

The Pedagogy of Justice

An Innovative Approach to Teaching and Learning:
Ignatian, Anti-Oppressive and Student-Centered



Presented by
the Faculty Center for Ignatian Pedagogy

Introductions

Faculty Center for Ignatian Pedagogy

Bridget Colacchio, PhD, LCSW, Co-Director

Jessica Mansbach, PhD, Co-Director

Justin Wright, MA, Anti-Oppressive Pedagogies Specialist

University Land & FCIP Labor Acknowledgements

The Loyola University Chicago community acknowledges its location on the ancestral homelands of the Council of the Three Fires (the Ojibwa, Ottawa, and Potawatomi tribes) and a place of trade with other tribes, including the Ho-Chunk, Miami, Menominee, Sauk, and Meskwaki. We recognize that descendants of these and other North American tribes continue to live and work on this land with us.

We recognize the tragic legacy of colonization, genocide, and oppression that still impacts Native American lives today. As a Jesuit university, we affirm our commitment to issues of social responsibility and justice. We further recognize our responsibility to understand, teach, and respect the past and present realities of local Native Americans and their continued connection to this land.

The Faculty Center for Ignatian Pedagogy is dedicated to equity and access in education. We acknowledge how White supremacy, the exploitation of enslaved people, and systemic discrimination and oppression built and continue to inform the educational system in the US. We strive to dismantle the effects of these dynamics by co-creating professional and personal growth opportunities with and for all instructors. This is one way we enact our Jesuit values of continual reflection, respect for every individual person, and building a more loving and just community.

We center the voices, experiences, and expertise of historically marginalized individuals. We assist Loyola instructors in facilitating learning experiences for their students that promote social justice and work toward anti-oppression, thus creating a more holistic, accessible, and transformative educational experience for every Loyola student and instructor.

Session Goals

1. Introduce the Pedagogy of Justice
2. Explain the rationale for use of the approach
3. Demonstrate activities that express the Pedagogy of Justice, which can be adapted for your classroom
4. Identify FCIP as a resource for your teaching journey at Loyola

Think-Write-Share Instructions

1. In the next slide, we pose some questions. Read the questions and notice which question is most compelling to you.
2. Next, we will give you two minutes to jot down your response to those questions.
3. When prompted, turn to a neighbor and share your responses.





Your Student Experience

- As a student, what mattered most to you in your own education?
- What were some impactful learning experiences for you?
- What helps you learn best?

Active Listening: Interactive Mini Lecture

As you listen, please make a note of:

- Words or phrases that resonate with you
- Ideas that challenge or surprise you
- Questions you have
- Distracting thoughts that draw you away from the content



Pedagogy of Justice WHY?

Justice-orientation

Modeling

Evidence-based

Jesuit values (e.g. cura personalis, agere contra)

Context: social justice, global orientation



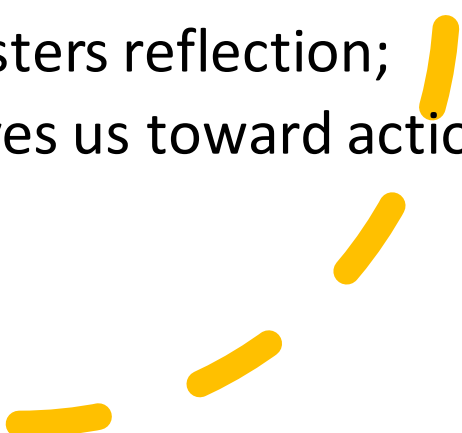
Pedagogy of Justice WHAT?

Ignatian Pedagogy

Anti-Oppressive Pedagogy

Student-Centered Design

What is Ignatian Pedagogy?

- An approach to teaching and learning that brings the values of Jesuit education directly into the educational experience. As such, Ignatian Pedagogy:
 - Is holistic and aimed at excellence: *cura personalis* and *magis*;
 - Strives to develop men and women of competence, conscience, compassion and commitment;
 - Is relational and mutually transformative;
 - Considers experience, context and fosters reflection;
 - Is aimed at the greater good and moves us toward action.
- 

What is anti-oppressive pedagogy?

