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PEDAGOGICAL INNOVATION
AND IGNATIAN PEDAGOGY



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Table of contents

PEDAGOGICAL INNOVATION AND IGNATIAN PEDAGOGY

A concrete way of redefining Jesuit Pedagogy for the modern age

Melissa J. Baumann and Debra K. Mooney
Xavier University, USA



Addressing climate change from an Ignatian-inspired perspective

Jame Schaefer, Phd; Tim Tharp, Phd; And David Nowacek, Phd
Marquette University, USA



Best practices on innovative and Ignatian education in Loyola University

Dr. Javier Nó and Alicia Torres
Loyola Andalusia University, Spain



Convivenzia 2.0 Christian-Islamic summerschools

Tobias Specker Sj and Kadir Boyaci
Sankt Georgen Institution, Germany



Data for good: using population health data to teach justice at a Jesuit college

Karen Jiggins Colorafi, PhD
Gonzaga University, USA



Debate as a good active methodology practice aligned with the Ignatian Pedagogy

Dr. Jonatan Caro, Dr. Marian Aláez and Pello Azpitarte
Deusto University, Spain



**Globally coordinated projects through
cirtual teams**

Dr. Caren Rodrigues and Dr. Anup Krishnamurthy
St. Joseph's Institute of Management, India



**Learning in order to teach: a
collaborative blog aimed at the teaching
staff**

Arantza Arruti, PhD
Deusto University, Spain



**Practical lessons in a Jesuit university:
an opportunity to 'practice' Ignatian
Pedagogy**

Jorge Burgueño López
Comillas Pontifical University, Spain



**Systematization of Best curricular
practices in the Iberoamerican
university of Mexico City**

Adriana Argumedo De Lara and
Alex Magin Mayorga Ayala
Iberoamerican University, Mexico



**Improvement of the curricular team
oriented to social transformation: the
case of the UAH Social Work career**

Dr. Camila Véliz and Oscar Navarrete
Alberto Hurtado University, Chile



**Merging Service-leraning and Life
Stories: Communication Studies under
the Igantian Pedagogy Paradigm**

Veronica Yopez-Reyes, PhD; Jimena Leiva Rodríguez
And Marcelo Moreano B.
Pontifical Catholic University Of Ecuador, Ecuador



**Research, Extension and Education:
Best practices of St. Joseph's
College - Bengaluru**

Dr. Syed wajeed
St. Joseph college (autonomous), Bengaluru; India



**Virtual Dual Immersion Program:
Educators collaborate accross the Jesuit
Network to transform Student Learning**

Carolina Marturet, Ma, And Diane
Ceo-Difrancesco, PhD
AUSJAL and AJCU



**Interinstitutional transnational
experience about migration studies:
academic practice and social service
with Mexican migrant population in
Chicago**

Dr. Graciela Polanco
Iberoamerican University, Mexico



**PAP San Pedro Valencia: a learning
environment for autonomy**

Dr. Jessica Nalleli de la Torre Herrera
ITESO, Mexico



**Service learning program for the Jesuit
universitites in Asia Pacific**

Albertus Agung Sanjaya and F.x. Ouda Teda Ena
Sanata Dharma University, Indonesia



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IGNATIAN PEDAGOGY
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A concrete way of redefining Jesuit Pedagogy for the modern age
The Road through Xavier

ABSTRACT
Throughout its history, **‘training of the mind’** has been the influential ministry of the Society of Jesus. Within this context, this paper outlines, with qualitative and quantitative evaluative data, the **“Road Through Xavier”**, an innovative present-day four-component curriculum for the whole-person Ignatian formation of university students.

THE ROAD THROUGH XAVIER
A four-year program with multiple components design to **educate** each person **intellectually, morally and spiritually**.

RESULTS

- BETTER PREPARATION FOR THEIR UNIVERSITY EXPERIENCE**
- BETTER KNOWLEDGE ABOUT THEMSELVES, FACULTY EXPECTATIONS AND WAYS TO CONTRIBUTE AT THE UNIVERSITY**
- INCREASE AWARENESS ABOUT INJUSTICES, PRIVILEGE AND ASSUMPTIONS**
- LEARNED TO DRAW CONCLUSIONS THROUGH REFLECTIVE THINKING AND USE THEIR SKILLS FOR THE BETTER GOOD**
- BETTER CANDIDATES FOR JOB OFFERS: 98% PLACEMENT RATE**

GOALS

- Broadening their understanding and practice of the **Jesuit values**:

MAGIS	CURA PERSONALIS	DISCERNMENT
SOLIDARITY AND KINSHIP	REFLECTION	SERVICE ROOTED IN JUSTICE AND LOVE
- Completing **rigorous academic programs**

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‘A concrete way of redefining Jesuit Pedagogy for the modern age’ -The Road Through Xavier: A comprehensive Ignatian course of study for student formation

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ABSTRACT

Throughout its history, ‘training of the mind’ has been the influential ministry of the Society of Jesus. Within this context, this paper outlines, with qualitative and quantitative evaluative data, the “Road Through Xavier,” an innovative present-day four-component curriculum for the whole-person Ignatian formation of university students.

1: Office of the Provost/CAO
2: Center for Mission and Identity/CMO

The Road Through Xavier is a four-year program with multiple components designed to educate each person intellectually, morally, and spiritually. Upon a thorough understanding of the components and meeting with involved faculty and staff, the US Midwest Provincial Assistant for Higher Education, Fr Daniel McDonald SJ, was highly supportive of this effort. In a report to the Provincial in 2018 he wrote:

“I continue to be engaged with what Xavier [University] may have discovered in their GOA First Year Experience and Road Through Xavier. I find that they have employed a concrete way of redefining Jesuit Pedagogy for the modern age. They are intentionally working on not just the academic formation but the personal formation of students. As this evolves over the next few years, it can and should be shared with other Jesuit higher education institutions. This will be a significant contribution to student formation through teaching and learning. It will also provide Xavier and other institutions which see the value of this with a strong advertising campaign. Parents and students will embrace this clarity; they will desire this educational experience. It might just help clarify parent and student discernment about where their child or self will go for university.”

3: In 2009, the Xavier University Web Services team was presented with the Grand Gold award from the Council for the Advancement and Support of Education during their annual Circle of Excellence Awards for the strategic enrollment web site for accepted students, The Road To Xavier. It was the first Grand Gold award presented in the ten year history of CASE's web category.

BACKGROUND

The Road To Xavier is an award-winning website³ created in 2008 to introduce admitted students to the mission and culture of the University. It offers an easy and centralized way to take placement tests, register for classes, preview co-curricular activities, and meet future classmates. Once the admitted student becomes a matriculating student, they enter the Road Through Xavier – a set of high impact

learning experiences that each student will engage during their 4-year path to graduation. Initiated in 2019, the four components comprise the curricular structure to accomplish Xavier's mission of educating “each student intellectually, morally and spiritually.”

4 COMPONENTS OF THE ROAD THROUGH XAVIER - THE MAP

1. First Year Experiences

Early in the Road Through Xavier are three important “points of interest.” These first-year engagements orient students to Jesuit university life and the high impact Ignatian learning experiences that are ahead in the next three years.

(a.) **MANRESA** is a 4-day program designed

to smooth the transition to Xavier. Led by staff in student affairs with significant involvement of faculty and staff across the University, Manresa precedes the first day of classes (offered remotely during the COVID-19 pandemic). The early transition and adjustment to academic, spiritual, and social life is supported with numerous engagements including small group peer mentoring, course advising, success coaching, recreation, entertainment, and religious ceremonies. Along with an introduction to Ignatian values and The Student Commitment (Student Government Association, 2014), Manresa prepares new students for the educational experience encompassing intellectual excellence, companionship, and service to others.

(b.) **GOA** is a zero-credit course taught by staff with master's degrees; it meets six times each semester and is required for graduation. Named for Goa, India where St. Francis Xavier traveled from Europe to experience new opportunities, cultures, and customs, this course invites students to reflect on two questions:

*“Who am I in this new environment?

What do I want to accomplish at Xavier?”*

To foster their reflection, students in these intentionally small classes engage in discussion and activities related to college and life skills, including Ignatian values, study skills, financial planning, and wellness.

(c.) **FIRST-YEAR SEMINARS (FYS)** are interdisciplinary classes centered on the meaningful ‘Call to the Greater Good.’ Examples of these creative classes include: “Ethics, Justice and the Environment,” “Slow Food: We Are What We Eat,” “Entrepreneurship: How to Outswim the Sharks in the Tank,” “Sport at the Service of Humanity,” “Villains and Antiheroes,” and “Marriage: Crisis & Renewal. With a focus on life purpose, each semester begins with a ‘Spark’ - a discussion led by Xavier and Cincinnati community members on vocation and career passion (Spark was offered remotely during the COVID-19 pandemic).

2. Immersive Learning

Students in their second year participate in a community engaged immersive learning experience on the Road Through Xavier. These experiential learning opportunities, available through curricular and co-curricular offerings (e.g., Alternative Breaks, Study Abroad), invite students to address injustices within in a local, regional or international community. Direct interaction with the poor, the marginalized, those whose dignity has been violated - inspires students to respond to the Jesuit call to serve others

and promote social justice. As former Superior General Fr. Peter-Hans Kolvenbach (2000) underscored, “Solidarity is learned through ‘contact’ rather than ‘concepts.’ Students in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively. They should learn to perceive, think, judge, choose and act for the rights of others, especially the disadvantaged and the oppressed.”

It is for this reason that immersive learning experiences, and associated Ignatian reflection, are set within the academic structure of specific classes and co-curricular opportunities rather than extra-curricular activities. This context reinforces the connections between the knowledge and learnings of a student’s discipline and the call to be agents of change throughout their career and life.

3. Vocational Discernment

With a mindset on being persons for and with others, students in their third year have reached the next stop on the Road Through Xavier - vocational discernment. Psycho-socially they are primed for

“This context reinforces the connections between the knowledge and the learning of a student’s discipline and the call to be agents of change throughout their career and life.”

discernment as they straddle late-adolescence and early adulthood and experience anxieties that arise when confronted with major life decisions (Murray & Arnett, 2019). Guided by faculty and staff, the ‘emerging adults’ deepen their formation through Ignatian reflection on fulfilling career and life choices. These vocational discernment retreats are available through student affairs centers, academic groups, and discipline-specific offerings.

4. Capstones and Undergraduate Research

A student’s journey on the Road Through Xavier culminates with a scholarly capstone project. This final stop in the senior year invites the full integration of Jesuit educational values – academic excellence, spiritual discernment, and leadership for the common good.

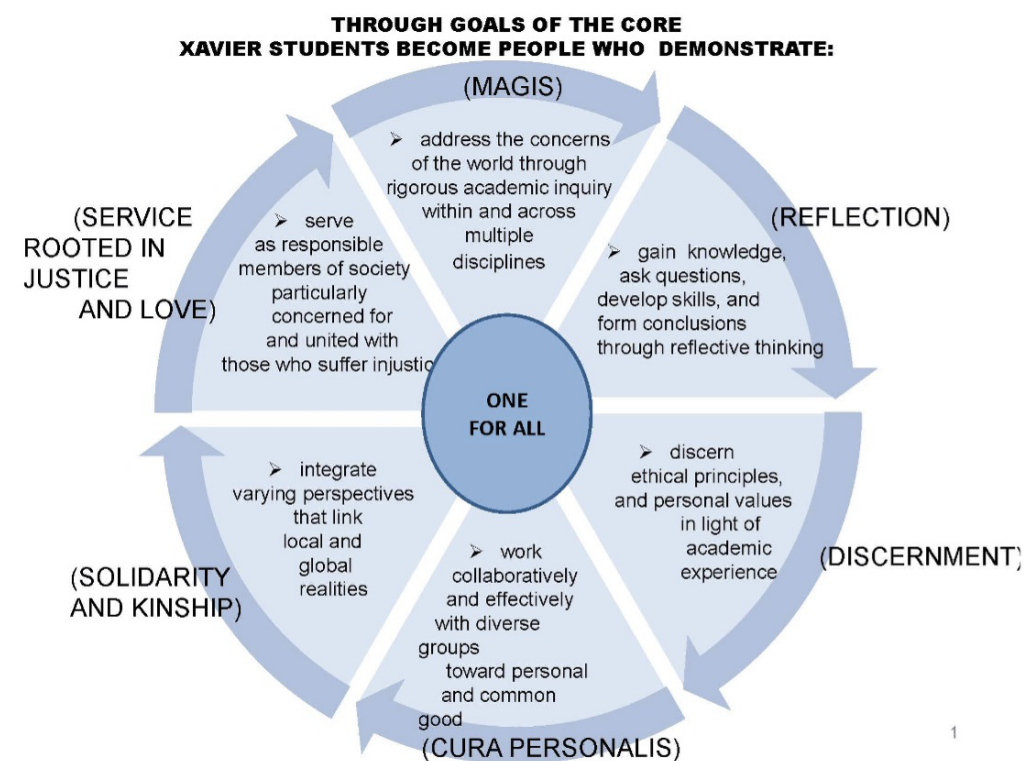
THE ROAD

The four components, or ‘attractions,’ on the journey to graduation are significant experiences embedded within a robust Ignatian core curriculum. Using the traveling metaphor, it’s the actual road; the journey itself that serves to shape and form us. As Cormac McCarthy (2006) writes in his Pulitzer-prize winning novel, *The Road*, “He walked out in the gray light and stood and he saw for a brief moment the absolute truth of the world.” (p. 110).

Xavier’s core curriculum was revised in 2014; it was

done so with a re-commitment to (1) the liberal arts, (2) the Catholic intellectual tradition, and (3) Jesuit education. With regards to the liberal arts, the core liberates and humanizes by deepening students’ understanding, developing their abilities, and promoting openness and respect. Furthering the Catholic intellectual tradition, Xavier’s core brings faith into dialogue with reason, and thus addresses the whole person, intellectually, morally, and spiritually. And carrying Jesuit education into the twenty-first century, Xavier’s core develops men and women for others—one for all—committed to six distinctive Jesuit values: Magis, Reflection, Discernment, Cura Personalis, Solidarity and Kinship, Service Rooted in Love and Justice; see Appendix 1 and Figure 1 for details.

Figure 1: Student learning outcomes mapped onto the Ignatian values



OUTCOME RESULTS ALONG THE ROAD

MANRESA:

Beginning in 2010, seven student learning outcomes (SLOs) have been identified and assessed as a result of participation in the orientation that precedes the first day of classes: goals, resources, time management, belonging, involvement, identity and difference, and characteristics of a Jesuit education. Two additional SLOs are added for group (student) leaders: the ability of the student leaders to identify signs of distress in a first-year student (and match appropriate resources to student distress symptoms) and the ability to participate in conversations about identity and difference.

As a result of participating in Manresa for the 2019-2020 academic year, 93% of first year students are able to identify two goals for their first year, 79% are able to describe at least two strategies for effectively managing their time, 96% are able to identify the functions of at least three support services or recourses to assist them in being successful, 92% are able to identify one other student with whom they’ve

made a connection, 96% are able to identify at least one opportunity for campus involvement that fits their interest, 84% are better prepared to participate in conversations about identity and difference, and 88% are able to name a characteristic of Jesuit education.

Further, by participating as student group leaders, 82% of group leaders were able to list three common signs of distress in a first-year student while 98% were able to identify signs of distress and 97% agreed or strongly agreed that they were able to make appropriate referrals. And finally, all group leaders and 87% of Manresa staff agreed or strongly agreed that they are better able to participate in conversations about identity and difference.

GOA:

Beginning in 2016-17, three SLOs have been assessed with first-year students being able to:

- develop or enhance their knowledge of self,
- understand and navigate academic and faculty expectations, and
- identify resources and services to assist with their success at Xavier University.

For the 2019-2020 academic year, 90% (N=381) of students were able to identify three personal edu-

cational values, 95% were able to identify National Association of Colleges and Employers career readiness competencies, and 68% were able to describe how to build both skills inside and external to the classroom. Regarding academic expectations, 91% (N=398) of students could identify the difference between high school and college expectations and 97% could identify an academic resource. Through participation in non-credit Goa, 78% (N=325) of students could name two campus resources that could assist them with two of eight wellness dimensions.

IMMERSIVE LEARNING:

Beginning in 2018, XU's curricular and co-curricular experiences were collected and assessed using four SLOs, Students will be able to:

- analyze systemic challenges and the causes of injustices within the context of the Immersive Learning experience (ILE),
- articulate an awareness of other perspectives and worldviews through direct contact and interaction with diverse populations,



it is the integration of academic knowledge with Ignatian values that makes Xavier's Road Through Xavier compelling

- demonstrate the development of intercultural competence through engagement, discernment, and reflection, and
- identify personal and societal responsibilities in the promotion of social justice.

While Immersive Learning is not per se a graduation requirement, we found that more than 51% of Xavier students participated in an ILE in the 2018-19 academic year. For the 2019-20 academic year, there were 3,172 (45% of all students (undergraduate and graduate)) students participating in an ILE. The number of ILEs rose to 4,690 in 2020 with 35 courses from 18 departments offering an ILE representing an increase from nine departments in 2019. In terms of demographics, 49% of underrepresented students, 60% of commuter students, and 43% of residential students participated in at least one ILE over the course of the year. By class, seniors comprised the majority of the ILE participants (48%) followed by juniors (22%), sophomores (15.3%), and the first-year students (14.7%).

Perhaps most relevant in today's multicultural world, pre and post Qualtrics surveys were administered to all students in Spring 2019 and

comparing the 182 respondents from the pre-survey to the 102 respondents from the post survey find that students reported gains in:

- self-awareness and their ability to recognize societal privilege,
- awareness of their assumptions about those who are different,
- an interest in future opportunities to learn about others and to build new relationships,
- student knowledge, attitudes, values, and perspectives related to diverse populations, and
- their comfort level when working with people from diverse backgrounds.

CAPSTONE/RESEARCH:

As is common at many academic institutions, all students engage in an intensive capstone research/scholarly/creative project. At Xavier, the final stop on the road for seniors integrates the previous three stops; such that, the academic journey has transformed them intellectually, morally, and spiritually into ethically-minded citizens.

CONCLUSION

In summary, it is the integration of academic knowledge with Ignatian values that makes Xavier's Road Through Xavier compelling. Our qualitative and

quantitative assessment shows that students are broadening their understanding and practice of magis, reflection, discernment, cura personalis, solidarity and kinship, and service rooted in justice and love, while also completing rigorous academic programs that result in an impressive 98% placement rate (jobs in desired field, graduate/professional school acceptance, and volunteer/service positions) for our graduates.

Interestingly, the Ratio atque Institutio Studiorum Societatis Iesu (Ratio Studiorum), first issued in 1599 and updated in 1832, is the founding document that outlined and standardized a Jesuit educational formation program. As described by the Superior General, Fr. Luis Martin SJ in 1892, this “Method and System of the Studies of the Society of Jesus” is not specifically about “subject matter” or sequencing but rather about the “training of the mind” (Catholic On-line, n.d.) Similarly, Fr. McDonald, in expanding on his statement that the Road Through Xavier is “redefining Jesuit Pedagogy,” he added that Xavier educators “are intentionally working on not just the academic formation but the personal formation of students.” In summary, at Xavier University our Road Through Xavier serves as our contemporary version of the Ratio. With a generous spirit, we share this model believing it can be readily molded and adapted to the specific situations, circumstances, and culture at any Jesuit higher educational institution.

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APPENDIX 1

MAGIS

Invites us to work in a spirit of generous excellence.

Goal: Students consider the greater good in pursuing academic excellence.

- Objective 1a: Students recognize and cogently discuss significant questions in the humanities, arts, and the natural and social sciences – in Liberal Arts Perspectives courses
- Objective 1b: Students apply the approaches of multiple disciplines to a significant issue. – in First Year Seminar and Ethics/Religion and Society elective

REFLECTION

Invites us to pause and consider the world around us and our place in it.

Goal: Students gain knowledge, ask questions, develop skills, and form conclusions through reflective thinking.

- Objective 2a: Students find, evaluate, and logically convey information and ideas in written and oral presentations – in Composition/Rhetoric and Writing and Oral Communication flagged courses
- Objective 2b: Students evaluate problems using quantitative methods and arguments – in Mathematical Perspectives, Scientific Perspectives and Quantitative Reasoning flagged

courses

DISCERNMENT

Invites us to be open to God’s spirit as we consider our feelings and rational thought in order to make decisions and take action that will contribute good to our lives and the world around us.

Goal: Students gain knowledge, ask questions, develop skills, and form conclusions through reflective thinking.

- Objective 3a: Students identify and critically assess multiple dimensions of an ethical issue in an attempt to reach a conclusion – in Introduction to Ethics, Philosophical Perspectives, Literature and the Moral Imagination and Ethics/Religion and Society elective
- Objective 3b: Students examine the nature of beauty, truth, and virtue as means of gaining a sense of the divine – in Theological Foundations, Theological Perspectives, Literature and the Moral Imagination and Ethics/Religion and Society elective

CURA PERSONALIS

Invites us to view each person as a unique creation of God.

Goal: Students work collaboratively and effectively with diverse groups toward personal and common good.

- Objective 4a: Students describe and examine the multifaceted character of society and how the inclusion of different perspectives can influence one's worldview – in Diversity Curriculum Requirement, Social Sciences Elective and numerous other core courses

- Objective 4b: Students discuss and evaluate what constitutes human wellness – in Natural or Social Sciences Elective and numerous other core courses

SOLIDARITY AND KINSHIP

Invites us to walk alongside and learn from our companions, both near and far, as we journey through life.

Goal: Students integrate varying perspectives that link local and global realities.

- Objective 5a: Students examine the diverse, complex, and interdependent nature of people in the world – in Historical Perspectives, Second Language Requirement and numerous other core courses

- Objective 5b: Students examine the interconnections between humans and the natural environment – in Natural Sciences Elective and numerous other core courses

SERVICE ROOTED IN JUSTICE AND LOVE

Invites us to invest our lives into the well-being of our neighbors, particularly those who suffer injustice.

Goal: Students serve as responsible members of society particularly concerned for and united with those who suffer injustice.

- Objective 6a: Students investigate the root causes of injustice with compassion and academic rigor – in Ethics/Religion and Society Elective and numerous other core courses.

- Objective 6b: Students describe the evolution of their vocation and aspirations to contribute to the world – in First Year Seminar and other core Xavier experiences.

Addressing climate change from an Ignatian-inspired perspective

ABSTRACT

Marquette University currently requires all undergraduate students to complete a Methods of Inquiry course in which three disciplines address a topic from their varied perspectives. In response to a 2019 call to faculty to develop these courses, a physicist, theologian, and sociologist collaborated in proposing energy use and human-induced climate change as their focus for offering during the Spring 2020 semester. This topic warranted a deviation from the two prescribed multi-disciplinary formats to an interdisciplinary approach aimed at yielding an integrated outcome. The three disciplines contributed to this outcome following the SEE--REFLECT/JUDGE--ACT method demonstrated in Catholic Social Teaching and Society of Jesus documents. Eighty-seven students joined three professors in two introductory sessions that set the stage for successive units within which the data, methods, and scopes of Physics, Theology, and Sociology were explored. Teams of students were established to research a variety of topics and recommend how Marquette can minimize its reliance on fossil fuels. Though the outbreak of COVID 19 forced moving from teams on campus to individual student research on their residences, the students demonstrated in their final submissions their ability to integrate the three disciplines.

THE INITIATIVE

The 2019-2020 Methods of Inquiry course at Marquette University had the **collaboration of three authors from different disciplines** (Physics, Theology and Sociology) to **focus on energy use and human-induced climate change** to discern **why and how Marquette could be responsive** to the problem.

OBJECTIVES

- ⊙ Allow students to **recognize how each of the disciplines contributed** to addressing energy use and human-induced climate change
- ⊙ Provide a **more comprehensive understanding** than any one discipline is capable
- ⊙ Follow the **See-Reflect/Judge-Act method**

DESCRIPTION

To provide a knowledge base and skill set for understanding climate change. The program included:

- **Content:** paramount due to misconceptions about this topic.
- **Skills:** identify ways in which they can take specific action to reduce local carbon dioxide emissions, calculating it through mathematical methods.
- **Physics' method of inquiry:** expose the students to the academic culture of Physics

Having the knowledge and skills from the first unit they can reflect and draw informed conclusions. This unit entails:

- Reflecting on **pertinent data within the Christian tradition**
- Identifying **faith-based rationals** that motivate addressing climate change
- **Persuade Marquette** to minimize the university's reliance on fossil fuels

Addressing the treatment of human-induced climate change by focusing on what Marquette University could do to reduce its climate footprint. The scale of action had two parts:

- **Inwards-facing:** crafting **action projects** for the university to consider implementing
- **Outward-facing:** recognize the **external aspects** that the University must take into consideration for implementing the project

LESSONS LEARNED

- 💡 **Conceptual understanding** of the physics of global climate change
- 💡 **Skills to calculate** energy use and carbon emissions
- 💡 Introduction to the **academic culture and methods of Physics**
- 💡 **Critical thinking** of analysis
- 💡 **Reflection** on deep meaning texts informed by the current scientific view
- 💡 **Discerning the most accurate rationals** to motivate Marquette action
- 💡 **Readjustment** of the project due to Covid make them change work **from teams to individuals**
- 💡 **Maintaining the outward-facing** feature of the plan by requiring students to learn about their own energy use
- 💡 Increased **knowledge about the electricity markets**
- 💡 **Figure out the policies of their local utilities** that influenced the adoption of renewable energy

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Addressing Climate Change From An Ignatian-Inspired Perspective

An Interdisciplinary Innovation at Marquette University

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ABSTRACT

Marquette University currently requires all undergraduate students to complete a Methods of Inquiry course in which three disciplines address a topic from their varied perspectives. In response to a 2019 call to faculty to develop these courses, a physicist, theologian, and sociologist collaborated in proposing energy use and human-induced climate change as their focus for offering during the Spring 2020 semester. This topic warranted a deviation from the two prescribed multi-disciplinary formats to an interdisciplinary approach aimed at yielding an integrated outcome. The three disciplines contributed to this outcome following the SEE--REFLECT/JUDGE--ACT method demonstrated in Catholic Social Teaching and Society of Jesus documents. Eighty-seven students joined three professors in two introductory sessions that set the stage for successive units within which the data, methods, and scopes of Physics, Theology, and Sociology were explored. Teams of students were established to research a variety of topics and recommend how Marquette can minimize its reliance on fossil fuels. Though the outbreak of COVID 19 forced moving from teams on campus to individual student research on their residences, the students demonstrated in their final submissions their ability to integrate the three disciplines.

INTRODUCTION

Prompted by the establishment of a new core curriculum at Marquette University (2019) that required all undergraduate students to complete a Methods of Inquiry (MOI) course in which three disciplines addressed a shared topic, we—a physicist (Tim Tharp), a systematic theologian and ethicist (Jame Schaefer), and a sociologist (David Nowacek)—discussed the possibility of collaborating to create an interdisciplinary course that focused on energy use and human-induced climate change to discern why and how Marquette could be responsive to the problem. We realized, however, that we could not approach our topic in either of the two ways stipulated in the official MOI format, one of which required professors to teach the same material to three groups of 29 students by rotating to them and the other that required each professor's lecturing to 250 students for a third of the semester and relying on graduate students to hold break-out sessions. We knew that our topic required a sequential approach beginning with the scientific data, reflecting theologically on why a response to these data is warranted, and deciding how to act.

This sequence corresponded well with the SEE-REFLECT/JUDGE-ACT approach to societal issues that has been demonstrated in Catholic Social Teaching (USCCB, 2005; Francis, 2015) and Ignatian documents (e.g., Task Force, 2011; IJEP, 2015). Taking this

“We knew that our topic required a sequential approach beginning with the scientific data, reflecting theologically on why a response to these data is warranted, and deciding how to act.”

approach required bringing 87 students into one classroom three times a week and engaging them in addressing our topic from the diverse perspectives of Physics, Theology, and Sociology to yield an integrated outcome. We wanted our students to recognize how each of our disciplines with their different data, methods, and scopes contributed to addressing energy use and human-induced climate change and provided a more comprehensive understanding than any one discipline is capable. We also decided to serve as assistants to one another in the classroom so we could model our disciplines for our students, firm our collaborative presence, and underscore our goal for a shared outcome.

Our resolve to proceed as we deemed essential led us to inform the coordinator of Marquette's core curriculum about our desire to deviate from the two MOI formats and to ask the Registrar to find a room in which we could assemble all students and break them into small groups for experiments and deliberations. We were delighted when the coordinator did not object to our plan and when, months later, we were offered a choice of three rooms

for our interdisciplinary experiment. During the ten months we spent preparing our course syllabus and mini-syllabi for our nine-session units, we added a fourth component to our SEE-REFLECT/JUDGE-ACT method: CELEBRATE. We agreed to meet after the third session each week to evaluate our progress and plan ahead.

Because our disciplines required different ways of evaluating student efforts, we agreed that each professor would be responsible for computing 20 percent of a student's final grade. We also agreed that we would collaborate in evaluating the final team project that constituted 35 percent of the final grade, 5 percent for participation in class, and up to 6 percent extra credit for participating in options we identified (touring the power company that provides electricity to Marquette, attending the invited lecture of the eminent philosopher Dr. Andrew Light, Professor of Philosophy, Public Policy, and Atmospheric Sciences at George Mason University, and presenting one team's project during the upcoming 50th Anniversary Earth Day celebration). All grades were entered on D2L, Marquette's online learning management platform, and computed synchronously for students to follow.

In this article, we share how we conducted our MOI course from the beginning of the Spring 2020 semester to its alteration by COVID 19. We begin with

our two introductory sessions that set the stage for descriptions of the Physics, Theology, and Sociology units with emphasis on their varied contributions to understanding and responding to human-induced climate change. We proceed with our plan to develop teams of students for researching and recommending actions aimed at minimizing Marquette's reliance on fossil fuels, the disruption of this plan by COVID 19 at mid-semester, and the substitution of individual student research. We conclude with the outcomes of our course, a brief evaluation of our efforts, and our intention to implement all aspects of our original MOI plan during Fall 2021.

LAUNCHING OUR COURSE

We spent the first two sessions (50 minutes each) introducing our 87 students to our plan for the semester with emphasis on the SEE-REFLECT/JUDGE-ACT-CELEBRATE method and outcomes anticipated within each: (1) Learn the fundamental scientific principles governing climate change and energy use—the SEE segment of our method on which the physicist would be focusing; (2) consider the theologically grounded ethical imperatives that require altering Marquette's energy strategies—the REFLECT/JUDGE segment of our method on which the systematic theologian and ethicist would be focusing; (3) explore the features of human cognition and organization that are relevant to Marquette's situation and broader efforts to mobilize action for

addressing climate change—the ACT segment of our method on which the sociologist would be focusing; and (4) experience the value of addressing the problem of human-induced climate change from an interdisciplinary perspective when integrating the three disciplines. We took turns identifying with the segment on which each would be focusing, explaining briefly the data, methods, scope, and limitations of our individual disciplines that would be elaborated within our units, and underscoring our shared intention to facilitate our students' integration of the three disciplines to yield a more comprehensive and meaningful approach to ways in which Marquette can minimize its reliance on fossil fuels. We explained that their integration of the three disciplines would be demonstrated through team research on multiple possibilities and preparation of a video by each team on its research project during the ACT segment directed by the sociologist.

Turning to these possibilities for team research, we whetted our students' interest with some options that included more efficient use of energy, implementation of renewable sources including solar, wind, and geothermal on campus, and surveys of students, faculty and staff on their perspectives. Some of these options resulted from consultations with Marquette's Chief Engineer who was eager to help and to know the students' recommendations based on their research and reflection. We encouraged

them to think about and share their interests with us

individually and to anticipate opportunities at times specified in our syllabus when they would prioritize their research interests from a list, circulate among themselves on the topics that most interested them, sign up for a topic team, and work in teams one session a week during the ACT-Sociology section. We announced that one of the teams would be chosen to present its recommendation for implementing at Marquette during the all-University commemoration of the 50th Earth Day on April 22.

The second introductory session ended with the physicist's brief overview of the SEE component to be covered within ten sessions outlined in the Physics mini-syllabus. Students were assigned the first of several texts to read and an online reading quiz to complete before entering the classroom for the first Physics session.

SEE: PHYSICS UNIT

By design, the Physics section of our course came first to provide a knowledge base and skill set for understanding climate change that would inform theological and sociological deliberations. The learning goals of this section focused on three parallel aspects: (1) Content; (2) skills; and (3) Physics' me-

“We culminated the unit by discussing factual observations of the effects of climate change, including global warming, ocean acidification, sea level rise, and impacts on ecosystems and human societies.”

thod of inquiry.

