



Faculty Center for Ignatian Pedagogy

JUNE 2018

Looking Backward to Help Students Look Forward

By: Jessica Mansbach, PhD, Teaching and Learning Development Coordinator

FOCUS ON TEACHING & LEARNING

THURSDAY, AUGUST 16, 2018

SR. JEAN ROOM, DAMEN CENTER



Dr. Kate McConnell

The keynote speaker will be Dr. Kate McConnell, Senior Director of Research & Assessment with the Association of American Colleges and Universities (AACU). Dr. McConnell's address "Reframing Teaching & Learning with Assessment" will bind teaching, learning and assessment together by reinforcing connective threads captured by meaningful pedagogy.

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When instructors think about the design of their courses, they might spend most of their time thinking about the content they want to teach. But, this content-centered approach runs counter to the recommendations in the instructional design and education literature (e.g., Fink, 2003, 2009; Wiggins & McTighe, 2015, 2012) that suggests a "begin with the end in mind" approach to course design and teaching. That is, instead of thinking about what content to teach, shift the thinking to what students will be able to know, do, and think at the end of the course. Then consider how all the components of the course support, or align with, the content students will learn. In their seminal book, *Understanding by Design* (2005), Grant Wiggins and Jay McTighe describe a backward design approach to course design that explains what is meant by "begin with the end in mind."

Stage 1. Identify Desired Results

One way to identify the knowledge, skills, and attitudes students will learn is to ask a series of questions. What are the big ideas students will remember at the end of the class? What are the key questions students will be able to answer? What ideas and concepts are the most crucial to students' learning? Writing learning outcomes in clear, measurable and action-oriented terms helps instructors and students see what they can expect to learn in the class.

Step 2. Determine Acceptable Evidence

After identifying the learning outcomes, decide how to collect evidence to assess students' learning. What indicators will determine if students achieve the intended learning? What tasks are appropriate to give

students the opportunity to show their learning? It is important that the assessment strategy selected enables instructors to see if students are meeting the learning outcomes.

Step 3. Plan Learning Experiences and Instruction

Consider what activities, assignments, and materials (e.g., books, articles, videos) students need to achieve the learning outcomes and complete the assessment. What instructional materials, activities, and assignments enable students to achieve the desired results?

Instructors may find that working backward to design a course allows them to move students' learning forward. With some practice using the backward design approach, designing courses may become easier. For questions about how to use backward design, please contact the [Faculty Center](#).

Citations:

- Bowen, R. S., (2017). *Understanding by Design*. Vanderbilt University Center for Teaching. Retrieved 3/28/18 from <https://cft.vanderbilt.edu/understanding-by-design/>.
- Fink, L. D. (2003). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. Retrieved from <https://ebookcentral.proquest.com>
- Fink, L. D. (2009). *Designing Courses for Significant Learning*. San Francisco, CA: Jossey-Bass.
- Wiggins, G. P., & McTighe, J. (2012). *The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units*. ASCD.
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by Design*. ASCD.



Loyola's 2018 cohort of the Public Voices fellowship, 19 faculty and staff from across our Chicago campuses, have had a lot to say. To date, they have published 32 pieces featured in the *Garnet News*, *The Hill*, *Forbes*, *The San Francisco Chronicle*, *The Washington Post* and many other respected news sources. <https://luc.edu/fcip/opedproject/2018publications/>



Each year the Faculty Center holds a reception to recognize participants of all programs offered by the center. It's a great opportunity to network with other faculty and staff. Pictured from left to right: Dr. Lozano, Dr. Scheidenhelm, and Dr. Ryan from the May 2018 reception.



As part of this year's programming, members of the IP Certificate cohort volunteered a day of service at Sarah's Circle women's shelter. In other meetings, Fr. Jose Mesa helped with our understanding of IP and teaching in the Jesuit tradition. We are especially grateful for his guidance.

