Dominican-Thomistic Education by Design (DoT-ED)
Signature Pedagogy of the UST Institute of Religion

[We commit ourselves to] adopt and promote the *Salamanca Process* which calls on Dominicans, our educational institutions, and ministerial programs to direct our study, research, analysis, and action towards addressing the challenges our world faces, thus creating a passionate synergy between our intellectual and apostolic lives.

2016 Salamanca Congress Final Document

INTRODUCTION

As an integral part of the charism of the Order of Preachers and of Catholic Social Teaching, the **Salamanca Process** calls for a synergy between the Dominican intellectual and apostolic life by directing study, research, analysis and action towards addressing the challenges that the world faces. This was articulated during the International Congress on "Dominicans in the Promotion and Defense of Human Rights: Past, Present and Future" held in Salamanca, Spain from 1-5 September 2016, to which the University of Santo Tomas (UST), Manila, is party. The Congress formed part of the celebration of the 800th Jubilee Year of the Dominican Order as entrusted by the Church with the mission to go forth and preach the Gospel. In response to the declarations pronounced in the final document of the Congress, the UST Institute of Religion draws inspiration from the **Salamanca Process** to conceive its signature pedagogy in the form of this educative framework named "**DoT-ED: Dominican-Thomistic Education by Design**"**.**

The **Salamanca process** of *study-research-analysis-action* embodies the spirituality and mission of the **Order of Preachers** as expressed in its motto "*contemplari et contemplata aliis tradere*" (S. Th., II-II, q. 188, art. 6), to contemplate and share the fruits of one's contemplation. Not only does it closely correspond to the *see-judge-act* method espoused by the Catholic Church in her social teachings; it likewise reflects the Scholastic method of *disputatio* exemplified by our patron, **St. Thomas Aquinas**, especially in the *Summa Theologiae*. This method consists of four main phases: (1) *quaestio,* or formulating the question to be discussed; (2) *objectio,* or considering the different and often differing perspectives and ideas concerning the issue; (3) *sed contra,* where he brings in the wisdom of Divine Revelation and Church teaching; and (4) *respondeo,* where he gives his own response to the question. Although dating back hundreds of years, his method effectively resonates in the **21st Century Learning and Innovation Skills,** also known as the **4C's of 21st Century Learning**, enumerated by the Partnership for 21st Century Learning (P21): *critical thinking, communication, collaboration*, and *creativity*.

Following the principles of *Inquiry-Based Learning*, particularly John Dewey's *Community of Inquiry*, at the core of this **Outcomes-Based** (OBE) educative framework, the **DoT-ED** espouses a collaborative, democratic and reflective approach to learning, thus alluding also to the Dominican Order's invaluable legacy of democracy and collaboration.

In its impassioned quest for truth through dialogue, the **DoT-ED** framework situates formation in the faith at the very heart of Thomasian education. It ushers the study of Theology to that mutually stimulating and enriching encounter with other academic disciplines envisioned in the **Apostolic Constitution *Ex Corde Ecclesiae*** governing Catholic Universities, which states:

> Theology plays a particularly important role in the search for a synthesis of knowledge as well as in the dialogue between faith and reason. It serves all other disciplines in their search for meaning, not only by helping them to investigate how their discoveries will affect individuals and society but also by bringing a perspective and an orientation not contained within their own methodologies. In turn, interaction with these other disciplines and their discoveries enriches theology, offering it a better understanding of the world today, and making theological research more relevant to current needs. (19)

In this way, our brand of theological education in the University of Santo Tomas, Manila, will be able to carry out in an organic way the mandate of the same Apostolic Constitution "to combine academic and professional development with formation in moral and religious principles and the social teachings of the Church" (Art 4, § 5).

Thus, with its holistic, focused and purposive approach – "education by design" – the **DoT-ED** pedagogical model actualizes the core Dominican ideal *Veritas* (**Truth**) within the context of loving, living and proclaiming the Truth as embodied by the motto of UST, "*Veritas in Caritate*" (**Truth in Charity**). Hence, this method situates the intended learning outcomes within the perspective of the Dominican mission *Laudare, Benedicere, Praedicare* (**to praise, to bless, to preach** the Good News) while exemplifying the Thomasian ideals of **commitment, compassion** and **competence**.

A. THE DOMINICAN-THOMISTIC EDUCATION BY DESIGN (DoT-ED) FRAMEWORK

1. **STUDY** (*Quaestio*) - Naming the question that people ask today. Seeking truth.

   Grounding the lesson in real life situations, acknowledging prior beliefs and questions, addressing current issues and realities...

