders; 2 are candidates for doctoral degrees and 2 are master degree holders)

Our part-time faculty whom we refer to as Associate faculty were former regular faculty of the Department but are presently holding administrative positions such as Special Assistant to the President; Dean; Director of the Press; Director of Centers. Other part time faculty are PNU alumni all of whom are Master degree or doctoral degree holders.

All our regular faculty are experienced lecturers, facilitators, resource speakers in seminar-workshops / trainings nationwide on topics ranging from contents and strategies in the teaching of social sciences; curriculum development; instructional materials development; lesson planning, test construction; human rights, gender studies; sustainable development and globalism

Most of our faculty have international exposure as paper presentors, lecturers or participants in international conference / conventions on issues and problems in society and in education

All regular faculty are Licensure Exam for Teachers (LET) reviewers on General Education and Specialization topics.

B. Faculty Development

- PNU has a faculty development program: giving scholarships, funding participation to conferences, conventions, seminar-workshops
- PNU gives incentive through faculty promotions to those who acquire graduate / post graduate degrees; conduct researches and do extension work
- PNU is linking up with some Asian countries on an exchange faculty / student program. Memorandum of Intent had been signed between a university in Indonesia and China

V. Directions for Enhancement

Social Transformation of the Filipino for a Better World.

Issues of Concern:

- Peace and Human Rights
- Globalism
- Gender Equality
- Sustainable Development
- Multi-cultural education