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Ignatian Pedagogy and Library Instruction

Eric A. Kowalik

Leatha Miles-Edmonson, *Marquette University*

Vicki Rosen



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Eric Kowalik, Leatha-Miles Edmonson

Raynor Memorial Libraries, Marquette University

Vicki Rosen

Gleeson Library | Geschke Center, University of San Francisco

Project Background »

Based on five elements - context, experience, reflection, action, and evaluation, the Ignatian Pedagogical Paradigm (IPP) has been at the root of Jesuit education for over 5 centuries.

Much has been written on how faculty can incorporate the IPP into semester long instruction, but little has been written on how librarians can incorporate IPP into “one-shot” instruction.

To address this gap, librarians from Marquette University and the University of San Francisco, worked to develop a 3 week online course where librarians could learn about the IPP as another tool for their instruction; develop practical ways to incorporate the IPP into their instruction; and foster a community of practice on this topic.

About the Course »

A pilot ran from January 23rd through February 12th. Twenty-four librarians from 13 of the 28 Association of Jesuit Colleges and Universities (AJCU) enrolled. Twelve participants completed the course and earned a certificate.

Weekly course components included:

1. Readings and videos.
2. Asynchronous discussion prompts.
3. Activities related to weekly topics.
4. Knowledge check quizzes.
5. Optional reflection prompts.

Week 1 - Jesuit History and Foundation »

Since the IPP stems from many of the foundational Jesuit beliefs, such as the Spiritual Exercises and the Examen, the first week is focused on background about the Jesuit order and their foundational core beliefs. This provides a context so the learner can better understand the elements of the IPP.

Week 2 - Ignatian Pedagogical Paradigm »

The resources for this week offer the learner a brief introduction into the Ignatian Pedagogical Paradigm and its five elements - context, experience, reflection, action, and evaluation. The assignments for this week have the learners analyze the merits and weaknesses of courses utilizing Ignatian pedagogy and describe how the learners teach “one shot” sessions and why.

Week 3 - IPP in Library Instruction »

During the final week, learners discuss ways they may already be using the IPP in their instruction and explore ways to incorporate the IPP into information literacy instruction, especially "one shot" sessions. Learners compare and contrast the IPP to other learning models and discuss ways the IPP can address elements of the ACRL Framework for Information Literacy for Higher Education.



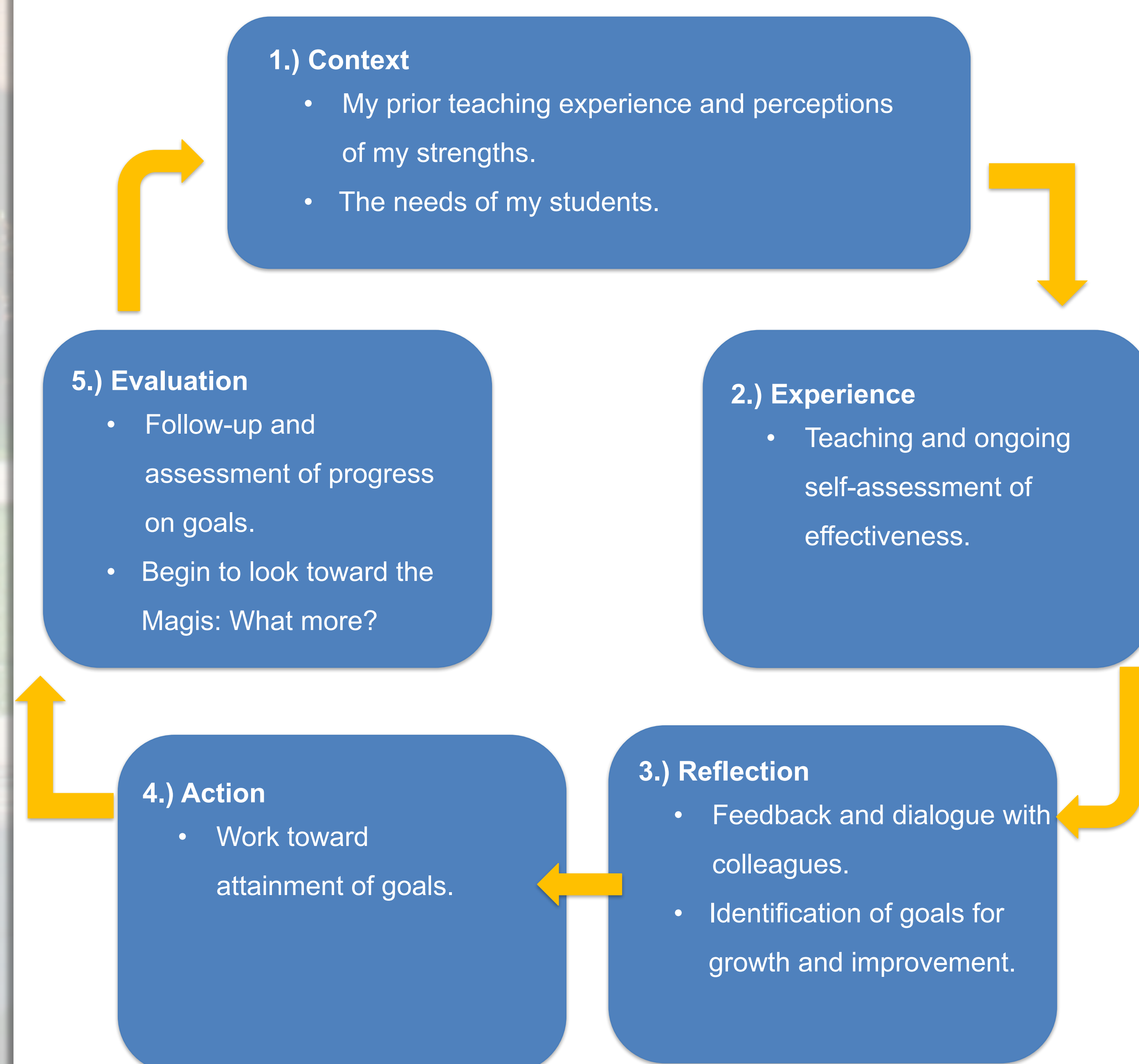
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SAN FRANCISCO

CHANGE THE WORLD FROM HERE

The Ignatian Pedagogical Paradigm (IPP) »



Selected Course Discussion Prompts »

Read one or two course descriptions featured in Xavier University's Teaching to the Mission website. Based on what you have come to understand about Ignatian pedagogy, write a no more than (250 word) analysis of the merits and weaknesses of the course(s) you reviewed with respect to Ignatian pedagogy. In your analysis, include questions you may have about the components of the IPP and any concerns you may have about incorporating the IPP into your instruction.

Based on the document from this week that compares other learning models to the IPP and what you may have learned previously about other learning theories, what similarities and differences do you see between the different theories and the IPP? Are there ways the IPP can help address some of the issue of seeking social justice in information literacy instruction brought up in this week's readings? If so, in what ways can the IPP address these concerns?

Join Us For the Next Offering »

The pilot was offered to librarians at Jesuit institutions, but the IPP embodies best teaching practices that can be used in almost any instruction environment. **Come join us for our next course, running July 31st through August 18th.** You won't experience a spiritual conversion, but you may experience a pedagogical one.

