SXIE Celebrates...
Ignatian Year : May 20, 2021 – July 31, 2022

IGNATIAN INTERVENTIONS FOR TRANSFORMATION

1. **TITLE OF THE PRACTICE : IGNATIAN INTERVENTIONS FOR TRANSFORMATION**

Extract from the letter Fr. Arturo Sosa s.j. : *The Year opened on May 20th, the 500th anniversary of when Ignatius the soldier was injured by a cannonball in the Battle of Pamplona. The Year will conclude on July 31, 2022, the feast day of St. Ignatius. The peak of the celebration will fall on March 12, 2022, the 400th anniversary of the canonization of St. Ignatius and* <u>*St. Francis Xavier*</u>*. While the Ignatian Year honors the past, we are invited to be future-focused and attend to the* <u>*Universal Apostolic Preferences*</u>*.*
Ref: https://www.xavier.edu/jesuitresource/resources-by-theme/the-ignatian-year

2. **GOALS:**

   1. To develop in each staff and student an awareness of the "Cannonball moment" in the life of St. Ignatius of Loyola
   2. To deepen the love for the Ignatian philosophy and values through creative expressions and innovative pedagogical practices
   3. To collaborate with Jesuit institutions to celebrate the Ignatian year and develop institutional linkages
   4. To spread the message of IPP and the UAP among Jesuit teachers.
   5. To work towards inner reflective practices through meaningful activities

3. **THE CONTEXT :**

St. Xavier's Institute of Education being a part of the Ignatian family of Jesuit institutions, and well - integrated with the Ignatian philosophy and the Jesuit values felt connected with the global sensitization of the '500th year of the Cannonball moment' in the life of the Jesuit founder St. Ignatius. Most of the Jesuit institutions all over world have taken up the task of sensitizing the staff and students to this event and develop deep reflective moments which could lead to transformation. SXIE has also joined the global celebration and has taken up the task of intensifying the Ignatian experience for the staff and students through meaningful intervention.

4. **THE PRACTICE:**

The year will be marked with ongoing and special interventions. The ongoing activities will be given more impetus that is the thrust on the Ignatian Pedagogical Paradigm (IPP). The IPP has given us the cycle of Context, Experience, Reflection, Action and Evaluation. This will be infused in all activities of the institution. Consultancy has also been an activity which

extends the IPP to other institutions. The staff have been involved in consultancy services and thus partners in the Jesuit mission through IPP.

The special activities will help the institution immerse in the Ignatian year and reflect on how to carry on their service to the students with reference to the cannonball moment, which would mean to understand the significance of the cannonball moment in one's lives and also to nurture the cannonball moments in the lives of the students.

The activities planned is represented in the form of a diagram:

ONGOING

- THRUST ON IPP IN LESSON PLANS AND ALL INSTITUTIONAL ACTIVITIES
- CONSULTANCY

SPECIAL

- MANAGER'S INPUT
- ASSEMBLY ON CANNONBALL MOMENT
- WORKSHOP ON UAP -INTERPLAY
- QUALITY PERSPECTIVE OF SXIE WITH JESUIT VALUES
- IPP COURSE
- WORKSHOP ON IPP+UAP
- WEBINAR ON SXIE-SXC
- FACULTY DEVELOPMENT
  - SXC- RETREAT
  - CAMPION SCHOOL - FR. LUKE'S SESSION
- BOOK WITH ARTICLES CONTRIBUTED BY STAFF & SPECIAL EXPERTS
- TRANSFORAMTIVE PEDAGOGICAL PRACTICES IN THE METHODS - SMALL RESEARCH WITH REFERENCE TO PEDAGOGICAL PRACTIES WILL BE ENCOURAGED

Expected outcomes:

The celebration of the year through "Ignatian Interventions for Transformation" will help achieve the following outcomes:
- Understand the significance of the cannonball moment and how to move towards transformation
- Focus on one's life and reflect on the changes in self to be other-centered
- Build a sound knowledge and apply the IPP and the UAP in the teaching – learning process
- Be a partner in the larger movement of Jesuit institutions and work towards transformation