These three aspects were integrated throughout the unit. As a prerequisite for understanding climate change, students needed to have at their disposal some basic background material. One might assume that students have been exposed to some of the basic material through personal interactions or the media, but covering this material systematically is crucial due to abounding misconceptions about climate change. Thus, we drew explicitly on the factual connections between human energy production and carbon-dioxide emissions and between atmospheric carbon-dioxide concentrations and global warming. We discussed the physics of blackbody radiation, the effects of albedo, and the greenhouse effect. We culminated the unit by discussing factual observations of the effects of climate change, including global warming, ocean acidification, sea level rise, and impacts on ecosystems and human societies.

A major focus of our course was for students to identify ways in which they can take specific action to reduce local carbon dioxide emissions. To help them identify effective courses of action, they needed to develop the mathematical skills to calculate the carbon emissions of various scenarios. These

method of inquiry. These three aspects were integrated throughout the unit.

mathematical skills included converting units, distinguishing between energy, power and power density, and using simplifying assumptions to calculate the total emissions of a given product or process. A second skill that we fostered throughout the unit is the ability to read and interpret technical scientific literature. To develop this skill, we explored the Intergovernmental Panel on Climate Change (IPCC, 2020) website through a series of guided reading activities and eventually removed instructional scaffolding with an open-ended reading assignment of the IPCC's Fifth Assessment Report (2014).

The third focus of this SEE segment of our course was to expose students to the academic culture of Physics. As we examined the topic of climate change from the perspective of Physics, we discussed the role and limitations of Physics as a discipline and the distinction physicists draw between models, measurements, and observations. We investigated the nuance of technical language, including the cognitive dissonance that arises when we discuss human energy production and consumption, while simultaneously acknowledging the fundamental physics principle of energy conservation. We built a mathematical model (using the physics of blackbody radiation and the geometric properties of spherical coordinates) for the equilibrium temperature of a planet without an atmosphere, and students compared the predictions of this model with publicly

available NASA observations. We performed an experiment in class to measure the impact that carbon dioxide can have on radiative absorption. Eventually we understood the Earth's climate as a complex system capable of exhibiting chaos and discussed the fundamental limitations that this implies about climate model predictions. Thus, after taking this course, students should be able to recognize many aspects of the culture and methods of Physics, including model building, experimental methods, comparisons with observation, and the integration of core concepts into a broader ontology.

The methods and sources we used relied heavily on existing educational resources. Each class period consisted of approximately 20 minutes of lecture followed by 30 minutes of group work. This was logistically facilitated by a flexible classroom space in which 87 students (and three faculty) occupied a room with lightweight, mobile tables and chairs. Following the Physics lecture, students pushed their tables together to form groups ranging in size from 2 to 6. Students were given a worksheet packet that contained instructions for a self-directed activity. All three faculty circulated the room to facilitate struggling groups. Typically, a few industrious groups could finish the activity in class, though most students completed the activity at home and submitted their worksheet before the next session commenced.

Half the activities (5 of 10) were based on Phet simulations (2006), one activity utilized resources from NASA (Williams, 2019), one used a resource from the Fraser Institute (Fretwell and Scarborough, 2009), and one was a homemade calculation activity that did not utilize specific external resources. One activity was a lab, and the final activity involved a critical reading of the IPCC reports (2014). The activities are summarized in the following table:

Activity	Topic	Resource
Pendulum Lab	Models and approximations	Phet
Energy Skate Park	Energy conservation	Phet
Energy Forms and Changes	Energy conversion	Phet
Power vs. Energy	Energy production	Homemade activity
Blackbody Spectrum	Blackbody radiation	Phet
Planetary Temperatures	Equilibrium planetary temperatures	NASA
Lab	CO2 absorption of radiation	See text
The Greenhouse Effect	Mechanism of atmospheric warming	Phet
Carbon Stocks and Flows	Carbon cycle	Fraser Inst.
Climate Change Impacts	Human and ecological impacts	IPCC reports

The lab activity involved using an incandescent light to warm the air trapped inside a two liter soda bottle. The bottles were partially filled with water, and some Alka-Seltzer tablets were added to one of the bottles that caused the air in the bottle to be replaced by (mostly) carbon-dioxide. The temperatures of the bottles were monitored throughout the 50-minute period, and most groups saw significant-

ly more heating in the bottle with carbon-dioxide. There is much discussion in the literature about this type of classroom experiment (e.g., Keating, 2007; Wagoner et al., 2010) that was summarized to the class in a lecture during the experiment (involving a lot of waiting). Though the current consensus of this classroom experiment is that it *does* appear to be an accurate illustration of an important global warming mechanism (that is, the observed warming

is primarily due to the infrared radiation absorption of CO2 and *is not* an artifact of some other physical effect), the riveting discussion provided an example of a peer-reviewed scientific debate that is accessible to students.

The final activity involved students' critically reading a self-determined selection from the IPCC's *AR5: Impacts, Adaptation, and Vulnerability* (2014) and writing a reflection on one or more of the impacts that global climate change has on people and ecosystems. Because the IPCC reports are dense and

enormous (well over 10,000 pages), students were gradually introduced to these documents through short reading assignments and quizzes throughout the Physics unit.

At the end of the unit, we expected students to have gained a conceptual understanding of the physics of global climate change, the skills to calculate the energy use and associated carbon emissions of a variety of human activities, and an introduction to the academic culture and methods that characterize the field of Physics. As students learned about the impacts of climate change, we encouraged them to recognize that the discussion was moving from the realm of Physics into an ethical arena that falls within another discipline. We underscored that the knowledge gained during the Physics unit would critically inform their upcoming discussions in the Theology and Sociology units, and that the skills they have developed in Physics will necessarily be leveraged to identify and evaluate opportunities for reducing carbon emissions at the local level.

REFLECT/JUDGE: Theology Unit

Informed by evidence of human-induced climate change discovered during the Physics unit, the theologian/ethicist began leading students in reflecting on sources in the Christian tradition, identifying faith-based rationales that motivate addressing climate change, and gauging their efficacy for persuading

Marquette to minimize the university's reliance on fossil fuels. These tasks required critical thinking skills of analysis to understand the deep meaning of some theological texts that were written during earlier times and vastly different worldviews, reflection on these deep meanings informed by the current scientific view of the world, and discernment of the most motivating rationales for advocating action at Marquette today.

Foundational for all data examined in this unit was the "doctrine of creation." This expression of Christian faith emerges from two different biblical depictions of God's creating the world that are found in chapters 1 and 2 of the Book of Genesis. Though these two stories vary considerably due to the time periods and circumstances within which they were told orally and eventually recorded in ancient Hebrew by inspired writers¹, understanding their deep meaning required careful analysis of each, comparison of the two stories, and determination of their shared meaning:

“Faith in God who is the creator and active sustainer of the world upon whom its totality of creatures is utterly dependent for its existence, with whom human creatures have a special relationship, and to whom we are accountable for how we function within the world.”

1: Genesis 1 in the 6th Century B.C.E. and Genesis 2 in the 10th Century B.C.E.

2: A highly important papal document focusing on an issue that requires consideration by all Catholics. Pope Francis appealed in *Laudato si'* to all people, regardless of their faith, with hope they would also consider his encyclical.

This biblically based meaning undergirds all assigned readings in the Theology unit. When our students reflected on a rendering of the 13.5 billion year history of the universe in 30 book volumes, each of which has 450 pages with modern humans emerging in the last paragraph of page 450 of the 30th volume (Haught, 2013, 2), some expressed a deep sense of humility and responsibility for functioning cooperatively with other species and systems for the common good of the Earth community—its flourishing in the present and future.

Texts assigned for discerning the most motivational theological rationales for persuading action at Marquette fell into three categories: (1) Statements by bishops and popes, the teaching authority (magisterium) of the Catholic Church; (2) the first *encyclical*² addressing the ecological crisis with its societal ramifications; and (3) documents issued by the Society of Jesus. Focus questions on each were geared toward identifying theological rationales in the documents that individual students considered

most motivational for addressing climate change. They entered their answers in D2L prior to class, brought them to class for discussion with 5-6 other students in groups, reached con-

sensus on key questions within an allotted period of time that they wrote on a form, shared their group answers in class, answered clarifying questions posed by other students and the Theology professor, edited and signed the form, and submitted it before leaving the classroom. The Theology professor responded online to each student's answers to the focus questions on D2L to assure that he/she understood the reading and the motivation the student found appealing in the assigned text.

During the first week of the unit, students read and analyzed Pope Saint John Paul's Message on the 1990 World Day of Peace (1989), Pope Emeritus Benedict XVI's 2010 Message on the 2010 World Day of Peace (2009), and the U.S. Conference of Catholic Bishops' *Global Climate Change: A Plea for Dialogue, Prudence, and the Common Good* (2001). The second week focused on Pope Francis's *Laudato si', On Care of our Common Home* (2015) with special attention to the encyclical's second chapter, "The Gospel of Creation," and assigned parts of chapters 3-6 to groups that deliberated and reported on the chapter's significance for our course. Each group also identified a repetitive theme in the encyclical that could serve as its "chorus" if *Laudato si'* were a song³.

3: Some groups opted to sing the "chorus" that brought levity to this serious session.

“Focus questions on each were geared toward identifying theological rationales in the documents that individual students considered most motivational for addressing climate change.”

Society of Jesus documents took center stage during the third and final week of the unit. The first session focused on the "Principle and Foundation" and "Contemplation to Attain Love" in the *Spiritual Exercises*, the four-week retreat manual that St. Ignatius of Loyola (1991, 130-131, 176-177) wrote for his followers in the 16th Century. "Contemplation" provided an opportunity for students to reflect quietly on the blessings of creation that each person has received, God's dwelling in all creatures, God's working and laboring in all creatures for each person, and God's giving all these blessings and gifts of creation to each person. During the next two sessions, students examined *Healing a Broken World* by Society's Task Force on Ecology (2011/2), the International Jesuit Ecology Project's online environmental science textbook *Healing Earth* (2015) that the Theology professor helped draft, and the Universal Apostolic Preferences (2019) to which Jesuits worldwide committed to prioritizing in their ministries through 2029.

To culminate the Theology unit, each student wrote a 500-600 word essay in which he/she chose at

least two assigned texts that had the most meaningful descriptions of God's activity in relation to Earth and how humans should respond and identified the most promising theological rationale in one of the texts for persuading Marquette to implement the forthcoming team recommendations. Their choices varied with 36 choosing pertinent content from Pope Francis *'Laudato si'* (2015)⁴, 23 from the Jesuit Task Force on Ecology's *Healing a Broken World* (2011)⁵, 15 from Pope John Paul II's *Peace with God the Creator, Peace with all Creation* (1989)⁶, and eight from the USCCB's *Global Climate Change*⁷ (2001). Our students anticipated sharing their individual preferences with other members of their research project team⁸ and together deciding on the most effective theological rationale to use for persuading Marquette to implement their team's recommendation for minimizing reliance on fossil fuels. When evaluating the students' essays,

4: Among the most motivational theological rationales that students cited were the pope's underscoring the human interconnection with all creatures, valuing them and ecological systems intrinsically, making an ecological conversion, respecting the world as God's gift and the inheritance of all, protecting God's creation for future generations, and exercising the human gift of intelligence to use technology wisely.

5: The Task Force's call for metanoia (that some students related to popes John Paul II and Francis's call for "ecological conversion"), reconciliation with God's creation, and restorative justice were among the theological rationales preferred by students who were orienting their thinking toward the anticipated team recommendations for persuading Marquette to minimize its reliance on fossil fuels the Ignatian way—in deeds more than words.

6: Students who chose Pope John Paul II's 1990 World Day of Peace Message considered his emphasis on moral responsibility for addressing the ecological crisis, the solidarity of all people in the present and future, and the dire consequences if Marquette does not act to respect God's creation.

7: Especially impressive to students who selected the U.S. Catholic bishops statement was their call for exercising the virtue of prudence to achieve the common good, solidarity with vulnerable people whose lives should be respected, and the imperative to respect God's gift of creation.

8: At that point in the semester, research teams had already been formed after an iterative process of soliciting individual student interest in many research topics, prioritizing topics from a list, moving from one research topic to another within the classroom to discuss interest, and submitting first, second and third priorities.

the Theology professor wrote comments to each student aimed at assuring a clear understanding of the theological rationale selected.

Unfortunately, our students were unable to collaborate in research projects they expected to launch upon their return to campus from Spring Break. COVID 19 interrupted our plans and left us scrambling for an alternative to teams and adjustments to the Sociology-ACT unit within which the teams' research and deliberations would occur.

ACT: Sociology Unit

Though the global scope of climate change can be addressed from nearly all branches of Sociology (e.g., demography, economic sociology, social psychology, sociology of law, political sociology, and sociology of organizations), we decided to concretize our treatment of human-induced climate change by

focusing on what Marquette University could do to reduce its climate footprint.

This scale of action had two faces—one inward-facing and one outward-looking. The inward-facing aspect of the ACT segment of our course required crafting action projects for student teams to undertake that the university would consider implementing. This inward-facing action orientation implied that the most relevant domain of Sociology would be the *theory of organizations*.

The outward-facing aspect recognized that although Marquette is a sizable organization, it exists in a legal and organizational context that both enables and constrains what the university can do. Each of these aspects—the inward-facing and outward-looking—provided the means for selecting the most relevant materials within Sociology's broad domain. The inward-facing aspect made relevant the sociology of organizations, while the outward-facing aspect made relevant legal and market contexts in which Marquette's acts.

Once we decided to focus our course on climate change generally and to concretize it for our university, we needed to identify the relevant players,

efforts to reduce the use of fossil fuels that had been considered or implemented, and promising avenues for future projects that students might research and support. Getting to know the relevant players meant developing relationships, mainly with the building and maintenance departments of the university. Knowing the relevant players also meant understanding the energy infrastructure of Marquette and the commercial relationships it has for energy supply and maintenance of its infrastructure. Marquette uses plenty of electricity and also a

lot of steam to heat campus buildings during the cold Wisconsin winters. We learned that some of the chief challenges facing the university include understanding and maintaining this steam system—a byzantine array of pipes, valves, and steam traps. When the steam moves through the campus, it condenses into water as the heat it carries is transferred to university buildings. The traps that capture this condensate need to open automatically to release the condensate and close again to contain the steam. Yet these mechanical devices often fail, remaining open and releasing not only the condensate but also the valued steam. These traps number in the thousands, and the university maintenance staff did not even know where all were located and

“Faith in God who is the creator and active sustainer of the world upon whom its totality of creatures is utterly dependent for its existence, with whom human creatures have a special relationship, and to whom we are accountable for how we function within the world.”

typically did not have the staff to maintain them adequately. These lessons learned during preparations for our course put us in touch with the functioning of our own institution and presented options for student engagement.

The inward-looking portion was also an opportunity for students to explore organizational theory. The pre-COVID plan had been to engage students in some relevant aspects of organizational theory that promised to inform their projects: (1) Organizational structure; (2) bounded rationality and satisficing; and (3) the absorption of uncertainty (March and Simon, 1966). Both inward-looking components—the student projects and the organization theory meant to support them—were put to the side in favor of another approach forced upon us when the pandemic hit and forced the closure of campus (discussed in the next section).

“These lessons learned during preparations for our course put us in touch with the functioning of our own institution and presented options for student engagement.”

The outward-facing aspect of the last segment of our SEE–REFLECT/JUDGE–ACT method attempted to help students comprehend the agencies, policies,

and organizations that make up the institutional space in which Marquette uses energy and would have to negotiate any transition towards greater carbon neutrality. For example, one of the anticipated student projects aimed to assess the feasibility of the university’s investment in solar or wind sources of electricity. Opting for a solar or wind investment would shift Marquette’s institutional role from merely an energy consumer to also a producer. That shift would require articulating with the surrounding institutional energy infrastructure in unaccustomed ways as a seller in wholesale energy markets.

Two exercises were designed to help students discover and explore this external legal and organizational context: (1) Reading a utility bill sociologically; and (2) an extensive reading on public utility regulation in the U.S. and its role in decarbonizing the electricity sector (Boyd, 2014). Both were maintained after the COVID shutdown because the students were still able to articulate with the course.

The sociological reading of a utility bill was modeled in lecture by our sociologist using Marquette University’s electric bill. Reading a utility bill sounds like a remarkably mundane activity, but a very close read of a utility bill allows students to use some information they learned in Physics and Theology as they began to appreciate the organizational complexities of energy use. This demonstration pre-

pared students to investigate the utilities bills for their own residences that became the post-COVID shutdown focus for the remainder of our MOI course.

The public utility reading was accompanied by a student writing assignment in which each explored in detail a specific type of action necessary for decarbonization. This reading and other preliminary readings were accompanied by quizzes intended to assess student participation in the readings.

FROM TEAMS TO INDIVIDUALS

As we entered Spring Break, the Physics and Theology units of our course had concluded and was planned to continue with an initial week devoted to team projects and a guest speaker after which the Sociology ACT segment would begin. None of us foresaw that we would not return to the classroom or even to campus for the remainder of the semester. When the campus was closed and classes moved online, the ACT segment was thrown into disarray. We had spent months fashioning campus-centered projects for students to undertake, and students had only recently completed the process of sorting themselves into project groups. Yet these projects were inextricably tied to being on campus. We had conceived the class to culminate in these action-oriented projects

“When the campus was closed and classes moved online, the ACT segment was thrown into disarray.”

in which students could use the knowledge and skills they had learned during the Physics and Theology units and to undertake these actions

within a local organizational context that would allow them to also apply sociological methods. We wondered how we could bring the SEE–REFLECT/JUDGE–ACT sequence to conclusion after having been deprived of the campus setting in which the culminating ACT stage had been conceived.

This dilemma was especially pressing for the sociologist on our team who was in charge. After learning we would not be returning to campus and sleep-deprived, our sociologist wondered what to do and whether the ACT segment could be transferred from campus closer to home where students were now marooned. While trying to move his own home off fossil fuels, he had become aware of online tools that allowed homeowners to use satellite imagery to assess rooftop solar feasibility and price out a solar system. “Ah hah!” he exclaimed to himself; if they no longer can study the Marquette campus, they *can* study their own residences. This would mean losing the focus on Marquette but keeping the ACT segment of the course intact. Taking this individualized approach also seemed promising for students to complete the online solar system estimate, enter information about past energy consumption, inves-

tigate their own utility bills, and begin a conversation with their parents or owners of their residences about energy use and alternatives to fossil fuels. Thus, the ACT segment was refocused from campus-centric to home-centric. Because students were no longer working in teams *per se* (though they were encouraged to meet with members of their team to help one another with their home projects), a standardized data collection template was constructed that walked students step-by-step through collecting data about home energy consumption and using that data to complete the online home solar assessment.

This revised ACT segment of the course also attempted to maintain the outward-facing feature of the original plan by requiring students not only to learn about their own home energy use. They also had to learn about the electrical grid into which the residence is hooked. Thus, the data-collection template also included questions about their particular grid and about the policies that influence options for energy use and investments in renewable energy. Students were asked to visit the website for their grids and observe wholesale electricity prices at different times of the day. Their observations provided a feel for the dynamism of many electricity markets resulting from significant deregulation over the last several decades. Students were also required to figure out the policies of their local utilities that in-

fluenced the adoption of renewable energy.

For a final grade and completion of the integrating ACT segment of our course, each student submitted to D2La Citizen of the Grid computation (15 per cent) that the physicist and sociologist evaluated and a letter integrating Physics, Theology, and Sociology (20 percent) that the three professors evaluated. Students addressed their letters to the owners of the residences examined for energy use explaining in three paragraphs: (1) Energy use findings, an action for minimizing reliance on fossil fuels, and why that action should be taken from a theological perspective; (2) how methods of Physics and Sociology were used in the Citizen of the Grid project; and (3) why this action should be taken from the theological perspective of a Marquette student attending a Jesuit university. We were pleased overall with these final submissions because they demonstrated student ability to integrate three different disciplines to yield a more comprehensive and meaningful response to human-induced climate change.

CONCLUSIONS

Team-teaching CORE 1929 Energy Use and Human-induced Climate Change during a tumultuous semester that forced moving 87 students from learning in the classroom to their residences was indeed challenging—especially for our sociologist who had to significantly alter the ACT segment of our SEE-RE-

FLECT/JUDGE-ACT method. Our experience was also gratifying because our students were open to learning the differences of our disciplines and demonstrating that they could be integrated for meaningful outcomes. We look forward to teaching our course in Fall 2021 as initially planned when we hope to experience the CELEBRATE segment of our method.

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PEDAGOGICAL INNOVATION AND IGNATIAN PEDAGOGY

Best Practices in Innovation and Ignatian Education at Loyola Andalusia University

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LOYOLA ANDALUSIA UNIVERSITY

ABSTRACT
Loyola Andalusia University presents an inspiring selection of best practices in its Teaching Innovation Projects that have been implemented in the institution, responding to the university community's demands and expectations of academic excellence and reflecting a deep connection to the Ignatian pedagogy. This article includes definitions, projects, scopes, and results of the innovative methodologies and strategies employed, such as Service Learning, Learning based on transversal and interdisciplinary projects, Flipped Learning, Gamification, Challenge Based Learning. In this fashion, we can appreciate through concrete projects how the students of Loyola Andalusia have benefited from formative training experiences related to the professional competencies that today's society is demanding.

INITIATIVE
It aims to show the **link between innovation in higher education and the main concerns of the Ignatian Pedagogy**. The authors present five experiences about innovative education that were implemented at Loyola Andalusia University.

LEGAL CLINIC
Methodology: service learning

DESCRIPTION
The **connection** between the **subjects and the knowledge and concerns about the social group** that will receive the professional activity, and also about minorities that are usually forgotten.

LESSONS LEARNED

Knowledge and awareness about the reality about migrations and Humans Rights	Planning of improvement and greater impact actions
Basic skills acquisition	Regular meetings between the students and professors

FLIPPED LEARNING
Methodology: flipped classroom

DESCRIPTION
The **research, memorization and information** understanding are assigned as **homework**, leaving only the professor's guide, **reflection and application of knowledge for class**.

LESSONS LEARNED

Great effect on professors and students formation	Focus groups where knowledge was deepened and applied by professors
Professors were introduced to the methodology and exchanged experiences	Students have experienced a different kind of learning method
	Articles and study material production

GAMIFICATION IN THE CLASSROOM
Methodology: gamification

DESCRIPTION
The **learning environment is transformed** into a more exciting space, professors can better guide their students through their professional and personal development.

LESSONS LEARNED

Greater motivation and interest among the students	Skills acquisition
Individualized teaching and evaluation	Greater commitment from the students

CHALLENGE BASED LEARNING IMPLEMENTATION
Methodology: challenge based learning

DESCRIPTION
Service-learning and project-based learning combination. Real challenges from their professional field are presented. It is based on the benefits of experiential learning.

LESSONS LEARNED

Improvement of the students' formation	Collaboration commitment between professors and students
Grades improvement and better use of the course	Students' personal and professional development

LEARNING THROUGH INTERDISCIPLINARY INTEGRATED PROJECTS
Methodology: project based learning

DESCRIPTION
Strategy to promote **meaningful learning**. This learning methodology prepares students to **face real-life situations** that they will encounter in their professional future. It seeks **deeper learning**, an expert knowledge that helps students to take into account all the aspects that affect when solving problems and making decisions.

LESSONS LEARNED

Acquisition of currently demanded professional skills	Engage every level of education
Improve job placement	Students get a better knowledge about their formation
Great prospective	Greater motivation and learning

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Buenas Prácticas en Innovación y Educación Ignaciana en la Universidad Loyola Andalucía

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ABSTRACT

En este trabajo se presentan diferentes experiencias en la Universidad Loyola Andalucía fruto de las convocatorias de proyectos y Jornadas de Innovación convocadas. Se trata de una selección de buenas prácticas con la que se pretende mostrar la vinculación entre la innovación en educación superior y las preocupaciones principales de la pedagogía ignaciana. Se reflejan en cada una además de la relación con la educación superior jesuita, el contexto en que se produjo, los resultados y las lecciones aprendidas.

INTRODUCCIÓN

En los últimos años la Universidad Loyola Andalucía ha estado promoviendo la innovación en sus aulas a través de una doble vía: los proyectos financiados y las jornadas de innovación. En este trabajo se quieren reflejar algunos resultados de buenas prácticas en diferentes materias relacionadas con algunas de las líneas que se priorizaron en dichos proyectos.

De esta manera, el alumnado ha tenido la suerte de poder vivir experiencias formativas de carácter más novedoso, pero, sobre todo, muy relacionadas con las competencias profesionales que la sociedad de hoy en día está demandando y exigiendo entre sus trabajadores del futuro. Kuh (2008) apunta el gran impacto que este tipo de experiencias ejerce sobre los estudiantes que participan.

Desde la Unidad de Formación e Innovación Docente (UFI) se ha animado al profesorado a proponer Proyectos de Innovación Docente que dieran respuesta a las demandas y expectativas de innovación y excelencia en las que se encuentra inmersa la Universidad Loyola Andalucía. En dichos proyectos se han priorizado métodos y estrategias como:

- Aprendizaje Servicio
- Aprendizaje Basado en Proyectos
- Flipped learning

- Aprendizaje Basado en Retos
- Gamificación
- Estrategias destinadas a la implementación del Modelo Pedagógico de la Universidad Loyola Andalucía.
- Estrategias que desarrollen las dimensiones del paradigma Ledesma-Kolvenvach (Utilitas, Humanitas, Iustitia y Fides) o, en general, el Paradigma Pedagógico Ignaciano.
- Diseño de entornos de aprendizaje mixtos, presencial-virtual mediante el uso innovador de Moodle, entornos personales de aprendizaje, diseño de materiales y productos en línea, etc.

Gráfico 1. Proyectos de innovación docente seleccionados por su relación con las metodologías priorizadas

Proyectos de Innovación Docente enmarcados en los métodos y estrategias promovidos por la Unidad de Innovación



METODOLOGÍA: APRENDIZAJE SERVICIO

Los proyectos orientados a fomentar el Aprendizaje Servicio (ApS) han sido especialmente priorizados en la Universidad Loyola por su fuerte vinculación con la identidad y la misión de ésta. Según se ha visto en el trabajo del Proyecto Estratégico 5 de UNIJES, esta práctica encaja muy bien tanto con los principios de la educación superior jesuita reflejados en el modelo Ledesma Kolbenbach, como con la metodología propia de la pedagogía ignaciana. Su objetivo fundamental es relacionar las disciplinas con el grupo social al que van destinadas las competencias y conocimiento que abarcan, con la intención de causar un efecto positivo sobre el mismo (Knapp y Fisher2010). A su vez, tal como señala Price (2011), supone siempre un cambio continuo en la conducta de quienes actúan como resultado de la práctica cercana a los problemas. La larga tradición de la metodología en la educación superior y la variedad en el modo en que se adapta a las diferentes asignaturas hace que se pueda hablar más de un paradigma en el modo de afrontar la educación. Numerosos proyectos se han realizado siguiendo las pautas de APS, por lo que se ha seleccionado para este trabajo uno de los más representativos.

Clínica Jurídica, aprender sirviendo a la Justicia

Director: Eduardo Ibáñez Ruíz del Portal



Contexto

Los proyectos de ApS han pretendido relacionar las asignaturas (derecho, psicología – poner cuáles-) tanto con el conocimiento y preocupación por el grupo social al que va destinada la especialidad profesional como con algunos colectivos minoritarios o habitualmente olvidados.



Metodología

Aprendizaje Servicio.



Tipo de experiencia

Proyecto de Innovación Docente.



Resultados

Los resultados conseguidos en este proyecto, se han visto materializados en el trabajo del alumnado en:

- Derecho: 2 prácticas curriculares en el Proyecto Ódos de atención a posibles víctimas de trata.
- Criminología 2 estudiantes ha realizado sus prácticas curriculares en Proyecto Ódos.
- TFG en derecho: la trata de seres humanos, el caso de los menores de edad.
- TFG La trata de seres humanos con fines de explotación sexual.
- TFG La criminalización del proceso migratorio.

Por otro lado, se procede a la difusión y puesta en común en:

- IX Congreso Nacional y I Europeo de ApS-U. “Clínica Jurídica y Criminológica de la Universidad Loyola Andalucía. Proceso de definición y de institucionalización”.
- Asistencia al encuentro anual de la Red española de Clínicas (Universidad de Salamanca).
- Comunicación en el Congreso Internacional DDHH y Globalización. Universidad de Sevilla. 04 y 05 de julio de 2019.
- V Jornada de Ética de las profesiones (Comillas), 16 de julio de 2019. - Jornadas de innovación docente 09 de julio de 2019, Dos Hermanas.
- Red de Clínicas encuentro estatal 2018 (Mallorca). - Curso UFI (2 sesiones+1 septiembre).



Lecciones aprendidas y oportunidades de mejora

El alumnado que ha participado en la Clínica jurídica y criminológica además de las competencias específicas de cada una de las asignaturas ha adquirido competencias en el conocimiento de la realidad de las migraciones y los derechos humanos. La Clínica Jurídica y el ApS, además de los conocimientos y destrezas adquiridas correspondientes al currículum pretenden el desarrollo de la persona desde una perspectiva manera integral.

Por otro lado, el profesorado implicado en el proyecto ha mantenido reuniones a lo largo del año tanto para la organización, formación y acompañamiento del alumnado como para la planificación de acciones de mejora y mayor repercusión para el curso próximo. Además, el Decanato ha estado implicado en el seguimiento de la actividad del Proyecto de Innovación Docente.

METODOLOGÍA: FLIPPED LEARNING

La pedagogía ignaciana o pedagogía jesuítica es eminentemente práctica al partir de la experiencia y el contexto, por lo que es especialmente afín con la corriente que desde hace unos años denominamos Flipped Learning (FLN). (2014). En esta metodología de enseñanza la parte más personal del aprendizaje (búsqueda, retención y comprensión de la información) se “saca” del aula mientras que la reflexión y aplicación a situaciones se hace con la guía del profesor, dándole sentido y promoviendo el aprendizaje significativo (Bergmann y Sams, 2012). Esta concepción de la organización del tiempo lectivo y no lectivo permite la interiorización del aprendizaje al facilitar el desarrollo del compromiso e implicación del alumnado. En esos mismos años en que la metodología se iba conociendo y extendiendo, (Bishop y Verleger 2013) legaron un pequeño meta estudio en el que se revelan varias de sus virtudes. Las cuatro fases en que lo definió Gerstein (2012): Implicación experiencial (tiempo presencial), Exploración conceptual (tiempo no presencial), Creación de significado (tiempo no presencial) y Demostración/aplicación (tiempo presencial), acercan esta metodología al paradigma pedagógico ignaciano.

Flipped Learning. Programación docente, aplicación en el aula y medición del impacto

Directora: Isabel López Cobo

**Contexto**

Previo al proyecto se realizó un análisis exhaustivo de las debilidades y fortalezas del modelo Flipped Learning (FL), partiendo de la base del Modelo Pedagógico de la Universidad Loyola Andalucía.

Se han tenido en cuenta la experiencia de los docentes y las características de las asignaturas para hacer "Flipped".

**Metodología**

Flipped Learning.

**Tipo de experiencia**

Proyecto de Innovación Docente.

**Resultados**

Esta experiencia nos ha permitido responder a preguntas como:

- ¿Qué impacto ha tenido el FL en el aprendizaje de los estudiantes?
- ¿Son los cursos superiores más adecuados para el desarrollo del modelo FL que los inferiores?
- ¿Cuáles son las principales dificultades con las que se encuentra el profesorado en la programación del FL?
- ¿Cuáles son las principales dificultades con las que se encuentra el profesorado en la aplicación del FL?

Atendiendo a estas preguntas, deducimos que el proyecto ha afectado a la formación del profesorado que ha participado y al alumnado de cada asignatura. Por un lado, gran parte del profesorado que previamente participó en detectar las debilidades y fortalezas del FL tuvieron un acercamiento a la metodología, intercambiaron experiencias y dudas e introdujeron alguna sesión aislada del modelo en sus materias.

Se ha promovido la participación en seminarios de intercambio de experiencias, los "Brown Bag Seminars" organizados entorno a la lectura de dos de los artículos JCR más citados en el mundo académico relativos a FL y la creación de grupos de trabajo de análisis de los resultados obtenidos en el Focus Groups, consiguiendo que el aprendizaje del profesorado sea más profundo y aplicado.

**Lecciones aprendidas y oportunidades de mejora**

Se han elaborado varios artículos y creado material de estudio/trabajo destinado al tiempo de estudio no presencial del alumnado, ayudándolos a ser cada vez más autónomos y responsables de su propio aprendizaje y a crecer en la competencia de "aprender a aprender".

Además, el alumnado ha vivenciado en mayor medida la metodología, se les ha hecho reflexionar, como estudiantes y como futuros docentes a entender el método. Por otro lado, a este proyecto se le ha dado difusión en un encuentro internacional organizado por el EUF en el que el objetivo principal era recibir información relativa a los erasmus KA y conseguir socios europeos de cara a solicitar un proyecto en la línea de innovación en Educación Superior.