Making Meaning of Learning: Reflective Activities

by: Carol Scheidenhelm, PhD, FCIP Director

Assignments, tests and quizzes, final projects: all great ways to ensure that students are learning the content in our courses. But how do we know if they have internalized the meaning of what we have presented throughout the semester?

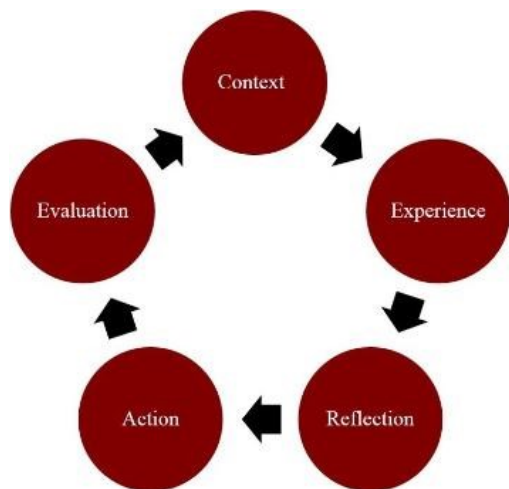


Figure 1. The Ignatian Pedagogy Paradigm

In the tradition of Jesuit education, reflection is identified as a positive and meaningful way to determine what students' learning means to them. While they may be able to recite the steps or concepts or features of the content, doing reflection helps students articulate how the information learned resonates with their beliefs about themselves and the world. Guided reflection can help students look beyond the content and help them determine what action they will take as a result of what they have learned. And it is this call to action that distinguishes Jesuit reflection from that of other educational traditions. Action may be personal, local or global, but what is important is that students are able to weigh what they have learned against their own values.

People do not come to reflection naturally. In order to create an effective reflective activity, faculty need to guide students toward probing the meaning of what they studied. A well-structured reflection activity may involve a set of questions designed to help students think beyond the factual information presented. In a literature course, for example, one might ask how the student relates or does not relate to the protagonist, citing examples from the text to illustrate her point. What did she learn from the literary work that could be applied to her life or her view of the world? Is there a personal action she might take as a result of reflecting on what she has learned from the literature?

We have heard from several STEM faculty about assignments designed to get students to take a more personal involvement in what they are learning. With something as direct as asking students to evaluate their experience by answering a few questions, students are challenged to do more than simply research and report. Questions might ask students to list specifics, as what worked well and what they could have improved, what they learned that changed or strengthened their view on the topic, why the subject they selected is important or relevant to student and to the larger learning community and what action the student might take as a result of what they learned.

The impact of Ignatian reflection is that students come to a personal understanding of course content and determine how their acquired knowledge will strengthen, challenge and change who they are and the actions they carry forth. True reflection becomes the cornerstone of the action that makes men and women become people for and with others.

CONGRATULATIONS TO ALL OF OUR SPRING 2018 FACULTY TEACHING AWARD RECIPIENTS

Elizabeth Lozano
School of Communication
Peter Hans Kolvenbach Award for Engaged Teaching

Minerva Ahumada
Arrupe College
Alice B. Hayes Award for Advising & Mentoring

David Doherty
Political Science
Alice B. Hayes Award for Advising & Mentoring

Rebecca Silton
Psychology
Langerbeck Award for Undergraduate Research Mentoring

Miguel Ballicora
Chemistry and Biochemistry
Langerbeck Award for Undergraduate Research Mentoring

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Thank You Dr. Ryan!



FCIP is grateful to Dr. Ann Marie Ryan who has served as a Faculty Fellow in the Center for the past academic year. Ann Marie brought a level of professionalism and scholarly expertise that was invaluable for our grants project, the IP Certificate Program, the OpEd Project and other important Center initiatives. Thank you, Ann Marie, for your dedication to furthering the critical teaching and research perspective. Your time here has been greatly appreciated.



Pictured: Terry Moy, Carol Scheidenhelm, Mayra Iniguez, & Jessica Mansbach. (Not Pictured: Faculty Fellows Ann Marie Ryan & Jose Mesa, SJ)

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