5. EVIDENCE OF SUCCESS:
   a. Input by Fr. Blaise D'Souza s.j. on the 'Ignatian Year' on _____
   b. Successfully completed the Webinar in collaboration with St. Xavier's College, Autonomous, Mumbai on "Transformational Education in the Ignatian Quincentenary" for the year 2021-2022
   c. Book mark competition keeping in mind the Ignatian year, students made bookmarks and posted on the LMS
   d. Ignatian Pedagogical Paradigm course was designed and offered to 144 participants all over India and Nepal from April 18 – May 3, 2022
   e. Workshop on Universal Apostolic Preferences as emanated from the Ignatian Philosophy and the Ignatian Pedagogical Paradigm was conducted

on March 4 & 5, 2022

    f.   A session on Quality perspectives keeping in mind Ignatian values was presented to the students on 17th August 2021

    g.   A session was conducted by St. Xavier's College, Autonomous Mumbai and was attended by all staff of St. Xavier's Institute of Education on June 15, 2021. All staff attended the session for greater awareness on the Ignatian Pedagogy Paradigm and its implication.

6.   Problems Encountered and Resources required: It was difficult to organize the sessions due to time constraint. The book publication couldn't be possible as the staff were too overwhelmed with online activities, however we made an effect on advertising for articles on the Ignatian Pedagogical Paradigm. A measurable outcome couldnot emerge out of the activities and we hoped that there would be more attachment to the alma mater and also students would be able to emulate the values in their own internship program.

7.   Notes (Optional) : The Ignatian year still continues to inspire us, we will be made to reach our higher goals and also values that are relevant to today's times.

8. Contact Details

Name of the Principal :

Name of the Institution: St. Xavier's Institute of Education
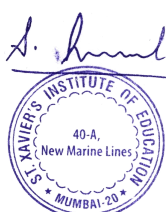
City:Mumbai

Pin Code: 400020

Accredited Status: A

Validity Period: 2027

Work Phone: Fax: Website: E-mail: sxieinfo@gmail.com

Mobile:

Presentation of the Best Practice

1. Title of the Practice : Adoption, Development and Curation of OERs.

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2. Goal

   Describe the aim of the practice followed by the institution. Brief the underlying principles or concepts in about 100 words.

   The goals of this practice are :

   - To adopt OERs in the teaching learning process
   - To constitute a code of conduct for fair use of OERs and criteria for OER validation.
   - To develop OERs relevant to the syllabus for curricular enrichment
   - To develop OERs related to current trends and processes in education
   - To curate OERs to contextualise them to a specific situation
   - To provide additional links to access OERs of different groups relevant to education for further reference

3. The Context

   Describe any particular contextual feature or challenging issues that had to be addressed in designing and implementing the Practice in about 150 words.

   The present learning situation is more focussed on effective transaction of the curriculum. This assumes that the content which we are transacting is relevant and contextualised for the students and would lead to deeper understanding of the concept. But this may not be the case. The teacher would need additional materials to enrich the students, which again in the present context, is given to the students as references from different sources that are created by some author in their context. Thus there is a need that all teachers develop their own materials that suits their contexts, which would be acceptable to the students more readily than a readymade article made by an unkown author.

   Our Ignatian Pedagogical Paradigm encourages Reflection, this reflective practice encourages us to think differently and immerse ourselves in the curriculum to think critically and reinvent measures to use it creatively for our
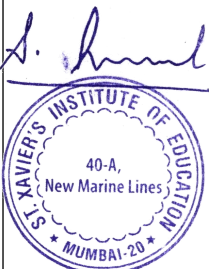
transaction. This would lead to 'Empowerment' of teachers, where teachers can now have more control over the content, where they do not consider themselves as mere recipients but are now able to transform it to their contexts.

In the light of institutional autonomy teachers must gain skills of knowledge creation, curation and fair use. The classroom must be clinics for understanding the quality of the content and learning processes. This understanding coupled with reflection can help teachers emerge as knowledge generators. This changed role for teachers and students, can help in producing a rich source of teaching learning materials that can be published on the website. Moreover this exercise can lead to developing skills of making courses and resource materials which can lead to entrepreneurial skills in teachers and students.

4. The Practice

Describe the Practice and its implementation. Include anything about this practice that may be unique in the Indian Higher Education. Also identify constraints or limitations, if any in 400 words.