43

METODOLOGÍA: APRENDIZAJE BASADO EN PROYECTOS

Se trata de otra estrategia para fomentar el aprendizaje significativo y aplicado que se ha priorizado desde la Universidad Loyola Andalucía por las evidencias científicas que desde hace unos años han mostrado su efectividad (RodríguezSandoval et al 2010) notable mejora en la satisfacción del alumnado con el aprendizaje (Willard y Duffrin 2003), y la capacidad para trabajar en equipo (Martínez et al, 2007). Según este último también prepara mejor a los estudiantes para afrontar situaciones reales que se encontrarán en su futuro laboral.

Muchos de los alumnos de la universidad, principalmente los que provienen de centros de educación secundaria en colegios de la compañía, ya han experimentado el aprendizaje basado en proyectos antes de llegar a la universidad, por lo que acogen esta metodología con entusiasmo. En los proyectos apoyados desde la unidad de innovación se procura que la afinidad de las materias que lo proponen acerque a los estudiantes a un aprendizaje profundo, es decir, a un conocimiento experto que les facilite tener en cuenta todas las dimensiones que la resolución de problemas y la toma de decisiones implican.

Aprendizaje mediante proyectos integrados interdisciplinares

Director: Joaquín A. Ibáñez Alfonso



Contexto

Este proyecto se ha centrado en contribuir a mejorar la propuesta curricular de las asignaturas del 4º semestre del Grado de Psicología y el Doble Grado con Criminología, contribuyendo con ello a ampliar la visión de conjunto de las materias impartidas y al desarrollo personal y profesional de los estudiantes involucrados.



Metodología

Aprendizaje Basada en Proyectos integrados transversales y actividades interdisciplinares.



Tipo de experiencia

Proyecto de Innovación Docente.



Resultados

Este proyecto ha tenido un impacto positivo sobre un volumen aproximado de 180 estudiantes (45 alumnos por clase, dos clases por campus) con la participación de al menos 9 profesores involucrados en 7 asignaturas del grado de psicología y del doble grado de psicología y criminología, así como en la coordinación de dichas asignaturas de 2º curso.

Grupos estables de 4-5 alumnos desarrollaron una investigación-acción dirigida y supervisada por el profesorado de las diferentes asignaturas ofrecidas en el semestre. Dichos trabajos cooperativos fomentaron la aplicación y transferencia de las competencias trabajadas en las diferentes asignaturas en proyectos integrados que permiten a los estudiantes obtener experiencias de aprendizaje más cercanas a la práctica profesional, así como el intercambio de dichas experiencias entre los estudiante y docentes.

También se ofreció la posibilidad de combinar temáticas y procedimientos de las diferentes asignaturas involucradas en el proyecto para la realización de sus trabajos semestrales comprendidos en las actividades de evaluación continua.



Lecciones aprendidas y oportunidades de mejora

Este proyecto se ha centrado en trabajar sobre la consecución de competencias profesionales que la sociedad actual demanda y exige entre sus trabajadores del futuro: combinando las distintas perspectivas para mejorar la inserción laboral en un mercado altamente multidisciplinar.

El potencial de crecimiento de esta innovación docente es muy grande, ya que involucra todos los niveles de la enseñanza. Los estudiantes adquieren una visión más completa de su formación y la adquisición de competencias se facilita. Además, al tener los estudiantes libertad a la hora de elegir el tema de colaboración entre asignaturas o disciplinas, esto contribuye al aumento de su motivación y ulteriormente a su aprendizaje.

METODOLOGÍA: APRENDIZAJE BASADO EN RETOS

Debe verse el aprendizaje basado en retos como una feliz combinación del APS y el aprendizaje basado en proyectos. En esta modalidad, los desafíos a los que se enfrenta al estudiante son reales y pertenecen a algún campo de aplicación de sus conocimientos como futuro profesional. De este modo deben considerar los aspectos multidisciplinarios, estratégicos, éticos, etc. y se enfrentan a los dilemas que afloran cuando se actúa en el campo de trabajo propio de la especialidad que estén cursando. Este tipo de metodología se basa en los demostrados beneficios del Aprendizaje Vivencial (Akella, 2010), cuyo principio fundamental es que el alumnado asimila mejor cuando participa de forma activa en experiencias abiertas de aprendizaje, que cuando participan de manera pasiva en actividades estructuradas Moore (2013).

Aplicación de la nueva metodología de aprendizaje basado en retos como estrategia para la mejora de la adquisición de competencias del alumnado

Director: José Javier Pérez Barea

 **Contexto**

Este proyecto se ha llevado a cabo con el alumnado de la asignatura "Strategic Marketing" que cursan los Grados de ADE, Comunicación, Relaciones Internacionales y Derecho.

 **Metodología**

A través del Aprendizaje basado en Retos (Challenge Based Learning, de ahora en adelante CBL) y basándose en estrategias metodológicas inductivas, en lugar de presentar a los estudiantes un problema para resolver, con el CBL en esta experiencia se ofrecían conceptos generales de los que los estudiantes obtenían los retos que tenían que abordar.

 **Tipo de experiencia**

Proyecto de Innovación Docente.

 **Resultados**

Gracias a este proyecto, se ha mejorado la formación integral del alumnado potenciando competencias clave como son el trabajo en equipo, colaborativo, multidisciplinar, la mejora en la toma de decisiones estratégicas, la ética y el liderazgo. Además, el CBL fomentó el uso de las TICs, tales como la tecnología móvil y las Wikis colaborativas.

Los resultados conseguidos han quedado recogidos en una mejora porcentual de las calificaciones y aprovechamiento del curso respecto a resultados de cursos anteriores. A su vez, se han promovido conceptos claves de la asignatura en la formación del alumno.

Con esta nueva metodología de aprendizaje nos comprometimos todas las partes, profesor y alumnado a actuar de forma colaborativa para darle solución a problemáticas/casos reales de alumnos. Ha supuesto un avance en la vida personal y profesional del alumno, si bien es cierto que podría resultar difícil de llevarlo a cabo a la práctica sobre todo porque no estamos acostumbrados a trabajar de esta manera, y porque institucionalmente se encuentra en vías de ser impulsado como realmente se merece. En esas barreras que presenta donde se encontró su principal atractivo y virtud.

Los resultados de este proyecto de innovación han sido difundidos en ICERI (Congreso de Educación 2020).

 **Lecciones aprendidas y oportunidades de mejora**

La educación universitaria se enfrenta hoy al enorme desafío de preparar profesionales para progresar en un mundo mediado por el rápido avance tecnológico. Los estudiantes no solo deben dominar habilidades en áreas como lenguaje, matemáticas y ciencias, sino también debe poseer habilidades transversales tales como el pensamiento crítico, la resolución de problemas, la persistencia y el trabajo colaborativo. En este sentido, proyectos de este tipo, pueden ayudar.

METODOLOGÍA: GAMIFICACIÓN

Son muchos los motivos que nos llevan a priorizar lo que actualmente se denomina gamificación en el ámbito educativo. Desde aspectos muy prácticos como la relación de la memoria a largo plazo con las emociones y, por tanto, con la motivación de los estudiantes; hasta la alta implicación que se produce en la sana competición, jugando con los compañeros, sin que por ello se caiga en la superficialidad. Tal como dice Saphiro (2014) los juegos no debemos verlos solo como entretenimiento ni mucho menos como distracción, sino que nos presentan una forma singular de ver el mundo, lo que conduce a un modo distinto de pensar. Conseguir un buen clima, transformando el entorno de enseñanza en un lugar más emocionante (Dicheva et al, 2015), ayuda a que el profesor pueda acompañar mejor al alumnado en su crecimiento personal y profesional.

Gamificación en el aula: Uso de la herramienta Classcraft

Director: Manuel Ceballos González

**Contexto**

Este proyecto se ha basado en la gamificación en el aula utilizando la herramienta Classcraft en el marco de las asignaturas de Matemáticas I y Matemáticas II de los grados de Ingeniería. Dentro de un entorno lúdico y dinámico, se persigue el que los alumnos desarrollen actitudes que las lleven a la consecución de las competencias de la asignatura.

**Metodología**

La gamificación en el aula no es una metodología en sí misma, sino que se puede combinar con otras como flipped classroom, el uso de redes sociales, el trabajo cooperativo, etc.

**Tipo de experiencia**

Proyecto de Innovación Docente.

**Resultados**

Con este presente proyecto se ha logrado mejorar los siguientes aspectos:

- **Participación:** se ha logrado que realicen más preguntas, han respondido con mayor frecuencia a preguntas planteadas y han acudido más a tutoría. Además, se ha fomentado el conocimiento y la socialización entre los alumnos al realizar tareas en grupo.
- **Personalización del proceso de enseñanza-aprendizaje:** se han incluido retos individuales y grupales, así como establecer las mecánicas de manera personalizada para el alumno y sus procesos de asimilación de comportamiento y conocimientos.
- **Motivación:** se ha aumentado el sentido dinámico, lúdico y ameno.
- **Creación de equipos:** se han generado entornos cooperativos de trabajo.
- **Evaluación personalizada** a través de gráficos y valores cuantitativos que asociamos con la consecución de las competencias.
- **Compromiso:** mayor implicación por parte del alumnado en las actividades realizadas en el aula.
- **Toma de decisiones:** el alumnado ha sabido qué decisiones debe tomar o no para conseguir determinadas recompensas o penalizaciones.
- **Consecución de competencias en el aula:** se han diseñado eventos en la plataforma Classcraft para la consecución de una competencia concreta.

Los resultados obtenidos al finalizar el proyecto se han expuesto en un artículo que se ha presentado en el Congreso ICERI.

**Lecciones aprendidas y oportunidades de mejora**

Este proyecto ha afectado de manera directa a los alumnos de las asignaturas de Matemáticas I y Matemáticas II de los grados de Ingeniería de la Universidad Loyola Andalucía. Más concretamente, se ha visto aumentado su interés y participación en dichas asignaturas.

La idea principal al finalizar este proyectos es continuar aplicando esta metodología en diferentes cursos para extrapolar resultados.

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IGNATIAN PEDAGOGY

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*Convivenzia 2.0- Christian-Islamic Summerschools
(Frankfurt, Sankt Georgen)*

ABSTRACT

The article presents the idea of Christian-Islamic Summerschools, which have been organized jointly by the Jesuit University of Philosophy and Theology and the Muslim Dialogue Association FID for several years. The focus is on existential encounter and spiritual exchange. The article discusses the basic idea, the program and the lessons learned from the experience.

THE PRACTICE

In this article, the author examines one of the many Christian-Islamic Summer schools organized by the Jesuit University of Philosophy and Theology and the Muslim Dialogue Association FID. More specifically, the program that took part in Frankfurt. The program is essentially about reflected experience, it aims at creating a deeper understanding between the participants; to raise a greater sensitivity among Christians and Muslims regarding each other.

OBJECTIVES



Learn about the history of interreligious relations and search for **differences and similarities**



Meet each other on an existential level and consciously experience the others as believers and in their religious practices

DAILY ROUTINE

At the beginning of each day, the jointly prepared **morning impulse** enables a **meditative basic mood**

This mood is to be deepened by the **respectful presence at the service of the respectful other**

The program is interrupted by regular, detailed personal **reflections rounds**

They **shared rooms and participate in joint activities**: such as cooking, washing, walks and rides

LESSONS LEARNED



The **religious differences or similarities** are not paramount in determining whether a real encounter takes place



It is **important to bring together the two groups** from the beginning and make them work together



Share daily life is the foundation of every interreligious encounter



In this context, **curiosity and openness** for each other religion can grow

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**Convivenzia 2.0 - Christian-Islamic
Summerschools
(Frankfurt University of Theology
and Philosophy Sankt Georgen)**

TOBIAS SPECKER SJ AND KADIR BOYACI
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ABSTRACT

The article presents the idea of Christian-Islamic Summerschools, which have been organized jointly by the Jesuit University of Philosophy and Theology and the Muslim Dialogue Association FID for several years. The focus is on existential encounter and spiritual exchange. The article discusses the basic idea, the program and the lessons learned from the experience.

It is not the abundance of knowledge that leads to a deeper understanding, but the sensitivity for the “inner meaning and taste of things”, as Ignatius of Loyola wrote almost five hundred years ago. Could this not also apply to the Christian-Islamic encounter? How does one move from knowledge about each other to a deeper understanding, to a sensitivity for what is vital to the other (one) in the truest sense of the word? To reach an authentic encounter, to which Muslims feel challenged by the Koran verse 49:13: “O men, We created you from a male and female, and formed you into nations and tribes that you may recognise each other. He who has more integrity has indeed greater honour with God. Surely God is all-knowing and well-informed”.

This question led to the idea of a special Christian-Muslim Summer School: It ties in with the study programme “Islam and Christian-Muslim Relations”, in which students of the University of Philosophy and Theology Sankt Georgen in Frankfurt have for almost twenty years the opportunity to engage oneself intellectually and intensively with the history and current challenges of interreligious encounter. The Summer School takes up the aim of the study programme to learn about the history of in-

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the focus of the Summer School is to meet each other on an existential level and to experience the other as believer in his and her religious practices.

terreligious relations and to systematically search for differences and similarities, but sets its own accents: the focus of the Summer School is to meet each other on an existential level and to experience the other as believer in his and her religious practices. This focus is reflected in the choice of location, the programme and the daily routine. So far three events took place: in Prizren and Tirana (Kosovo and Albania), in the Monastery of Münsterschwarzach (South Germany) and in Granada (Andalusia/Spain), which were organised in cooperation with the Muslim institution Forum for Intercultural Dialogue, which is Hizmet affiliated and has been active in the interreligious and intercultural field since 2002.

With the Association Loyola-Gymnasium' (a private grammar school, founded by the German Jesuits) in Prizren/Kosovo, the Münsterschwarzach Monastery and the Monastery of the Comendadores di Santiago in Granada, **distinctive places** have been chosen which already in themselves make spiritual life a theme. Conversely, the presence of the Christian-Muslim group immediately arouses curiosity in these places, leads to questions and creates oppor-

tunities for encounters, whether with members of the religious community

ty or with pupils and visitors to the places. Thus, the visit changes not only the participants, but also creates new openness in the place itself. At the same time, Kosovo, Albania and Andalusia offer themselves as such places where, on the one hand, none of the participants – even linguistically – is “at home” and which, on the other hand, clearly demonstrate the opportunities (and problems) of a shared history.

The **programme** is essentially about reflected experience. The participants worked on different religious biographies, which clearly show the connection between individual faith and life. While in Kosovo the focus was on important mystics from Yunus Emre to Rābi'a from Baṣra to Edith Stein, the biographies in Granada with Francisco Suárez, Ibn 'Arabī and Muhammad Asad were oriented towards Andalusia itself. In all cases, the work on historical persons should also give impulses for the own interpretation of life and motivate to work on the own faith biography. The preparation of the lectures in small Christian-Muslim groups is a decisive element in the coordination of the content. In this way, contacts could already be established before the trip, which favored a more personal exchange about the presented content.

“

The interactions with new people could open their minds and develop their interpersonal intelligence. While facing the problems, they made the decision on what they had to do. Thus, that experience developed their leadership skill and bravery to take the risks.

The **daily routine** also serves the purpose of personal exchange. In addition to the thematic work and the encounters and visits on site, the daily routine was essentially spiritually structured: The beginning of each day with a jointly prepared morning impulse – in Albania with a beautiful view of the mountains – enables a meditative basic mood. This mood was deepened by the respectful participation at the prayer service of the respective other - an important element of each journey. Above all, however, the regular, detailed personal reflection rounds (especially in Kosovo and Albania) proved to be a simple but effective element that led the participants into the personal encounter. Undoubtedly, the Christian-Islamic shared rooms also contributed significantly to the deepening of the personal encounter, as did periods of time which are characterised by joint activities rather than a planned programme: The cooking and washing up together in the self-catering house in Münsterschwarzach, the long bus journeys in Kosovo and Albania and the extensive footpaths

in Granada.

So we learned above all: It is not primarily the religious similarities or differences that determine whether a real encounter takes place. It is important to bring together the two groups from the very beginning: To prepare the program together, to let the participants prepare a seminar paper together in mixed groups in advance and - very important - to share the sleeping- and livingrooms. Shared daily life is the foundation of every interreligious encounter. On this foundation, curiosity and openness for the religion of the other can grow.

“Before God we cannot be alone”, the Catholic patriarchs of the Middle East formulate and call the faithful to “spiritual solidarity”. Thus, the Summer-school is a first step towards seeing oneself in the diversity of faith on a common path and recognising in the other pilgrims in search of the truth. The next could be to actually go on common pilgrimages.

Data for Good: using population health data to teach justice at a Jesuit college

ABSTRACT

There is no better time to examine population health outcomes than during the first pandemic in 100 years, a situation in which the vulnerability of people with low incomes has been recognized, as they are more likely to contract the COVID-19 virus and suffer serious health problems. This created for Gonzaga University an opportunity to reflect on justice and inequity through a scholarly project in the Doctor of Nursing Practice that relied on data interpretation.

This relevant article describes how the graduate students used data analysis techniques during a population health outcomes course, the educational objectives, lessons learned, and opportunities for improvement. The results highlighted justice issues, producing rigorous research results to promote action and social impact in an initiative called "data for good."

DESCRIPTION OF THE INICIATIVE

With the belief that a hands-on approach to **grappling with real-world data that highlights inequality will help develop intellectually and spiritually** students, the University of Gonzaga conducted a **driven-data experience**, named "data for good", to highlight issues of justice, **producing rigorous research results to promote action and social impact**. Students had to select a dataset project that matched their personal and professional interests to perform a literature review and an analysis of the data.

OBJECTIVES

- 🎯 Provide an opportunity to **work with real-world population-level data**
- 🎯 Pose **research questions**
- 🎯 **Apply data analysis techniques** learned in class
- 🎯 **Describe insights** gained from the analysis
- 🎯 **Create a scholarly poster** presenting results

LESSONS LEARNED

Students had the option of **working closely with a community agency**

This resulted in major work for the faculty who had not only to **evaluate and deliberate** about their findings but also **perform an independent analysis**

Securing publicly available dataset for students to work

The faculty had **extract, load and transform** the data so it could be analyzed in a clean dataset

The students gave a **nice feedback**

They reported having to work hard but believing that they were actually **making a difference in the communities**

The faculty had to **keep students focused on the story within these data**, not the results themselves

Students are asked to **consider the lives of the poor and the vulnerable** and the ways in which that condition relates to other variables.

OPPORTUNITIES OF IMPROVEMENT

- ⚙️ Addition of course content on the topic of **justice beyond the common discussion of social determinant of health**
- ⚙️ **Use reflection questions** that cause students to pause and think thoughtfully
- ⚙️ Stress on course work and scholarly projects that continues to **encourage students to advocate for policy change**

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Data for Good: Using population health data to teach justice at a Jesuit college

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ABSTRACT

Graduates of Doctor of Nursing Practice programs complete a scholarly project that relies on the interpretation of data. To facilitate skill development, students are introduced to data analysis techniques during a population health outcomes course. We used a data-driven classroom experience to highlight issues of justice, producing rigorous research results to promote action and social impact in an initiative named "data for good." There is no better time to examine population health outcomes than during the first pandemic in 100 years. More than 26 million Americans have contracted COVID-19. The overall death rate in the U.S. is 85% higher than other high-income countries at 27.2 per 100,000 people. Scientists recognize the widespread impact of the pandemic and the unequally distributed consequences across social strata, with low-income people more likely to contract the virus and suffer severe health problems. This creates an opportunity to reflect on justice and perceptions about poverty and inequity. This article outlines an educational innovation and the incredulous context in which it was carried out. We describe the educational objectives of the experience and present results from one analysis. We offer lessons learned, including the need to maintain focus on the story of justice these data reveal, and offer opportunities for improvement, including the use of more focused reflection questions.

DESCRIPTION

There are over 350 programs in all 50 states that prepare registered nurses to become advanced practice nurses, earning the Doctor of Nursing Practice (DNP) degree (American Association of Colleges of Nursing [AACN], 2006). Nurses who choose to pursue a Jesuit education make an important choice: they will integrate mind, body, and spirit in a way that prepares them to contribute to the common good as individuals of faith, which compels nurses to work toward justice in the service of others (Quinn, 2016). The concept of justice in the Catholic faith is a cardinal virtue, a moral quality or habit which “renders to each and to all what belongs to them” (Slater, 1910). The moral quality of justice is commonly understood in assertions that all of the nation’s children have a right to an education, to not be hungry, or have access to healthcare. However, morality is a complex and difficult concept to teach. Dalton and Crosby (2006) suggest that the use of activities such as community service learning and diversity education promote moral reflection and ethical decision-making among college aged students. This article documents our experience with a classroom data-driven assignment that sought to promote service

“*The moral quality of justice is commonly understood in assertions that all of the nation’s children have a right to an education, to not be hungry, or have access to healthcare. However, morality is a complex and difficult concept to teach*”

learning around justice, using publicly available COVID-19 data.

TYPE OF EXPERIENCE

During the fall of 2020, at the height of the pandemic, DNP students at Gonzaga University (GU) took a newly designed population health outcomes class for the first time. Students spent the first ten weeks of the 16-week semester using data analysis techniques to query datasets related to common population health issues such as hypertension, diabetes, heart attack, and stroke. For example, a chi square test was used to examine gender differences in hypertension and linear regression was used to examine the relationship between age and blood glucose. This work prepared students to examine population health outcomes independently during the last six weeks of class. The course manager secured datasets by partnering with local community agencies and commissioned the curation of publicly available datasets from the National Health and Nutrition Examination Survey (NHANES) and from the Centers for Disease Control and Prevention (CDC) Behavioral Factor Surveillance System (BRFSS). Students were

encouraged to select a dataset project that matched their personal and professional interests. Students

proposed a population health related research question, performed a review of the literature, analyzed the data, and presented their findings in the form of a scholarly, academic poster worth 30% of their grade in this culminating course experience. We present a sample in this article to illustrate the power of using population health level datasets to inform our understanding of health equity and justice.

CONTEXT IN WHICH THE PROJECT WAS CARRIED OUT

The context in which these analyses were carried out was striking. This new population health course ran during the first pandemic in one hundred years. Nearly 500,000 Americans have lost their lives to COVID-19, an impact felt disproportionately by the poor and vulnerable, which highlights justice issues in a dramatic way for a generation of students who have only read about the 1918 Influenza pandemic in textbooks (Beaubien, 2020; Boserup et al., 2020; CDC, 2019; Mahase et al., 2020; Wiwad et al., 2021). The dataset selected for this exemplar contained variables related to social determinants of health as they predicted mortality and morbidity intra-pandemic. The World Health Organization (WHO) defines health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (WHO, 2021). Many factors influence health, including genetics, behavior, medical care, social factors, as well as environmental and

“*Americans have lost their lives to COVID-19, an impact felt disproportionately by the poor and vulnerable, which highlights justice issues in a dramatic way for a generation of students who have only read about the 1918 Influenza pandemic in textbooks*”

physical effects (CDC, 2021a). Researchers estimate that up to 20% of a person’s health is due to social factors or determinants of health such as: economic stability, education access and quality, health care access and quality, neighborhood and built environment, and social and community context (Braveman & Gottlieb, 2014; O’Neill Hayes & Delk, 2018; U. S. Department of Health & Human Services, n.d.). Of these, economic instability can lead to poverty and homelessness, resulting in decreased life expectancy of 10-15 years and poor health throughout the lifespan (Chetty et al, 2016). The U.S. poverty rate in 2019 was 10.5%, representing about 34 million people (Semega et al., 2020) and 567,715 homeless people (National Alliance to End Homelessness, 2020). It is important to note that these figures represent all Americans; poverty and homelessness is associated with every part of the country, every gender, every racial and ethnic category, and every type of family unit (National Alliance to End Homelessness, 2020). Poverty and homelessness are linked to

the need for community food banks, charitable resources, and federal nutrition programs such as Supplemental Nutrition Assistance Programs (SNAP), which are essential to address food insecurity and end hunger among low-income individuals and families (U.S. Department of Agriculture, n.d.). Poverty is also connected to violence, whereby persons living in households at or below the poverty level experienced violent victimization at rates more than twice that of high-income households (Harrel et al., 2014).

Poverty is one of many barriers to obtaining healthcare despite the abundance of programs designed to serve the poor. While the Affordable Care Act (ACA) improved access to health insurance for many Americans, the number of uninsured increased by more than one million between 2018 and 2019 and by 2.2 million from 2016 (Tolbert et al., 2020). In 2019, more than eight in ten (82.6%) uninsured people were in families with incomes below 400% of poverty (Tolbert et al., 2020). The number of uninsured rose steadily during the pandemic as millions of American workers lost their jobs.

“It is reasonable to predict that people suffering poverty and homelessness will be disproportionately affected by COVID-19.”

The poor represent one of the most vulnerable populations in the COVID-19 crisis. Those who live in poverty were more likely to have poor health before the pandemic, and during it, lost access to services that provided regular food, water, and shelter, further exacerbating the problem. Many of the recommendations to prevent the spread of COVID-19 issued by the CDC may be difficult for persons experiencing poverty, for example, avoiding crowded places is impossible if you are sleeping in a shelter and using public transportation (CDC, 2020). It is reasonable to predict that people suffering poverty and homelessness will be disproportionately affected by COVID-19. A plethora of high quality research studies report that a variety of vulnerable populations experience COVID-19 mortality at disproportionate rates, for example, ethnic minorities (Lynn & Meisenberg, 2020) including African Americans (Kim & Bostwick, 2020; Williamson et al., 2020) and South Asians (Williamson et al., 2020), prisoners (Saloner et al., 2020), older adults (Mahase, 2020; Olsen et al., 2020; Williamson et al., 2020), people with low socioeconomic status (Strang, Furst, & Schultz, 2020), the chronically ill (Pachiega et al., 2020; Williamson et al., 2020), and those living in rural locations (Rashid et al., 2020).

The population health analysis assignment we created afforded nurses the opportunity to discover for themselves the impact of poverty, homelessness,

and access to healthcare on COVID-19 mortality, highlighting an important aspect of justice in the Catholic, Jesuit, and humanistic sense.

OBJECTIVES, METHODOLOGY, AND RESULTS

The objectives of the population health assignment were to: (i) provide an opportunity to work with real-world population level data, (ii) pose research questions, (iii) apply data analysis techniques learned in class, (iv) describe insights gained from analysis, and (v) create a scholarly poster presenting results. In addition, students completed a review of the literature as it pertained to their topic and posted weekly project management updates, reflecting on their progress and experience. In this way, students were exposed to the Ignatian Pedagogical Paradigm of context, experience, reflection, action, and evaluation.

Given that the focus of this article is not data analysis, we provide a general synopsis of what one sample analysis entailed and focus primarily on the ways DNP students could use those findings to address justice and promote change. The datasets were created from publicly available data from

BRFFS. The purpose of the sample study was “to explore potential factors affecting COVID-19 cases and deaths” as well as “to identify differences that exist across states.” Data was collected for counties of the following states: California, Idaho, Montana, Nevada, Oregon, and Washington. Variables included: population by county; reported number of COVID-19 cases and deaths related to COVID-19 (as of 08/12/2020); a homelessness indicator; violent crimes per 100K people; and the population of the county in poverty, living in single-parent households, with no health insurance, and who receive SNAP benefits. Several variables were transformed to per 100K rates to account for the population of each county. No significant issues with collinearity were found.

The reported number of COVID-19 cases per 100K people ranged from 0 to 3,139 (M = 665), while the number of reported COVID-19 -related deaths per 100K people ranged from 0 to 57 (M = 8). A description of the dataset can be found in Table 1.

Table 1.
Description of dataset, per 100,000 people

Variable	Mean	Standard Deviation	Range
Living in poverty	14,715	4,293	4,600 – 29,100
No health insurance	10,374	3,308	4,300 – 20,500
Receiving SNAP benefit	12,018	5,410	0 – 28,000
Violent crimes	257	166	0-78

To explore the impact of potential factors on the reported number of COVID-19 cases per 100K people, a multiple regression analysis was performed. The regression model was significant; $F(3, 234) = 13.96$, $p = 0.000$; yet explained only 14.1% of the variance, indicating that there are other factors of influence. The number of violent crimes per 100K people in the county ($p = 0.007$); population of the county per 100K people who do not have health insurance ($p = 0.001$); and population of county per 100K people who receive SNAP benefits ($p = 0.000$) were all statistically significant while poverty and homelessness were not (Table 2).

Table 2.
Significant variables in multiple regression analysis

Variables (per 100K people)	Stand. β	t	p
Violent crimes	0.174	2.715	0.007
No health insurance	0.203	3.262	0.001
Receiving SNAP benefit	0.294	4.621	0.000

A higher number of COVID-19 cases was associated with: higher numbers of violent crimes, higher population without health insurance, and higher population who receive SNAP benefits. Poverty as a variable was not statistically significant, yet poverty was moderately correlated with receiving SNAP benefits ($r = 0.599$). Moreover, the population receiving SNAP benefits and the population living in a single parent household was also moderately correlated (r

$= 0.523$). Homelessness was moderately correlated with the population who has no health insurance ($r = 0.583$). These correlations suggest that poverty and homelessness may be represented by other, more specific variables such as lack of health insurance and food assistance programs. This finding is worthy of further study.

To address the second research question: “Are there significant differences in the number of reported COVID-19 cases per 100K people across different states” an analysis of variance (ANOVA) was performed. The ANOVA demonstrated that there were significant differences, $F(5, 232) = 7.330$, $p = 0.000$.

The results of a post hoc analysis revealed that California’s mean number of reported COVID-19 cases ($M = 944.72$) was statistically significantly higher than that of Montana ($M = 294.88$), $p = 0.000$, and Oregon ($M = 544.60$), $p = 0.042$; and Idaho’s mean number of reported COVID-19 cases ($M = 885.76$) was higher than Montana, $p = 0.000$. There were no differences in the mean number of reported cases between other pairs. Similar results as it pertains to the difference across states were found when the number of the reported deaths related to COVID-19 was used instead of the number of reported COVID-19 cases. In Washington state,

where GU is located, a regression analysis using the reported number of related COVID-19 deaths per 100K people as the dependent variable revealed that the most significant factor is population of the county per 100K people who has no health insurance $t(35) = 4.430$, $p = 0.001$; moreover, this variable by itself explained 35.9% of the variance. This sample study provides insight into factors that impact the reported number of COVID-19 cases and COVID-19-related deaths per 100K people in various counties, as well as differences that exists across states. The population of the county who has no health insurance was among the most significant factors.

LESSONS LEARNED

We offer the following take-aways from our reflections on this classroom activity, designed to highlight an area of justice for students studying to become nurse practitioners. First, students were given an option during class to work closely with a community agency to make a discovery that was important to the partner or to use a dataset that was curated from public sources of de-identified data. We felt a moral obligation to confirm the analysis when a student selected a community agency dataset before the results of the analysis were provided to the community member. This created a great deal of extra work for faculty who were not just evaluating a deliverable, but also performing independent

analysis.

Second, securing publicly available datasets for student work is not as easy as it may sound. Clinical data, especially those that come from electronic health records and registries is notoriously “messy” and requires a great deal of manipulation before it can be analyzed in a clean dataset. This process, known as “extract, load, transform (ELT)” relies on data and computer science skills that most clinical faculty and students do not have. We were fortunate that our Provost’s office approved a one-time expenditure of approximately \$1000 to pay for a contractor to build 12 datasets. Each dataset contained five to seven variables and we anticipate students registered in the class will re-use these datasets to answer many different questions over subsequent semesters. However, the potential exists for datasets to be shared outside of class and re-purposed, necessitating the continual creation of new datasets to ensure that each student is doing original work. This will add to the cost and preparation time for the course in the future.

Third, we were pleased with the feedback we received this semester regarding this assignment. All students reported being “stretched” and “having to work really hard” to learn data analysis techniques. Students enjoyed the service learning experience, believing they were “actually making a difference”

in the communities in which they lived and worked. In each case, the student learned something about their community and the people residing in it that they did not know before. Topics highlighted the vulnerable in our society, including the homeless, those who had been sexually assaulted, and those who lacked proficiency with internet-enabled tools, highlighting the digital divide. In exploring these difficult topics, we believe we are promoting the university mission to “foster a mature commitment to dignity of the human person, social justice, diversity ... solidarity with the poor and vulnerable” (GU, n.d.).

Fourth, as the exemplar analysis demonstrates, the challenge for faculty who are mindful of Ignatian pedagogy and the Catholic intellectual tradition, is to keep students focused on the story within these data, not the results themselves. For example, neither poverty nor homeless was statistically significant in the model presented, but does that mean social problems do not contribute to our understanding of population health? Of course not! Instead, students are asked to consider the lives of the poor and the vulnerable and the ways in which that condition relates to other variables. In this case, it is hard to imagine how a person who lost their job or is homeless could sign up for, pay for, or easily access healthcare during the pandemic. In this way, the insights and reflections from this activity can

“*the challenge for faculty who are mindful of Ignatian pedagogy and the Catholic intellectual tradition, is to keep students focused on the story within these data, not the results themselves.*”

serve to change students’ minds about poverty and justice (Wiwad et al., 2021).

