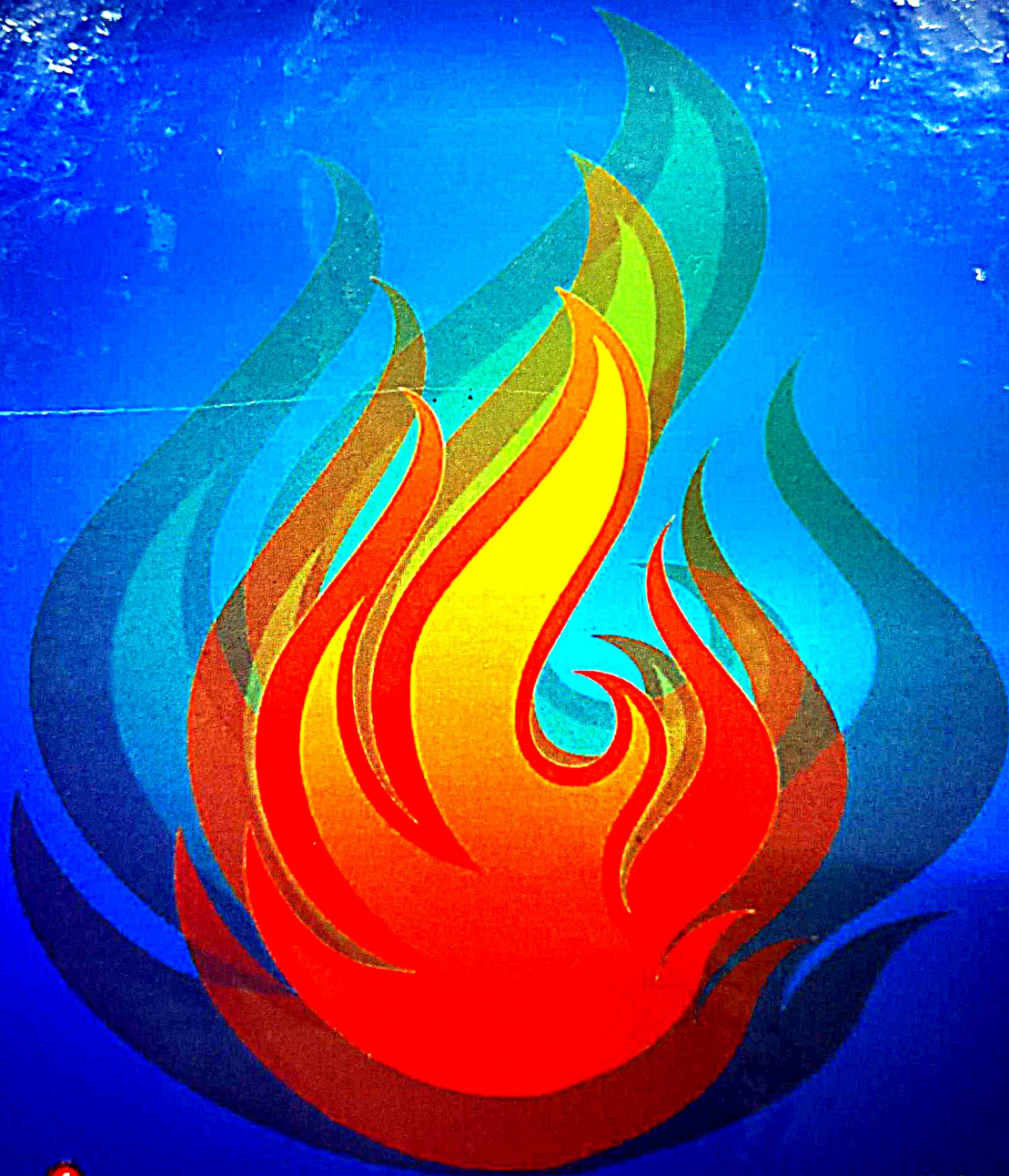


Ignatian Sparks

A Road Map for Holistic Education



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IGNATIAN SPARKS

A Road Map for Holistic Education

*The celebration of 500th anniversary of
St. Ignatius' "Cannonball Moment"*

**INTEGRATING IGNATIAN LEARNING INTO
RESEARCH AND PRACTICE**

An initiative by St. Xavier's University, Kolkata

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Context of the Learner: Precursor for Teaching

Dr. Vini Sebastian

Introduction

The Ignatian Pedagogical Paradigm (IPP) guides the instructional design of teachers in Jesuit institutions. The paradigm has the stages of Context, Experience, Reflection, Action and Evaluation, out of which the 'Context' is the most important of all. The Ignatian Pedagogical Paradigm is applied in teaching learning situations that goes beyond rote learning, as it intends to develop individuals for the greater glory of God and to create men and women for others to make a world full of harmony. The Ignatian Pedagogical Paradigm has raised the power of teaching – learning to achieve transformation through high student activity. Teacher's role in Jesuit institutions is to facilitate the relationship with the learner, by constant and intense engagement with the curriculum which reveals the truth. It is the duty of the teacher to provide the right context for the learner, by providing the right ambience and the opportunities for the continual interplay between Experience, Reflection and Action. The stages of Experience, Reflection and Action also requires right conditions for the students to engage in and achieve the desired outcomes. Thus the "CONTEXT" is the heart of Ignatian Pedagogical Paradigm (IPP). In the pursuit of excellence, the goal of Jesuit institutions is to follow their learners, develop them into full persons and help them realize their human potential for their own good and good of others.

Background of the Study

Teachers in Jesuit institutions using the Ignatian Pedagogical Paradigm through '*Alumnorum Cura Personalis*'¹, (*a genuine love and personal care for each of our students*) achieve the learning outcomes through a fruitful interaction with learners. Ignatius mentions in the 'Spiritual Exercises' that a proper disposition for prayer is a basic requirement. Thus, students must be prepared for learning, they must display a readiness which the teachers must achieve through intellectual, emotional, and social interactions. The following extract taken further reiterates the importance of the 'CONTEXT' in learning.

The pursuit of each student's intellectual development to the full measure of God-given talents rightly remains a prominent goal of Jesuit education. Its aim, however, has never been simply to amass a store of information or preparation for a profession, though these are important in themselves and useful to emerging Christian leaders. The ultimate aim of Jesuit education is, rather, that full growth of the