

The Value of Values Education in the Virtual Classroom

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Background of the Study

It is a given fact that the incorporation of values education in the curriculum has been an integral part in shaping the holistic formation of learners. The Values Education Program of the then, Department of Education, Culture and Sports was developed in 1988. It stemmed from February 1986. In the study of Dr. Lourdes Quisumbing, on the which values, attitudes and habits are formed as the learner interacts with the environment under the guidance of a teacher.

Vj g" y gp" FGEU" qtf gt" pq0' 8" ucvgu" y cv' o'j g" qwrlpg" f qgu" pqv' prescribe or impose values. It is merely a list of virtues adaptable to varying ukwcvkpu" y j lej "k' ku" j qr gf " y g" rctpgt" y kn' k'p'gtprk' g" cpf " r tceveg0" (Llego, n.d.) Even the Presidential Decree no. 6 of 1972, provides the r tqo qvqp"qh'of gultcdng"ewwrtcn'xcn'gu'lp" c'ej cpi kpi "y qtrf o'cu'qpg"qh'y g" goals of the maximum contribution of the educational system. (The Lawphil Project, n.d.). The teaching of values as an independent subject as well as an incorporated part of other subjects is crucial in shaping the entire make-up of the individual. The integration of values development of the lessons of every teacher in each discipline has been declared in the DO 41 in May 2003 of the Department of Education (DEPED, 2003). And so, the rest is history in so far as teaching the curriculum is concerned. Now, that a new era in our global history has emerged out of an unfortunate yet, relatively valuable event, the entire educational realm is challenged. It includes every aspect, from the physical interaction, down to getting across the learning outcomes, which is necessary for every learner. Yet, it is being r wuj gf "y tqwi j 'pqy . 'lp' y j cv'y g'ecm"o'j g'p'gy 'pqto cr'o'lgw'kpi . 'cpf 'cm quv' everyone seems to get by.

While both teachers and students, and even parents struggle to get along with the ramifications of such phenomenon through virtual processes, how can this so-called values education be still a part of it? For years, the educational realm cannot be without this curriculum if we are so concerned about the on-going and holistic formation of our citizens for cwj gp'ke'j wo cp'f g'xgr' o gp'0'Vj ku'ku'pqv'lwuv'y g'dcuke'f qu'cpf 'f qp'au'pqt" the simple good manners and right conduct but the shaping of an kpf k'kf wcm'u'o qtcncompass and integrity. DepEd clo u'cv'r tqf w'kpi 'c'olwuv' cpf " j wo cp" uqelgv{ " cpf " cp" kpf gr gpf gpv" cpf " f go qetev'le" pcvkq0" K' emphasizes the core values of *Maka-Diyos, Makatao, Makakalikasan and*

applicants during selections is common in the corporate world. Paine adds that “*today*”

Methodology

Research Design

This research used the exploratory descriptive research design and strategy with the help of the digital data research approach in collecting data. Exploratory descriptive research involves gathering of data that describes events and then organizes, tabulates, depicts, and describes the data collection (Glass and Hopkins, 1984). This research design and strategy aim to explore the importance of values education delivery in virtual classroom at this time of the pandemic.

Research Approach

This research adopted the digital data research approach, where digital tools, such as computers, tablets, and smartphones, are used to collect data. The researchers gathered resources online and through resource persons from whom data were collected in an interview or focus group discussion via an online platform. The crisis of pandemic has curtailed the mobility of people to go about their daily activities, more so, with conducting and participating in research. This digital research is a more conducive way to do amid such situation, where a more relaxed environment (e.g., home or office), which may make them feel more relaxed in expressing themselves and in responding when and how they want to (Eriksson and Kovalainen, 2016). The researchers gathered resources online and through resource persons from whom data were collected in an interview or focus group discussion via an online platform. The crisis of pandemic has curtailed the mobility of people to go about their daily activities, more so, with conducting and participating in research. This digital research is a more conducive way to do amid such situation, where a more relaxed environment (e.g., home or office), which may make them feel more relaxed in expressing themselves and in responding when and how they want to (Eriksson and Kovalainen, 2016).

Research Procedures of Data Collections

The researchers sought the help of the school administrators to explore the data they will provide. Inquiries were done through online communication-via social media and other online communication platforms. Interview and Focus group discussion were conducted among participants for a more thorough collection of data. The size of the participants is 30 who are educators themselves from different sectarian and non-sectarian educational institutions from Metro Manila and other provinces.