OPPORTUNITIES FOR IMPROVEMENT

In future iterations of the course, we recommend the addition of course content on the topic of justice beyond the discussion of social determinants of health that commonly appears in population health textbooks (Nash et al., 2021). Jesuit schools are called to integrate the promotion of justice into our teaching (Kolvenbach, 2000). Brackley (2006) offers three methods for accomplishing this task: understanding the real world, focusing on the big questions, and freeing us from bias. We believe that by using publicly available real-world, quantitative data, we have accomplished two of three, and argue for more focused deliberation on the question of justice. Throughout the course, we intended for students to focus on the issue of justice as ethnicity or race is used as a variable in analysis, but this intention could be driven by reflection questions that cause students to pause and thoughtfully consider

its impact. For example, a reflection question for a weekly assignment could be “What does the difference in outcome based on race suggest about us, as American healthcare providers?” A required element of the final assignment could be to “Report your discoveries about justice-related issues during this analysis and reflect upon their meaning to you as a healthcare provider.”

Furthermore, as students gain awareness of issues pertaining to justice and the equitable distribution of healthcare resources, they may be encouraged to advocate for policy change in future course work or scholarly projects. Advocacy and leadership for policy change are seen as essential qualities of a DNP (AACN, 2006) and support the achievement of curricular objectives. This is especially powerful when students utilize theoretical constructs, like the Social-Ecological Model of Health (CDC, 2021b) to explore justice. The model offers perspective on the complex ways that society, community, and various relationships interact with an individual’s health. For example, neighborhoods with low-income residents often lack resources to promote health such as sidewalks, parks for recreation, lighting for safety, and access to full-service grocery stores to purchase healthy, nutritional foods (Larson et al., 2009). This can be eye-opening to students who are trained to address health-related needs in the context of an outpatient clinic visit. Exposure to models that pre-

pare a student to take policy-oriented action at a community versus individual level are seen as immensely helpful to reducing health inequity and developing students’ leadership capacity.

CONCLUSION

In conclusion, we offer this sample of a classroom data-based assignment as a best practice exemplar for others who seek to educate students of Jesuit colleges on the importance of the social determinants of health and primary issues of justice. We believe that a hands-on approach to grappling with real-world data that highlights inequity will help develop intellectually and spiritually curious adults for “lives of leadership and service for the common good,” according to our mission (GU, n.d.).

“*as students gain awareness of issues pertaining to justice and the equitable distribution of healthcare resources, they may be encouraged to advocate for policy change in future course work or scholarly projects.*”

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El debate como una buena práctica de metodología activa alineada con la Pedagogía Ignaciana

DR. JONATAN CARO, DR. MARIAN ALÁEZ Y PELLO AZPITARTE
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ABSTRACT

Se defenderá el debate polémico como herramienta alineada con la pedagogía ignaciana y al servicio de la misión de las universidades de la Compañía de Jesús. Tras una justificación ubicada en la misión universitaria redefinida por la IAJU y la estrategia Deusto 2022, ofrecemos una descripción de la práctica en sus tres niveles. Todo el intento se cifra en generar procesos que contribuyan a la formación de una ciudadanía crítica y dialogante, con la mirada puesta en la transformación estructural de las sociedades hacia la construcción de un mundo más justo y sostenible.



BEST PRACTICES
In Jesuit Higher Education
IAJU
SHARE COLLABORATE CONVINCE

IGNATIAN PEDAGOGY

Debate as a good active methodology practice aligned with the Ignatian Pedagogy

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UNIVERSIDAD DE DEUSTO, ESPAÑA

ABSTRACT

In this article, the authors propose controversial debate as a tool aligned with Ignatian Pedagogy that serves the Jesuit universities' mission. Its relevance is justified in the university's mission redefined by the IAJU and the 2022 Deusto's strategy, and they offer a description of the practice in its three levels. The main objective of the project is to generate processes that will contribute to the education of critical and conversational citizenship, looking for a structural transformation of societies that will lead to a more just and sustainable world.

THE INITIATIVE

This initiative aims at **completing the students' education**, with **extracurricular activities** such as debate, because the curricular activities are not enough to achieve a **deep education** of each individual.

SPECIFIC STRENGTHS
Linking debate with Ignatian Pedagogy

<p>VARIOUS AND DIVERSE COMPETENCES ACQUIRED</p> <ul style="list-style-type: none"> <input type="checkbox"/> Moral commitment <input type="checkbox"/> Conflict resolution <input type="checkbox"/> Critical thinking <input type="checkbox"/> Time management skill <input type="checkbox"/> Effective communication <input type="checkbox"/> Complex learning skills: comprehension, application, analysis, synthesis and evaluation <input type="checkbox"/> Team work 	<p>METHODOLOGY: CONTEXT-EXPERIENCE-REFLECTION-ACTION-EVALUATION</p> <p>It aligns perfectly with the Ignatian Paradigm:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 25%;">CONTEXT</td> <td style="width: 25%;">EXPERIENCE</td> <td style="width: 25%;">REFLECTION-ACTION</td> <td style="width: 25%;">EVALUATION</td> </tr> <tr> <td>Debate forces participants to understand and respect others</td> <td>Debate is generated through listening exhibition and previous study</td> <td>This stage aim at discovering the deeper meaning</td> <td>Continuous feedback and feedforward</td> </tr> </table>	CONTEXT	EXPERIENCE	REFLECTION-ACTION	EVALUATION	Debate forces participants to understand and respect others	Debate is generated through listening exhibition and previous study	This stage aim at discovering the deeper meaning	Continuous feedback and feedforward
CONTEXT	EXPERIENCE	REFLECTION-ACTION	EVALUATION						
Debate forces participants to understand and respect others	Debate is generated through listening exhibition and previous study	This stage aim at discovering the deeper meaning	Continuous feedback and feedforward						

OBJECTIVES

<p>MAIN OBJECTIVES</p> <ul style="list-style-type: none">  Leadership and social commitment: promoting a personal and institutional service culture among youth  Enhance the university's identity and commitment among youth 	<p>TECHNICAL SKILLS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Critical people <input type="checkbox"/> Communicative people <input type="checkbox"/> Competent and motivated people 	<p>ETHIC SKILLS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upright and open-minded people <input type="checkbox"/> Consistent and inclusive people <input type="checkbox"/> People that take care and encourage others 	<p>INSTITUTIONAL SKILLS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooperative people <input type="checkbox"/> Involved and responsible people <input type="checkbox"/> Institutionally committed people
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RESULTS

This project focuses on three dimensions:

ETHICS	ARGUMENTATION	INVESTIGATION
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Students have learned to introduce affection in the cognitive process , developing a new way of thinking based on reflection and oriented towards action		
It made it easier for students to connect with their affective part, connecting their argumentation process to emotions		

CHALLENGES

- Turn the project from an occasional initiative to a long term activity in the university
- Address the simplification of the main topics due to the shortening of the positions into for and against
- Create methodologies and indicators proven to be useful for evaluating the repercussion in the construction of transformative citizenship and social dialogue

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1. INTRODUCCIÓN

En este artículo se pretende mostrar cómo el desarrollo de la práctica del debate está relacionado con la pedagogía ignaciana y su praxis actual en la Universidad de Deusto. Para ello, en primer lugar, se mostrará cómo, desde los inicios de las instituciones de la Compañía de Jesús, se cuida la formación para el debate público. A continuación se compartirá una práctica considerada como buena que se desarrolla en la Universidad de Deusto, tratando de ser fiel al espíritu ignaciano.

La Compañía de Jesús nace en un contexto social, político y religioso lleno de disputas, novedades y enfrentamientos. Los fundadores se conocen en la Universidad de París en el momento en que la ortodoxia católica se confronta con el humanismo propio del renacimiento y la heterodoxia protestante que nace en Europa. A ello se añade los avances metodológicos y de conocimiento que se dan a inicios del siglo XVI. En ese contexto los primeros jesuitas necesariamente se formaron y tuvieron que conducirse en mitad de enormes debates, cuyas consecuencias políticas y religiosas eran muy relevantes.

Ignacio de Loyola, quien congregó al grupo de fundadores, fue quien propuso una espirituali-

“**desde los inicios de las instituciones de la Compañía de Jesús, se cuida la formación para el debate público.**”

dad nueva en la que se basaba el nuevo proyecto de los religiosos y que conocemos como espiritualidad ignaciana. Ella se fundamenta en un constante diálogo y contraste de experiencias que ayuden al sujeto a discernir y elegir aquello que más conviene en la vida personal y colectiva. Este sustrato espiritual se convierte en punto de apoyo en el que se edificará toda la pedagogía y propuesta de sus instituciones educativas y apostólicas.

El libro de las Constituciones es el texto institucional queda cuerpo a la espiritualidad ignaciana. En el texto, Ignacio de Loyola incorpora consejos y directrices que ayuden a la formación de los jesuitas para que se equipen de las herramientas necesarias para el mundo polémico en el que sirvieran en el futuro. Por ello indica que *se ejerciten los ingenios, sepan razón, ejerciten mucho el estilo en composiciones, tener un sumario de casos, actos públicos, el ejercicio de disputar,...* (Arzubialde, 1993). Un ejemplo de esta formación se expresa en las instrucciones expresadas en sus cartas que envía siendo ya el primer Prepósito General de la Compañía, donde destacamos las siguientes recomendaciones: *La importancia de la humildad, conocer al interlocutor, comunicar con la totalidad de la vida (edificar), sencillez y cercanía en*

el lenguaje, la distancia sana en la comunicación interpersonal y la importancia de formar un grupo

de apoyo mutuo (Fel, S. 2014). Se puede observar que será la razón apostólica la que fundamente el desarrollo de la formación en el debate.

2. JUSTIFICACIÓN Y CONTEXTO DE LA PRÁCTICA: EL DEBATE COMO HERRAMIENTA DE PEDAGOGÍA IGNACIANA

En julio de 2018 se firmó en la Universidad de Deusto el acta de fundación de la Asociación Internacional de Universidades Jesuitas (IAJU). El encuentro se desarrolló bajo el lema *Transforming our world together*. Deusto se sumaba al espíritu del movimiento con la mirada puesta en la *Agenda 2030 para el Desarrollo Sostenible* y una hoja de ruta propia plasmada en la *Iniciativa Deusto 2022: personas e instituciones que juntas transforman el mundo*.

En dicho documento se especifica que la misión de la universidad es contribuir a un mundo más justo, humano y sostenible. Y la convicción desde la que se articula el trabajo hacia ese horizonte es que el cambio no se espera ni del heroísmo voluntarista, ni de organizaciones impersonales. Es el trabajo conjunto de instituciones (que se saben humanas) y de personas (que se implican en la misión) donde se percibe la fuerza capaz de dinamizar una verdadera transformación del entorno (local, internacional, mundial).



la finalidad esencial de las instituciones educativas de la Compañía de Jesús: la formación integral de la persona según el modelo cristiano de la vida, con el horizonte de crear hombres y mujeres para los demás

2.1. LA MISIÓN DE LAS UNIVERSIDADES JESUITAS

Este marco reciente da continuidad a la finalidad esencial de las instituciones educativas de la Compañía de Jesús: la formación integral de la persona según el modelo cristiano de la vida, con el horizonte de crear hombres y mujeres para los demás (Arrupe, 1973). Más adelante, Kolvenbach lo expresaría como formar personas conscientes, competentes, compasivas y comprometidas con la transformación social (Compañía de Jesús, 1993).

Siguiendo la orientación del primer decreto de la Congregación General 33 (en Labrador et al., 2002), las instituciones educativas de La Compañía de Jesús enseñarían al alumnado a pensar a través de una constante interrelación de la experiencia, la reflexión y la acción (Compañía de Jesús, 1993, 22). Se trataría, pues, de enseñar a pensar de una manera humanizadora, añadiendo a la naturaleza cognitiva de su aprendizaje un componente afectivo, basado en el “sentir” que proporciona la experiencia en com

binación con la reflexión y una clara orientación a la acción.

De esta formulación se puede deducir que, para poder generar el perfil de persona descrito, no es suficiente con el desarro-

llo de competencias técnicas o específicas, ni siquiera su combinación con otras genéricas orientadas a la mera búsqueda de la empleabilidad (Compañía de Jesús, 1993, 82). Los valores y actitudes que habitan en la espiritualidad ignaciana, unidos a la diversidad y complejidad de las situaciones a las que se enfrentarán los estudiantes en su ejercicio profesional – “*el mundo real*”- requieren del despliegue de otras competencias como *sentido ético, pensamiento crítico, comunicación, resolución de conflictos, trabajo en equipo, gestión del tiempo*... articuladas transversalmente a las específicas e inmersas en un cuidadoso diseño en el que el modo de la relación docente-estudiante cobra un protagonismo esencial.

Pero determinados condicionantes como el tamaño de los grupos, la falta de preparación docente para impartir cuestiones no técnicas y la saturación de los programas provocan que su despliegue no sea el deseable (Aláez y Caro, 2020). Los modelos magistrales no bastan, por lo tanto, para lograr lo más

“ Los modelos magistrales no bastan, por lo tanto, para lograr lo más específico de la misión de las universidades jesuitas. Hacen falta otras metodologías y, en este punto, las actividades extracurriculares pueden ser un referente revelador. ”

específico de la misión de las universidades jesuitas. Hacen falta otras metodologías y, en este punto, las actividades extracurriculares pueden ser un referente revelador.

2.2. LA PRÁCTICA DEL DEBATE EN EL CONTEXTO DE ESTA MISIÓN

Una de las prácticas claramente alineadas con esta misión que nuestra universidad ha venido desarrollando extra académicamente es el debate polémico en sus múltiples versiones.

Akerman y Neale (2011) lo definen como “una discusión formal entre dos partes que defienden posturas opuestas y en las que se ha establecido previamente una serie de normas de intervención oral”. No es algo nuevo. El debate o *disputatio* ha sido utilizado como metodología de enseñanza-aprendizaje en la tradición pedagógica de la Compañía de Jesús. La *Ratio Studiorum* de 1599, en vigor hasta 1773, programaba debates -disputas- semanales y mensuales entre los estudiantes en presencia del profesor en los que se establecía la forma, el contenido y la participación (Labrador et al., 2002). En 1986, el documento *Características de la educación de la*

Compañía de Jesús (Compañía de Jesús, 1986), que explicita la conexión entre la espiritualidad ignaciana y el modo de proceder en educación, rememora en su punto 29 lo célebres que eran los colegios por la importancia que daban a los debates (junto con la redacción, el teatro o los discursos) y confirma la importancia de la promoción de técnicas eficaces de comunicación. Posteriormente, el documento *Pedagogía Ignaciana*. Un planteamiento práctico (Compañía de Jesús, 1993) ofrece la concreción de estrategias educativas de la cultura educativa ignaciana. Por ello, en las líneas que siguen se expondrá cómo el debate académico puede ser una eficaz herramienta de pedagogía ignaciana y, por tanto, colaborar a los fines que persiguen nuestras instituciones educativas. Para ello se utilizarán los dos citados documentos de la Compañía de Jesús así como las principales publicaciones de actualidad sobre debate académico.

El debate puede ser una buena técnica de pedagogía ignaciana por dos razones fundamentales: en primer lugar por la pluralidad y tipología de competencias que trabaja: el compromiso ético, el pensamiento crítico (Compañía de Jesús, 1993, 81; Boyd et al., 2015 y Ang et al., 2019), la comunicación eficaz (Compañía de Jesús, 1986, 29; y D’Souza, 2013), el trabajo en equi-

“ la utilidad del debate como factor de motivación hacia una mayor profundidad de análisis y reflexión de los temas a debatir ”

po (Compañía de Jesús, 1986, 112, y Fuad et al., 2018), habilidades de aprendizaje más complejas que la memorística, como la comprensión, la aplicación, el análisis, la síntesis y la evaluación (Compañía de Jesús, 1993, 31; Ahumada et al., 2015 destacan, entre otras, las relacionadas con la investigación y Cascarosa et al., 2019 la capacidad de argumentación científica). Fuad et al. (2018) resaltan la capacidad de resolución de conflictos, y de gestión del tiempo; Ahumada et al. (2015), interpersonales (apreciación de la diversidad y multiculturalidad,); Martínez (2016) apunta cómo el debate facilita el desarrollo de competencias que califica de emocionales (honestidad, autocontrol...) y sociales (resolución de conflictos, liderazgo...).

Pero, además de facilitar el desarrollo de este amplio abanico de competencias, resulta que su metodología engarza a la perfección con el proceso general de aprendizaje según el ciclo contexto-experiencia-reflexión-acción-evaluación característico del Paradigma Ignaciano (Compañía de Jesús, 1993, 30). El documento *Características* (Compañía de Jesús, 1986, 46) nos señala la importancia de generar en el estudiante un deseo de aprender que le acompañe el resto de su vida; en esa misma dirección apuntan Camp y Schander (2010) señalando la utilidad del

debate como factor de motivación hacia una mayor profundidad de análisis y reflexión de los temas a debatir (Pedagogía Ignaciana, 47-49,1993) e Iman (2017) califica al debate como metodología activa de aprendizaje. La primera fase del paradigma - **contexto**- se aprecia en que la práctica del debate abre al alumnado a la alteridad, al “otro”, a partir de sus experiencias y concepciones previas. En efecto, dado que los estudiantes han de estar preparados para defender tanto una postura a favor como en contra, deben salir de su zona de confort y vérselas con las ideas y perspectivas ajenas o incluso opuestas. Lejos de fomentar la demagogia o la sofística, bien entendida y conducida, esta dinámica puede favorecer la empatía y comprensión hacia los que están “enfrente”. *Pedagogía Ignaciana* (Compañía de Jesús, 1993, 18) nos señala cómo una educación en la fe y a favor de la justicia comienza por comprender y respetar al otro; Hennessey (2014) nos confirma que el debate conduce a la investigación sobre la esencia de los conflictos y al aprendizaje de la empatía y Briones y Lara (2016) resaltan que ayuda a confrontar las opiniones con las de los demás, a respetarlas y a replantearse las propias opiniones de partida y razonamientos, favoreciendo así el desarrollo moral.

“*el paradigma ignaciano ayuda al estudiante a involucrar al afecto en lo cognitivo, aprendiendo una nueva forma de pensar basada en la reflexión sobre lo percibido en la vivencia y orientándose, a partir de esto, hacia la acción.*”

En la fase de **experiencia**, en debate se genera tanto directamente, a través de las relaciones interpersonales de la escucha y exposición, como indirectamente, a través del estudio del contexto histórico del tema tratado, sus implicaciones temporales, factores culturales, sociales, políticos y económicos que en su época hayan afectado a la vida de la gente (Compañía de Jesús, 1993, 45).

Todo este proceso va unido a la *reflexión-acción* que trata de descubrir el significado más profundo (Compañía de Jesús, 1993, 49), para lo cual es fundamental el papel del docente, que debe ayudar a orientar los temas desde una perspectiva humana, poniendo énfasis en profundizar y extraer todas las relaciones, estructuras, hechos, problemas que afectan a la persona (Compañía de Jesús, 1993, 15). Naturalmente la **evaluación** del proceso está unida a esta continua orientación, con su feedback y feedforward correspondiente y, en su caso, a la calificación e incluso a declarar ganador del debate. Chikeleze et al. (2018) nos señala que los debates pueden ser “com-

petitivos”, de los que un equipo saldrá ganador y Simonneaux (2002) nos recuerda que pueden ser “no competitivos”, en los que se evalúa la construcción del conocimiento pero sin gana-

dores.

Este proceso de *contexto-experiencia-reflexión-acción-evaluación* que conforma el paradigma ignaciano ayuda al estudiante a involucrar al afecto en lo cognitivo, aprendiendo una nueva forma de pensar basada en la reflexión sobre lo percibido en la vivencia y orientándose, a partir de esto, hacia la acción. En este sentido Delgado Reverter (2018) resalta cómo el debate facilita al estudiante a conectar con lo afectivo y Villata et al. (2017) la conexión entre el proceso de argumentación y las emociones. Hay factores que condicionan la eficacia del empleo del debate como herramienta de pedagogía y de pedagogía ignaciana. Entre ellos, la elección del tema a debatir y la necesaria implicación y formación del profesorado son fundamentales.

Ang et al. (2019) señalan que el tema a debatir debe ser polémico y de interés para los estudiantes. Además, en el contexto de pedagogía ignaciana, los temas a debatir deberían proporcionar al alumnado un conocimiento realista del mundo. Se trataría de promover la investigación e intercambio de opinión sobre cuestiones fundamentales y actuales del mundo al que están llamados a transformar (Compañía de Jesús, 1986, 57). Encajarían así temas como los movimientos migratorios, la desigualdad, la educación y la globalización económica, entre otros.

2.3. EL PROYECTO DE DEBATE DE LA UNIVERSIDAD DE DEUSTO

El proyecto de debate de la universidad de Deusto se contextualiza en esta misión y abraza estas directrices metodológicas. En su forma más general, la propuesta consiste en una formación del alumnado voluntario, durante tres cursos académicos, en las tres dimensiones fundamentales del arte de la argumentación, tal y como refleja el siguiente gráfico:



A través de diferentes fases, los debatientes se forman en el debate polémico por equipos: una metodología clásica según la cual todos los participantes han de estar preparados para defender las posturas a favor o en contra en relación a un tema de discusión formulado en términos susceptibles de respuesta dicotómica. Por ejemplo: *¿Se debe limitar la*

libertad de expresión para evitar el negacionismo en contextos pandémicos? Las posturas se sortean en el momento de iniciar el debate. Ejercicio nuclear que se trabaja durante la formación y puesta en práctica en diversos contextos competitivos igualmente orientados a la formación continua del alumnado.

Pues bien, este proyecto y su metodología contribuyen a la misión universitaria de Deusto según el marco del citado documento **Deusto 2022**, especialmente a dos de sus prioridades estratégicas: la prioridad **3**, titulada **Liderazgo y compromiso social** y la **4**, titulada **Personas y comunidad universitaria**. Lo hace en la medida en que busca **fomentar el debate** tanto **dentro de la universidad** (acompañando y liderando los procesos de iniciación al debate, reforzando los lazos comunitarios entre diferentes perfiles) como **“fuera” de ella**: representando a la universidad de Deusto en campeonatos con otras universidades o simulaciones parlamentarias. La traducción de las diferentes prácticas que recoge el proyecto en relación a las dos prioridades estratégicas señaladas podría sintetizarse así:



En un mundo dividido donde el verdadero diálogo (respetuoso con y atento a la alteridad) brilla por su ausencia, tiene sentido poner el acento en metodologías muy incardinadas en el ADN de la educación jesuita. Porque sólo desde un diálogo crítico y responsable, comprometido y orientado a las transformaciones estructurales (no sólo personal) de nuestros discursos, instituciones y dinámicas sociales, políticas y económicas, augura un mundo verdaderamente más justo y sostenible.

3. DESCRIPCIÓN DE LA BUENA PRÁCTICA: OBJETIVOS Y METODOLOGÍA

Alineados con el Modelo Deusto de Formación, hemos diseñado el proceso de este proyecto en términos competenciales, si bien, conscientes de la idiosincrasia propia del ámbito extracurricular, en un sentido amplio que incluye **habilidades técnicas, actitudes éticas y aptitudes institucionales**. En definitiva, cualquier recurso que contribuya a la formación del tipo de persona y diálogo social que se quieren potenciar. Aunque abordamos cada nivel a continuación, el cuadro sinóptico del desarrollo competencial es el siguiente:

tenciar. Aunque abordamos cada nivel a continuación, el cuadro sinóptico del desarrollo competencial es el siguiente:

Proceso formativo	Competencias técnicas	Competencias éticas	Competencias institucionales	Inspiración en la formación ignaciana
Nivel 1. El sujeto: personas con fundamento	Personas críticas	Personas íntegras y abiertas	Personas cooperativas	Autoconocimiento y reconocimiento de la alteridad
Nivel 2. El proyecto: personas con y para los demás	Personas comunicativas	Personas coherentes e integradoras	Personas implicadas y responsables	Justicia y cultura para la paz y la cohesión social
Nivel 3. La misión: personas inspiradoras	Personas competentes y motivadoras	Personas que cuidan y potencian	Personas institucionalmente comprometidas	Liderazgo de servicio

3.1. NIVEL 1: EL SUJETO

No puede haber proyecto ni misión sin aquello que lo sostiene: su **fundamento**. Esta palabra, un tanto en desuso, sigue siendo crucial para poder ofrecer lo mejor del proyecto universitario a unos jóvenes que viven en un mundo acelerado y cambiante en el que el cansancio y la incredulidad hacen mella en cualquier sentido y capacidad de permanencia. Es difícil encontrar **sujeción** en un contexto similar. Pero sigue siendo necesario.

3.1.1. Qué y para qué

El proyecto de debate es un buen lugar para trabajar sobre el fundamento de la persona (el “para qué” de este primer nivel), con la mirada puesta particular-

mente en el discernimiento: discernir personalmente, pero con los otros (en común) y desde la mirada de los otros. Desde la clave del discernimiento las competencias que se requieren para la forja de un **sujeto con fundamento** adquieren un color especial que tiene mucho que ver con la ética, entendida en un sentido profundamente antropológico: no habrá defensa de lo que uno cree sin empatía hacia lo que cree el otro verazmente; no habrá análisis ni crítica sin reconocimiento de lo razonable en los argumentos y la opinión ajena.

3.1.2. Cómo

Recogemos en tablas las opciones estratégicas con vistas al trabajo de tales aptitudes. Se desarrollan durante un curso académico (dos horas semanales

de octubre a mayo a excepción de periodo de examen):

COMPETENCIAS	CÓMO: OPCIONES ESTRATÉGICAS
ÉTICAS	<p>El objetivo fundamental es formar personas íntegras y abiertas a las opiniones ajenas.</p> <ul style="list-style-type: none"> ● Formación en protocolo orientado al respeto de los adversarios. ● Formación en líneas rojas en la defensa de la propia postura (datos falsos, sofismas,...) ● Obligación de defender posturas que no coinciden con la opinión personal real a fin de favorecer la ampliación de la propia perspectiva y el reconocimiento de las virtudes potenciales de la opinión alternativa. Con estas dinámicas se busca evitar el prejuicio sobre la calidad moral de quienes piensan distinto.
TÉCNICAS	<p>A nivel técnico en este primer nivel nos centramos en la dimensión Investigación, facilitando ejercicios prácticos orientados al tratamiento de la información:</p> <ul style="list-style-type: none"> ● Criterios para discriminarla: fuentes, corrección, relevancia, pertinencia,... ● Metodologías para procesarla: análisis, comparativa y síntesis. ● Estructuras argumentativas válidas e inválidas para el posicionamiento: lógica formal (inconsistencias, contradicciones, falacias,...) y material (principios discursivos demagógicos, la analogía y sus límites,...).

INSTITUCIONALES

A nivel institucional el objetivo de este primer nivel es romper las lógicas y las tendencias individualistas, habituales en perfiles con interés por la política y el protagonismo social. Este trabajo se desarrolla desde dos opciones estratégicas:

- Opción formativa: Trabajando en el Aula de debate la asertividad en el contexto del trabajo en equipo: Desde el principio los ejercicios se enfocan a la aportación colectiva (Trabajo en equipo) sin descuidar la aportación propia (asertividad): cada debatiente va asumiendo diferentes roles y desarrollando tareas correspondientes (discurso inicial, argumentación, refutación, conclusiones, investigación sin exposición pública,...) pero la evaluación individual de las tareas se hace en el marco de la puesta en común y la capacidad de reformulación de la propuesta propia en relación al trabajo del resto. Los acompañantes - el formador y los veteranos que se implican en la formación de los que inician este nivel (a los que denominamos debutantes)- potencian dinámicas de reconocimiento mutuo que eviten el excesivo protagonismo individualista. A esta evaluación continua se suma la evaluación final en la Liga interna, donde compiten exclusivamente entre ellos y donde se da especial importancia a los feedback de los jueces para mejora continua a lo largo de la liga.
- Opción organizativa: Los jóvenes se inscriben para protagonizar exposiciones públicas en materia de oratoria. Pero antes de que se expongan es requisito que se impliquen como organizadores en las ligas protagonizadas por sus compañeros veteranos (Liga Beato Garate), desarrollando tareas menos lustrosas: cronómetro, presentación de jueces, logística de espacios, reparto de

acreditaciones, recogida de actas,... Este trabajo se desarrolla en estrecha cercanía a la coordinación del proyecto, que se implica directamente (predicar con el ejemplo) y fomenta el reconocimiento y agradecimiento de los veteranos hacia la disponibilidad de los debutantes para posibilitar infraestructuralmente sus espacios y tiempos de debate. Tal reconocimiento y agradecimiento tiene su extensión en espacios extrauniversitarios que comparten veteranos y debutantes: encuentros lúdicos en los que celebran el final de un evento de debate, tejiendo redes personales más allá del propio proyecto.

3.2. SEGUNDO NIVEL: EL PROYECTO

En este segundo nivel buscamos reforzar el espíritu colectivo que comenzamos a trabajar en el primer nivel. Dando un paso hacia adelante, tratamos de favorecer dinámicas que ayuden a los jóvenes a salir del mero grupo hacia una identidad corporativa bien entendida: verse a sí mismos como personas que viven y hacen **con los demás y para los demás**, que se **proyectan** mutuamente hacia un **bien común**.

3.2.1. Qué y para qué

Atentos a la búsqueda ignaciana del **cuero para la misión**, este **proyectarse mutuamente hacia el bien común** es lo que decide el conjunto de capacidades, habilidades, actitudes,... competencias en definitiva, que centran nuestra atención y que redefinen el sujeto del primer nivel.

Ciertamente requiere de **habilidades comunicativas** que capaciten técnicamente a los jóvenes para un diálogo y un espíritu colaborativo, ya no sólo íntegro (primer nivel) sino efectivo. Pero exige también que ese **diálogo sea no sólo efectivo, sino integrador**: abierto a la incorporación de perspectivas ajenas desde una escucha atenta y proactiva. Institucionalmente se da un salto cualitativo, por tanto, de la visión de **equipo de debate** a la **visión corporativa de proyecto**, subrayando su corresponsabilidad para con los compañeros que, como ellos el curso precedente, inician su andadura en el primer nivel.

3.2.2. Cómo

COMPETENCIAS	CÓMO: OPCIONES ESTRATÉGICAS
ÉTICAS	<ul style="list-style-type: none"> ● En esta fase los debatientes comienzan a competir en circuitos de debate internos y abiertos a otras universidades. Para reforzar la escucha activa y el diálogo integrador, la coordinación organiza al PDI que ejerce como juez de los debates del alumnado, indicando la necesidad de valorar muy especialmente la dimensión ética, no sólo materialmente (respeto, etc. trabajado desde el primer nivel) sino formalmente. La clave es inclinar la balanza a favor del equipo debatiente que integre sin distorsionar las aportaciones de los rivales a lo largo del debate, mostrando que ha escuchado y ha reconocido el valor de las aportaciones del rival por más que la dinámica, a efectos didácticos, le inste a refutarlos.
TÉCNICAS	<ul style="list-style-type: none"> ● A nivel técnico se trabajan ejercicios prácticos relacionados con la comunicación verbal y no verbal: capacidad de dicción, gestión de los nervios, gestión del tiempo, uso del espacio, proyección de la voz, lenguaje gestual, etc.
INSTITUCIONALES	<ul style="list-style-type: none"> ● A nivel institucional el objetivo de este segundo nivel es favorecer una identidad corporativa a nivel de proyecto de debate (más allá de la promoción a la que uno pertenezca) fomentando la corresponsabilidad para con los compañeros que comienzan en el primer nivel. En lógica ignaciana se trata de promover la máxima ética de “dar gratis, lo que gratis recibiste”. Este trabajo se desarrolla desde dos opciones estratégicas:

- Opción organizativa: los estudiantes participantes en este segundo nivel ejercen de capitanes en los equipos de debutantes que participan en la Liga Interna del primer nivel, sin competir. Esto ayuda reforzar lazos entre niveles y transmitir la experiencia adquirida entre iguales, rompiendo la verticalidad (en cierto grado insalvable) entre el alumnado y los formadores oficiales. También ayudan en la organización logística de la misma, de tal forma que se presentan no sólo como “referentes de debate” sino como compañeros de trabajo capaces de remangarse en tareas menos visibles o prestigiosas.
- Opción formativa: la estrategia es doble: 1) Por un lado el acompañamiento del formador en la preparación para la Liga Beato Garate incide en el desarrollo de las competencias técnicas orientadas a mejorar la comunicación verbal y no verbal. 2) En segundo lugar la tutoría por parte de la coordinación en el ejercicio de capitanía busca apoyar en el aprendizaje de cara al liderazgo de los mismos, reforzando las competencias éticas e institucionales.

3.3. TERCER NIVEL: LA MISIÓN

En este nivel buscamos potenciar el **compromiso** de los jóvenes debatientes en **clave institucional**. En concreto, queremos **formar personas inspiradoras**, capaces de motivar a sus compañeros y potenciar lo mejor de ellos con vistas a contribuir a la extensión de un diálogo social cualificado, que busque la cohesión y la construcción de una sociedad plural más justa, frente a la polémica estéril y el enfrentamiento

partidista.

3.3.1. Qué y para qué

Inspirados por la máxima **“un fuego que enciende otros fuegos” (CG 35)**, la formación de **jóvenes inspirados e inspiradores** requiere trabajar su capacidad de **liderazgo**. Desde el punto de vista técnico esto implica ser conscientes de su forma de liderar (estilos de liderazgo) y/o resolver conflictos, mostrán-

doles recursos más extensos y formas diferentes de proceder al respecto.

Pero el liderazgo, al estilo ignaciano, atiende de manera especial a la dimensión ética, concretada en esta opción: deben ser, ante todo, **buenos acompañantes**, atentos sobre todo a las **personalidades y perspectivas más vulnerables**, tanto en relación a las personas afectadas por el tema del debate, como en relación a los sujetos debatientes que acompañan: Desde esta opción preferencial deben potenciar y ayudar a crecer a aquellos compañeros menos “pro-

tagonistas”, más tímidos, menos asertivos, o con más dificultades para el debate. Asumen por tanto roles y “modos de proceder” similares a los de la coordinación del proyecto (personal de la Universidad de Deusto en activo), ganando en **compromiso universitario y visión institucional**.

3.3.2. Cómo

Aunque es el menos desarrollado (se plantea como horizonte en el apartado 3) se recogen en la tabla las **opciones estratégicas** con las que, de momento, se ha trabajado parcialmente este tercer nivel.

COMPETENCIAS	CÓMO: OPCIONES ESTRATÉGICAS
ÉTICAS	<p>En esta fase ejercen de capitanes en la Liga Beato Garate para los debatientes de segundo nivel, así como jueces en la Liga interna de los debutantes. Como tales reciben indicaciones sobre la evaluación subrayando dos claves:</p> <ul style="list-style-type: none"> ● En primer lugar, que a nivel de contenido se recompensen aquellas perspectivas que, con independencia de la postura que les haya tocado defender, hayan tenido en cuenta a las más personas y situaciones más afectadas. ● También deben juzgar el trabajo en equipo, con especial cuidado de poner en valor las opciones orientadas a potenciar a los debatientes menos visibles. Las decisiones y orientaciones que tomen en calidad de jueces y capitanes, y sobre todo el feedback que deben ofrecer a sus compañeros, deben ir orientados al desarrollo del equipo y sus miembros no a detectar y potenciar, en exclusiva, a los debatientes más brillantes.

TÉCNICAS	<p>Por el momento no hemos desarrollado de manera sistemática estas dimensiones (ver apartado horizontes). Pero en la medida en que para los debutantes el juez (que antes ha sido capitán) es una figura de referencia, las intervenciones de quienes juzgan están acompañadas por la coordinación del proyecto, a fin de ayudar a detectar el mejor modo de liderar en cada situación, así como a resolver los problemas y conflictos que puedan surgir. Este acompañamiento no debe suplir la autonomía y la responsabilidad, pues sigue siendo un momento formativo. Lo mismo cabe entender de cara a su ejercicio como capitanes en la Liga Beato Garate.</p>
INSTITUCIONALES	<p>Se les ofrece un protagonismo responsable que, a niveles sencillos, les conecta con una visión más amplia del proyecto en relación a su anclaje con la perspectiva institucional: ejercer de jueces junto con PDI, ofrecerles el protagonismo en la gestión de eventos o reconocimientos con autoridades (decanos, vicerrectores, directores) que presidan foros relacionados con el proyecto (presentación de mesas redondas, entregas de premios, inauguraciones,...).</p> <p>Además se ha articulado la estructura de trabajo conjunto denominada Consejo de debate, donde las personas más implicadas se integran a petición de la coordinación para la consulta sobre líneas estratégicas e intereses de futuro, interlocuciones con agentes externos a la UD, etc. Intenta potenciar la visión institucional en clave de coparticipación responsable.</p>

4. CONCLUSIONES: RESULTADOS OBTENIDOS Y RETOS

En los tres últimos cursos académicos el proyecto de debate de nuestra universidad ha mostrado un evi-

dente potencial de atracción. No es usual encontrar un proyecto juvenil capaz de convocar un número creciente de voluntades que, si bien se concentran en los grados de Relaciones Internacionales y Derecho, es capaz de integrar otros perfiles (Psicología,

Ingeniería, Filosofía, política y economía, Administración y Dirección de Empresas). Ofrecemos una tabla resumen con los datos de participación y valoración de la experiencia por parte del alumnado.

Curso	Alumnos que se incorporan	Satisfacción sobre 5 puntos	Alumnos que continúan	Satisfacción sobre 5 puntos
2019/20	112	-	55	-
2018/19	93	4,39	44	4,33
2017/18	64	3	21	4

A estas cifras se añaden los **29 egresados** que continúan vinculados al proyecto, así como la creciente implicación del personal docente e investigador (PDI) y de autoridades que valoran el proyecto, bien reconociendo la actividad que gira en torno al club como complemento privilegiado a la formación académica o bien activamente, difundiendo la actividad, ejerciendo como jueces en las diversas actividades y campeonatos, etc.. A día de hoy sumamos **49 PDI**, 15 implicación puntual, 13 recurrente y 18 estable (más de tres cursos sucesivos).

Este potencial ha conllevado la necesidad de plantearnos la posibilidad de pensar esta actividad para **elevarla del suceso al proceso**: desde hace tres cursos, pero con especial dedicación en el presente, hemos tratado de sistematizar la experiencia para dotarla de mayor coherencia formativa, con vistas a una

1: La evaluación del último curso no fue realizada en los mismos términos debido a la pandemia. La tasa de continuidad para el curso 2020-2021 (más del 75 %) evidencia que seguimos con pronósticos optimistas al respecto de la valoración del proceso.

contribución de calidad al proyecto universitario en su conjunto, incluido el ámbito académico. Sin que ello obste para tener bien presentes algunas limitaciones señaladas por diversos analistas y que com-

partimos a la hora de transferir esta dinámica al aula: lleva mucho

tiempo (Mellgren e Ivert, 2016), puede generar ansiedad (Omeličeva, 2007) y conflictos entre los estudiantes (Martínez, 2016), etc. Por encima de estas limitaciones habituales, puede que sea más importante la que apuntan algunos autores como Želježič (2017) en relación con el reparto de posturas a favor y en contra, lo cual genera una lógica dicotómica que simplifica la complejidad de los temas tratados. El documento *Pedagogía Ignaciana* (Compañía de Jesús, 1993) en su punto 85 alerta sobre el riesgo de buscar soluciones simples para cuestiones y problemas humanos complejos. En este sentido, Delgado Reverter (2018), asumiendo este riesgo, señalando que el objetivo del debate no es su resultado, en el sentido de llegar a una conclusión contundente, sino que se trata de ser consciente de la amplia gama de variables, realidades y personas afectadas por el problema tratado.

Por último es preciso subrayar el mayor reto que, como siempre, es la capacidad de generar metodologías e indicadores que nos permitan evaluar el grado de repercusión en la construcción de una ciudadanía y un diálogo social verdaderamente transformadores.

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IGNATIAN PEDAGOGY

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Globally coordinated projects through virtual teams

ABSTRACT

St. Joseph's Institute of Management (India) has been successfully running a pedagogical innovation of globally coordinated projects through virtual teams for the last four years. Its partnering institute in the United States is the Albers School of Business and Economics (Seattle University). This initiative was conceived as a solution to solving three simultaneous problems, namely, (i) exposing students to the complexity of the global business field, (ii) consuming limited financial resources of the institutes, and (iii) retaining a Jesuit flavor and experience throughout the initiative. This initiative has now expanded to include other Jesuit institutions as well. While all the existing objectives of this initiative have been met so far, true to the Jesuit spirit of Magis, new objectives have been generated to drive this initiative even further. Lastly, through participation in initiative, students, international jury members, and the media are made aware of some of the serious societal issues that plague our generation, thereby meeting the calls-for- action sent out by the Pope every year through his encyclicals, speeches, and other messages to the global community.

THE INITIATIVE

WHAT

An annual competition in which students from all participating schools **work in virtual teams to complete a specific project while also competing** with other teams that have the same goal. The projects are judged by two international multimember juries.

WHY

This initiative was conceived to address 3 issues:

- Exposing students to the **complexity of the global business field**
- Consuming **limited financial resources** of the institutes
- Retaining a Jesuit flavor experience** throughout the initiative

HOW

- Experience of **working with people from different countries**
- Schools serve the global needs while staying **within their resources' limits**
- Project theme is derived from **Pope's messages** to the community

OBJECTIVES

- Apply **theoretical business knowledge to real-world problems** and finding a solution to them
- Receive **critical feedback from experts** and use it to improve their ideas
- Collaborate with colleagues** from other disciplines to develop sound interdisciplinary solutions
- Use online productivity tools to work with their **team members around the world**
- Engage with people from different countries towards **meeting an objective as a team.**

OUTCOMES AND LESSONS LEARNED

INTERNALLY

- First **international collaboration** successfully running for years
- Students become **aware of the difficulties in real life** in workplaces and learn to overcome them
- It has **sorted the lack of international exposure** for the student body

EXTERNALLY

- Participants' work gets an international critique** from distinguished professionals
- The institutions involved received **publicity and awareness**
- Skills developed in this competition are sought by several recruiters during campus placements, resulting in a **5% higher average salary for former participants**

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IGNATIAN PEDAGOGY

Globally Coordinated Projects Through Virtual Teams

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ABSTRACT

St. Joseph's Institute of Management (India) has been successfully running a pedagogical innovation of globally coordinated projects through virtual teams for the last four years. Its partnering institute in the United States is the Albers School of Business and Economics (Seattle University). This initiative was conceived as a solution to solving three simultaneous problems, namely, (i) exposing students to the complexity of the global business field, (ii) consuming limited financial resources of the institutes, and (iii) retaining a Jesuit flavor and experience throughout the initiative. This initiative has now expanded to include other Jesuit institutions as well. While all the existing objectives of this initiative have been met so far, true to the Jesuit spirit of Magis, new objectives have been generated to drive this initiative even further. Lastly, through participation in initiative, students, international jury members, and the media are made aware of some of the serious societal issues that plague our generation, thereby meeting the calls-for-action sent out by the Pope every year through his encyclicals, speeches, and other messages to the global community.

TYPE OF EXPERIENCE

Pedagogical Innovation through globally coordinated projects in virtual teams.

CONTEXT

St. Joseph's Institute of Management (SJIM) is a well-established business school in the heart of Bangalore. SJIM has been catering to the needs of students in business education since 1968, with special emphasis on serving the needs of socially and financially disadvantaged students. As the world started becoming more globalized, there was desire from both students and the industry for a more 'global' business education. In developing a new pedagogical tool to cater to this desire, a triple challenge emerged: one, to capture the complexity of the global business field; two, to do so using limited financial resources; and three, to maintain a Jesuit character throughout the activity. In answer, SJIM started the initiative of students across two countries collaborating in virtual teams towards a project that caters to a current social concern.

In 2017, SJIM entered into a Memorandum of Understanding with the Albers School of Business and Economics at Seattle University, USA. Both schools agreed to strengthen ties of friendship and to promote cultural, educational and scientific cooperation towards the mutual benefit of the students, faculty, and management at both institutes. The Al-

bers School of Business and Economics (henceforth 'Albers') is located in the city of Seattle (USA) and, like SJIM, also runs post-graduate degree programs in management. The new initiative operated under this umbrella.

DESCRIPTION

This initiative is driven through an annual competition in which students from all participating schools work in virtual teams to complete a specific project while also competing with other teams who have the same goal. The teams' projects are judged and critiqued by two international multi-member juries, each consisting of eminent industry/governance professionals operating in the domain of the project theme. Such a format allows several advantages:

- Students gain the experience of working with people from other countries on a live project.
- Even students who do not have resources to participate in an international exchange program can get an opportunity to (virtually) interact and work with people from another country.
- Coordinating schools (i.e., SJIM and Albers in this case) gain the benefits of being able to serve the growing needs of a 'global' business education within the limits of their respective resources.

- The project theme is derived from the Pope's various messages to the community (like encyclicals, speeches, other messages/notes), and is thus based on finding solutions to global societal problems. As a Jesuit business school, SJIM's vision involves nurturing responsible business leaders with a concern for society and the environment; one of its mission statements is to be focused on social issues. An important program educational objective is to develop industry ready graduates with a sense of social responsibility. Therefore, this initiative addresses all these.

The people involved in the initiative from both business schools are as follows:

- **Core Team:** Dr. Caren Rodrigues (SJIM), Dr. Anup Krishnamurthy (SJIM), Ms. Amelia Marckworth (Albers), and Dr. Sue Oliver (Albers).
- **Advisory Committee:** Dr. Manoj D'Souza SJ (Director, SJIM) and Dr. Madhu Rao (Associate Dean, Albers).
- **Student Support:** this is provided by the Entrepreneurship Club Head at SJIM and by the Student Head at the Innovation & Entrepreneurship Center, Albers.

Web links for the material:

- 2017: <http://www.sjim.edu.in/2017-b-plan.php>
- 2018: <http://www.sjim.edu.in/2018-b-plan.php>
- 2019: <http://www.sjim.edu.in/2019-b-plan.php>
- 2020 (on-going): <http://www.sjim.edu.in/b-plan.php>

OBJECTIVES AND METHODOLOGY

SJIM and Albers entered into an MoU in June 2017. Immediately thereafter followed a series of discussions through video conference calls and emails. During these discussions, SJIM proposed several joint activities that might be conducted by both schools. Among these proposals put forward by SJIM was the initiation of globally coordinated projects through virtual (student) teams. This proposal received a very positive response from our counterparts at Albers. Thereafter, the two schools collaborated on the process as outlined below.

The first step in moving this initiative forward was

“*As the world started becoming more globalized, there was desire from both students and the industry for a more 'global' business education.*”

establish clear objectives that we wanted to achieve from this endeavor. At this stage, the questions we sought to answer were: (i) how will this international collaboration add value to our respective students, and (ii) how can we use this initiative to facilitate the learning of group work, international collaboration and virtual collaboration among our respective students. By answering these questions through multiple discussions over phone, video conferencing and emails, the core team, guided by the advisory team, set the objectives for the initiative as listed below.

After participating in the globally coordinated projects initiative, students from both schools should learn to,

- Apply their theoretical business knowledge to real world problems and thus find solutions for these problems.
- Receive critical feedback from experts from a professional perspective and use this feedback to further improve their ideas.
- Engage with people from other (culturally different) countries towards meeting an objective as a team.
- Use online/virtual productivity tools/software to aid in developing content, coordinating and sharing information, and interacting with

other team members irrespective of geographical location.

Although the objectives listed above were established in 2017, before the first project under this initiative started, every year, before the start of the project, the core team and advisory team discuss if any new objectives could be achieved through this initiative. Accordingly, in 2019, an additional objective was added to the list as follows:

After participating in the globally coordinated projects initiative, students from both schools should learn to,

- Collaborate with colleagues from other disciplines to develop sound interdisciplinary solutions

In the current 2020-21 edition of this initiative, there was a proposal to increase the number of 'participating' countries from India and USA to also include students from Taiwan (from the Fu Jen University with whom SJIM has recently signed an MoU). This proposal will be implemented in the 2021-22 edition of the initiative.

Project Theme

Every year, to determine the theme for the globally coordinated project, members of the core team speak to different stakeholders in both cities about issues facing societies in both cities/countries.

Usually, information about an urgent developmental problem common to both cities/countries (or which is a global issue) is sought. The stakeholders include people from academia, industry, governance, and the younger population. Then the core team peruses the various messages given by the Pope during that year. The intersection(s) between these two pieces of information is then used as possible themes. Following this information gathering, the core team discusses the various possible themes and finalizes one theme which is proposed to the advisory committee for approval. These procedures above usually take around two months to complete.

The underlying rationale for the theme every year is that

SJIM students are likely to have a keen understanding of the complexities of implementing solutions in the developing world, whereas Albers students are likely to have an understanding of the complexities of implementing solutions in the developed world. Therefore, it is expected that, together, both sets of students would harness the two countries' technical and social expertise towards solving the developmental problem. The solutions that the students come up with are expected to be scalable while at the same time being economically, environmentally and socially profitable and sustainable.

Over the years, in line with the above thoughts and processes, different project themes have emerged like recycling in major IT cities, combating fake news, and reduction in food waste through redistribution.

Project Group Formation

After the project theme has been finalized in a particular year, the students in both schools are informed about the initiative and the project topic through notice boards, emails, student volunteers, student club coordinators, and so on. Furthermore, a dedica-

“different project themes have emerged like recycling in major IT cities, combating fake news, and reduction in food waste through redistribution.”

ted webpage is also created on both schools' websites. Students are encouraged to form teams of two members within their school. Once this list is obtained in both schools, the teams in each

school are randomly assigned to a team in the other school. Thus, each (virtual) project team usually consists of four members, that is, two students from SJIM and two students from Albers.

Today, this initiative has grown to include other schools in Seattle University and sister institutions to SJIM (in Bangalore). Thus, a similar procedure is followed to create teams keeping in mind a few perspectives of fairness: (i) every team must comprise of at least one student from every participating school, and (ii) team members from different

schools should be randomly (instead of systematically) assigned to a team.

Project Participation Requirements

Since this initiative was not just a project by a single team, but rather a competitive process involving multiple teams, there was a need to have the solutions by all teams in the same format in order to facilitate the judging process. Therefore, it was decided to have solutions presented in the form of a well-developed business plan that followed a specified structure. This structure was made known to the students at the time of group formation.

Participating students in both countries are also made aware of the large time difference between the two countries. All students are also provided access to virtual collaborative tools that are part of the schools' existing subscriptions. Apart from these subscribed software, students are also free (and encouraged) to use other collaborative tools that they might find useful.

Every year, all teams are given approximately two months to submit their solution under that year's project theme.

Pre-Project Support

Although the globally coordinated

project initiative is open to all students of SJIM and Albers (and other participating schools), it is usually only the students of the first year in all schools that have the time to participate in this initiative. Consequently, students often do not have sufficient knowledge in certain areas of business including, but not limited to, business plan development.

To fill this gap, every year, SJIM organizes a workshop led by a well-known industry professional. This workshop is attended (in-person or virtually) by the students participating in the globally coordinated project initiative. In the past, some of the resource people for this workshop have included Mr. Roshan D'Silva, an IIT Bombay graduate and founder of Tripvillas, Asia's largest vacation rental website; Mr. Ashish Nichani, Co-founder & CEO of Place of Origin (and now Postcard), India's first brand of specialty local foods for the mass premium customer; Mr. Sandeep Das, Director at PwC, bestselling author and well-recognized newspaper/business magazine columnist.

Assessment of Projects

All submitted student projects are passed through two rounds of review by two different and highly qualified jury panels. These two panels

vary from year to year depending on the expertise required to judge the project.

Perhaps more than the Americas and Asia, Europe has made great strides in sustainable solutions for their communities. It is therefore apt that the international jury for the first round of review consists of European experts from a spectrum of relevant disciplines. Previous jury members who have served on this panel include Dr. Florian Loebermann (a venture capitalist from Germany, and Head of Corporate Venturing at Altana AG); Fredrik Hagenius (an entrepreneur from Sweden, who is the founder of Young Entrepreneurs of Sweden, of Campusbokhandel, and of Decarbonise); Pelle Lütken (a policy specialist from Denmark, working at the UNDP, and who focuses on corporate social responsibility in the private sector, in international organizations such as the UNDP and ILO, and in civil society projects); Emanuele Sapienza (a Global Policy Specialist in UNDP's Inclusive Political Processes Team); Thomas Kurmann (Fundraising Director for Doctors without Borders MSF).

Three virtual teams' projects are selected by the first panel for the second review. This second review consists of a live presentation by each finalist team to the second panel's jury members, followed by a Q&A session between the teams and the panel. Previous jury members who have served on this

panel include Rev. Dr. Cyprian Tellis SJ (PhD, Boston College, USA and an expert in social ethics); Viswanathan S (an IIM-A alumnus and CEO of Kentree Business Advisory); Ashish Nichani (co-founder of PlaceofOrigin.in, India's first & largest marketplace for speciality Indian foods); Roshan D'Silva (founder of Tripvillas, Asia's largest vacation rental website); Samir Krishnamurti (Editor-in-chief at MetaFact and the Research Director at Global Security Centre in Delhi); Sujit John (Business Editor, The Times of India Bangalore); Ravi Andrews (serial entrepreneur); Rev. Fr. Joye James SJ (superior of Indian Social Institute Bangalore and Secretary for the Jesuit Higher Education Association of South Asia). The core team consciously makes an effort to include a Jesuit father (with relevant expertise) in the final panel so that the Jesuit perspectives on business, environment and society are taken into account in the business plans.

Throughout the event of the second review, team members are allowed to interact virtually with their team members from other schools. Thus, there is real-time 'virtual participation' during this final round.

Including an interdisciplinary approach

Due to the tremendous success of the first two runs of this globally coordinated projects initiative in 2017 and 2018, the core team and advisory team decided to expand this initiative in 2019 to include

“students often do not have sufficient knowledge in certain areas of business including, but not limited to, business plan development.”

de students from other schools, which are from a different discipline. The expansion made the project submissions more comprehensive, and therefore more impactful. Furthermore, such an expansion allowed for business students to interact with students from other streams of education and thus gain experience in collaborating with colleagues from other disciplines; this, in turn, led to more successful interdisciplinary solutions.

Addressing challenges

The challenges faced during the execution of this initiative are primarily coordination-related due to the large geographical separation between schools. These issues can be further classified as internal and external coordination-related issues. The issues and their resolution are described below.

Internal Coordination-Related Issues. These are coordination issues within each school at both the organization and student level. For example, at the organization level, there is interference in pre-determined class schedules and curriculum in each school that have to be resolved, getting the involvement and support from various departments within each school takes effort, and so on. At the student level, for example, since their programs are not mandatory residential programs, team members from the same school itself must interact over the internet at times.

External Coordination-Related Issues. These are coordination issues between the schools, again at both the organization and student level. For example, at both levels, the time difference between Bangalore and Seattle make real-time interaction very difficult; differences in culture creates miscommunications during coordination; different semester time-frames (i.e., time-tables) makes interaction especially difficult for the student teams; and other similar issues.

Resolution of Issues. Since all issues so far among the participating students in this initiative have only been coordination-related, they are resolved through extensive (and sometimes excessive) dialog between the concerned parties. The core team members step in to mediate these dialogs as and when required.

Continuation of the initiative

In order to work towards the successful execution of this initiative every year, the core team meets (virtually or in-person) several times a year. Since there exists an annual student exchange program between SJIM and Albers, this exchange program is also used as an opportunity by the core team members to meet in-person to discuss issues and future plans of the initiative. In-person meetings are always attended by one or both advisory team members so that further value addition can be created.

RESULTS

A description of the extent to which each goal has been achieved over the years, is presented in the table below:

OBJECTIVE	RESULTS
Apply their theoretical business knowledge to real world problems and thus find solutions for these problems.	This is measured by the average score awarded to the teams by the first-round jury members (i.e., the European jury). This score is an indication of the extent to which the students are able to apply their knowledge to developing a sound solution. This average is 5.06, 5.36, and 5.14 out of 10 respectively for the last three years of this initiative. Given the high expertise and qualification of the jury members, such a score indicates a fairly proficient level of knowledge application by the teams. Apart from the score out of 10, the jury members also provided qualitative feedback for each team that reflects the results discussed above.
Receive critical feedback from experts from a professional perspective and use this feedback to further improve their ideas.	Although all participating teams receive quantitative and qualitative feedback from the first-round European jury members, it is only the three finalist teams that need to improve their ideas based this feedback. Accordingly, a measure of success for this goal can be determined through the qualitative and action feedback provided by the jury members in the second-round of evaluation (i.e., during the live presentation). Every year, the jury member who is involved in the field of entrepreneurship is impressed with most of the finalist teams’ ideas and invites these teams members to take the idea forward under their (the jury member’s) mentorship. Apart from this, some team members of non-finalist teams have been motivated by the European jury members’ feedback that they have used the feedback to start/improve their own business.

Engage with people from other (culturally different) countries towards meeting an objective as a team.	As a part of the post-event feedback every year so far, an average of 73.7% of the students who participated were able to actively engage with their international counterparts towards the completion of the project together. Despite this high level of achievement of this goal, it is still necessary to keep this goal active since the data for this issue is bimodal. This means that while 73.7% are able to engage successfully, the remaining 26.3% are not able to do so at all. Therefore, every year, there is still scope to improve the levels of achievement for this goal.
Use online/virtual productivity tools/software to aid in developing content, coordinating and sharing information, and interacting with other team members irrespective of geographical location.	Again, through the post-event feedback survey, students did not report any issues with the availability or access to online productivity tools. They also did not face any technical difficulty in using such tools because of the simplicity of the interfaces built into these software tools.
Collaborate with colleagues from other disciplines to develop sound interdisciplinary solutions.	In the 2019 version of this initiative, students from the schools of Law associated with SJIM and Albers were invited to participate thereby bringing a legal perspective to the projects. Through post-event feedback, it was determined that neither the business students from SJIM/Albers nor the law students from the Law Schools faced any difficulty in collaborating towards completing their projects. In contrast, both sets of students actually felt that they had learnt something new from their respective counterparts in the other discipline.

IMPACT AND LESSONS LEARNT

The impact of our globally coordinated projects initiative can be classified into two areas, namely, internal and external impact. These are described below.

Internal Impact

- *SJIM*. For this institution, this initiative is the first international collaboration that has successfully run for several years. This initiative has allowed the institution to offer some international exposure to its entire student body, which was previously a lacuna in the institute's curriculum.
- *Albers*. For this institution, this initiative has been one of their hallmark programs widely advertised to prospective students and used as a model for successful international collaboration. As a result, the core and advisory members from Albers received special funding in 2019 to visit SJIM (in-person) in order to further strengthen the ties of this initiative and to start new international collaborations with SJIM.
- *Virtual international collaboration*. Through this initiative, the students from all participating schools are exposed to the difficulties that virtual teams face in real-life in several

workplaces. Thus, the students attain a practical understanding of how small issues even in just communication can have larger consequences due to geographic separation and the inability to speak in real-time to a colleague. Because the students work together for about two months, they are not only exposed to these issues, but also find ways to overcome them in order to collaboratively reach a desired goal. Furthermore, for some students, since they have never been outside their home country, such a global project gave them their first opportunity to interact with someone from another country.

External Impact

- *International critique*. The students from all participating schools get a chance to have their ideas, plans and decisions reviewed by distinguished industry/governance professionals who are from outside their home country (i.e., the first panel of European judges who provide detailed feedback to each team). The insights provided by these judges are unique and from a fresh perspective, thereby allowing the students to better understand not just the problem but also their own decision-making processes from another angle. This is something they would not be exposed to if the first-round jury is from India or America. Fur

thermore, since these jury members are often very impressed with this initiative, every year, one or two of them express their willingness and interest to be a jury member again for the next year.

- *Publicity and Awareness.* The second-round of project assessment is a live event hosted either at SJIM or at Albers. The press and other media outlets are invited to cover this event. As a result, over the years, SJIM has received publicity for this initiative in various local and national news outlets like the Indian Express and Kannada Prabha. In addition to the publicity received, coverage by media outlets also helps to bring awareness about the urgent societal issues that are chosen as the themes of this initiative, thereby meeting at some extent the call-for-action by the Pope on these various societal issues.
- *Recruiters.* Students participating in this initiative gain experience in collaborating, engaging, and working towards a goal through virtual tools and with international colleagues. These skills are sought by several recruiters during campus placements. Consequently, over the years, students of SJIM who participate in this initiative have 5% higher average salary than those who do not. Due to confidentiality reasons, we cannot provide similar

values for the Albers students who participate. However, we have anecdotal evidence that they too benefit in job placements due to the international exposure they receive through this initiative.

Curricular team refinement aimed at social transformation: UAH Social Work degree case

ABSTRACT

This article describes a middle-term strategy developed during the last two years by the Social Work degree in Alberto Hurtado University, which main purpose was the pedagogical improvement of the curricular team, aiming at achieving a needed social transformation for the improvement of learning-teaching strategies. By implementing a methodology based on sustainability; ensuring the pedagogical team knowledge expansion, as well as the expansion of the disciplinary knowledge; and maintaining the coherence between the ethics and politics of the project, the authors managed to establish a consolidated team that consults and accompanies the executive team in the decision-making process.

This team, in addition to receiving formal training on university pedagogy, transferred its knowledge during the decision-making process, collecting evidence about the teaching-learning process, and training their degree and university colleagues.

THE PROJECT

This initiative aims at **transforming the teaching staff in order to obtain greater social transformations**. On the basis of achieving a social transformation in Chilean Society through its specialists, the authors elaborate a project focused on a **more complex education of their professionals and researchers** that will result in a curricular team characterized by their critical and ethical vision, and their commitment to social transformation and justice.

OBJECTIVES

MAIN GOAL

Curricular team refinement aimed at a required social transformation for the improvement of learning and teaching strategies

OTHER REQUIREMENTS

- ☉ To ensure the **long-term sustainability** of pedagogical transformations
- ☉ To **guarantee pedagogical knowledge enlargement** from the teaching staff, as well as continuing with the **progress of social work's disciplinary knowledge**
- ☉ To secure the **consistency between the advancements** of the project and the **ethical and political terms** of the discipline

LESSONS LEARNED

- 📖 The **self-criticism** generated in this process fostered a greater concern about the **teaching staff's education**
- 📖 Strengthened **team's autonomy**
- 📖 Solid **pedagogical formation**
- 📖 The critical and reflective work executed by the ECTS allowed to **secure** a paramount dimension related to **self-observation and self-regulation capacities**

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Perfeccionamiento del equipo curricular orientado a la transformación social: el caso de la carrera de Trabajo Social UAH

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ABSTRACT

El artículo refiere a una estrategia de mediano plazo que desarrolla hace unos años la Carrera de Trabajo Social de la Universidad Alberto Hurtado (Chile), y que tuvo como principal propósito el perfeccionamiento pedagógico del Equipo Curricular de la Carrera, orientado a la transformación social necesaria para el mejoramiento de las estrategias de enseñanza-aprendizaje. Utilizando una metodología anclada en la sostenibilidad en el tiempo de las transformaciones pedagógicas; la garantización de la expansión del conocimiento pedagógico del equipo docente de la Carrera en paralelo con el conocimiento disciplinar; y la mantención de la coherencia ético-política del proyecto formativo, se logró consolidar un equipo sólido colegiado que asesora y acompaña al equipo directivo en la toma de decisiones, y que desde una perspectiva crítico-reflexiva ha podido dar cuenta de una autoobservación y autorregulación permanente de su que

hacer, posicionándose como un ente clave en el proyecto formativo de la Carrera. Este equipo además de capacitarse formalmente en pedagogía universitaria ha sido capaz de transferir dichos conocimientos en la propia colaboración en la toma de decisiones, el levantamiento de evidencia del proceso de enseñanza-aprendizaje de la Carrera, y la capacitación a otras y otros pares docentes de la Carrera y de la Universidad en general.

DESCRIPCIÓN

En los últimos 5 años, el equipo curricular de la Carrera ha trabajado en torno al perfeccionamiento pedagógico para poder liderar los cambios curriculares necesarios desde una mirada disciplinar con foco en la transformación social, eje clave del proyecto formativo de la UAH.

En una decisión pensada a mediano plazo (2015-2020), el equipo directivo de Trabajo Social consideró la consolidación del Equipo Curricular que pudiese hacerse cargo de las necesarias transformaciones pedagógicas “desde adentro”, es decir, promoviendo que un equipo de docentes de la propia carrera (trabajadoras y trabajadores sociales), cuyo principal propósito es apoyar y asesorar a la dirección y coordinación académica de la Carrera, en todo el proceso de diseño, implementación y evaluación del Plan de Estudio, así como también de los soportes pedagógicos requeridos para el desarrollo académico-profesional de sus estudiantes y docentes.

Este equipo curricular está conformado por el equipo directivo de la Carrera (dirección y coordinación

académica), y 3 docentes que se desempeñan principalmente en el programa académico de pregrado. Si bien este equipo opera formalmente desde 2015, antes de eso, la Carrera había tenido un acercamiento importante a la innovación pedagógica, donde se había solicitado soporte pedagógico externo para poder llevar a cabo mejoras en este sentido.

TIPO DE EXPERIENCIA

Innovación pedagógica

CONTEXTO

Proyecto formativo UAH y orientación a la transformación social.

La vocación humanista que caracteriza al proyecto formativo de la Universidad Alberto Hurtado (UAH) se concreta en torno a cinco grandes finalidades, las cuales debieran plasmarse en las características de sus egresadas y egresados, una vez terminado su formación profesional: i) La formación para la excelencia académica y profesional; ii) la formación para la justicia social y el servicio; iii) la formación integral; iv) la formación reflexiva y crítica; y v) la formación ética (UAH, 2017).

