

The Ignatian Pedagogical Paradigm: A Living Tradition

Examples for each element of the IPP

CONTEXT

- **Opening Pause:** A business professor begins each class period with an opportunity to reflect briefly, utilizing an Ignatian Examen, a poem, or a chance to simply breathe and arrive into the space of the classroom. After a week of modeling this reflective practice, the students take turns leading it.
- **Brief beginning of class check-ins:** A professor invites each member of an art history seminar to briefly share their name and a phrase about how they are as they arrive to the class. This gives the professor an opportunity to hear about potential stressors in students' personal lives, on the campus, or in the world that may affect their learning. It also encourages a sense of community through learning one another's names and exhibiting care for the value of each person.
- **Pre-course "Who am I?" survey:** Before the start of a philosophy course, the professor asks students to share privately what they like to be called, what pronouns they use, and what they would like the professor to know about them that might not be apparent from meeting them. This enables the professor to validate the students from the outset, as well as connecting them to other services on campus that might help the student succeed in the course.
- **Community-building discussions:** The first five minutes of one kinesiology class each week are set aside for an informal discussion to facilitate conversation among students to learn more about their peers as well as themselves. A different student leads the community-building discussion each week. The professor provides a prompt in the first week and students develop prompts in subsequent weeks.
- **Bridging via start-of-course assessment:** Students in an economics course complete a start-of-course assessment related to foundational concepts and skills needed to support success in the course. The professor uses this data about students' prior knowledge to inform instructional choices rather than jumping in and leaving gaps in understanding.

EXPERIENCE

- **Line-up:** In a nursing course, the professor poses an ethical question related to the course content. Students physically create a line on a continuum between "I 100% agree with this approach" and "I 100% disagree with this approach." Students discuss their perspectives with one another to find their

position on the line. Subsequently, clusters of students discuss their rationales and then explain them to the whole class.

- **Two minutes each way:** After the professor demonstrates a problem, students in a precalculus course are asked to get into pairs. They reflect for one minute and then each have two uninterrupted minutes to talk through the challenges they are having with this kind of calculation. After the first student speaks for two minutes without interruption, they switch roles, such that the listener now becomes the speaker and vice versa. After the second student speaks, the pair has a minute to debrief with each other before the professor calls the class back together to discuss themes that arose in the pairs and then address their concerns.
- **Process-oriented guided inquiry learning (POGIL):** In a biochemistry course, lectures are replaced with specially designed activities that students complete in structured small groups. Through working together, with the professor acting as a learning coach, students learn key concepts while simultaneously developing transferrable skills like problem-solving, critical thinking, communication, and teamwork, focusing on whole-person engagement.
- **Fishbowl:** In a management course, up to six students join a circle of chairs in the center of the room to discuss a prompt from the professor. The rest of the class stands outside the circle and listens in. If a student on the periphery wants to contribute, they “tap out” a current fishbowl participant and they switch places. Instructors may contribute to the conversation but may hold back until the debrief to clarify important points or ask deeper questions. Creating a fishbowl after a line-up (see above) guarantees differences of opinion for the initial discussion.
- **Frames of reference:** In a teacher education course, students are asked to self-reflect and write about different aspects of their identities and experiences (e.g. race, culture, language, family, location, gender, etc.). Then, students gather into a circle to share whatever they feel comfortable sharing about what they wrote. After the activity, the class debriefs how their multiple identities and experiences may frame how they see their students, education, and worldviews, and why this is important for educators in their work, particularly with racially, culturally, and linguistically diverse students.

REFLECTION

- **Reflective journal and final reflection:** Students in a Core Curriculum course keep an ungraded weekly reflective journal throughout the term, using the dynamics of the Ignatian Examen. They are

invited to journal about the “consolations and desolations” they experience as they integrate the material, which prepares them for their graded final reflection paper. The professor provides feedback occasionally. The final reflection is designed to help students step back and reflect on their learning in the course throughout the quarter so that they become aware of their growth, even when the course is not in their major.

- **Exit ticket:** Each day before leaving class, students in an education course respond to a brief self-reflection question before leaving class. Exit tickets prompt students to reflect on their learning experience and provide teachers insight into student experience so that they can respond to student needs. Questions could include: How does what I learned today connect to other classes? What question is top of mind after class today?
- **Visual reflection:** Students in a criminal justice course are asked to spend a few minutes thinking about who they are as a person and what is important to them. They then create a visual expression (drawing, graffiti, or something else) to encapsulate their reflection.
- **Critical reflection paper:** In a three-page essay, humanities students critically reflect on the connection between their learning about themselves and their thoughts on what’s next as they ponder they can offer as their own contribution to our world. Students use these prompts to guide their reflection: What have I learned about myself? What does it mean for who I want to be in life? What actions can I take now?

ACTION

- **Community walk:** Teacher education students conduct a walk around their own community, the communities of their students, and the community surrounding their schools. On the walk they identify how math, literacy, science, social studies, show up in the surrounding neighborhoods and communities. Students take photographic examples and talk with different community members. This serves as a basis for pre-service teachers to center the knowledge, skills, and experiences of their students and their students’ communities in their teaching and curriculum development.
- **Project-based learning:** A professor in a marine conservation course works with students to identify an issue that is important and meaningful for them to address and then structures the course so that the learning the students will do will inform how they understand and will address the issue. This could include hands-on activities, experiments, or engagement with community members.
- **Final project focused on action:** A faculty member in non-profit leadership designs the final project as an action step, inviting students to engage with an issue of social significance, reflect on their learning about this issue, and then discern and choose a final project based on their reflection.

EVALUATION

- **Decolonizing the curriculum:** A social work department spent a year assessing their curriculum for equity, with a commitment to assuring that in every course, at least 50% of the authors and practitioners were people of color, helping center the knowledge, perspectives, and voices of those typically excluded or marginalized from a predominantly white field.
- **Career readiness inventory:** Faculty teaching in modern languages use a rubric to map points in the curriculum where students practice essential career readiness skills including critical thinking, collaboration, curiosity, concern for others, active listening, and service orientation.
- **Evaluating mission-aligned leadership development:** Student leaders in university clubs are asked by the staff member supervising them to reflect on their own development in mission-aligned leadership. Competencies considered are creativity and innovation, teamwork and collaboration, critical thinking, self-awareness, social justice engagement, and communication.