Table 1.*List of Participants*

RESPONDENTS	INSTITUTIONS
1	Institute of Religion, University of Santo Tomas
2	Department of Human Biology, San Beda University
3	Science Area, St. Paul College, Pasig
4	Religion Area, St. Paul College, Pasig
5	Department of Political Science, San Beda University
6	Theology Department, Universidad de Sta. Isabel, Naga City
7	Values Formation Area, Ateneo de Iloilo, Iloilo City
8	Institute of Architecture, University of Santo Tomas
9	Administrator for Religion, Pateros Catholic School
10	Administrator for Academics, Canossa School, Sta. Rosa, Laguna
11	Administrator for Theology and Values Education, St. Bridget College, Batangas City
12	Administrator for CLE and Values Education, Xavier School, Nuvali, Sta. Rosa, Laguna
13	Administrator for Research, Planning and Publication Office, St. Bridget College, Batangas City
14	Department of Languages and Literature, P

Table 1.*Continued*

RESPONDENTS	INSTITUTIONS
21	Department of Religion, Letran University, Manila
22	Administrator, West Bay College, Pasay City
23	Administrator, Senior High Department, University of Santo Tomas
24	Director, St. Magdalena of Canossa Catholic School, Arteche Eastern Samar
25	Campus Ministry, University of San Jose Recoletos, Cebu City
26	Administrator, Canossa College, Lipa City, Batangas
27	NSTP Department, Dela Salle University, Manila
28	Administrator, Pamantasan ng Lungsod ng Maynila
29	

Data Analysis / Analytical tools

This research is qualitative utilizing the narrative descriptive technique of analysis. This involved simple collecting the descriptions of events and then organizes, tabulates, depicts, and describes the data collection (Glass and Hopkins, 1984).

Results and Discussion

Aided by a digital data research approach in collecting data and by using the narrative descriptive method and process of analysis, the researchers found meaningful depictions or descriptions which the

team to attend to the needs of the school for values (and religious) formation, the Virtue-al Formation Team. The team may be composed of CLE/Theology coordinator, Campus minister, student formation officers, and the religion or theology teachers. Values Formation may be enshrined from the start, from the construction of syllabus to the writing of modules. Valuing should always be part of it. Values to be developed in the lesson were listed and developed through-out the instructional preparation. Crafting of modules with thematic approach that focuses on the different core values of the school is also considered vital in ensuring values education be delivered through online learning. Another contributing factor is providing excellent online venues or platform-application to students, teachers, and parents to nurture or manifest the core values, the school wants them to imbibe. Administration and the faculty should consider values are integrated in every subject delivery through the synchronous sessions and in the learning materials and activities during asynchronous sessions. Integration of value-oriented questions to the lesson. The crafting of module alone is crucial if we seriously consider the holistic formation of our learners. Dr. Brian Hall is emphatic in the development of the human beings and even wrote a book on Leadership Through Values together with Helen Thompson. They came up with a model for leadership development that are definitely value-based, so as to

r tqf weg" rgcf gtu" f guetkdgf " d{ "Tqdgvt" I tggprgch" cu" ðecr cdrg" dw" ectkpi " kpf kxkf wcu" y j qug" ej qlæg" vq" ugtxg" j cu" ecwugf " vj go " vq" rgcf Ø" Vj g{ " ctg" ðeqo r gvgpv" ectkpi 'r gtuqpu' y j q' ec' p' j wo cpk g' qwt' kpu' kwk' kpu' c' pf ' j ctpgu' our technologies (1980, p.11).

At the Moment Practices (AMP)

There are practices that can be observed that may ensure the delivery of values education during an online learning. To cite a few, the participants mentioned that giving a set of rules and guidelines during the course orientation, the netiquette and other house rules may set the tone for a quality learning experience. Explaining the values or virtues that are practiced and cultivated in every rule is values education itself. The teacher serving as a role model in following rules can help students form their own values. Reminding the students regularly will help in doing the right thing in an online learning. The sharing of teaching philosophy, as a guiding principle, may support the students go through the intricacies of day to-day instruction.

The participants also found creating an atmosphere where everyone can be given a chance to speak, share their thoughts and reactions as necessary too. Opening and a closing prayer composed and recited by the students can be used as affective channel of values education. Following modular scheme of delivering instruction can exposed students to certain realities where there are negative and positive values found. The use of perceptions of such input of the learning plan. Grounding always on human and Christian consciousness can help students focus on certain human and Christian values. Ensuring human and Christian formation, Catholic teachings and doctrines are discussed and explained. Students are led to think and reflect on how their knowledge can and understanding of their faith be applied in their everyday lives. In the online classroom, students are given situations and theoretically, they can propose some courses of action.

Post-Online Practices (POP)

Some practices done outside the actual online learning may be considered beneficial in ensuring the delivery of values education in an online learning. These practices may reinforce the values education of the students. This requires involvement not just of teachers and students but also parents and other offices of student services. As mentioned by some research participants, webinars for students and parents can be conducted to help ensure that values formation continues even if education is done online. The guidance program which is also done online can help strengthen the values learned by the students or simply make sure that the students will feel loved and cared for by the school despite distance barriers.

Table 3.

Specific values integrated into the subjects being carried out in the virtual classroom.

