Ignatian Pedagogy

The Ignatian pedagogical paradigm is a method of teaching and learning that is rooted in the Spiritual Exercises of Ignatius of Loyola.

The Jesuit tradition calls us to be “agents for change in a world desperately in need of healing and new life” (Weber, 2008, p.6). The Jesuit Pedagogical Paradigm encourages students to engage in a constant process of ongoing critical self-reflection. Although this paradigm is “inspired by faith,” its use does not imply that all students share the same faith.

The Ignatian Paradigm contends that educating an individual is a process of moral and intellectual formation. This “formation” is the result of pedagogical practices that are presented as a continuous cycle of experience, reflection, action and evaluation (Traub, 2008).

Also critical to the paradigm is the context in which learning takes place. Context includes the student’s personal educational and social environment, as well as prior learning experiences. It also includes the context in which the student may be serving others.

**Experience** is defined as a learning activity in which students increase their understanding of a concept through a variety of interactive exercises. These may include active learning activities in the classroom or experiential learning activities in the community.

**Reflection** is a process in which a student thoughtfully considers an experience in order to find meaning and gain deeper insight. Through this reflection or discernment, the student is asked to identify his or her own internal motivations and consider how their actions affect others. Regular, deliberate, ongoing reflective practice is essential in the formation of future professionals. This may be accomplished through the use of reflective journaling or group discussion.

**Action** refers to the choices that students make after they have reflected on their experiences. Action may be taken through the form of a final or “capstone” project that allows students to meet learning outcomes while addressing real world problems. Taking action is an opportunity for students to use their knowledge to promote social justice or workplace change.

**Evaluation** will ultimately determine whether or not a student has met the program’s learning outcomes. Evaluation takes place at both the course and program level. While the teacher is required to determine if the student has met learning outcomes, the student should also be encouraged to evaluate their own experience.

**LINKS:**
St Louis University, Reinert Center for Transformative Teaching and Learning:
http://www.slu.edu/cttl/resources/ignatian-pedagogy/ignatian-pedagogy-resources

Review this presentation by Dr. Kirk Peck, from the School of Pharmacy & Health Professions:

**SUBMITTER INFORMATION:**

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REFERENCES:
