

## Resource Guide

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Ignatian pedagogy emphasizes the transformational power of education through student-centered learning experiences. In on-ground courses, this might manifest itself through service-based learning opportunities or group-based examinations of social justice issues. But, how can Ignatian pedagogy translate to the online classroom, when participants are distanced by time, place, and screens? Below are suggestions for incorporating the five key elements of the [Ignatian Pedagogical Paradigm](#) in an online course:

- **1. Create a safe and welcoming environment.** Consider using discussion boards, surveys, polls, and icebreakers to get students to share information about their background and individual learning situations (e.g., work spaces, schedules, prior online learning experience). Back-channeling through social media (e.g., Twitter), holding virtual student hours, or organizing virtual coffee talks might also allow you to learn about, and interact with, your students in an informal manner. You can then use this contextual information to show care, empathy, and relate with students when responding to emails, interacting in discussions, or providing feedback.
- **2. Design learning activities that connect prior beliefs, values, and insights.** Design learning activities that get students to connect their prior beliefs, values, and insights concerning a topic with new information and learning opportunities. This might take the form of current event discussion boards, portfolio assignments, or

Student-facilitated discussion boards, readings, or recorded demonstrations are just one option. Students can act on their learning outside of your classroom -- and bring those experiences back in -- by conducting interviews with professionals, attending virtual town hall meetings, or participating in streaming deliberations of non-profit groups. In addition, you can mimic real-world applications by incorporating virtual labs or simulations.

- . Just as important as it is to connect learning activities with specific course outcomes, remind students of their progress through check lists, affirming announcements that draw attention to student work, and feedback provided within rubrics. This formative feedback encourages students to think about their learning and its application in future settings. Designing ways for students to inform you of what was beneficial to their learning, through surveys, self-assessments, or module evaluations, is also extremely valuable feedback you can use in future course design situations.

#### Resources

Cavanaugh, S.R. (2016). *The spark of learning: Energizing the college classroom with the science of emotion*. Morgantown, W.V. [J]ed