Accountability	Faith	Preferential Option for the Poor	Social awareness
Advocacy for the poor	Gratitude	Propriety	social responsibility

Table 3.*Continued*

Charity	Honesty, Academic Honesty	Prudence	Social commitment
Christ Centeredness	Human relationship	Punctuality	Solidarity
Compassionate service	Humility	Respect for God' creation	Stewardship
Competence	integrity	Respect for human dignity	Team player
Competent Consumer/user of technology	Interiority- silence, prayerfulness	Respect for Law	Tolerance
Conscience	Justice	Responsibility	Trust
Courage	Kindness	sacrifice	Truthful
Courtesy	Leadership	Self-awareness	Understanding people
Critical thinking	Love for God, self, others, environment	Self-care	Volunteerism
Cultural competence	Nationalism	Self- learning	Witnessing
Discipline	Patience		

with others and how they feel about themselves. Values are learned, usually passed down from generation to generation or from an institution to its stakeholders. Some of these are reflected in Table 3, and these evidently respond to CMO Number 20, Series of 2013, which is to *ōrtqf wēg'j qwi j hwlf tcf wcvgu'ko dwgf 'y kj 'xcmvgu'tghrēvkxg'qh'c'j wo cpluv' qtlgpcv'kpö"j cv'* includes respect, love for culture and selfless service. (CHED, 2013).

The said table presentation provides several specific positive or higher values that are considered essential in teaching values education in an online setting according to the research participants who are online educators themselves from different higher educational institutions. Analyzing the presented values, they can be loosely classified either as institution-based core-values, religious charism-based values, and faith-based values if not personal biased based values. Although, all these values can have overlapping classification.

An institution-based values are values preferred by the educational *kpu'kwk'qpu" eqo o qpnf " gzr tguugf " j tqwi j " j g" kpu'kwk'qpu" ct vewrcvf "* common interests, the mission-vision statement. They are the likes of integrity, educational excellence, leadership, nationalism, volunteerism, social responsibility, respect for law, and others.

A religious charism-based values are values attributed to the charisms of the religious congregation who administer the educational institution. Some of the examples are service, simplicity, preferential option for the poor, interiority-prayer, and the likes.

A faith-based values are values purposely driven by the religious beliefs like love for God, self, others, and the environment, peace, justice, faith, charity, humility, stewardship, kindness, Christ-centeredness,

Essential Values During Pandemic

This pandemic period had brought a lot of challenges to life, that includes even to the educational system. It challenged the academic institutions on how to effectively deliver their services to students with the available online technology, well-planned curriculum and instructions, and the preparedness of the faculty. On the part of the students, they are facing also great challenges in online learning like connectivity issues, gadget issues, online teaching style, and limited opportunity to communicate. In this kind of situation, appropriate values must be promoted and intensified. The cited specific values of the research participants are all necessary, but the following values are needed to be emphasized, these are some of them, sensitivity, self-care, courage, perseverance, discipline, respect, accountability, faith, justice, peace, honesty, humility, and love.

The identification of these values being promoted in different educational institutions determined by the respondents, especially those discerned relevant values during this time of pandemic is something that follows the idea of Brian Hall (2006) of making progress in the development of human beings, where values are given much emphasis and discernment.

Table 4.

Importance of values education in the online instruction during the pandemic.

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It still focuses on the total formation of the human person.

Table 5.

Continued



The school should be a venue for character and conscience formation. We cannot bring transformation to society unless our children are also transformed when it comes to values, attitudes, and principles.

Values education teachers are really challenged to be more patient, understanding, and creative to lead the students to a more engaging participation in the virtual classroom, to facilitate trust in the sharing despite the lack of personal touch in establishing relationship with the students. Building friendships with students to promote achievement of learning is vital. Students listen and participate to teachers whom they find interesting and likable.

Just as we teach for understanding and acquisition of knowledge, skills, and attitudes, we also teach our students how to thrive in this new normal.

Careful, systematic implementation of policies, projects, and activities in values education are elements that may attain educational excellence.

Webinars for parents of students are conducted to make sure that values formation continues even outside online education. Guidance program and a campus ministry

The students or graduates can demonstrate the character of being a good person, of being a good citizen and if the students and graduates can concretize the values integrated in the subjects through their responses or actions on their life situations also

Measuring the true impact of values education on educational excellence needs to have a full grasp of what the students had become after receiving the value-based education. The quality of education received, and that requires time. It may seem difficult to measure the true impact of values education on academic excellence, it can still be known tentatively through its apparent assumptions as found in table 5. From the shared data of the research participants, the researchers arrived with values education possible impact to academic excellence under the following category:

Nature of Value-based Education. By the nature itself of values education, with all its intent, it can serve as a beacon of light and hope in

students during online instruction, the practices or course of actions taken can be categorized into Pre-Online Practices (PrOP), At the Moment Practices (AMP), and Post-Online Practices (POP). The practices or courses of action taken ensuring values education delivery in online learning even starts before the actual virtual classroom learning. There are practices that can be observed that may ensure the delivery of values education during online learning. An example of these is giving a set of rules and guidelines during the course orientation, the netiquette and other house rules may set the tone for a quality learning experience. Some

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