



A central component of Ignatian pedagogy is **reflection**. Modeled on the examen of St. Ignatius, reflection asks students to look back on what they have learned and experienced, and it encourages them to identify areas in their learning where they still need to develop. While this sort of reflective thinking may be something that we're used to asking our students to engage in, it can also be a valuable tool for experienced teachers.

The Teaching Examen is designed to help educators reflect on and improve their skills. This tool can be used by a pair of teachers (or perhaps a small cohort) to facilitate an open conversation about teaching practices. While part of this process includes a class observation, the Teaching Examen is meant to be **formative rather than evaluative**.

Ideally, this reflection would be part of a recursive examination of teaching. The teaching pair might meet before observing one another's classes in order to discuss their teaching goals and to exchange syllabi or other course materials (Context). The pair would then observe each other's teaching at least once (Experience). **The questions below are designed to guide a post-observation meeting**, which looks back at the single class session observed and also considers how it fits into the course as a whole (Reflection).

The Class Session Observed

- 1) **Moments of Engagement:** In the single class session, at which moments did the students seem most engaged? What was happening at that moment? What was the instructor doing? What were the students doing? Then consider: what was the moment when students were least engaged? What was happening then?

- 2) **Structure of the Class Session:** Discuss the structural qualities of that day's class session. You might comment on four general qualities of the class: Organization, Content, Presentation, Interaction.

- 3) **Overall Impression:** Imagining the class from the students' perspective, what ideas and questions do you think they left the class with that day?

