



Ignatian Pedagogical Paradigm - Classroom Activity Suggestions

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Context		
Key questions	Classroom activities	Specific classroom examples
What needs to be known about learners (their environment, background, community, and potential) to teach them well? What do you need to know about yourself as an instructor?	Establish habits to check in at the start of each class.	Ask students to share a high and low from the day/week.
	Set class expectations/norms together.	Ask students to list norms, expectations, or needs they need met in order to feel as if they are in a safe and inclusive classroom environment.
	Reflective writing or conversations.	Ask students to write for 2 minutes from a prompt, then open up for discussion (online: ask students to write a response and share in a forum) <ul style="list-style-type: none"> • Who I am? • Where do I come from? • Where am I going? • What do I want out of this class? • How knowledgeable and comfortable do I feel about this subject?

	Provide opportunities to understand each other's background, positionality, perspectives, etc.	<ul style="list-style-type: none"> - Invite students to introduce themselves. - Provide opportunities for students to speak/write about their identities.
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Experience		
Key questions	Classroom activities	Specific classroom examples
How do we create space for students to share their experiences and demonstrate their knowledge, skills, values, attitudes and biases?	Writing or discussion	Ask students to write for 2 minutes from a prompt, then open up for discussion (online: ask students to write a response and share in a forum) <ul style="list-style-type: none"> • What do you already know about this subject? • What does this remind you of?
	Creative exercise	Have students participate in a role play demonstrating an experience.

Reflection		
Key questions	Classroom activities	Specific classroom examples
How do you guide students' reflection in a meaningful way, so they more deeply understand what they have learned?	Offer opportunities (formal and informal) to intentionally reflect on one's reactions to the material or topic.	Formal reflection activities: <ul style="list-style-type: none"> • Incorporate a reflection paper, project, or other assignment into the syllabus Informal reflection activities: <ul style="list-style-type: none"> • Provide question prompts for brief written reflection or discussion

<p>How do you tie reflection to the outcomes and assessments you have designed for students?</p>	<p>Guide students to derive deeper meaning from their learning.</p>	<ul style="list-style-type: none"> - Create written assignment or class discussion on students' related memories - Ask students to draw, write lyrics, or otherwise represent their understanding of the material in an alternate, creative fashion. Bring students through an imaginative process to place themselves in the setting where the material is referring. Write/talk about affect and feelings that emerge from the material.
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Action		
Key questions	Classroom activities	Specific classroom examples
<p>How do we compel learners to move beyond knowledge to action? How can that action support the idea of being “men and women for others?” How do we compel learners to move beyond knowledge to action?</p>	<p>Include assignments that invite creative exploration of actions to take related to learning.</p>	<p>Ask students to brainstorm in words or images what they might want to do given what they have learned in the course.</p>
	<p>Provide opportunities that will challenge the imagination and exercise the will of the learners to discern the best possible course of action from what they have learned.</p>	<p>Have students serve as consultants to each other on case studies they share.</p>
	<p>Ask students to root the action in the learning, and to name intended outcomes of their actions and how they will determine if it is worthwhile.</p>	<p>Have students describe goals they have for their clients and formulate a plan for how to help clients meet the goals.</p>
Evaluation		

Key questions	Classroom activities	Specific classroom examples
<p>How do we assess learners' growth in mind, heart, and spirit? How do you promote learner self-assessment? How do you help students evaluate the success or effectiveness of their actions?</p>	<p>Assess mastery of knowledge and skills achieved.</p>	<p>Give daily quizzes, weekly or monthly tests and semester examinations.</p>
	<p>IP also demands evaluation beyond academic mastery to the learners' well-rounded growth as persons for others.</p>	<p>Evaluate how knowledgeable and comfortable they feel about the subject.</p>
	<p>Ask what needs were met by the action, and which were not.</p>	<p>Have students describe goals they have for their clients and formulate a plan to evaluate how well the goals were accomplished.</p>
	<p>Relate this process back to the context and experience components of the framework; how will this process inform future reflection and action?</p>	<p>Ask students what they still need to learn about the topic and how they will achieve that learning.</p>