

# Ignatian Pedagogy Ideas (Psychology Classes)

## General Suggestions

Be explicit about Jesuit values, Ignatian pedagogy, while teaching

- Discuss the Jesuit philosophy, Ignatian pedagogy, and how it is specifically reflected in the particular class, assignments, lectures, assessments

Consider mindfulness as exercises at beginning and end of each class

Design a course project that includes all parts of the Ignatian Pedagogical Paradigm. For example, in a psychology course on cognition and learning, use self as a subject. Identify a behavior that the student desires to change. Reflect by considering the theory and research on learning that could be used to change the behavior. Action: Develop a plan and modify plan by weekly evaluation. Evaluate data after one week and include own affective responses. Identify barriers that stopped application of the plan. In the final reflection, examine both the plan and barriers.

Identify discernment as a goal of the course, use exercises throughout the semester for discernment

Use ungraded, anonymous "who am I" paper, reflect on the "underneath" aspects

## Context

Help students to pace their own learning as part of a process versus a major focus on content

Begin course by focusing on the context of choosing this course, this program, this university

Use information about individuals in the course, their interests & goals, and incorporate into lecture, lecture style, and/or course material

For each participant, student, group member, ask: what unique gifts does this person bring/offer? How can you as a group leader/instructor provide a chance to offer each gift up?

In this situation, class, or lecture, what UNLEARNING needs to occur?

Consider issues of diversity with clients as part of learning about context, including religious background of students

Have students share their backgrounds, work toward expanding students' concepts of the variety of contexts in which people develop and live

## Experience

Offer space to listen

Question and seek

Be aware of nonverbal reactions as an instructor

Consider issues of pacing both as an individual and group process

Consider learning new ways of learning; be explicit about this with students

Have students who will be working with children spend a class period playing with toys, re-experiencing some time as a child.

In a class on research methods designed for practitioners, deal with anxiety about the material explicitly. Have students reflect on their past experiences with research design and statistics and include all value judgments they have. Consider having students talk about these experiences in small groups. Mid-semester, have students write a reflection paper on this same topic, including new experiences they have had thus far in the class and conclude with a final reflection paper, including the semester's insights.

## Reflection

Encourage students to journal to enhance self-reflection

Integrate time and space in class for self-reflection

Create a safe environment for reflection within the classroom, normalize discomfort and lack of expertness

Model self-reflection, be explicit about it

Expand the concept of reflection to include reflectivity when there is "nothing coming" to pursue; encourage the pursuit of nothingness

Be aware of the moment, show this to students

Have students engage in a reflective exercise after each class so that students make personal connections to the material, make it personally relevant

Have students make personal goals at the beginning of the semester and have students reflect periodically throughout the semester as to their progress for each goal

Assign homework for examples of course material

Use reflection as a way to “go deep”, encourage use as a way of encouraging depth

Consider that reflection is a skill that you need to teach, consider using specific exercises.

Work with/assess student on their valuing of reflection, how much time they spend in it, how they allocate their time

Have students engage in a reflective exercise after each class so that students make personal connections to the material, make it personally relevant

Make space for a moment of silence at the beginning of each class meeting

Have students reflect about their current job, what process they went through to get that job and take it, where they are now

Encourage students to ponder

Have students reflect on their own lifestyle, own choices, what tensions and struggles are in their lives to be more self aware

After each session/class, reflect “what did we miss”?

Model humility as part of your own self-reflection

## Action

Ask the questions in order to connect ideas

Model

Promote active learning

Include video clips while on the Ignatian Pilgrimage

Consider: how can we go one step further?

## Evaluation

Be specific in requests for feedback

Model by mid course corrections

Model by being open to correction

Model by checking in with students about the pace of learning

Use peer evaluation throughout the semester

Have students make personal goals at the beginning of the semester and have students reflect periodically throughout the semester as to their progress for each goal

How can evaluation of self and others move one toward insight?