Precisamente, en la segunda de estas finalidades (formación para la justicia social y el servicio), la Universidad comprende que “Los resultados de una formación guiada por principios de justicia social y de servicio y orientada hacia la transformación social, se expresan en profesionales y académicos altamente calificados, capaces de utilizar, de modo pertinente y creativo, las competencias específicas que sus disciplinas les entregan, en función de la construcción de una sociedad más justa y equitativa” (UAH, 2017:12).

Como vemos, la UAH pone como uno de sus objetivos centrales el logro de la transformación social de la sociedad chilena a través de sus profesionales, un reto no menor que pone en tensión el control sobre los complejos cambios de las instituciones de educación superior.

Una forma de reducir esta complejidad, puede ser el empleo de las metodologías pedagógicas como formas de resistencia a estos cambios profundos sin perder la identidad. En este sentido, como señala Mejía, la apuesta por la transformación de la sociedad “adquiere manifestación específica y propia en el campo de la educación y la pedagogía bajo dispositivos y formas particulares de las metodologías, las cuales no son el simple reflejo de la dominación y el control político y económico de la sociedad sino la manifestación de estas y sus resistencias con for-

mas particulares de prácticas de contrahegemonía cultural, que constituyen relaciones sociales específicas en la esfera de las educaciones formales, no formales e informales” (Mejía, 2017:77).

Coherente con esta visión, en las orientaciones generales del modelo pedagógico de la UAH, específicamente en el ámbito de la lectura crítica y reflexiva de la realidad, se promueve:

“

un conocimiento analítico y reflexivo, que permita contribuir a su transformación en un sentido de mayor justicia y equidad. Formar sujetos con pensamiento crítico y capaces de llevarlo a la acción, es un desafío pedagógico mayor”
(UAH, 2017:30)

Transformación social: Trabajo Social UAH.

El Departamento de Trabajo Social de la UAH (del cual depende la Carrera) tiene como propósito principal la formación profesionales e investigadores con una visión crítica y ética, comprometidos con la transformación social y una sociedad más justa, a partir de la generación de conocimiento –disciplinar e interdisciplinar– sobre fenómenos asociados a la intervención social, incidiendo en esferas académicas, sociales, públicas, privadas y disciplinarias.

En esta línea, el horizonte al que apunta el proyecto formativo de la Carrera se relaciona con la idea de transformación social situada, que se considera como un espacio dinámico y contextual donde confluyen: i) La comprensión y elaboración de fenómenos sociales complejos; ii) Los aportes ético-políticos de las Teorías críticas; iii) La formación en intervención social; y iv) La formación en investigación social.

Los contextos contemporáneos, lugares desde “dónde” se sitúan las posibilidades de realizar estos procesos de transformación desde el Trabajo Social, exigen el diseño y ejecución de apuestas articuladas, en donde los saberes se ubiquen en virtud de los cambios complejos que hoy se presentan en la sociedad. Entendiendo lo “situado” como producto de la articulación de los saberes/prácticas con los espacios/tradiciones que forman parte de la vida (Sandoval, 2013). Se hace hincapié en la investigación social situada, pues, se configura como un criterio de innovación para los dispositivos de intervención.

Es relevante señalar que estas orientaciones, presentan a la investigación e intervención social, como un proceso articulado exigido para

“**el horizonte al que apunta el proyecto formativo de la Carrera se relaciona con la idea de transformación social situada, que se considera como un espacio dinámico y contextual**”

el desarrollo de los saberes y acciones que impulsa la disciplina, destacándose desde esta posición, la dimensión transformadora y fundada (organizada/establecida), del Trabajo Social.

Transformación educativa: exigencias del medio interno y externo.

En la declaración mundial sobre la educación superior del siglo XXI desarrollada en París, se señala, entre otros, la importancia de una robusta política de formación del personal, particularmente lo referido al establecimiento de directrices claras sobre los métodos pedagógicos y el conocimiento de los distintos tipos de aprendizaje; y la orientación a largo plazo de los cambios pedagógicos, asegurando así el desarrollo conjunto del sistema educativo, y una robusta política (UNESCO, 1998). Estos elementos son relevantes por cuanto marcan un sello de calidad de la formación en educación superior, vinculado con los que el sistema de acreditación nacional de educación superior denomina “capacidad de autorregulación”.

La Comisión Nacional de Acreditación (CNA) es el organismo encargado de elaborar y certificar la evaluación de la calidad de las carreras de pregrado y postgrado en el país. En sus cri-

terios específicos para las carreras de pregrado (el caso de la carrera de Trabajo Social), establece la integridad que deben tener las unidades académicas que imparten estos programas, donde se señala explícitamente que “la unidad demuestra su capacidad para avanzar responsablemente en el cumplimiento de sus propósitos mediante la existencia de planes de desarrollo que incluyen los requerimientos de la carrera o programa” (CNA, 2015:3).

En el mismo documento, la CNA establece como uno de sus criterios de organización y administración, que “La unidad que imparte la carrera o programa cuenta con un cuerpo directivo calificado y con dedicación suficiente para cumplir con las responsabilidades, funciones y atribuciones requeridas” (CNA, 2015:8).

Por otra parte, en el año 2015, la UAH se adjudicó financiamiento público para desarrollar un Plan de Mejoramiento Institucional (PMI), cuyo objetivo general fue “Optimizar las trayectorias formativas de todos los estudiantes de pregrado de la UAH, a través de una estrategia de innovación curricular que fortalece los planes de estudio, perfecciona las prácticas docentes y de aula, asegura la calidad y oportunidad de los aprendizajes comprometidos y refuerza los procesos de ingreso a la vida universitaria, egreso y titulación; impactando la retención, la titulación y la inserción profesional” (PMI UAH,

2015).

“**Antes de la exigencia del PMI, la carrera de Trabajo Social había incursionado en el mejoramiento de la dimensión pedagógica de la formación profesional.**”

Antes de la exigencia del PMI, la carrera de Trabajo Social había incursionado en el mejoramiento de la dimensión pedagógica de la formación profesional. Durante 2013 y 2014 se trabajó en una primera revisión de las competencias profesionales y el perfil de egreso de la carrera. En el inicio de la implementación del PMI (2015) el equipo directivo de la carrera se vio enfrentado a tomar varias decisiones de mejoramiento pedagógico, que incluiría la revisión del perfil de egreso, la construcción de un perfil intermedio de formación profesional, la estimación de los créditos académicos de cara a la exigencia del sistema de créditos transferibles (SCT), la revisión de las competencias profesionales de las actividades curriculares y su relación con el perfil de egreso. Todo esto con la finalidad de servir de insumo para reformas curriculares con impacto directo en el plan de estudio de la Carrera.

Hacia una meta-transformación.

Tomando como punto de referencia la orientación a largo plazo de los cambios pedagógicos, es relevan

te señalar acá algunas articulaciones que relevan el vínculo entre las transformaciones educativas y la transformación social promovida desde el Trabajo Social.

Una parte importante de la discusión sobre el ámbito de intervención profesional del Trabajo Social (lo “social” del Trabajo Social) está dado a partir de la emergencia de la “Cuestión Social”. Esta emerge en la segunda mitad del siglo XIX, cuando el modelo de producción capitalista tensionó las relaciones con las organizaciones sindicales, principalmente referidas a la precariedad laboral (Ziccardi, 2001).

Esta cuestión social, o la cuestión social histórica emerge como la desigualdad en el acceso al trabajo y la propiedad. Este hecho instaló la pregunta por lo social, casi en el mismo momento en que emergen también las ciencias sociales (Murillo, 2012). La brecha entre los principios liberales (principalmente el modelo de producción), y la realidad efectiva gatillaron en gran parte el movimiento histórico de la cuestión social (Murillo, 2012), no obstante, también existe una segunda cuestión social: la cuestión social simbólica.

La cuestión social simbólica se ha utilizado para denominar -con posterioridad a la emergencia de la cuestión social histórica- para denominar al cuestionamiento cíclico que en periodos históricos posteriores refiere también a las brechas entre el modelo de producción de turno y las desigualdades sociales.

“**la pregunta por lo social, es -además de su dimensión y análisis histórico- una pregunta recurrente y que puede ser reinterpretada continuamente (simbólica), ya que se relaciona con el objeto mismo de las ciencias sociales (conocer lo social)**”

Al respecto, Rosanvallon arguye el nacimiento de una “nueva cuestión social” para referirse a esta crisis del Estado providencia, alusiva principalmente a la inadaptación de los métodos de gestión de lo social a fines de los años 70, caracterizadas por la crisis financiera, ideológica y burocrática, donde el Estado termina perdiendo legitimidad (Rosanvallon, 1995).

Considerando lo anterior, se puede plantear entonces que la pregunta por lo social, es -además de su dimensión y análisis histórico- una pregunta recurrente y que puede ser reinterpretada continuamente (simbólica), ya que se relaciona con el objeto mismo de las ciencias sociales (conocer lo social) “entendido como una trama de relaciones, como lazo complejo y contradictorio (...) [donde] la tarea de conocer lo social es tal vez más compleja que la del conocimiento de la naturaleza, dado que las va-

riables intervinientes en el proceso son numerosas, su articulación difícilmente predecible y sus efectos en la realidad obligan al saber de lo social a modificarse a sí mismo” (Murillo, 2012:129). Si el horizonte que persigue la formación profesional del Trabajo Social está dado por la transformación social, es válido “reflexionar sobre la transformación antes de la propia transformación” (Castro y Flotts, 2018:22).

OBJETIVOS

En el marco de estas transformaciones, el Equipo Curricular de Trabajo Social (ECTS) emerge con el propósito principal de apoyar y asesorar al equipo directivo de la Carrera (dirección y coordinación académica), en todo el proceso de diseño, implementación y evaluación del Plan de Estudios, así como también de los soportes pedagógicos requeridos para el desarrollo académico-profesional de sus estudiantes y docentes.

Desde su creación (2015), el ECTS está compuesto por docentes del Departamento de Trabajo Social que vinculan su docencia principalmente en el pregrado, aportando desde allí una mirada crítica y propositiva respecto de las transformaciones necesarias para el mejoramiento de la calidad del proyecto formativo.

El propósito principal de la estrategia acá descrita fue el **perfeccionamiento pedagógico del ECTS de la**

UAH, orientado a la transformación social necesaria para el mejoramiento de las estrategias de enseñanza-aprendizaje.

METODOLOGÍA

De cara a las exigencias del medio interno y externo, el equipo directivo de la Carrera se encontró ante la encrucijada del cómo afrontar dichos desafíos manteniendo el sello de calidad que ha prevalecido desde la creación del proyecto formativo (año 2003). Se hacía evidente que era necesario un mejoramiento pedagógico de los procesos de enseñanza-aprendizaje, que permitiesen avanzar en calidad a la propuesta académica, y, al mismo tiempo, el equipo directivo consideraba que dicho mejoramiento requeriría garantizar, a lo menos:

- i. **Sostenibilidad en el tiempo de las transformaciones pedagógicas.** Hasta el 2015, el equipo directivo de la Carrera había recurrido a apoyos profesionales externos para poder avanzar en su mejoramiento pedagógico. Es así como incluso se financió con fondos propios de la unidad académica, una asesoría técnica para la revisión de las competencias profesionales y perfil de egreso de la Carrera. Acá una gran dificultad estaba dada no sólo por el tema del financiamiento de estas asesorías, sino que el equipo directivo de la Carrera, al no tener necesariamente conocimientos pedagógicos, se

le hacía difícil liderar procesos de transformación en esta área, considerando además que estos cambios son a mediano y largo plazo, y que los equipos directivos también rotan cada 3-4 años aproximadamente.

ii. *Garantizar la expansión del conocimiento pedagógico del equipo docente de la carrera, sin perder de vista el propio avance del conocimiento disciplinar de Trabajo Social.* En este sentido, el avance de las transformaciones pedagógicas, requerían ir de la mano con la lectura propia del medio profesional/disciplinar que la Carrera requiere, de tal manera de asegurar que avanzar en lo pedagógico, no signifique en absoluto, dejar de avanzar en conocimiento disciplinar.

iii. *Que dicho avance fuese coherente en términos de la propuesta ético-política de la disciplina, particularmente la mirada de la transformación social.* Como se ha señalado, la idea de transformación social es clave tanto para el proyecto pedagógico de la UAH como para la carrera de Trabajo Social. En este sentido, llevando esa impronta disciplinar hacia las transformaciones pedagógicas requeridas, era necesario poder mantener una reflexión importante respecto de qué, para qué, y cómo se quiere transformar. Es decir, que el proceso de

transformación pedagógica se alinearía con el horizonte de transformación social que orienta a la disciplina.

Tomando en cuenta estos requerimientos mínimos, la metodología escogida para realizar estas transformaciones se levantó en base a 3 pilares fundamentales:

- *Objetivos pedagógicos con perspectiva a mediano-largo plazo.* En términos de planificación estratégica, el equipo directivo elaboró un itinerario de procesos de revisión de elementos pedagógicos del proyecto formativo de la Carrera, poniendo, como una de sus metas, la construcción de insumos para una actualización general del Plan de Estudios.

- *Conformación de un equipo colegiado de docentes de pregrado desde la pedagogía universitaria.* Para poder transformar, era importante transformar-se primero, es decir, reflexionar de manera permanente sobre el horizonte que persiguen estos cambios pedagógicos. La idea central fue poder contar con un equipo de docentes de planta de la Carrera que constituyesen el equipo curricular, y que tuviesen interés en la formación en pedagogía universitaria, pudiendo apoyar al equipo directivo en la toma de decisiones de manera más perma-

nente. Para ello, se estableció un itinerario de formación pedagógica para que progresivamente este equipo fuese capacitándose a través del Diplomado en Docencia Universitaria, dictado por la UAH.

- *Institucionalización del equipo curricular como un equipo de apoyo pedagógico.* Sobre todo, de reflexión permanente de los puentes de comunicación entre el Trabajo Social y la pedagogía universitaria. En términos políticos, era importante sostener transformaciones pedagógicas que estuvieran al servicio de los propósitos de formación disciplinar. Para ello, se propuso como meta a mediano plazo, la validación institucional de un equipo permanente de docentes que operara como Equipo Curricular, pero que también que pudiese ir levantando evidencias pedagógicas para la toma de decisiones a través de la investigación en el área.

RESULTADOS OBTENIDOS

Apoyo en la toma de decisiones pedagógicas.

Luego de 5 años de trabajo, el ECTS ha seguido en el liderazgo de las Carreras con capacidad de autorregulación de calidad formativo-pedagógica. A la fecha, el ECTS ha colaborado en la revisión de los siguientes componentes pedagógicos de la Carrera:

AÑO	COMPONENTE PEDAGÓGICO
2015	<ul style="list-style-type: none"> ✓ Revisión Perfil de Egreso. ✓ Construcción de la Evaluación de Perfil Intermedio (EPI I).
2016	<ul style="list-style-type: none"> ✓ Revisión Competencias Talleres de Intervención Social.
2017	<ul style="list-style-type: none"> ✓ Revisión de Evaluación de Perfil Intermedio (EPI II). ✓ Revisión de créditos en lógica SCT (Sistema de Créditos Transferibles).
2018	<ul style="list-style-type: none"> ✓ Revisión de las orientaciones pedagógicas del proyecto formativo de la carrera de Trabajo Social de la UAH.
2019	<ul style="list-style-type: none"> ✓ Construcción de aprendizajes clave de los talleres de intervención social. ✓ Revisión de antecedentes para la certificación de calidad de la Carrera.
2020	<ul style="list-style-type: none"> ✓ Revisión de identificación de Aprendizajes Clave de todas las actividades curriculares de la Carrera.

El conocimiento y compromiso del ECTS ha permitido una rápida revisión de elementos pedagógicos clave para la Carrera que hoy se encuentra con un corpus de información y evidencias contundentes para iniciar un proceso de actualización del Plan de

Estudio, que es la meta que se ha propuesto para este año 2021.

El ECTS hoy forma parte importante del quehacer de la Carrera, y sus miembros cuentan con

horas de dedicación específicas para desarrollar estas tareas, en los compromisos individuales de desempeño que constituyen el principal mecanismo de validación de la UAH para el cumplimiento de los propósitos institucionales.

Consolidación del ECTS desde la pedagogía universitaria.

Como se mencionó, uno de los propósitos del ECTS era la especialización a través de la formación en el Diplomado en Docencia Universitaria de la UAH. En 2017 se formaron las 2 docentes miembros del equipo curricular, y en 2018 se formaron: el director, la coordinadora académica y la coordinadora de los procesos de intervención social de la Carrera (equipo directivo pregrado). Con un total de 5 docentes, es la Carrera de la UAH que más profesionales ha formado en este programa, siendo reconocido por las propias autoridades de la universidad como un equipo comprometido por la formación pedagógica.

En el proceso de mejoramiento pedagógico, tam-



En el proceso de mejoramiento pedagógico, también se ha avanzado internamente en darle mayor coherencia a las acciones realizadas para el logro de los aprendizajes esperados.

bién se ha avanzado internamente en darle mayor coherencia a las acciones realizadas para el logro de los aprendizajes esperados. Es así como se ha venido elaborando colabo-

rativamente un documento de trabajo, que comenzó como una guía para docentes y que hoy tiene elementos propios del proyecto formativo de la Carrera.

Los documentos y discusiones que se han realizado en este proceso de mejoramiento interno servirán como insumo principal del trabajo actual de revisión del Plan de Estudios de la Carrera.

Levantamiento de evidencia a través de la investigación.

Desde el 2018, año en que la UAH dispuso de un concurso de fondos internos de desarrollo de la formación e innovación pedagógica, docentes miembros del ECTS se han adjudicado 5 proyectos de investigación en docencia universitaria, y otros 2 proyectos de innovación en el aula:

AÑO	TIPO PROYECTO	TEMA
2018	Investigación	Prácticas de formación de docentes de Trabajo Social.
2018	Innovación en el aula	Pertinencia metodológica y fomento de aprendizajes: La evaluación desde un vínculo situado en Trabajo Social.
2019	Investigación	Retroalimentación en los talleres de intervención social de la Carrera de Trabajo Social.
2019	Investigación	Aprendizaje cooperativo estudiantes de primer año de Trabajo Social.
2019	Innovación en el aula	Uso de podcast en el aprendizaje. Estudiantes de las carreras de Trabajo Social y Periodismo.
2020	Investigación	Programa de tutores pares de la carrera de Trabajo Social.
2020	Investigación	Repensar los procesos de intervención social de la Carrera de Trabajo Social a la luz del contexto de crisis social y sanitaria.

Transferencia

Un aspecto relacionado con la institucionalidad del ECTS, pero también con su sostenibilidad de las transformaciones pedagógicas emprendidas, está dado por la capacidad de transferencia de esta mejora pedagógica, hacia las y los otros docentes, tanto de la Carrera, como pares docentes de otras facultades de la UAH.

En este sentido, el ECTS ha participado en la organización, diseño y/o implementación de -a lo menos- una actividad de actualización pedagógi-

ca docente de aprendizaje entre pares cada año. Estos talleres han sido valorados por el profesorado de la Carrera, particularmente por su capacidad de articular los saberes propios del Trabajo Social con los conocimientos provenientes de la pedagogía universitaria, elemento fuerte de la formación del ECTS. Del mismo modo, miembros del ECTS participan permanentemente de actividades de actualización organizadas por la Dirección de Docencia y Aprendizaje Universitario (DDPU) de la

UAH, formando y capacitando a docentes de otras unidades académicas de la Universidad. Esto también se visualiza por la institución como un aporte del equipo de la Carrera en la mejora de las prácticas pedagógicas, con una operacionalización más cercana a los propósitos formativos del proyecto académico de la Universidad.

LECCIONES APRENDIDAS

La apuesta por la transformación “desde adentro” ha fortalecido las competencias pedagógicas del equipo curricular y directivo de la Carrera, y la pedagogía

universitaria se ha constituido en una pieza clave en el quehacer profesional del equipo de Trabajo Social.

La capacidad de autocrítica generada en este proceso ha promovido una preocupación importante por las prácticas de formación del profesorado en general, y ha resituado el foco en los aprendizajes de las y los estudiantes. Con ello, se ha ido fortaleciendo también la autonomía del equipo en términos de su reconocimiento de debilidades, levantamiento de propuestas de mejora y evaluación permanente. Del mismo modo, la dirección de la Carrera también ha visto en el ECTS un equipo colegiado de apoyo permanente, que, con las exigencias del medio actuales en educación superior, sin duda es una acción que descomprime y democratiza los espacios de decisión curricular y pedagógica.

Adicionalmente, esta estrategia pensada en el mediano plazo, y cuyos frutos observamos hoy, ha permitido al ECTS capacitarse formalmente en el Diplomado de Docencia Universitaria, pero en general, también ha permitido a las y los integrantes del ECTS proyectar, diseñar y ejecutar espacios de formación entre pares docentes.

La apuesta realizada previsoramente por el equipo directivo de la Carrera, permitió consolidar un equipo que cuenta con una sólida formación pedagógica,

y que ha podido adelantarse en la provisión de soportes pedagógicos que han estado a la vanguardia del quehacer pedagógico dentro de la UAH, como el Programa de Tutorías Par, o los insumos contruidos a partir de la revisión de competencias y otras exigencias del proyecto formativo, que incluso hoy tienen un espacio de visibilización a través de las actividades de formación emprendidas desde el ECTS, pero también respecto de las evidencias levantadas en las investigaciones e innovaciones en el aula promovidas en el período.

Por último, el trabajo crítico-reflexivo llevado a cabo por el ECTS, con competencias pedagógicas y disciplinares del Trabajo Social, y que se evidencia con mayor claridad en la confluencia de las ideas de transformación social y transformación educativa, han permitido asegurar una dimensión importante de la acreditación de calidad institucional de la Carrera, referida a su capacidad de autoobservación y autorregulación, apoyando en la toma de decisiones, en base a evidencia construida, y aprendiendo de su propio quehacer para sostener nuevas innovaciones pedagógicas hacia adelante.

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“Experiencia transnacional Interinstitucional en estudios de migración: Práctica académica y Servicio social con población mexicana migrante en Chicago”

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ABSTRACT

El trabajar en red, ha permitido diseñar y generar modelos académicos de movilidad estudiantil internacional dentro de un marco humanista entre universidades Jesuitas e instituciones católicas que contribuyan en la formación académica de las y los estudiantes de licenciatura y posgrado.

La Práctica académica y Servicio social con población mexicana migrante en Chicago, ha permitido la participación de 162 estudiantes de nivel licenciatura: 97 de psicología y 65 entre nutrición, comunicación, relaciones internacionales, historia, entre otros, de la Universidad Iberoamericana, Ciudad de México (IBERO-CDMX). Al ser una experiencia de inmersión con formación integral permite que, a través de la academia, la investigación, la profesionalización y la incidencia se fortalezca en las y los estudiantes la actitud



PEDAGOGICAL INNOVATION AND IGNATIAN PEDAGOGY
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Interinstitutional transnational experience about migration studies: academic practice and social service with Mexican migrant population in Chicago

THE PRACTICE

In this article, the author analyses the experience with the Mexican migrant population in Chicago. This practice allowed **162 students, from the Iberoamerican University, to engage in an immersive experience with an integral formation**, and because of this become **more aware and sensitive to the migration phenomenon** both in Mexico and the USA.

ABSTRACT

Networking made it possible to design and create international academic exchanges for students within a humanitarian framework between Jesuit universities and Catholic institutions that contributes to the students' academic formation.

The academic practice and social service with the Mexican migrant population in Chicago allowed the participation of 162 students: 97 from the psychology degree and 65 from nutrition, communication, international relations, and history degrees of the Iberoamericana University. Being an immersive experience with integral formation, it allows students to strengthen, from the academy, research, professionalization and impact their service attitude, sensitivity, compromise, critical thinking, justice, and social responsibility towards the migration phenomenon in Mexico and the USA.

The curricular axis of this academic practice is based on the Ignatian Pedagogy Paradigm, as well as on the psycho-pedagogical approach of experiential learning theories, reflexive education, competencies education, contextual learning, and humanitarian service.

It is an example of networking with a high academic quality, social and community impact.

OBJECTIVES

Strengthen the students' **service attitude, sensitivity, commitment, critical thinking**, sense of **justice** and **social responsibility** in light of the migratory phenomenon.

IGNATIAN PEDAGOGY PARADIGM

CONTEXT

Students acquire **knowledge about the context through their intervention** in community centers where they work directly with migrants and their families.

EXPERIENCE

Through their community work with migrants, students enhance their **sense of responsibility and social justice**.

REFLEXION

Reflexion is encouraged in every step of the experience.

ACTION

- Psychological intervention
- Legal assistance
- Design and teaching of cultural workshops for kids and teenagers
- Design and teaching of cultural workshops for parents raising bicultural kids
- Participation in social assistance programs for migrants in vulnerable situations

EVALUATION

A survey is done halfway through the experience and at the end.

LESSONS LEARNED

- Intellectual leadership:** analysis, identification and replanning of problems; critical thinking and solution proposal
- People management and tasks execution:** work plan elaboration and execution
- Innovation and change:** creativity, adaptability and innovation
- Communication:** dialogue, intercultural communication and writing
- Management:** responsibility, commitment, autonomy and tolerance to frustration

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de servicio, la sensibilidad, el compromiso, el pensamiento crítico, la justicia y la responsabilidad social ante el fenómeno de migración que viven México y EE.UU.

El eje curricular de esta práctica académica, está basado en el Paradigma Pedagógico Ignaciano, así mismo, en el enfoque psicopedagógico de las teorías del aprendizaje experiencial, la enseñanza reflexiva, la enseñanza por competencias, la enseñanza situada y en el servicio solidario.

Es un ejemplo del trabajo en red con alta calidad académica, impacto social e incidencia comunitaria.

INTRODUCCIÓN

Ser académica es una gran responsabilidad, tienes en tus manos la formación de futuros profesionales, es por esto la importancia de dejar huella en ellas y ellos para promover el pensamiento analítico, crítico y reflexivo, así como, también favorecer el compromiso, la sensibilidad, el respeto a la dignidad, la justicia social y hacer consciencia de la diversidad de ideologías y de las realidades que existen. Es por esto que, buscamos motivarlos para ejercer como profesionales calificados que realizan incidencia a favor de los grupos en situaciones vulnerables.

Ser Académica también ha sido una de las actividades más gratificantes de nuestro desempeño profesional. El trabajo generado en red entre universidades Jesuitas e instituciones católicas, ha permitido compartir conocimiento entre colegas y desarrollar

diferentes modelos pedagógicos in situ de alta calidad académica sobres estudios migratorios.

La Compañía de Jesús a nivel internacional, ha establecido como una de sus prioridades la atención a los flujos migratorios, muestra de ello es la existencia del Servicio Jesuita a Migrantes Centroamérica y Norteamérica (SJM/CA&NA). En 2006, las autoras de este artículo tuvieron la oportunidad de coincidir y conocerse en la 2ª reunión del SJM - CA&NA en la República de El Salvador; es ahí donde surge la iniciativa de diseñar y generar modelos académicos de movilidad estudiantil internacional dentro de un marco humanista entre universidades Jesuitas e instituciones católicas que contribuyan en la formación académica de las y los estudiantes de licenciatura y posgrado.

Como anteriormente se mencionó, el trabajar en red,

ha permitido diseñar y generar diferentes modelos académicos de movilidad internacional, que han desafiado a las y los estudiantes a aplicar los conocimientos del aula a situaciones de la vida real que trascienden las fron-

teras. A continuación, se mencionan los diferentes programas académicos que se han desarrollado y llevado a cabo entre el equipo de la red:

- **Experiencia transnacional Interinstitucional en estudios de migración: Práctica académica y Servicio social con población mexicana migrante en Chicago. de la Universidad Iberoamericana, Ciudad de México (IBERO-CDMX) desde 2007.** Dirigido a estudiantes de licenciatura de la IBERO-CDMX. Instituciones anfitrionas: School of Social Work, Loyola University Chicago (LUC) y Catholic Charities of Chicago (CC). Se imparte cada periodo académico, primavera, verano y otoño de cada año.
- **Curso de inmersión en México: Iniciativas de Estudios Migratorios para Promover el Desarrollo Curricular y una Comunidad Norteamericana, desde 2010.** Dirigido a estudiantes de posgrado de la Especialidad en Trabajo Social de Lo-



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yola University Chicago. Se imparte una vez al año, cada verano en CDMX.

Universidad anfitriona: Departamento de Psicología, Universidad Iberoamericana, Ciudad de México (IBERO-CDMX).

- Programa **JUSTICIA: Jesuit University Service & Teaching International Collaboration on Immigrant Accompaniment, desde 2018.** Esta iniciativa reúne a académicos de Estados Unidos, México y Centroamérica procedentes de Universidades Jesuitas, para formar a profesionales de la salud mental, el derecho y el trabajo social para la intervención con los migrantes y sus familias en las comunidades de origen, tránsito, destino y retorno.
Universidad anfitriona: Loyola University Chicago.
Universidades participantes: Universidad Iberoamericana - CDMX, Universidad Iberoameri

cana - Puebla e Instituto Tecnológico y de Estudios Superiores de Occidente (ITESO).

Debido a la gran aportación de conocimientos y de la importancia en el trabajo de incidencia en ambos lados de la frontera de México y EE.UU. generada en cada programa académico realizado en red, se consideró que la información, se presente en artículos independientes. Por lo anterior, decidimos compartir en este artículo, el programa **Experiencia transnacional Interinstitucional en estudios de migración: Práctica académica y Servicio social con población mexicana migrante en Chicago.**

Práctica académica y Servicio Social.

Esta colaboración académica desde 2007, ha permitido la participación de 162 estudiantes de la Universidad Iberoamericana – Ciudad de México de diferentes carreras: 97 de psicología y 65 entre nutrición, comunicación, relaciones internacionales e historia, principalmente. Este programa se puede realizar al cubrir el 70% de los créditos académicos

de la licenciatura: se acredita el Servicio Social y en el caso de las y los estudiantes de la licenciatura de Psicología también la *Práctica*

de poblaciones específicas. Todos las y los estudiantes deberán tener la *visa de estudiante J1* para participar, la cual es auspiciada por LUC.

Es importante mencionar que el éxito de este programa durante 14 años, ha sido por la fuerte vinculación establecida entre las instituciones participantes en el convenio de colaboración firmado por los Rectores y Vicerrectores en agosto de 2008. A lo largo de estos años, diferentes autoridades de la IBERO - CDMX han visitado el programa en Chicago: lo visitó el Rector Dr. José Morales Orozco en abril 2012, lo visitó el Vicerrector Dr. Alejandro Guevara Sanjinés en marzo 2018 y el Dr. Antonio Tena Suck en junio 2010, Director del Departamento de Psicología.

Además, resalta el compromiso, la presencia y el entusiasmo constante por mejorar y fortalecer el programa por parte de las fundadoras – supervisoras-coordinadoras desde cada institución: **Dra. Graciela Polanco Hernández** – IBERO, CDMX, **Dra. María Vidal**

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Al ser una experiencia de inmersión con formación integral permite que, a través de la academia, la investigación, la profesionalización y la incidencia se fortalezca la actitud de servicio, la sensibilidad, el compromiso, el pensamiento crítico, la justicia y la responsabilidad social ante el fenómeno de migración que viven México y EE.UU. en las y los estudiantes.

Cary Rositas-Sheftel – Catholic Charities of Chicago.

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Al ser Chicago, una de las ciudades con más población migrante proveniente de México y considerando que ésta es una población vulnerable por su situación de desventaja al carecer, en muchas ocasiones de un estatus legal regular, al no conocer el idioma y la cultura, al separarse de sus redes familiares y sociales y al estar expuestos a situaciones de discriminación, rechazo o explotación, se considera de gran valor que existan programas que traten de satisfacer las necesidades a través de la contribución profesional por parte de estudiantes altamente calificados, quienes les brindan intervención y acompañamiento en su proceso de aculturación ante la situación vulnerable que viven por la migración.

PEDAGOGÍA IGNACIANA

El eje curricular de la Experiencia transnacional Interinstitucional en estudios de migración: Práctica

académica y Servicio social con población mexicana migrante en Chicago está basado en el Paradigma Pedagógico Ignaciano, así mismo, en el enfoque psicopedagógico de las teorías del aprendizaje experiencial, la enseñanza reflexiva, la enseñanza por competencias, la enseñanza situada y en el servicio solidario.

El Paradigma Pedagógico Ignaciano considera la interacción y el compromiso entre las y los profesores, las y los alumnos y en este caso también a las y los migrantes participantes:

1. *Contexto.* La enseñanza situada retoma de relevancia del conocimiento adquirido en los escenarios de la práctica y el papel activo de las y los estudiantes en la construcción del conocimiento; realizan la intervención en los centros comunitarios de Catholic Charities, donde trabajan directamente a lo largo de toda su estancia con las y los migrantes y sus familias que se encuentran viviendo en Chicago. También participan en las Ferias de Salud, así como en reuniones comunitarias realizadas por el Consulado de México en Chicago. Asisten también, a visitas especiales programadas a la Corte de Inmigración en Chicago para conocer de cerca los procesos legales por los que pasan las y los migrantes al buscar la regularización de su estatus en los EE.UU.