   - Elicit learners' prior beliefs and questions
   - Connect to learners' contexts and concerns
   - Confront current issues, realities and challenges
   - Engage real-life doubts, difficulties and dilemmas

2. **RESEARCH** (*Objectio*) - Looking at the question from different angles. Facing truth.

   Approaching the subject from different angles and opinions, understanding diverse human contexts and situations, appraising the views of various disciplines and perspectives...

   - Examine the question from different angles and opinions
   - Identify points of confusion, contention, or conflict
   - Gather insights from diverse contexts and human situations
   - Investigate the question from various disciplines and perspectives

3. **ANALYSIS** (*Sed contra*) - Integrating the wisdom of the Church. Understanding truth.

   Articulating and reflecting on Divine Revelation and Church teaching about the question together with the help of other disciplines...

   - Define key concepts and terminologies
   - Explain key dogmas and moral principles
   - Draw connections between doctrine, morality and worship
   - Clarify misunderstandings and deepen understanding of doctrines
   - Ground faith statements in Scripture, Tradition and Magisterium
   - Integrate positive contributions from other disciplines and human experience
   - Reconcile apparent contradictions and perplexities
   - Demonstrate the compatibility and harmony of faith and reason, faith and science, etc.
   - Respond to real-life doubts, difficulties and dilemmas

4. **ACTION** (*Respondeo*) - Responding to the question. Loving, living and proclaiming truth.

   *Moving from analysis to synthesis, and applying new knowledge to praise (**worship** - to adore and praise God), to bless (**morals** - to bless God by being a blessing to others), to preach (**doctrine** - to share and communicate faith) ...*

   By the end of each lesson, the learners will be able to:

   Laudare (WORSHIP) - Proclaim their gratitude and love to God and **COMMITMENT** to their Faith in prayer and praise.

   - Pray from a well-informed and well-formed faith, rooted in their concrete reality and real-life experiences
   - Reflect on their spiritual journey and how they can grow in relationship with God
   - Connect with God, not merely as an idea, but in a meaningful and personal way

   Benedicere (MORALS) - Apply their learnings to real-life issues, questions, and situations and become **COMPASSIONATE** persons who make a difference in the world, especially for the poor

   - Contextualize the demands of Christian life and how they can concretize it in daily life
   - Discern the signs of the times and how they are called to contribute to God's Kingdom
   - Engage in the service of the community, most especially of the poor, according to their individual talents and professional competencies

   Praedicare (DOCTRINE) - Articulate and communicate key doctrines with **COMPETENCE** and conviction

   - Appreciate and appropriate Catholic teachings and values as part of their personal belief and values systems
   - Actualize their faith-convictions in their personal and professional contexts
   - Communicate and share the fruits of their study and contemplation with others

B. DoT-ED and Other Inquiry-Based Learning Models

Inspired by St. Thomas Aquinas' Scholastic approach, *DoT-ED* is in line with the *See-Judge-Act Methodology* of Catholic Social Teaching and with the *Inquiry-Based Pedagogy* and *Outcomes-Based Education* adopted by the University of Santo Tomas.

Its four steps embody the four phases of the inquiry-learning process:

1. **STUDY** (Interaction Phase)

   This step provides the *inquiry stimulus* and *inquiry questions* using problems and scenarios grounded in actual human realities and experiences. In other inquiry-based models, this step would correspond to engaging, tuning-in, empathizing, motivating, selecting the focus. Here, you want to awaken learner interest and engagement by beginning with their own questions and contexts or with real world problems and issues.

2. **RESEARCH** (Clarification Phase)

   This step involves shared data gathering, sorting, organizing, understanding and meaning-making. In other inquiry-based models, this step corresponds to exploring, engaging, clarifying, finding out, and sorting out. It is vital and crucial to achieving the inquiry-based, collaborative and dialogical nature of this framework which does not only engage the different and differing ideas and opinions on the subject at hand, but also seeks to shed light on possible points of confusion, contention, or conflict.

3. **ANALYSIS** (Questioning Phase)

   This step involves the productive and fruitful tension of faith interacting with reason and reality as well as with other disciplines and perspectives. In other inquiry-based models, this step corresponds to explaining, elaborating, concluding, and reviewing/testing the conclusion. Aside from Scripture, Tradition and the Magisterium, it also brings in the positive contributions of other disciplines, thus embodying a truly constructivist, interdisciplinary and cross-disciplinary approach, which is truly appropriate to an institution of higher learning.