The practice will have the following steps:

ORIENTATION → ADOPTION → CURATION → DEVELOPMENT → REPORTING
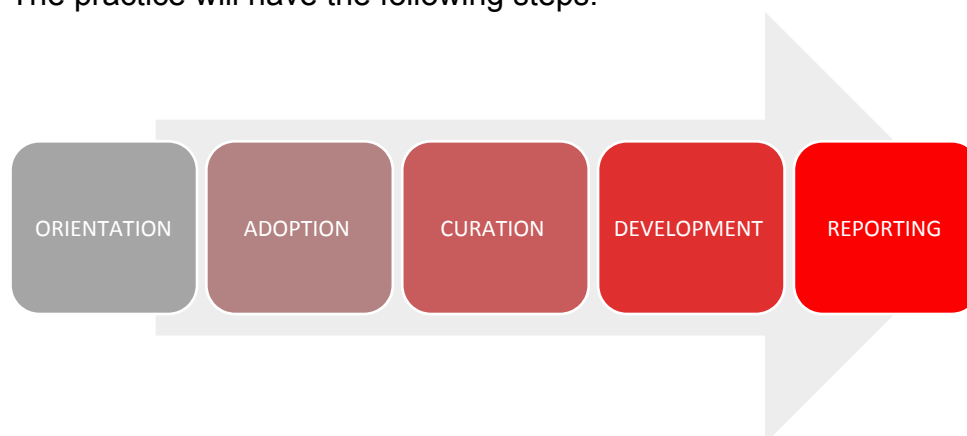
1. Orientation to teachers (if required)- TISS resource persons have kindly consented to conduct workshops for faculty .
2. Developing a code of conduct for fair use of OERs and criteria for validating OERs to be made.
3. Preparing a strategy to integrate OERs in one's teaching (Adoption). A report of the same must be made and put up on the website.
4. Teachers can develop variety of OERs based on their experience of their subject. This will go through a process of validation (self, peer and expert validation) . After validation and further improvement it can be put up on the website.
   - Process of validation : Self validation, Peer validation and Expert validation.
   - Development of the OER has two parts : Content and Technology. The content part could be handled by the teacher, students could be involved in the technological part.

5. Additional links to the OERs can be provided on the website for reference. This could motivate teachers and students to understand different types of OERs and also motivate them to create their own OERs.

Sample of the links which could be put up on website :

OER ADOPTED

OER CURATED

OER DEVELOPED

OER REPORTS & ADDITIONAL LINKS
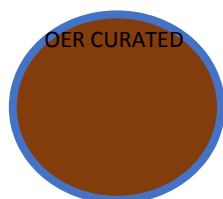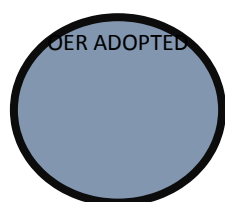
OER ADOPTED : Teachers can use the available OERs in the class, may be for additional reference or for giving examples of the concepts, or as a learning resource or teaching method that is already suggested in the OER. This is the first level where OER is adopted as it is.

OER CURATED : A curated OER is to take an existing OER and add additional features to contextualise it and make it applicable to the students and the curriculum in hand. Teachers can weave a teaching learning experience around an already existing OER or any material that is print or digital in nature. This then becomes a curated OER. These curated OERs however have to go through a process of 'Validation' – Self, Peer and Expert validation, atleast two levels of validation is required to give it a legitimacy of an OER and can be safely uploaded on the website.

OER DEVELOPED: All teachers can develop their own OERs. Some of the materials that can be developed are Ignatian Pedagogical Paradigm lesson plans, Innovative instructional designs, Articles, Model, Critical report on a viewpoint, a learning resource.. etc. Any material which is beneficial to the teaching community, can be developed. The OER developed must also go through a process of validation, just like the OER curation process. After the validation, the author can improvise, also test it (if testable) then upload on the website.

OER REPORTS AND ADDITIONAL LINKS : The OER movement has led to creation of number of OERs around the world. In order to keep us in touch with the different types of OERs and also to enrich our knowledge of OERs and through OERs teachers must refer to

the OERs regularly. So in order to facilitate this, the additional links will provide easy access to OERs. This will help in adoption, curation and development of OERs.