2. *Experiencia.* El trabajo comunitario con migrantes mexicanos en Chicago promueve la formación de la responsabilidad y la justicia social en las y los estudiantes universitarios al desarrollar la capacidad de empatía, la solución de problemas, el identificar las problemáticas transnacionales de la migración, entender el servicio como un encuentro solidario y compasivo en el contexto donde se presenta este fenómeno.
3. *Reflexión.* Hace énfasis en que los procesos de instrucción sean reflexivos; el hacer sin reflexionar, no permite que las y los estudiantes logren una verdadera concientización de la realidad del fenómeno migratorio en Chicago, ni de su papel en la promoción de la justicia y la responsabilidad social. Por tal razón, una parte esencial de esta experiencia académica son los procesos intencionales y guiados de reflexión que se tienen con los estudiantes. Esto incluyen espacios personales, grupales y colectivos con la comunidad mexicana migrante. Las herramientas utilizadas son las reflexiones individuales semanales, la elaboración personal de un portafolio de evidencias de aprendizajes basado en competencias específicas, un reporte grupal y una sesión de enfoque para entregar los resultados obtenidos durante su estancia a la comunidad. Así como también, reuniones con su supervi-

sora de Catholic Charities (CC) y otra con un capellán Jesuita de Loyola University Chicago (LUC).

4. *Acción.* Las principales actividades que las y los estudiantes desempeñan durante la estancia son:
 - Intervención psicosocial con programas educativos para la población mexicana migrante.
 - Participación en el proceso de asistencia jurídica con apoyo psicológico.
 - Diseño e impartición de talleres sobre identidad cultural para niños y adolescentes.
 - Diseño e impartición de talleres para padres que educan a niños biculturales.
 - Diseño e impartición de talleres para padres que educan a niños biculturales.
 - Participación en programas de asistencia social para migrantes en condiciones de vulnerabilidad.
5. *Evaluación.* Con el propósito de conocer la opinión de la experiencia vivida de las y los estudiantes a lo largo del programa se les pide contestar una encuesta en línea, anónima y en inglés, a la mitad de su estancia y al finalizar.

La encuesta está conformada por preguntas abiertas donde se pide que reflexione sobre su aprendizaje, habilidades profesionales y personales que hasta ese momento ha tenido; así mismo, sobre su proceso de aprendizaje con el supervisor de campo, quien lo dirige en los programas comunitarios.

Por otro lado, a los supervisores de campo también se les solicita que contesten una encuesta para conocer desde su percepción el desempeño que las y los estudiantes tienen en el proyecto comunitario, así como, las habilidades que ha estado desarrollando. También, se les pide que mencionen áreas de oportunidad en las que las y los estudiantes pueden mejorar en relación a su actitud y aptitud.

Grupo de enfoque con la comunidad.

Partiendo de que la solidaridad como encuentro es un elemento para el desarrollo de la responsabilidad social, los grupos de enfoque con la comunidad en la cual las y los estudiantes trabajaron son utilizados también para reflexionar y evaluar en conjunto sobre los logros y oportunidades que tienen; escuchan la retroalimentación por parte de las y los beneficiarios que participaron en este programa. De igual manera, agradecen a los miembros de la comunidad por fungir también como maestros al permitirles aprender de esta experiencia académica y de su vida.



la solidaridad como encuentro es un elemento para el desarrollo de la responsabilidad social

Seminarios académicos y de supervisión de campo.

Las y los estudiantes asisten cada quince días a seminarios académicos en School of Social Work en LUC, con el propósito de analizar sobre el fenómeno migratorio desde una visión académica y de investigación.

Así mismo, tienen seminarios con su Supervisora de Catholic Charities, con el propósito de tener un espacio para dar seguimiento a los avances y compartir las necesidades que las y los alumnos tienen en los diferentes proyectos comunitarios en los que participan. Se presentan temas de reflexión relacionado con los retos que la población mexicana migrante enfrenta al no tener un estatus legal en el país y sobre la situación socio-política que en ese momento viven los EE.UU. En ocasiones, esta reunión también ha servido como espacio de mediación cuando surgen problemas interpersonales entre las y los estudiantes. Esta se realiza en el idioma español para alcanzar una mejor comunicación.

Así mismo, se ha considerado importante otorgar acompañamiento espiritual, por lo que una vez al

mes se reúnen con el Capellán Jesuita de LUC, donde también comparten reflexiones y experiencias vividas ese mes.

Seguimiento a los egresados del programa.

Como parte de la evaluación de este programa, se realizó un estudio de seguimiento a los egresados de esta experiencia transnacional Interinstitucional en estudios de migración, con el propósito de conocer la percepción en relación a la formación profesional y personal; así como, su nivel de satisfacción. Se realizó un estudio de seguimiento con los 120 estudiantes que habían participado de 2007 a 2017.

Se les envió un cuestionario a través de una plataforma digital a 120 exparticipantes. El cuestionario en línea estuvo conformado por 15 preguntas abiertas y cerradas, se abordaron las áreas de: datos

demográficos, información laboral, expectativas que se tenían del programa, aportaciones del programa, aprendizaje aplicado a la vida profesional y personal y la percepción del fenómeno migrato-



Celebración 10º aniversario Práctica académica y Servicio Social con población mexicana migrante en Chicago

rio.

El 88% de los exparticipantes reportaron que se cumplieron las expectativas que ellos tenían del programa antes de participar; así mismo, el 85% considera que el haber participado en el programa fue formativo con sus objetivos profesionales y personales.

Por sus altos niveles de involucramiento a su regreso a México varios de las y los egresados han decidido participar como asistentes de investigación en el proyecto de investigación binacional desarrollado por estas instituciones, lo que les ha permitido dar continuidad a su trabajo y enriquecer su formación; así como también, buscar opciones laborales y de estudio de posgrados en temáticas relacionadas con migración o intervención con poblaciones en situación de vulnerabilidad.

Aprendizaje– Servicio Solidario:

Este enfoque psicopedagógico humanista de servicio solidario busca integrar lo intelectual, social, psicológico, espiritual y moral. La Universidad Iberoamericana - Ciu-

dad de México, Loyola University Chicago y Catholic Charities of Chicago comparten en su misión el trabajo con las personas más necesitadas y excluidas a través de un enfoque solidario, compasivo, justo y profesional. Con particular interés para las tres instituciones ha sido el trabajo con migrantes mexicanos en ambos lados de la frontera.

Las herramientas de reflexión utilizadas permiten desarrollar en las y los estudiantes lo que McBride, Lough y Sherraden (2012) definen como capital social internacional. Las y los estudiantes generan lazos personales y organizacionales durante la experiencia para ligar recursos y abogar por ciertas causas, en el caso particular asociadas al fenómeno de la migración.

Portafolio de Evidencias de Aprendizajes basado en Competencias Específicas

Las competencias están conformadas por conocimientos, procedimientos y actitudes; que hacen referencia al saber, saber hacer, saber ser y saber estar, que responde a un estado de reconstrucción (Tejada, 2012).

La Dirección de Formación y Acción Social de la Universidad Iberoamericana – CDMX, establece cinco competencias con sus respectivas rubricas de evaluación, las cuales las y los estudiantes debe desarrollar durante su estancia. La primera es el

liderazgo intelectual, el cual incluye los aspectos de: análisis, identificación y replanteamiento del problema; pensamiento crítico y propuesta de solución. La segunda competencia es la *organización de personas y ejecución de tareas* con los aspectos de elaboración y ejecución de un plan de trabajo individual y en equipo. La tercera es *innovación y cambio con los aspectos de creatividad*, adaptabilidad e innovación.

La *comunicación* es otra de las competencias con los aspectos de dialogo, comunicación intercultural y expresión escrita y finalmente, la competencia del *manejo*, la cual incluye aspectos de responsabilidad, compromiso, autonomía y tolerancia a la frustración.

A lo largo de la experiencia, cada estudiante elabora un portafolio con evidencias, que consisten en reflexiones escritas donde se observan la vivencia de los diferentes aspectos de las competencias y los valores. Las evidencias van acompañadas de fotografías y videos de su trabajo realizado en la comunidad, los cuales cumplen los lineamientos de las políticas institucionales en relación a la confidencialidad y consentimiento de los clientes para el uso como parte de la comunicación institucional y en las redes sociales.

Reporte grupal final de los resultados en la comunidad.

Al finalizar la estancia, las y los estudiantes preparan un reporte grupal por escrito con los resultados

cuantitativos y cualitativos que alcanzaron al trabajar en los proyectos con la comunidad mexicana migrante, el cual es entregado en una reunión a las tres instituciones. A esta reunión asiste el CEO, el Vice-Presidente, Directores del área de calidad y de los programas comunitarios de Catholic Charities, así como también, la Supervisora académica por parte de Loyola University Chicago y Supervisora

- **Premio nacional CISS 2020, Categoría institucional – internacional** otorga a Catholic Charities of Chicago por el programa, transnacional de servicio IBERO. Comisión Interuniversitaria de Servicio Social (CISS). (12 octubre, 2020).

- **Reconocimiento a la contribución en la formación de estudiantes con compromiso y justicia social y por su dedicación a la comunidad mexicana migrante de Chicago** (22 de marzo, 2018). La Universidad Iberoamericana, CDMX - Rectoría y Vicerrectoría Académica otorgaron el reconocimiento a las tres Supervisoras – Coordinadoras, Dra. Graciela Polanco, Dra. María Vidal y Dra. Cary Rositas-Sheftel

- Reconocimiento, **Voces que trascienden** (2018-2019). La Universidad Iberoamericana, CDMX – Vicerrectoría Académica le otorgó a la Dra. Graciela Polanco el por su experiencia docente significativa.

- Reconocimiento, **Mejores experiencias de Servicio Social**. La Universidad Iberoamericana, CDMX – Programa de Servicio Social Universitario otorgó a las y los estudiantes participantes en 2014, 2015 y 2016 por su trabajo de incidencia en la comunidad mexicana migrante en Chicago.

académica por parte la IBERO - CDMX; es un espacio de dialogo, de reflexión y de cierre.

RECONOCIMIENTOS Y PRODUCTOS REALIZADOS.

Por la contribución académica y por el trabajo de incidencia, le han otorgado varios reconocimientos:

Como producto del éxito de esta experiencia, se han realizó el libro **Salud emocional para mujeres migrantes** (en prensa) en coautoría de las supervisoras – coordinadoras del programa; será publicado por la Editorial de la Universidad Iberoamericana, CDMX.

En 2019, fue publicado el artículo “Programa internacional estudiantil de inmersión en temáticas migratorias México – Estados Unidos” en la página web de *International Association of Jesuit Universities*. <https://iaju.org/programa-internacional-estudiantil-de-inmersi%C3%B3n-en-tem%C3%A1ticas-migratorias-m%C3%A9xico-%E2%80%93-esta->

[dos-unidos](#)

En el 2020, se publicó el artículo “*Mujeres floreciendo: from despair to hope*” en la revista “Voices of Hope” editado por “The Society of Helpers’ sobre el programa “Mujeres Floreciendo” en el cual las y los estudiantes de psicología colaboran en la facilitación de los grupos durante su práctica académica en Chicago (Rositas-Sheftel, 2020).



Clausura del grupo de auto-ayuda “Mujeres Floreciendo”

CIERRE

En 2020, ante la inesperada pandemia de la COVID-19, se tomaron medidas de confinamiento social, situación que vino a modificar la dinámica del programa. Los grupos minoritarios, especialmente la comunidad mexicana migrante en los EE. UU., ha sido altamente impactada debido al poco acceso médico, además por los desafíos que hay en materia de derechos, equidad y discriminación; la situación

se torna más difícil para la comunidad migrante en esa ciudad.

Ante la necesidad de continuar el trabajo con la comunidad mexicana migrante en Chicago a pesar de la emergencia de salud, a partir del semestre de Primavera 2021 se lleva a cabo la *Experiencia transnacional Interinstitucional en estudios de migración: Práctica académica y Servicio social con población mexicana migrante en Chicago en modalidad a distancia*.

Las y los estudiantes trabajan con los beneficiarios manteniendo la misma comunicación, acompañamiento y sentido de comunidad; así mismo, han mostrado entusiasmo, interés y motivación por continuar su formación universitaria a través de medios digitales.

Para finalizar, es importante mencionar que este programa académico coadyuva en la consecución de los objetivos de la planeación estratégica de las Universidades Jesuitas y fortalece la vinculación entre instituciones católicas, educativas e instituciones confiadas a la Compañía de Jesús. Da respuesta a una necesidad de los migrantes mexicanos y sus familias en situación vulnerable tanto en México como en los EE.UU.

Al ser un programa de inmersión profesional e integral, permite que, a través de lo académico y de la práctica en la comunidad, los estudiantes desarrollen: actitud de servicio, conciencia, sensibilidad, compromiso, pensamiento crítico, justicia y responsabilidad social ante el fenómeno migratorio que enfrentan México y los EE.UU. Y, por último, la comunidad migrante mexicana recibe el aporte profesional de estudiantes universitarios altamente calificados que realizan incidencia y acompañan su proceso de aculturación ante su situación de vulnerabilidad por la migración.

Se concluye que, este es un claro ejemplo del trabajo generado en red entre Universidades Jesuitas e instituciones católicas con *alta calidad académica, impacto social e incidencia comunitaria*.

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Rositas-Sheftel, C. (2020). Mujeres Floreciendo: From despair to hope. *Voices of Hope*, Vol. XI, Issue II. Retrieved from https://helpers.org/project_category/year/

Tejada, J. (2012). La alternancia de contextos para la adquisición de competencias profesionales en escenarios complementarios de educación superior: marco y estrategia. *Educación XXI*, 15 (2), 17-40.

Enlaces en la web con información relacionada a este programa:

- Estudiantes IBERO cumplen 10 años de ayudar a migrantes en Chicago:
<https://ibero.mx/prensa/estudiantes-ibero-cumplen-10-anos-de-ayudar-migrantes-en-chicago>

- Práctica académica con población mexicana migrante en Chicago. Departamento de Psicología, IBERO – CDMX.

<http://psicologia.ibero.mx/licenciatura/proyectos-especiales/practicas-en-chicago/>

- The IBERO Transnational Service Project (ITSP).
<http://www.catholiccharities.net/AboutUs/Governance/Leadership/Departments/LatinoAffairs/IberoTransnationalServiceProject.aspx#About-ITSP-212>

http://catholiccharities.net/Portals/0/About%20Us/Documents/Latino%20Affairs/Ibero/Iberoamerican_FS.pdf?ver=2019-03-08-095502-000

- Estudiantes de Psicología en Caridades Católicas:
https://www.youtube.com/watch?v=PIe_lu6KBGA

- Journal, Voices of Hope.
https://helpers.org/project_category/year/

Learning in order to teach: a collaborative blog aimed at the teaching staff

ABSTRACT

The blog "Aprender para Enseñar" is a valuable resource to promote the development of the faculty's competencies and to update the processes of pedagogical renewal to contribute, via the use of new technologies, to the academic excellence and integral formation by competencies of the student body, from a remote, online or in-person teaching modality. In this practice, the faculty is an active member who co-constructs the virtual space while playing a fundamental role in its learning and development.

This weekly blog provides relevant information on innovation, technology, active methodologies, and online training, tips on how to get the most out of ICT and improve social media management, as well as resources that are available to teachers. This article presents an analysis of the 172 posts published in the blog from the different thematic areas and the four dimensions of the Ledesma-Kolvenbach paradigm.

THE PRACTICE

WHAT

Innovation-oriented practice seeking to **update the pedagogical renewal processes** that result in **high standard performance** by the teaching staff and in students' **comprehensive education**.

HOW

Through the use of **new technologies**, specifically a **blog**. This blog is used as a social environment where the **teaching staff not only learns but shares their knowledge**, they co-build the virtual space.

OBJECTIVES

- Identify **new methodologies and teaching-learning tools**
- Share **experiences and good practices** in teaching innovation
- Use **active methodologies** to communicate, teach and learn in innovative ways
- Reflect on **online training** and the development of **digital competence**
- Foster **debate about education**
- Bring **excitement** to teaching
- Motivate and spread motivation** to colleagues
- Promote the **development** of the teaching staff's **own competencies**
- Facilitate and engage in **reflective thinking**
- Ensure that **teaching staff are aware of the latest developments** in order to suitably rise to the challenges posed by society and students

OUTCOMES

- It has contributed to **fostering the comprehensive development of the professionals** at whom it is aimed
- 172 published posts
- 300 blog subscribers
- It has focused on **taking innovative actions** for the comprehensive development of the education community

Most popular topics



OPPORTUNITIES FOR IMPROVEMENT

- Develop a **new interface** to make the **blog more attractive and easier to navigate**
- Develop a **strategy to expand the scope** of the blog and make it more visible on other social networks and communication channels.
- Develop a **plan to interview students through videoblogs** to provide them with a space to share their views on the experimentation of active methodologies used in class and online learning.
- Design and develop a **space for interviews with teaching staff members**

TO REGISTER FOR THE WEBINAR WITH THE AUTHOR [CLICK HERE](#)

Learning in order to teach: a collaborative blog aimed at the teaching staff

ARANTZA ARRUTI, PHD; AND MARTA ROLDAN
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ABSTRACT

Higher education should meet the demands of a learning society in which educational and communication technologies are the order of the day. Blogs are considered to be great motivating resources and sources of learning that allow users to interact and collaborate with each other. They are also seen as facilitators of communication and enhancers of critical thinking and autonomous and reflective learning. The good practice outlined here involves the design and development of the blog entitled *Aprender para Enseñar* (Learning in order to Teach) by the University of Deusto. This is a social and learning environment in which each of the participants (the teaching staff) is an active member. Its objective is to promote the development of the teaching staff's competencies, which are in a constant process of change and innovation. This study discusses an analysis of the 172 posts published since the blog was launched (March 2016), according to different thematic areas and applying the 4 dimensions of the Ledesma-Kolvenbach paradigm. This is an innovation-oriented practice that seeks to update the pedagogical renewal processes that result in high standard performance by the teaching staff, and in students' comprehensive education by developing competencies through the use of new technologies.

INTRODUCTION

New online or virtual teaching-learning scenarios and spaces have been used at all educational levels in recent decades. The mediation of Web 2.0 technologies in these spaces and which include the use of wikis, blogs, discussion forums, chats, webinars and videoconferences is now a permanent feature (Domingo, 2015). According to Marín-Díaz et al. (2016), “Web 2.0 is not a technology, it is a way of understanding the social change that is taking place today (...) This is clearly shown by its rapid progress, which has made it a cornerstone of the advancement of the society”(p. 218).

Higher education should meet the demands of a learning society in which education and communication technologies are the order of the day. Special attention should therefore be paid to the teaching-learning processes not only of students, but also of teaching staff. This means, among others, “training teaching staff to generate and put into practice innovative strategies are adapted to technological environments and new ICTs and active methodologies which are also attractive enough for students” (Arruti and Paños-Castro, 2019, p.228). This is intended to ensure that students can develop “the competencies that will enable them to achieve successful work performance and personal development” (Arruti and Paños-Castro, 2019, p. 229).

In this context, it seems that “the incorporation of digital tools into higher education is unquestionable” (Marín-Díaz et al., 2016, p. 217), and that blogs are having a major impact as motivating resources (Molina et al., 2016), since they “provide more flexible, open, interactive and dynamic learning” (Marín-Díaz et al., 2016, p. 218). Furthermore, some authors, including Molina et al. (2016), have stated that the social applications of Web 2.0 have an important didactic potential, which allows users to “interact and collaborate with each other by creating content and generating virtual communities” (p. 433). Based on previous research on blogs, Marín-Díaz et al. (2016) have held that they “can be seen to enable communication opportunities; to construct critical, abstract and analytical thought, in-depth knowledge and self-reflection; to place current issues as a virtual material or resource at the service of teachers; and to promote creativity” (p. 218).

THE ROLE OF BLOGS AS INTERACTIVE COLLABORATIVE EDUCATIONAL RESOURCES

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Blogs are therefore currently considered to be one of the teaching-learning spaces generated in virtual environments that follow the basic principles of the open Web such as decentralization and universality (Põldoja et al., 2016).

According to Molina Alventosa et al. (2016), blogs, or weblogs as they are also known, are a Web 2.0 resource that represents “a participatory sociotechnological environment for information exchange” (p. 92). A blog can be defined as a “valid and appropriate educational instrument to facilitate student learning in higher education” (p. 93), and “one of the tools with the greatest didactic potential in the active, autonomous and reflective learning proposed within the EHEA” due to its ability to promote social participation (Molina Alventosa et al., 2016, p. 93).

As noted by Rodenes et al. (2013), a blog is a participation and communication tool that uses Web 2.0 and “includes tools that allow individuals and groups to publish, share images, audio and video, and create and maintain online social networks, which facilitates the introduction of new practices and attitudes” (p. 146). In other words, among other things, blogs provide opportunities to create and share content, and to interact with other content

“**Websites where one or more authors periodically publish messages (called entries or posts) with generally textual information, where readers can participate by adding comments to these messages that are displayed chronologically, from the most recent to the oldest. It is used within a community of users who share information, thoughts, and opinions on a common theme (Molina Alventosa et al., 2016, p. 93).**”

and/or people.

Blogs have been defined as:

Some research has shown that blogs are easier to use and more intuitive than management systems and learning platforms such as Moodle and Blackboard, and that while blog post writing tends to be more in-depth and lengthy than writing for a discussion forum or an email, it is less formal than writing an essay or a scholarly paper (Roselló and Pinya, 2017; Marín, 2020).

POSITIVE AND NEGATIVE ASPECTS OF BLOG USE

Molina Alventosa et al. (2016) and Molina Alventosa et al. (2015) highlighted a number of potential advantages for the use of the blogs in higher education, including: facilitating access to knowledge;

better understanding topics and content; improving how ideas are organized and knowledge is strengthened; stimulating participation by having “live” engagement; promoting a more active, responsible and reflective role and participation of students in their learning process; expanding the experience and social participation of students in the construction of their learning; promoting interaction among peers and between students and teaching staff, as well as intellectual exchange and debate; improving written skills, and enhancing information search and acquisition; encouraging more reflective thinking and writing that leads to more structured discourses; developing skills of interest; providing different points of view; developing collaborative work skills; and stimulating critical judgment.

Regarding collaborative work, the research carried out by Molina et al. (2016) concluded that blogs encourage: interaction and cooperative work, gives prominence to the learner, facilitates communication and constructivist learning, “represents a window to personal knowledge, ideas, thoughts and the student’s process” (p. 435); provides formative feedback; and contributes to the development of

“*Today, blogs are undoubtedly a key asynchronous communication tool but, above all, a resource that facilitates conscious competence learning.*”

knowledge management competence that, in turn, includes “a range of skills such as information retrieval, assessment/evaluation, organization, analysis, presentation, assurance and collaboration” (p. 435).

For their part, Pinya et al. (2016) argued that blogs are useful tools and platforms that help reflection, self-expression, and the development and improvement of digital competence, in addition to facilitating the teaching-learning process, the collaborative construction of knowledge and the understanding of the contents covered.

Regarding the use of blogs to promote reflection, almost a decade ago Chu et al. (2011) noted the benefits of blogs for the promotion of self-reflection, both through writing and reading. They also emphasized that blogs provide an opportunity for the promotion of a constructivist learning process, while facilitating the exchange of information and knowledge, the promotion of critical and analytical thinking, and self-expression and social connection.

Another positive aspect of blogs is that “they provide the opportunity to meet other education professionals with the same interests and concerns; enable learning opportunities to be expanded, and knowledge, ideas and projects to be shared; encourage critical thinking and reflection, as

well as learning from the experiences or evidence shared by other education professionals” (Álvarez, as cited in Navareño and Rincón, 2017, p. 4). Today, blogs are undoubtedly a

key asynchronous communication tool (Arruti and Paños-Castro, 2019) but, above all, a resource that facilitates conscious competence learning (Pinya Medina and Roselló Ramon, 2015).

According to Põldoja et al. (2016), learning through blogs supports the central role of students and their active participation, as well as improving personal and group learning. For Marín (2020), blogs also support research, as they facilitate the development of key competences such as critical thinking, reflection, and interpersonal skills such as collaboration, peer support and teamwork.

For Pinya et al. (2016) and Rosselló and Pinya (2017), the characteristics of blogs notably include that they enhance the sense of community and collaboration among their members; facilitate documentation and reflection on the evolution of learning; improve the development of professional competences; enhance written expression processes, while fostering a positive attitude towards the writing process; strengthen a sense of responsibility and ownership; increase social interaction through the

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use of multiple languages; and foster continuous assessment and collaboration for peer assessment. For their part, Halic, Lee, Paulus and Spence (2010) ad-

ded that blogs also facilitate the understanding of other points of view and the exchange of knowledge among students, and help them to think about and translate concepts and other content learnt in the classroom context to outside of the classroom. In addition, they provide important data regarding the sense of community and its relationship to learning, which confirms that the stronger the sense of community, the higher level of perceived learning.

Blogs enable the classic limitations of space and time in traditional education to be surpassed, and are easy-to-use, simple, free, accessible from anywhere and effective tools for organizing content. In addition, they allow for interactivity and for the creation of permanent links (according to Rosselló and Pinya, 2017).

In contrast, there are a series of negative factors and some limitations regarding the use of blogs. For Marín-Díaz et al. (2016,) these include the following: they may not enhance curriculum development; sometimes, due to the activity and informa

tion generated by the blog, teaching staff (or the blog manager) are compelled to devote many hours to the blog, which exceeds their capacity for supervision and moderation, and makes it more difficult for the blog to actually fulfill its aim; in general, they are not conducive to writing and reading skills; teaching staff lose ownership of their knowledge; communication through blogs is indirect, which can contribute to low participation in debates, contrary to their goal; and no feedback is often provided.

Additionally, according to Marín (2020), the use of blogs requires a lot of time and effort compared to other forms of work. Other negative aspects are their high mortality, the problems related to entry authorship, and the large workload involved for participants in terms of maintenance and management tasks (Pinya et al., 2016; Rosselló and Pinya, 2017). Põldoja et al. (2016) identified the following limitations regarding the use of blogs: engagement in fragmented debates, lack of coordination structures, little support for knowledge, and the risk that the writing of posts may be over scripted.

IN PRACTICE: THE BLOG APRENDER PARA ENSEÑAR (LEARNING IN ORDER TO TEACH)

The practice presented here is in line with research by Silva-Quiroz (2017) and Silva-Quiroz et al. (2016),

in the sense that this blog is used as a social environment that has been designed for educational purposes using different technologies. Blog participants (teaching staff) are active members who co-build the virtual space, while playing a fundamental role in learning and development. The effective use of the blog is also intended to promote the development of the teaching staff's own competencies, which are in a process of constant change and innovation. For this to happen it is important for the agents involved in the blog to rely on a sense of belonging and trust; suitably managing extrinsic motivation, but above all, intrinsic motivation; and facilitating and engaging in reflective thinking (García-Feijoo et al. 2018)

DESCRIPTION OF THE PRACTICE

The blog *Aprender para Enseñar* was released to the educational and social community on March 1, 2016. A new learning space was then born which had been designed to further the university's promotion of the comprehensive development of people who are able to meet the demands of the market, while being aware, competent, compassionate and committed to the environment in which we live.

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Every Tuesday during the months of September to July of the ongoing academic year, a new post is published with new content and news related, among other things, to innovation and technology in the university, active methodologies and online training, tips for making the most of ICTs and better managing social networks, and some data on resources that are available but may not be known due to lack of information.

The blog is currently coordinated by a team of 3 people from different services within the University of Deusto (UD): the Educational Innovation Unit (UID), Deusto Online and the ICT Classroom, although people from the Institutional Communications Office (Identity Digital), the IT Service, and Deusto-Tech Learning have contributed to blog coordination in different ways from the outset.

Participation in the blog is open to anyone from the UD community and from other –largely– higher education institutions whether teaching staff, students or any other agents involved who have an impact in educational terms.

TYPE OF EXPERIENCE

The practice outlined below is aimed at ensuring a high academic standard for our official undergraduate and graduate educational programs, as well as for other of our training programs and complementary activities that provide our students with a comprehensive education. Likewise, it is a practice mainly aimed at university faculty, who must be up to date and so constantly adapting, changing and innovating. Ensuring that teaching staff are aware of the latest developments in order to suitably rise to the challenges posed by society and students is crucial in the blogging practices discussed here.

This is an innovation-oriented practice that seeks to update existing pedagogical renewal processes, with a view to achieving a high standard of work by the teaching staff and in students' comprehensive education by developing competencies (in person, distance, or online learning) through the use of new technologies.

This practice can only be fully understood if its promotion of the Ignatian pedagogy that characterizes Jesuit higher education in the implementation of the blog's shared, collaborative learning is taken into account. This pedagogy is present both directly, through *ad hoc* post-writing, and transversally through the MAUD teaching-learning model, which is reflected in the different posts on active metho

dologies and the online, distance or comprehensive learning aimed at the development and social transformation of students and teaching staff.

BLOG CONTEXT

The context for this practice is the UD; in particular, the blog's coordinating agent, namely, the Teaching Educational Innovation Unit. The UD aims to serve and contribute to society specifically through being a university that is based on a Christian and humanist point of view. It is committed to excellence in teaching and research, and to the education and training of free people, responsible citizens and competent professionals; the aim is to facilitate that they acquire expertise, skills, competencies and values so that they can commit to the promotion of knowledge and transformation of society and contribute to a fairer, more humane and more sustainable world.

Moreover, in accordance with the 2018 Deusto Strategic Plan (Universidad de Deusto, 2016), the education and development of the university community are an integral part of the UD's commitment to excellence, and to the construction of a motivated, participative and efficient organization with high standards that serves the people and the project.

The Pedagogical Framework, which included the Educational Model of the University of Deusto (known by its abbreviation in Spanish as MFUD) and

the UD Learning Model (abbreviated in Spanish as MAUD), was created in 2001. Both have become the backbone of the mission and vision of the UD in helping its various centers and faculty to incorporate a competency-based learning approach. The MFUD is based on the role of a learning facilitator, a lecturer with new teaching skills and a strong specialist training who stimulates the construction of knowledge.

The Educational Innovation Unit works to support the different centers and services offered by the University, and, above all, helping the teaching staff, through the design and development of new active teaching-learning methodologies, among others. One of the actions carried out in March 2016 to fulfill these aims was the blog *Aprender para Enseñar*. This is a space coordinated by an interdisciplinary group of professionals who use it to share experiences, good educational innovation practices, teaching-learning methodologies, proposals, approaches and ideas related to innovation in higher education. It is aimed at inspiring the entire university community, combining tradition, innovation and evolution, thanks to the collaboration of both teaching and non-teaching staff from both the UD and other institutions. As stated by Father General Arturo Sosa, S.J.:

“True loyalty is manifested through new ways of addressing current challenges. Being loyal to our tradition means creatively responding to the signs of the times by relying on the identity that binds us to that tradition. (Sosa, 2018, p.8).

Building on the learning based on the experience of Kolb et al. (1976) and on Ignatian Pedagogy (Gil Coria, 1999), the methodological approach promoted by UD is centered on the daily exercise of the development of thought. Meaningful learning involves applying thought by combining observational activities and contextualizing them by using reflective activities that help situations and content to be understood. The MAUD is therefore an autonomous and meaningful learning model that integrates five, not necessarily linear stages: experiential context, reflective observation, conceptualization, active experimentation and evaluation. This was underlined by the Rector of the UD José María Guibert Ucin, S.J. in the presentation of the 2022 Strategic Plan (University of Deusto, 2020):

“All these stages are essential. Without context there is no present; without experience there is no content; without reflection there is no purpose; without action there is no transformation; without evaluation there is no progress. This is the legacy of our educational tradition”. (p.3.)

In addition to the importance of the MAUD and its implications, the Rector of the UD also made it clear in the presentation of the 2022 Strategic Plan that the UD is committed to a digital transformation, understood as a cultural change which means optimizing and furthering the use of technologies, using them to their fullest, and taking advantage of the opportunities they provide in serving the UD's mission, vision and university project. This digital process involves questioning, adapting and redesigning models, processes, approaches, interactions and capacities, among others, and their application in teaching-learning processes.

OBJECTIVES

The following specific objectives for the blog were established in the initial design: identify new methodologies and teaching-learning tools; share experiences and good practices in teaching innovation; use active methodologies to produce innovative ways of communicating, teaching and/or learning; reflect on online training and the development of digital competence; foster debate about the daily educational endeavor; bring excitement to teaching; and motivate and spread motivation to colleagues both in the UD and in other educational institutions.

