

Five Elements to Enhance Student Learning through Ignatian Pedagogy

Linda Schoenstedt, EdD

Associate Professor

Director, Faculty Programming for Mission and Identity

Brief History

- Jesuits and lay persons discuss Jesuit Education in 1980
- International Commission of the Apostolate of Jesuit Education (ICAJE) in 1986
- Characteristics of Jesuit Education
- 28 that can be reduced to 9 sections
- Created renewed interest in Jesuit Education
- Gave a sense of identity and purpose

Ignatian Pedagogy

- Is a teaching model seeking to develop students of competence and compassion.
- Is a dynamic formation & transformational process.
- Accompanies the learner in their growth & experience.
- Includes intellectual, human, social, spiritual and moral dimensions. Holistic.

The Five Elements

- Dynamic interplay of 5 key areas in an active learning methodology.
- Elements
 - Context
 - Experience
 - Reflection
 - Action
 - Evaluation



Observations

- An ongoing cyclical process
- Teacher values and includes student's individual context and lived experiences
- Relates to the subject matter taught



CONTEXT

- “To adapt to the condition of the one who is to engage”. Educators meet students where they are in order to guide them into the course material.
- Questions one might ask: How do I prepare to teach this material most effectively to these particular students at this particular time and place given their particular needs, interests, skills, and reality?

EXPERIENCE

- Experience for Ignatius meant “to taste something internally.” Includes the use of the senses, imagination and feelings along with the mind and intellect.
- Two questions: How do I engage my students’ affective senses to increase learning? What experiences do I provide that help my students care or connect to my subject material?

REFLECTION (Discernment)

- “A thoughtful reconsideration of some subject matter, experience, idea, purpose or spontaneous reaction, in order to grasp its significance more fully...the process by which meaning surfaces in human experience”.
- Uses one’s memory, understanding, imagination, and feelings to encouraging students to take a position in some way.
- Question: What does this subject mean to me personally or professionally?

ACTION

- For Ignatius, “love ought to manifest itself in deeds rather than in words”.
- Ultimately, action is the goal of the learning process.
- Can we motivate students to do something with their new knowledge.
 - (a) interiorized choices, such as a shift in attitude, awareness, bias, or perspective; and
 - (b) external choices, as in a physical action “to do something consistent with this new conviction”.

ACTION cont'd

- How do I encourage and provide opportunities for my students to take action consistent resulting from their newly discerned perspective?



EVALUATION

- Includes “the periodic evaluation of each individual student’s growth in attitudes, priorities, and actions consistent with being a person for others”.
- Questions: How have my student’s attitudes, awareness or sensitivity toward the subject area shifted, changed, or grown? How might I assess how my students have grown intellectually, humanly, socially, spiritually, morally?

Summary of Ignatian Pedagogy

- Includes a world-affirming vision of life.
- Includes care and concern for each person.
- Promotes the need for knowledge of the world and a realistic knowledge of oneself.
- Promotes knowledge and love of oneself, posing Jesus Christ as the model of humanity.
- Pursues excellence and adapts the best means available to reach its desired ends while preparing.
- Prepares learners for active participation in one's community.
- Encourages active life commitment of one's faith by requiring the "self-activity" of the learner (DeFeo, 2009).

- Educate the whole person, forming men and women for a full and active life of citizenry and faith, who are of service to those in need, and seek social justice.
- By accompanying students in their growth and development, valuing their own context and lived and affective experiences, helping them develop the skill of reflection, and encouraging them to take action by making choices that affect not only the way they think and act but live their lives), Ignatian pedagogy is a transformational learning pedagogy.

Discussion References

- What are some examples of the 5 elements you might be using in your teaching?
- Share some thoughts that might help you add or incorporate Ignatian pedagogy into your teaching?
- How do you think you and/or your institution animates Jesuit Education?

Questions?



References

- Excerpts and element questions taken from: *Old Wine in New Skin: Ignatian Pedagogy*: DeFeo, J, (2009). Unpublished dissertation, Fordham University.
- International Commission on the Apostolate of Jesuit Education (ICAJE).
- Dr. Debra Mooney, Vice President and CMO, Jesuit Education and Ignatian Pedagogy, Xavier University Handout (n.d.).