

Saint Louis University  
The Reinert CTE Notebook  
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## Ignatian Pedagogy

The Directors Column  
Dr. Mary Stephen

From the Director Mary Stephen, Ph.D. Director, Reinert CTE On behalf of the staff of the Reinert Center for Teaching Excellence, I would like to welcome you to this new academic year and wish you a productive and successful beginning. One resource that we hope you find of use is the Center's online newsletter. The Notebook is published four times a year with each issue focusing on a particular aspect of teaching and learning.

This past June, the Reinert Center for Teaching Excellence, Office of Mission and Ministry, and Center for Service and Community Engagement sponsored a two day faculty workshop on Ignatian pedagogy. Following the workshop, it seemed natural to the Center's staff that the focus of the Notebook's first issue for 2010-2011 should be Ignatian pedagogy.

The workshop began with an exploration of the roots of Ignatian pedagogy and emphasized the connection between Ignatian spirituality and pedagogy. This discussion led to the five elements of the Ignatian pedagogical process: Context – Experience – Reflection – Action – Evaluation. Faculty panelists shared ways that they have incorporated aspects of the five elements into their classes. Participants discussed how they were currently implementing this process in their teaching and ways they might be more deliberate in recognizing the Ignatian pedagogical process through statements in syllabi and course activities. As a result of this workshop, a website with resources on Ignatian pedagogy (<http://cte.slu.edu/ignatian>) that includes podcasts with the workshop leaders, Michael Rozier, S.J., and Darina Sargeant, Ph.D., has been developed. I encourage you to explore the resources on the website and to participate in a series of Conversations on Ignatian pedagogy that the Center is sponsoring throughout the year. Details can be found on the Center's website.

We are delighted to welcome Daniel Chornet-Roses (Communication, SLU Madrid), Benjamin de Foy (Earth and Atmospheric Sciences), and Kim Levenhagen (Physical Therapy and Athletic Training) as regular Notebook columnists this year. As columnists, they will share thoughts and ideas on teaching in each of the four issues of the online newsletter. We are particularly pleased to include regular perspectives on teaching from our colleague at the SLU-Madrid campus. We invite you to stop into the Center (2nd Floor, Pius Library) at your convenience to meet the staff, check out our collection of books on teaching, and explore the our many services. Our website, <http://cte.slu.edu>, contains a wealth of resources, including a calendar of upcoming events, teaching resources, podcasts, and information on the Center's services

"Ignatian Pedagogy in the Classroom: Toward the Development of a Responsible Self"  
Daniel Chornet-Roses, Ph.D., Communication, Madrid Campus

In the words of Russian scholar Mikhail Bakhtin, "there is no alibi in being," and thus, our mere existence exerts an unavoidable influence on others. Ethical responsibility is the requirement for existing. Awareness of such responsibility toward our peers is one of the learning outcomes that I foster in my classes. Consistent with one of the Jesuit ideals, this







such an approach threatens to trivialize Ignatian pedagogy by reducing it to a checklist of handy teaching tips.

I believe a broad area of theory and practice exists between th

\* We are available to students. The SPH is an open and welcoming environment. Most faculty maintain an open door policy with our graduate students; it is not unusual to walk through our halls and see faculty and students discussing a research project or assignment. An example from my work is demonstrating how racism plays a role in health disparities. I use a film, "A Jewel in Time", that portrays the political determinants of the closure of Homer G. Philips hospital in St. Louis. It generates interesting and thought-provoking discussions. Utilizing these methods demonstrates that we take our teaching seriously and respect our students. The outcomes of using these approaches include helping students learn to ask the right questions about the issue, gain a deeper understanding of the content, recognize their contribution to the world's challenges, and work collaboratively in teams. Each of these is a core precept of Jesuit education.

"Create"

David Vaughn, Rev. (ABD), Public Policy

The workshop "Teaching at a Jesuit Institution" [the Ignatius way] was an invaluable opportunity to re-think how I should organize and structure my classes at SLU as an adjunct professor. As a doctoral student, I have had many good examples of how to best lead students through a learning experience which would either help prepare them to continue their studies or help them gain the knowledge and wisdom needed to conquer the challenges they face in the context of their world. Before this workshop, I was not familiar with the specifics of Ignatius of Loyola's approach to teaching. The crucifix in each classroom had been my sole

apprehension of the Ignatian Pedagogy title. How could I relate to this concept without a Catholic upbringing? I needed help.

There was hope when we learned about the story of St. Ignatius and his life-changing convalescence in Paris that led to the Jesuit mission of knowledge and education. "We all start from a place of ignorance." I could relate to this message from St. Ignatius and I felt I needed a similar mini-transformation.

We learned about five teaching principles adapted from St. Ignatius' Spiritual Exercises: context, reflection, experience, action, and evaluation. Many faculty guests shared personal teaching strategies using these principles as guidelines. In essence, they shared their love of