



Framework for Course Innovation

based on the Ignatian Pedagogical Paradigm

context



The course outlines how student learning fits into the program's outcomes. It encourages students to examine their assumptions, perspectives, prior learning, and educational goals.

Contextualizing information explains the relevance and rationale of the chosen course materials.

Objectives are written so that students can understand how course materials and activities are aligned to support program goals.

Objectives or contextualizing information appear at the course and unit level, but may also appear wherever appropriate.

Information about students' own goals, prior learning, etc., is solicited at least once during the course.

Students are challenged to consider their own assumptions.

experience



The course offers ways for students to cognitively grasp the material through application, analysis, synthesis, and evaluation. In addition, students are encouraged to internalize the material so learning goes beyond an intellectual exercise.

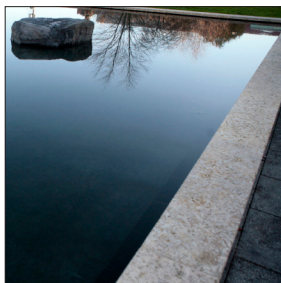
Activities are designed to let students demonstrate what they can do.

Students are encouraged to produce work that can be captured as evidence of their learning.

The course is designed as a community of learners where students learn from each other through activities that deepen their understanding.

The instructor is actively involved in helping students gain the most from the course by providing meaningful feedback; adding additional relevant resources and encouraging others to do the same; and communicating via course updates, reminders, announcements and office hours.

reflection



The course provides students with ample opportunities to contemplate the meaning and value of class content. Students are encouraged to discover and evaluate relationships between their prior learning experiences and new ideas.

Opportunities for reflection are woven into course design and used throughout the course via discussions, blogs, journals, and/or assignments.

Students are encouraged to reflect on the changing nature of their own assumptions as they learn.

Peer-to-peer communication is designed to extend and enrich the reflective process.

action

The course inspires students to explore how their new knowledge is able to facilitate transformative action.



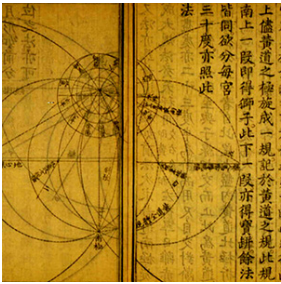
A participatory culture is evident through strong support for sharing, mentorship, and contributions.

The course makes use of peer review; students can help each other by reviewing drafts, sharing insights, giving feedback, or providing helpful expertise in other ways.

Students are asked to consider how they might use their new knowledge now and in the future to prioritize, make decisions, and contribute to their family, profession, community, and world.

evaluation

The course guides students to evaluate their own learning, to become aware of their degree of mastery toward stated objectives, and to formulate a plan for further growth.



It is clear to the students how assessments will measure the stated learning objectives.

Multiple and varied assessments occur throughout the course.

Rubrics, descriptive criteria, and/or models of exemplary work are provided.

Formative, self-check, or practice assignments such as drafts and pretests are used.

Resources for remedial and advanced material are made available to students.

Grading policies are clearly explained and transparent.

Assessments measure identified take-aways/outcomes.

best practices

for digital delivery

The course is designed in a logical and organized manner that makes it easy for students to access and interact with the materials, activities, classmates, and the instructor.

Directions clearly indicate how to start and where to locate various course components – including help resources.

Navigational controls are clearly labeled and consistent throughout the course.

Syllabus adheres to *Seattle University Guidelines for Course Syllabi* and includes both the required and recommended components outlined in that document.

Content is organized into manageable segments such as units or modules.

Connections and transitions between classroom and online components are smooth and effective.

Media elements (text, graphics, audio, and video) are congruent with the instructional message, are not distracting, and aid the learning process.

Content is presented within the course shell to minimize the number of clicks needed; embedded materials, rather than links, are used when possible.

Content is presented in standard digital formats such as .pdf (documents) and .png or .jpeg (images).

Course materials adhere to copyright laws.

Course materials can easily be altered to meet the needs of diverse learners.