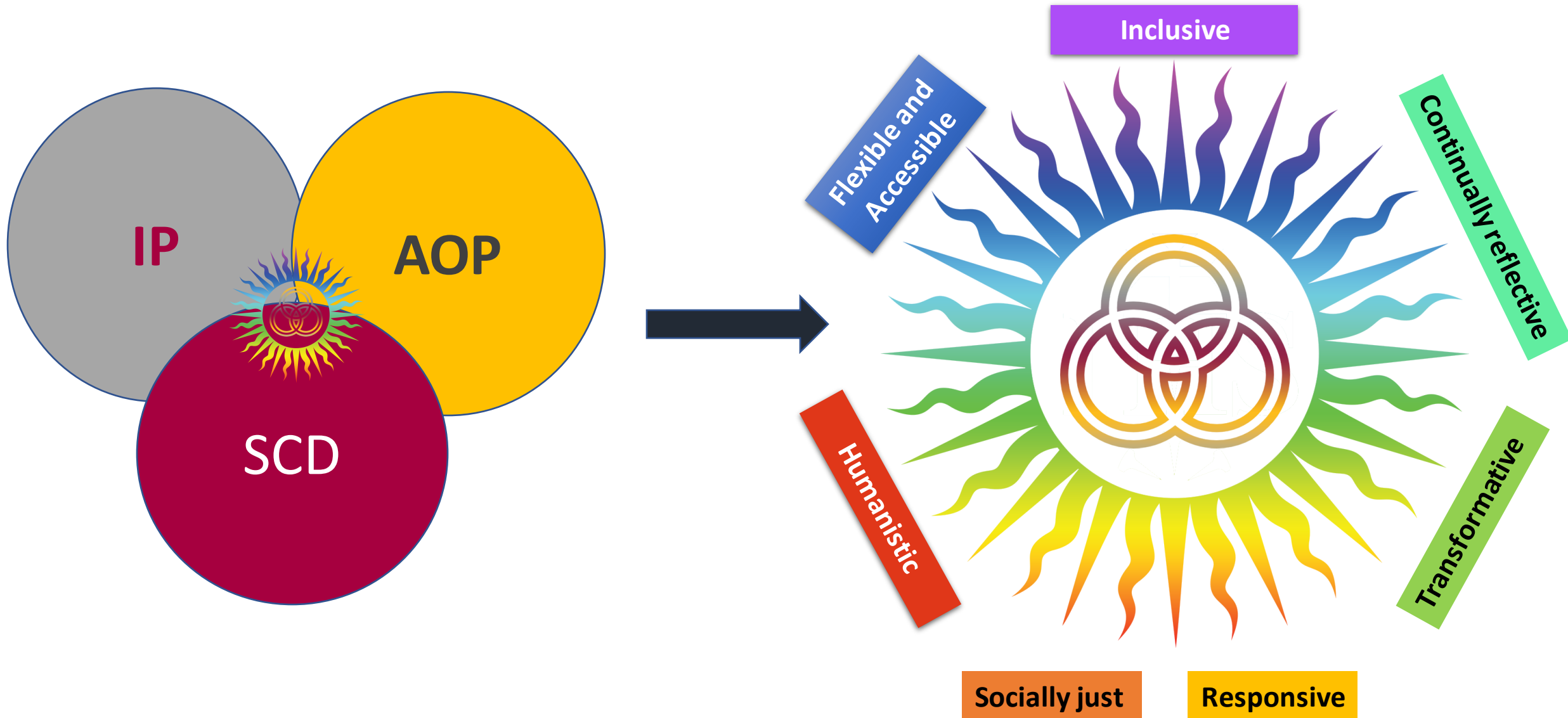
- An approach to how you design your course content – learning outcomes, assignments and evaluations - to be more inclusive, critical, flexible and humanizing for every student;
- Includes anti-racist, feminist, dis-crit, queer and other pedagogies aimed at combatting systemic power dynamics in education;
- A way to facilitate your classes to level power dynamics, invite all voices to contribute equally and attune to potential harm in the classroom (such as microaggressions).
- Relevant for every discipline and every academic topic, because...
- Anti-oppressive pedagogy is not necessarily related to talking about the *subject* of race, class, gender, disability or other social issues.

