

SXCS/P-6

## Teaching Learning Policy

SXCS is run by the XAVIERS RANCHI a registered Society under the guidance of Society of Jesus (Ranchi Province). St. Ignatius of Loyola who is the founder of this society gives a method for teaching learning process. This is called IPP (IGNATIAN PEDAGOGY PARADIGM) in short IGNATIAN PEDAGOGY. St. Xavier's College Simdega draws its teaching plan from IGNATIAN PEDAGOGY.

### Ignatian Pedagogical Paradigm

The concept of Ignatian pedagogy derives from the underlying principles, values, and actions realized in the Spiritual Exercises of St. Ignatius of Loyola, founder of the Jesuits. During the Exercises, a retreatant (who is, in essence, a learner) is guided through a process of reading, reflection, and prayer by a spiritual director (who is, in essence, a teacher).

The director guides the retreatant through a series of sequenced activities that rely on contemplation, repetition, and reflection as a process for deepening one's experience and understanding of God. The framework of Ignatian pedagogy, then, takes the general principles and approach of the Ignatian Spiritual Exercises and translates them into a process for educational practices more generally.

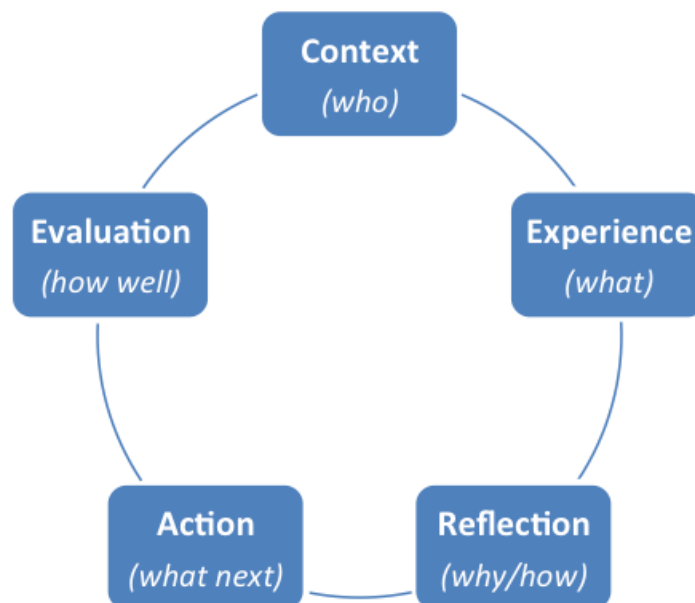
### Ignatian Pedagogy - An Overview

Every faculty member at a Jesuit institution finds her own way to connect to her university's particular mission. Whether or not this connection is rooted in shared religious belief, it is at least minimally connected to the Jesuit commitment to the transformational power of education. This commitment manifests itself in various ways, from community-based service learning to addressing social justice issues in the classroom to

cura personalis (Latin for "care of the whole person") in our dealings with students.

One way faculty can connect to the larger mission of Jesuit education is to be intentional about using the Ignatian Pedagogy Paradigm to shape students' learning experiences. The five elements of Ignatian pedagogy - **context, experience, reflection, action, and evaluation** - derive from the underlying principles, values, and actions in St. Ignatius's Spiritual Exercises. They can inform a course implicitly (e.g., in the instructor's orientation toward his students) or be used explicitly to frame the course (e.g., in the course syllabus). Whether we call them "Ignatian" or not, research on learning confirms that these are the conditions for learning.

Ultimately, the elements of Ignatian pedagogy offer a way of understanding how deep, transformative learning occurs. The figure below offers a snapshot of how the process works:



All learning is . . .

Situated in a specific **context**.

Rooted in previous **experience** and the result of new learning experiences.

Dependent upon - and deepened by - **reflection** about those experiences.

Made meaningful when new knowledge is put into some kind of **action**.

Reinforced by explicit **evaluation** (and ultimately, self-evaluation) of those actions and the degree to which learning has occurred.

Higher purpose. Greater good.

## **EXAMPLES OF METHODS TO ASSIST TEACHERS IN USING THE IGNATIAN PEDAGOGICAL PARADIGM**

### **CONTEXT OF LEARNING**

#### **1. The student: Readiness for Growth**

1. The Student's Situation: Diagnosis of Factors Affecting the Student's Readiness for Learning and Growth: physical, academic, psychological, socio-political, economic, and spiritual.
2. Student Learning Styles - how to plan for effective teaching.
3. Student Growth Profile - a strategy for growth.

#### **2. Society**

- Reading the Signs of the Times - some tools for socio-cultural analysis.

#### **3. The College**

1. College Climate: Assessment Instruments
2. Curriculum
  - a. Formal/Informal.
  - b. Scope and Sequence; interdisciplinary possibilities.

- c. Assessing values in the curriculum.
- 3. Personalized Education
- 4. Collegial Relationships among Administrators, Teachers, and Support Staff.
- 4. The Teacher - expectations and realities.

## **EXPERIENCE**

- **The Prelection**
  - Continuity
  - Advance Organizers
  - Clear Objectives
  - Human Interest Factors
  - Historical Context of the matter being studied
  - Point of View/Assumptions of Textbook Authors
  - A Study Pattern
- Questioning Skills
- Student Self-Activity: Notes
- Problem Solving/Discovery Learning
- Cooperative Learning
- Small Group Processes
- Emulation
- Ending the Class
- Peer Tutoring

## **REFLECTION**

1. Mentoring
2. Student Journals
3. Ignatian Style "Repetition"
4. Case Studies
5. Dilemmas/Debates/Role Playing
6. Integrating Seminars

## **ACTION**

1. Projects/Assignments: Quality Concerns
2. Service Experiences
3. Essays and Essay Type Questions
4. Planning and Application
5. Career Choices

## **EVALUATION**

1. Testing: Alternatives Available
2. Student Self-Evaluation
3. Assessing a Spectrum of Student Behaviors: The Student Portfolio
4. Teachers' Consultative Conferences
5. Questions for Teachers
6. Student Profile Survey