4. **ACTION** (Design Phase)

   This step involves authentic, doable, relevant and measurable *assessment tools* to demonstrate the learners' attainment of learning objectives. In other inquiry-based models, this step corresponds to evaluating, acting, reflecting. What is unique, however, in this framework is its emphasis on the holistic approach, which involves not only the aspect of doctrine but also morals and worship. As such, the learning outcomes are framed and the learning experiences and assessments are designed to promote all of these three aspects that correspond to the Dominican rallying cry: *Laudare, Benedicere, Praedicare*.

C. APPLICATION OF THE DOT-ED FRAMEWORK

1. For each lesson, follow the four steps of the framework, choosing at least one of the teaching-learning objectives from every given step.

   e.g. *Lesson Topic:* "Current Threats Affecting the Family"

	LEARNING OBJECTIVE	TLAA's
Study	Engage real-life doubts, difficulties and dilemmas	
Research	Examine the question from different angles and opinions	
Analysis	Clarify misunderstandings and deepen understanding of doctrines Integrate positive contributions from other disciplines and human experience	
Action	L (W) - Pray from a well-informed faith, rooted in their contexts and experiences B (M) - Contextualize the demands of Christian life and how they can actualize it in daily life P (D) - Appreciate and appropriate Catholic teachings and values as part of their personal belief and values systems	

2. Identify teaching-learning-assessment activities (TLAA) or *instructional strategies* that will enable you to achieve your objectives. You may want to refer to our suggested TLAAs, both online and offline.

	LEARNING OBJECTIVE	TLAA's
Study	Engage real-life doubts, difficulties and dilemmas	Picture prompt
Research	Examine the question from different angles and opinions	Searching the web
Analysis	Clarify misunderstandings and deepen understanding of doctrines Integrate positive contributions from other disciplines and human experience	Lecture Reaction
Action	L (W) - Pray from a well-informed faith, rooted in their contexts and experiences B (M) - Contextualize the demands of Christian life and how they can actualize it in daily life P (D) - Appreciate and appropriate Catholic teachings and values as part of their personal belief and values systems	Infographic design

3. Enjoy designing your Teaching-Learning Episodes around these and many other TLAA's.

D. Some Possible Teaching-Learning and Assessment Activities (TLAA's)

FACE-TO-FACE	ONLINE
STUDY *Picture prompt, Socio-drama, Video-prompt, Song analysis, News reporting, Minute paper, Muddiest point, Minute paper/ muddiest point shuffle; Make it personal, Drawing for understanding, "Hugot" sessions, Tableau/ Mannequin challenge, Plickers, Color boards, Fingers on chest, Do-Si-do*	*Video-prompt, Photo-capture, Web search engine, Online polling and survey, Cloud-based clicker, Word clouds, Gamification of learning, Provocative or viral posts/tweets*
RESEARCH *Debate discussion, Library research, Syndicate, Jigsaw, Problem-solving group, learning cells, reciprocal questioning, learner seminar, panel-forum, knowledge forum, buzz groups, compensatory group, Brainstorming and Brainwriting, Socratic and reverse Socratic questioning, Pass the chalk, Town-Hall Meeting, Field Study, Role reversal, Interview, Role-playing, Fish-bowl observation, Case study, Problem-based learning, Polar opposites, Think-Pair-Share, Pair-Share-Repeat, Wisdom of Another, Forced debate, Optimist/Pessimist*	*Assigned Reading, Searching the web, Online syndicate, Online jigsaw, Online problem-solving group, Online learning cells, Online forums, chatrooms and discussion boards, Media sharing, Brainstorming tools, Online interview, Case study, Problem-based learning, Polar opposites, Web conferencing*
ANALYSIS *Lectio Divina, Interactive Lecturing, Reflective Lecturing, Gapped Lecturing, Lecture Forum, Reflective Lecturing, Lecture Reaction, Storytelling, Think break, Concept-mapping, Think-aloud modelling, Action-learning, Information inquiry, Synectics*	*Video Divina, Online resources, Online lecture, Screen casting, Virtual Class, Videoconferencing, Livestreaming, Lecture capture, Interactive Whiteboard, Mind-map maker, Prezi, Online Information inquiry, Interactive Videos/Slides, Peer Review/Edit, Online consultation*
ACTION *Pen and paper assessment, Performance, Portfolio, Prayer service, Community service, Exhibit, Advocacy forum, Advice Letter, Truth statements, Bumper sticker, Application to major, TV Commercial, Blender, Journalling*	*Online Assessment, Photo-capture, Video production, Podcasting, Vlogging, Animated Story, Cartoon and Meme Generator, Wikis, Interactive Content Creator, Website and Blog Builder, eBook publishing, Online flash card and study set creator, ePortfolio maker, Infographics maker, Letter to my future self*