What Is student- centered design?

- An approach to how you design your course content or any learning experience that enables you to weave intentionality into the experience
- Features Backward Design
 - Identify desired results
 - Determine acceptable evidence
 - Plan learning experience and instruction
- Amplifies Universal Design
 - Accessible to all types of learners



The Pedagogy of Justice





Gallery Walk

Look at the questions around the room.

Take some time to write your responses on the large post-it notes on the wall.

Read others' responses; 'upvote' those that resonate with you

Gallery Walk Reflection Questions

1. How do you hope to shape your students' learning experiences?
2. What teaching strategies have you encountered as an instructor or learner in the past that you found impactful?
3. Based on your own experiences and what we shared about the Pedagogy of Justice, what pedagogical approaches could you incorporate into your pedagogy this Fall?



Gallery Walk Debrief

- What was that like for you?
- Which responses did you upvote?
Consider for the first time?
- How might you use this gallery walk activity in your class?



Professional Development Opportunities

Anti-Oppressive Programming

- Anti-Racist Pedagogy Certificate Program
- hooks-Freire Series
- Anti-Oppressive Film Series
- DEIP Circles

Ignatian Pedagogy Programming

- Ignatian Pedagogy Certificate Program
- Holding Space

Faculty Roles

- Scholarship of Teaching and Learning Fellows
- Faculty Scholars in IP, AOP, SOTL

Teaching & Learning Workshops

- Topics include active learning, soliciting student feedback, boosting student motivation

Focus on Teaching & Learning (FOTL) Conference

- All Loyola educators, including faculty, staff and graduate students are welcome to attend and propose presentations for FOTL

Faculty Teaching Awards

- Recognizing teaching excellence across Loyola's campus

Contact Us

Contact us to learn more!

Reach out to
learn more!

Website

LUC.edu/FCIP

Email Address

jmansbach@luc.edu
bcolacchio@luc.edu
facultycenter@LUC.edu



Evaluation

Help us improve this session and tailor our services for you!

Please complete this quick eval!



References: IP

ARTICLES

- Duminuco, V. and Duminuco, S.J. (ed.), Vincent J.. Ignatian Pedagogy: A Practical Approach. The Jesuit Ratio Studiorum: 400th Anniversary Perspectives: 231-293, 2000.
- Mountin, S. & Nowacek, R. (2012). Reflection in action: A signature Ignatian pedagogy for the 21st century. Theology Faculty Research and Publications, pp. 129 - 142.
- Pousson, J. M., & Myers, K. A. (2018). Ignatian Pedagogy as a frame for Universal Design in college: Meeting learning needs of Generation Z. *Education sciences*, 8(4), 193.

VIDEOS

- What is [IP at LUC?](#)

References: AOP

BOOKS

- [Building an Anti-Racist Classroom](#) (Library guide from Otis College Art & Design's Teaching & Learning Center)
- [13 Books to Read Right Now If You Want to Be Anti-Racist — Chalice Press](#)

VIDEOS

- [“We Need to Talk About an Injustice” by Bryan Stevenson](#)
- [“Why ‘I’m Not Racist’ Is Only Half the Story” by Robin DiAngelo](#)

PODCASTS

- Code Switch (NPR)
- Intersectionality Matters! Hosted by Kimberlé Crenshaw

References: SCD

Articles

- "[Understanding by Design](#)," from the Vanderbilt Center for Teaching
- Fink, L. Dee. "[Integrated Course Design](#)." *IDEA*. 42. (2005): 1-6.

Books

- Wiggins, Grant P., and Jay McTighe. 2005. *Understanding by Design*. 2nd ed. Upper Saddle River, NJ: Pearson.
- Bain, Ken. 2004. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press.