Reports of how the OERs were curated and developed by the staff can be reported here so that it could be an example for other institutions.

6. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks and review results like What do these results indicate? Describe in about 200 words.

Proposed Evidence : The different levels of application of OERs in the teaching learning situation will be the evident when the teachers adopt, curate and develop OERs. The criteria for OER validation will give an idea of the quality of OERs developed. Teachers experience can be recorded and their testimonies will give an idea of whether the development of OERs have helped them to grow professionally. Moreover the student feedback on the use of OERs can be taken. The target could be atleast 2 OERs by a teacher at each level : adoption, curated and developed and uploaded on the website after validation.

Few students made the OERs in History, English and Mathematics.

7. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice in about 150 words.

Students did find it difficult to keep everything original but finally managed to do so. The greatest challenge was time as many things were happening together so their concern was if they can have some simpler things to do. They did make use of the OER in their lesson presentations

Amongst the different internship activities it was difficult to create OER, but the students while planning the lessons were using links from the OER repositories and creating some educational resources like activity and evaluation sheet. The videos were created using different e tools and digital learning resources. But due to time constraints and that of lockdown, it was difficult to go for verification. The next batch OER was more structured and ready for validation
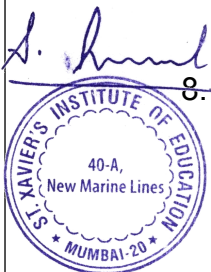
8. Notes (optional)

Any other information that may be relevant and important to the reader for adopting/ implementing the Best Practice in their institution about 150 words.

The best practice of OER Adoption, Development and Curation was undertaken to make the B.Ed. student teachers future ready. The main aim was also to develop in them skills of knowledge generation and collaborative learning.

8. Contact Details

Name of the Principal:

Name of the Institution: St. Xavier's Institute of Education

City:Mumbai

Pin Code: 400020

Accredited Status: A

Validity Period: 2027

Work Phone: Fax: Website: E-mail: sxieinfo@gmail.com

Mobile:

References :

https://www.oercommons.org/authoring/24278-online-course-development-best-practices/view

https://www.wcl.american.edu/impact/initiatives-programs/pijip/documents/code-of-best-practices-in-fair-use-for-open-educational-resources/

https://oer.pressbooks.pub/fairuse/chapter/code-of-best-practices-in-fair-use-for-open-educational-resources/

https://iite.unesco.org/theme/oer/

Repository of OER pooled in by History students and the coach and uploaded omn LMS
https://www.oercommons.org/curated-collections/807
https://libraryguides.mdc.edu/HistoryOER
https://libraries.etsu.edu/research/guides/history/oer
https://guides.skylinecollege.edu/oersbysubject/history
https://library.uhv.edu/oer/history
https://libguides.hope.edu/oer/history
https://guides.library.txstate.edu/OERbycollege/History
https://lib.lavc.edu/c.php?g=571229&p=5290413
https://www.valleycollege.edu/open-education-resources/faculty/history.php
https://guides.library.stonybrook.edu/oer/find

https://www2.le.ac.uk/projects/oer/oers/archaeology-and-ancient-histor
https://www.bighistoryproject.com/home
https://aud.ac.in/open-educational-resources
https://libguides.uwf.edu/oer/history
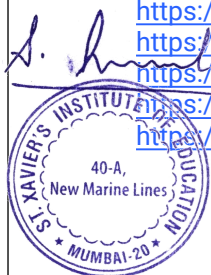https://open.umn.edu/opentextbooks/subjects/history

OER mentoring by coach
Understanding Open Educational Resources
http://oasis.col.org/bitstream/handle/11599/1013/2015_Butcher_Moore_Understanding-OER.pdf?sequence=1&isAllowed=y

OER - historyhttps://libguides.humboldt.edu/openedu/hist

UNESCO on OER
https://en.unesco.org/themes/building-knowledge-societies/oer

COL - OER course
http://oasis.col.org/bitstream/handle/11599/1013/2015_Butcher_Moore_Understanding-OER.pdf?sequence=1&isAllowed=y