FINDINGS. LESSONS LEARNED

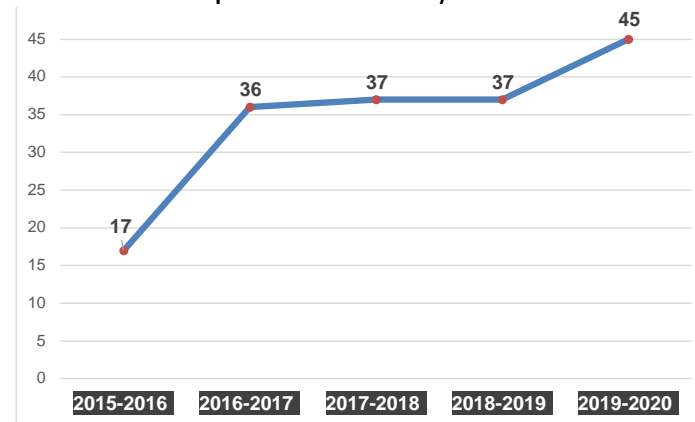
From when the first welcome post was written on March 1, 2016 until November 1, 2020, a total of 172 posts were published on a continuous basis, except for the summer months and the Easter weeks. Table 1 shows the number of posts by academic year by each of the areas, services or units involved in the blog. As can be seen in both Figure 1 and Figure 2, the number of posts increased considerably from the 2015-2016 academic year to the 2016-2017 academic year, mainly due to the fact that the first post was published in March, but for the other academic years, posts were published consistently from the beginning of September to the end of June on an annual basis. The apparent reduction in the number of posts written by the ICT Classroom (Aula TIC) during the 2018-2019 academic year was due to a management change in the editorial team.

Area	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Educational innovation	8	16	17	17	16
Deusto online	2	8	10	15	15
ICT Classroom	3	7	9	2	14
Deusto Tech	3	5	1	3	0
Digital identity	1	0	0	0	0
	17	36	37	37	45

Note: Developed by the authors.

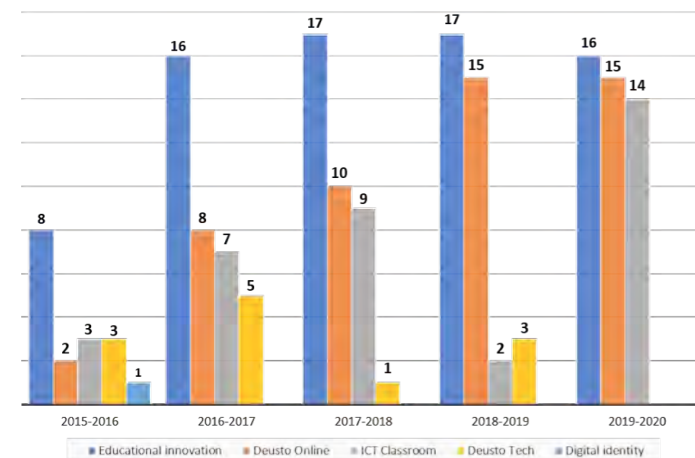
There are currently around 300 people subscribed to the blog, although the number of followers has increased by 40-50 people every year. The first year saw the highest increase in followers, which was to be expected.

Figure 1. Number of blog posts over the past academic years



Note: Developed by the authors.

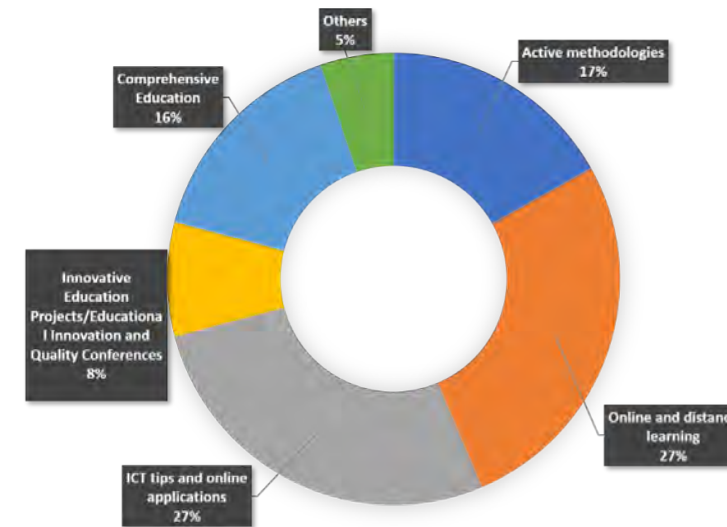
Figure 2. Number of blog posts per area



Note: Developed by the authors.

Regarding the topics covered, Figure 3 below outlines the distribution of the posts written according to the major thematic areas addressed.

Figure 3. Number of blog posts by subject



Note: Developed by the authors.

As can be seen, online and distance learning, along with ICT tips, and online applications were the topics most often written about throughout the past five academic years. This is hardly surprising, given the major impact that online education and training has and the opportunities it provides, especially in teaching. In addition, learning the use and management of new technologies and new applications has become essential for teaching staff today. It is crucial for them to be up to date in terms of digital competence, especially taking into account the current global situation, although this should not be considered an excuse not to move forward.

The second most discussed topic was active methodologies, with 17% of blog posts. The major role that active and participatory teaching-learning methodologies should play in this blog was underlined

from the very first meeting held to discuss the design of Aprender para Enseñar. Whether active methodologies are used in online, distance or in-person modes, they are essential in the long-running student-centered learning approach. They make it possible to create situations as real as possible to develop their skills, and guide learning toward the acquisition, development and application of skills, values and attitudes that fully train our students and teaching staff to be autonomous, active, responsible, supportive, compassionate, and committed to the world and the people who inhabit it.

The blog posts related to active methodologies and those linked to the comprehensive education of students from different perspectives (16%) accounted for 33% of the total posts. These posts served as a point of reference to higher education teaching staff in terms of their application to other university contexts, and to exchange experiences on the classroom use of non-traditional methodologies that are welcomed by 21st century students. These experiences and perspectives should also be seen in light of the four purposes of Jesuit education based

on the Ledesma-Kolvenbach paradigm: *humanitas*, *iustitia*, *utilitas* and *fides*, which guide our education model and are reflected in the different posts, as will be detailed below.

Blog posts about teaching innovation projects carried out by teaching staff at the University of Deusto were found to be in the fourth place in terms of themes discussed, as well as posts related to the Innovation and Quality Conferences that have been held at the University of Deusto over the last 5 years. Some 8% of the percentage of the total posts were in this category.

Finally, 5% of the posts were aimed at motivating the teaching staff and encouraging them to further the innovation processes that require much effort in their daily work performance.

Returning to the purposes of Jesuit education, Eizaguirre et al. (2020), who advocated the Ledesma-Kolvenbach paradigm as being a good basis for prioritizing, focussing and deploying the mission of Jesuit institutions, proposed a series of criteria and indicators that allow each of the dimensions of *humanitas*, *iustitia*, *fides* and *utilitas* to be assessed in a specific institution. These were used to analyze the 172 posts published on the blog *Aprender para Enseñar* until November 2020.

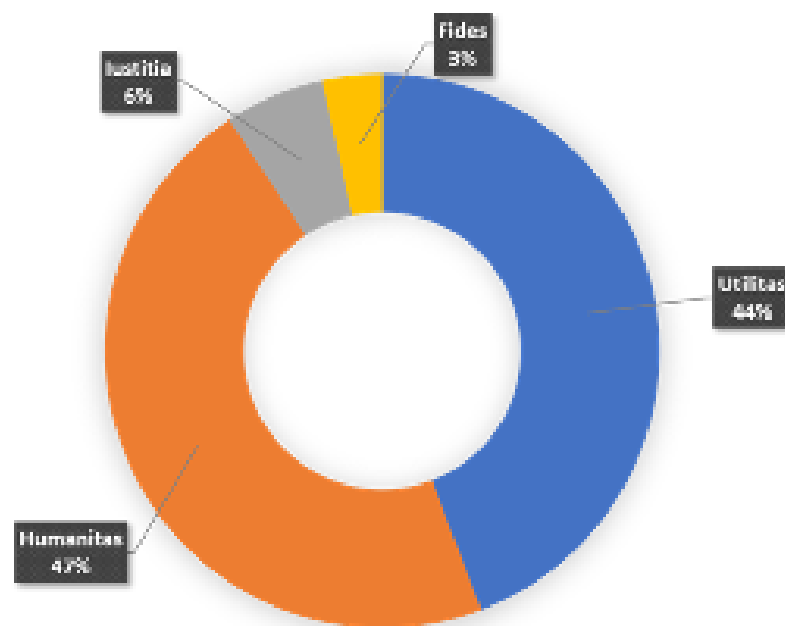
Figure 4 shows that 47% of posts were in the *humanitas* dimension and 44% in the *utilitas* dimension, while only 6% fell under the heading of *iustitia*, and 3% under *fides*. It is necessary to underline the difficulty in consistently establishing clear limits between the 4 dimensions, and bearing in mind their key role in the online applications, ICT tips, and online education posts in the blog *Aprender para Enseñar*. Not surprisingly, these accounted for 54% of the posts, within which those that were part of the *utilitas* dimension prevailed (42%), followed by those that were part of the *humanitas* dimension (19%). These posts were followed in percentage terms by those that dealt with active methodologies (17%),

within which the posts were mainly in the *humanitas* dimension (representing 12% of the total posts), which added to the previous 19% represented 31% of the total. This percentage increased to 47% when the posts of this dimension are added to the rest of the themes. Some 6% of the posts fell into the *iustitia* dimension; all the thematic areas except for the those on ICT tips and online applications covered the *utilitas* dimension. However, this was not the case for the *fides* dimension, for which the posts only fell into in the active methodologies category, and into some of those related to comprehensive education, with a very low percentage (3%). All these data can be seen in Figure 5.

OPPORTUNITIES FOR IMPROVEMENT

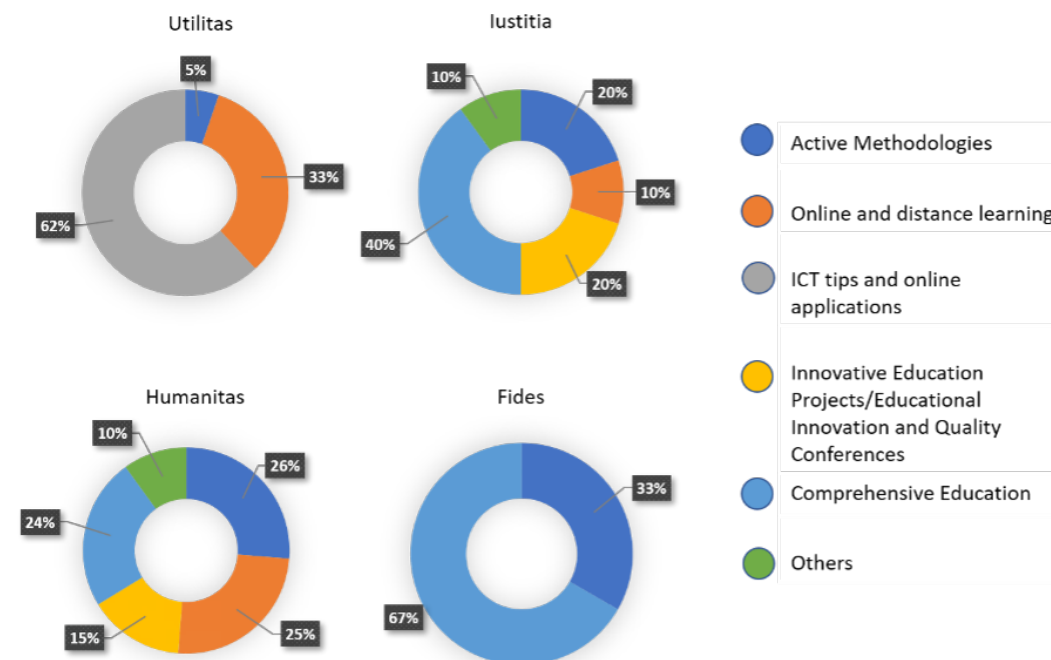
To conclude, it can be said that the *Aprender para Enseñar* blog fulfils the role for which it was designed and developed, that is, to promote the development the University's teaching staff's competencies within a context of constant change and innovation, and where it is essential to have a feeling of trust and a sense of belonging. Since it first saw the light of day in March 2016, **it has contributed to fostering the comprehensive development of the professionals at whom it is aimed, namely, professionals who are conscious, competent, compassionate, and**

Figure 4. Percentages of blog posts by dimension



Note: Developed by the authors.

Figure 5. Posts by theme and dimension



Note: Developed by the authors.

ted to the academic field. The more than 170 posts published until November 2020 confirmed this; they are direct evidence of the examples of good practices carried out, the **active methodologies used, and forms of online learning unequivocally focused on taking innovative actions for the comprehensive development of the education community.**

As in any project, there is always room for improvement. Therefore, we are currently working on several enhancement actions, notably including:

- Designing a new interface to make the blog more attractive and easier to navigate.
- Designing and developing a space for interviews with teaching staff members, so that they can share the methodologies they use in their classes with the rest of the community.
- Devising a plan to interview students through videoblogs to provide them with a space on the blog in which to share their views on the experimentation of active methodologies used in class and in online learning.
- Developing a strategy to expand the scope of the blog and make it more visible in other social networks and communication channels.

The blog URL is:

<https://blogs.deusto.es/aprender-ensenar/>

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Merging Service-learning and life stories: Communication Studies under the Ignatian Pedagogic Paradigm

ABSTRACT

Community engagement projects are designed to allow students to develop “real-world” experiences during the learning process. This article is a detailed account of a Service-Learning (SL) experience of 19 Communication students and 2 teachers from Pontificia Universidad Católica del Ecuador with the communities of Sigchos and Chugchilán, in the Central Andes of Ecuador. Communication students conducted narrative research through two research methods used in journalism: personality interviews and life stories. Community members were approached with the use of information and communication technologies (ICTs), because of the Covid-19 pandemic which prevented students and faculty to conduct fieldwork.

This article reflects about merging SL and life stories while underlining the characteristics of the Ignatian Pedagogic Paradigm. Even though the interaction was vicarious –with the use of ICTs– it resulted in significant learning. The dialogue with the communities and self-reflection allowed them to discover another reality; they identified with warm people and gained some knowledge about the unique richness of their land. All of this conveyed in life stories that will soon be broadcasted on the local radio. Further research is expected about the impact these stories would have on the construction of the identity of the local populations, followed by students and faculty.

THE PRACTICE

This article is a detailed account of a **Service-Learning experience of 19 Communication students** and 2 teachers from the **Pontifical Catholic University of Ecuador** with the communities of **Sigchos and Chugchilán**, in the Central Andes of Ecuador. Communication students conducted **narrative research** through two research methods used in journalism: **personality interviews and life stories**. Community members were approached with the use of information and communication technologies (ICTs), because of the Covid-19 pandemic which prevented students and faculty to conduct fieldwork. The last experience took place in February 2020. Among other activities, the authors highlight especially one involving a group of students that **worked with the local radio and high-school students** in Sigchos, training them to produce their **own radio program with educational content**.

OBJECTIVES

- ⊙ To engage in literature research about the **context: geographic, cultural, historical, and social of the participants**.
- ⊙ To **understand the logic of audio production**: creative and engaging discourses.
- ⊙ To involve in the storytelling of the people from the community, to **build local links between the stories, the people and the context**.
- ⊙ To **produce appealing life stories that could be broadcasted**, focusing on the role that each person plays in the community and resignifying the different life stages and the subjectivity of the protagonists.

LESSONS LEARNED

- 📄 Communication students went thoroughly through the **Ignatian Pedagogy Paradigm**
- 📄 Understanding of the **complex context** of the interviewees
- 📄 Experiment with the **reality of the community**
- 📄 **Reflection and evaluation** about the experience
- 📄 The project showed how radio turns into a medium for **social consciousness**

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Merging Service-Learning and Life Stories: Communication Studies under the Ignatian Pedagogic Paradigm

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ABSTRACT

Community engagement projects are designed to allow students to develop “real-world” experiences during the learning process. This article is a detailed account of a Service-Learning (SL) experience of 19 Communication students and 2 teachers from Pontificia Universidad Católica del Ecuador with the communities of Sigchos and Chugchilán, in the Central Andes of Ecuador. Communication students conducted narrative research through two research methods used in journalism: personality interviews and life stories. Community members were approached with the use of information and communication technologies (ICTs), because of the Covid-19 pandemic which prevented students and faculty to conduct fieldwork. This article reflects about merging SL and life stories while underlining the characteristics of the Ignatian Pedagogic Paradigm. Even though the interaction was vicarious –with the use of ICTs– it resulted in significant learning. The dialogue with the

communities and self-reflection allowed them to discover another reality; they identified with warm people and gained some knowledge about the unique richness of their land. All of this conveyed in life stories that will soon be broadcasted on the local radio. Further research is expected about the impact these stories would have on the construction of the identity of the local populations, followed by students and faculty.

Keywords: Service-Learning, Narrative Research, life stories, sound production, community engagement

1. INTRODUCTION

Service-Learning (SL) is a front-line practice in community engagement; life stories are appealing and charming material to learn about people. Merging both methodologies, at the College of Communication of Pontificia Universidad Católica del Ecuador (PUCE) we were able, in 2020, to continue online, despite the pandemic of Covid-19, learning while serving the communities. Moreover, we realized that this was an opportunity to make a tribute to the local people that has been working together with PUCE, since 2016, throughout the community engagement project “Endogenous Development of Sigchos and Chugchilan” (Moreano & Yopez-Reyes, 2018). With the use of Information and Communication Technologies (ICTs), communication students could tell the stories of the people of these communities in a professional fashion.

Higher education (HE) comprises three substantive functions: teaching, research, and community outreach.

These three functions meet at some point, particularly in community engagement projects which are participatory endeavors, working from and with communities outside college clusters. The SL projects were defined, socialized, and validated by all the participants, to ensure fruitful results. Yet in 2005, Campos & Sánchez considered community engagement projects to be “the central structuring axis of academic planning” (p.10). In other words, teaching and research find ways and tools to work hand in hand with society and the economy, leaving aside welfare ideas from the past.

An important feature of community engagement is that college students and faculty “work **with** the communities and not **for** them” (Ríos et al., 2016). The objective of community outreach has moved from “intervention” to “joint venture” through the two-way transfer of knowledge providing learning opportunities (whether formal or informal) for participants involved at every level.

At the 2020 Fall AJCU¹ Conference on International Education², Professor Dan Walsh (Creighton University) put in parallel the five characteristics of the Ignatian Pedagogical Paradigm (IPP): context, experience, reflection, action, and evaluation, with the stages of Service-Learning (SL): preparation, action, reflection, and evaluation (Figure 1).

It is important to stress that the IPP –in contrast to SL stages and the phases of PUCE’s community outreach– is not a roadmap but an umbrella concept to understand how significant learning is acquired by students, so that the five characteristics of this paradigm can take place simultaneously and complementarily among them all.

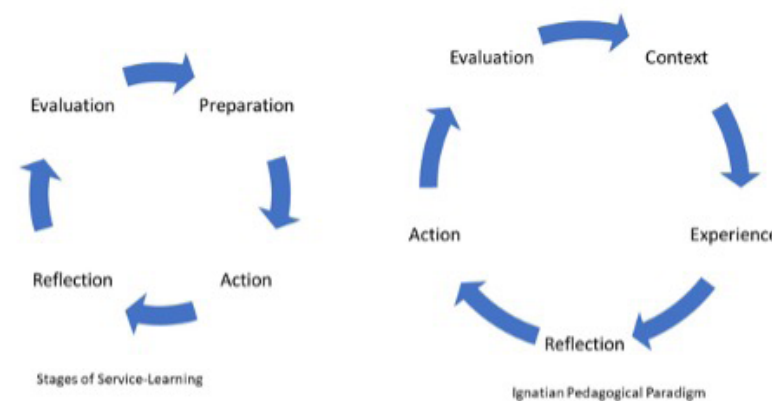


Figure 1. Stages of Service-Learning vs. Ignatian Pedagogical Paradigm.

Emphasis should be placed in IPP, where evaluation and context define an in-depth analysis of local reality. Students outcomes would be broadcasted in radio, disseminated through print, in community meetings and learning spaces. However, to generate impact on the community through communication tools, the project aims to allow communities to tell their own stories, their problematic situations and reinforce their

A similar analysis of the community outreach roadmap of PUCE analyzes community engagement projects driven by SL. Table 1 shows the four phases of this roadmap and their correspondence with the IPP and HE functions (Yépez-Reyes et al., 2020).

PUCE's community outreach roadmap	Phase 1 DIAGNOSIS	Phase 2 PLANNING AND MANAGEMENT	Phase 3 IMPLEMENTATION	Phase 4 RESULTS
	Problem analysis Baseline definition Relevance Academic domains Setting up indicators	Shared view Strategic alliances Program definition Project design Interdisciplinary approaches	Joint work Social and technological innovation Monitoring system Participatory processes	Knowledge exchange Celebration of achievements Dissemination of outcomes Evidence registry Networks and links Evaluation
IPP	Context + Experience	Experience + Reflection	Experience + Reflection + Action	Action + Evaluation
HE	Outreach + Research	Teaching + Outreach	Teaching + Research + Outreach	Outreach

1: AJCU is the acronym of the Association of Jesuit Colleges and Universities (www.ajcunet.edu)

2: The session “Integrating Service-Learning into International Education to Promote Global Citizenship” was held virtually on October 29, 2020, at Creighton University. <http://www.creighton.edu/geo/globalcreighton/ajcuconferenceoninternationaleducation/>

identity.

2. STORYTELLING AND NARRATIVE RESEARCH

The art of storytelling has been recognized beyond public communication by a wide range of disciplines, from Marketing to Neuroscience, as a powerful form of communication. Suzuki et al. (2018) suggest “this is because stories, and in particular personal stories, have the ability to illuminate fault lines, highlight oddities, and paint a picture of the past, present, and future that is both compelling and easily understandable” (p. 9468).

Narratives are in the core of communication studies, whether intended for journalism purposes, new media, organizations, government, or civil society. The ability to develop a good story is crossed by the cognitive aspect of evoking emotions and creating personal links with the audience (Lugmayr et al., 2017). Communication students learn not only to create good stories but mostly, to listen.

Listening and conversation skills, which could be thought to be part of the everyday of any college student, are not so nowadays. As Turkle (2016) states: “we readily admit we should rather send an electronic message or mail than commit to a face-to-face meeting or a telephone call.” (p.3) This

statement becomes stronger for the new generations for whom face to face conversations become less frequent. This trend is accelerating as educational institutions are moving online since the start of the Covid-19 pandemic. Communication scholars such as Tietsort et al. (2020) are align with the “Free Listening” movement putting in practice as pedagogical activity. Free Listening, as explained by the authors, structures a form of “active, empathic engagement, and listening more than talking” (p. 1).

Qualitative methods allow research to be conducted using an insider perspective, “capturing the particular meaning that each person assigns to an event, as pieces of a systemic setting” (Ruiz, 2012, p. 17). A qualitative method based on listening is narrative research “a method and process to deal with research, subjects, and the stories they tell” (Megías et al., 2017, p. 963). In this specific project, students worked with two narrative research methods used in journalism: personality interviews and life stories.

The personality interview is a narrative research method that collects information before, during and after the dialogue, where both the interviewer and the interviewee share questions and answers. Gutiérrez (2011) considers that this method is intended to discover “little-known aspects of the interviewee:

their taste, hobbies and way of being” (p. 83). The author alerts that the quality of the resulting final interview relies upon following the whole process required to collect essential information; skipping steps “could cause great danger to the interview” (p. 81). Ruiz (2012) highlights that the art of knowing how to ask questions is actually an interactive practice building and capturing meanings which depend upon cultural, social, behavioral, and physical facts from both people involved: the interviewer and the interviewee.

On the other hand, life stories are a type of biographic method that allows researchers to build on the time spent together with their interviewees and highlight special moments that are agreed to be shared. Media are especially keen to life stories that wake up a sense of curiosity and engagement in the audiences that are eager to know real-life

stories of people they have not already met. Appealing and motivating storytelling awakens emotions. This is stressed by Duplat (2000) building on the work of Paul Ricoeur, who argues that “no historical event is of profound interest if it does not refer to the affective life, that is to say, to the exciting, shaken reality of singular lives”.

3. THE COMMUNITIES OF SIGCHOS AND CHUGCHILAN

Sigchos and Chugchilan are rural areas of the province of Cotopaxi located, in the central Andean region of Ecuador (Image 1). Their total population is of ca. 22,000 inhabitants, with a high majority of indigenous Kichwa communities (Table 1)



Image 1. Chugchilán is an agricultural area located in the middle of the Andes.

Table 2. Population density by zones in Sigchos

Zone	Population	Area extension (km ²)	Population density (people per km ²)
Sigchos	7933	776.23	10.22
Isinliví	3227	84.86	38.03
Chugchilán	7811	248.76	31.40
Palo Quemado	1030	115.94	8.88
Las Pampas	1943	132.05	14.71
Total	21944	1357.84	16.16

Source: INEC 2010

Socio-economic development of the communities of Sigchos and is based on their unique history. A historical account identifies five different periods in this territory: a) a prehistory rich in archaeological monuments, b) the remote origins of the feudal system, c) the colonial and republican hacienda system, d) the struggle for land in the 1970s that ended this form of exploitation, e) the empowerment of Indigenous organizations with emphasis on education, commercialization, and a more active participation of women in development.

Regarding the feudal system and the Andean hacienda (c & d), Thurner (1993) proposes a “quasi-official” history of the Andes built from information collected by informants and not official sources:

“*The hacienda era is represented as a dark world where victimized Indians, shrouded in illiteracy and ignorance, were driven by their masters to shoulder excessive fiesta cargos, the unending ritual obligations that condemned them to a life of brutish drunkenness, servility, and poverty (p. 45).*”

In the last 30 years, families from various communities of Sigchos and Chugchilán have engaged in activities aimed to improve their quality of life. For instance, the *school Jatari Unancha* devoted to adult

education with a focus on productive training, the training of young carpenters by the Matto Grosso group, the development of agro-ecology, the expansion of tourism, the diversification of farming practices and industrial processing plants (*chocho (Lupinus sp.)*, cheese factories, mills). The role of women in these processes has been determinant, empowering their leadership role.

PUCE has a long story of community engagement projects in this region. The current community outreach project “Endogenous Development of Sigchos and Chugchilán” was launched in 2016 by the College of Medicine. This project expanded to include faculty and students from at least 14 different programs, ranging from health, natural and social sciences, to the humanities; the College of Communication, Linguistics and Literature is one of them.

The project works in three components:

- Identity: history, cultural recognition, education
- Entrepreneurships: tourism, small farming practices, transformation
- Health and wellness: environmental issues, eradication of child malnutrition

Through the years, the College of Communication has developed different activities for these compo-

nents with the communities of Sigchos and Chugchilán, for example: hand-washing and hygiene campaigns in schools; videos, podcasts and immersive 360 shots uploaded to a blog to enhance community experiential agro-tourism –which was worked together with students and faculty from the partner Ohio University–; a library in a multigrade school and reading corners in single-teacher schools in the most deprived areas; among others.

The last field trips of Communication students to Sigchos and Chugchilán took place in February 2020. One group worked together with the schools of Chugchilán painting a mural and together with students and faculty from the College of Arts, they were able to develop reading and art workshops in the local school. Another group worked with the local radio and high-school students in Sigchos, training them to produce their own radio program with educational content. The lockdown has prevented PUCE from traveling to the region; all in-person activities have been suspended. Since the pandemic, the communities with which PUCE has been working with have maintained contact virtually.

3. OBJECTIVES AND METHODOLOGY

Due to the Covid-19 pandemic, the community engagement project has found creative ways to adapt

to the new virtual reality. The activities took place from October to December 2020. Using ICT, college students were able to meet the community members who were willing to share their life stories. Nineteen people were selected, 6 women and 13 men ranging from educators, small farmers, religious leaders, women leaders, entrepreneurs and one representative from the local government.

Qualitative research was conducted using personality interviews that turned into the production of audio life stories. Applying both methods, students were able to understand the lives of their interviewees, shared impressions and make the interviewees words their own; in that way the activity enabled the students to produce a high-quality recording material.

Audio production is a creative, artistic, and professional activity. Listeners of audio products must be able to imagine the audio scene. Audio scenes are built through the recognized four voices of the radio: music, words, sound and silence. According to Pansarasa (2013) “in radio, messages are produced one by one with the prime objective that they are both heard and listened; each second on air shall be meaningful and not intended just to fill the space” (p. 76).

As a SL project, the audio production of life stories

had the following learning outcomes:

- a. To engage into literature research about the context: geographic, cultural, historical, and social of the participants.
- b. To understand the logic of audio production: creative and engaging discourses.
- c. To involve into the storytelling of the people from the community, in order to build local links between the stories, the people and the context.
- d. To produce appealing life stories that could be broadcasted, focusing on the role that each person plays in the community and resignifying the different life stages and the subjectivity of the protagonists.

4. RESULTS OBTAINED

The results obtained out of this SL project underline the five characteristics of the IPP, which are fundamental at PUCE as a Jesuit University.

4.1 Context

Students were invited to get virtually involved in the context of the interviewees, as to understand the logic of rural life and its complexities. Apart from engaging in literature research about historic, geographic, cultural, and social facts about the central Andes, students attended, two classes lead by Dr. Moreano, professor at the College of Medicine. Dr. Moreano worked as a medical doctor in 1987 in the area and currently is the director of PUCE's community engagement project: "Endogenous Development of Sigchos and Chugchilan".

Using slides, videos, and podcasts students learned

about the context of Sigchos and Chugchilán (Image 3), the local dynamics and the social composition of the communities. One important fact introduced was health issues in the area, as well as intercultural communication talking in account that most of

Table 2. Stages of Audio Production

Pre-production	Production	Postproduction
1. Gathering texts and images	1. Audio recording / tracking (max. 8 minutes)	1. Joint review
2. Filling in a form involving: audience, context, interviewee information, format, length	2. Mixing	2. Audio corrections (subtle errors and noise)
3. Interview	3. Audio review to build sound images	3. Mastering
4. Sounds, music, audio effects		
5. Script rough draft		
6. Teacher's revision of the script		



Image 3. Cloudy afternoon in Chugchilán, Cotopaxi – Ecuador. Photo: PUCE 2018.

the population is composed of indigenous kichwa communities whose first language is Kichwa. Students received a collection of videos, pictures and audio productions, final dissertations and studies developed by former communication students in the last few years.

The interviewees were esteem members of the community. They played a specific (and fundamental) role in the development of their territory. Their example represents the dreams of change for the local population. The social imaginary of development has been a constant reference in each of the interviews. Many of them told stories of their wish to improve their community from the development

of food systems, ecotourism, empowerment of women and their participation in productive activities, the positive impact of the work of NGOs and economic growth.

The life stories gathered during the interviews discussed about their homeland, environmental issues, collective well-being and their struggle to overcome poverty. They reflected on their conditions, not as an obstacle but as a strength, to fight for family and community.



Image 4. José Pilatasig, farmer, and entrepreneur from the community of Guayama Grande, Chugchilán.

The story of José Pilatasig, a farmer of Guayama Grande (Image 4), is part of this collection of audio stories. He tells his appealing story of commitment and dedication

for change³:

“

Loving mother nature brings about family health, and the health of oneself. For life to develop smoothly I asked myself why I should pollute the land with agrochemicals and fungicides to have “better” crops? So, I started better fertilizing everything with organic pesticides. I made a serious decision then to love the earth.

4.2 Experience

For the experience to take place, students were required to read about the two narrative research methods with which they collected the information and material to produce their audio pieces. Students had to find and analyze examples of personality interviews as well as look after literature on how to build compelling life stories. Having this in mind, they started by designing their questionnaires to conduct the research. Then, they had to choose the audio genre with which to work with: narrative or sound story. Narrative consists of a storyteller guiding the audience through the plot; the sound story (life story) involves biographic information through sound scenes built with the actual voice of the protagonist.

³: The story of Jose Pilatasig is available at: https://www.ivoox.com/historia-vida-jose-pilatasig-audios-mp3_rf_64599719_1.html

The first step was meeting the interviewees. After explaining the project getting to know each other, and providing all the necessary information, students needed to have the signed consent of the interviewee to take part in the project. The initial exchange of ideas helped the students develop semi-structured questions which could give them the opportunity during the dialog to rephrase questions and enrich the conversation.

When the time for the actual interviews came, some students became practitioners for the first time, experiencing in real life the scope of the journalism profession with actual interviewees. They had to get into the subjectivities of the people and deal, as well, with their own subjectivities. Active listening was a major asset to be able not to miss information, recording and taking notes during the conversation let them afterwards process the data.

4.3 Reflection

One of the milestones of both IPP and SL is reflection. The students' reflections showed how effective SL and life stories method works well together. Non-verbal communication is an important source of information during an interview: facial expressions, body language and tones of voice let the interviewer better identify emotions in the interviewee. Nonetheless, this information was almost

absent in this practice, as most of the interviews were done through mobile devices (Image 2). The poor connectivity in rural areas, made video chat impossible.

Students reported that, from the first encounter, they were able to experience the human worth and tenderness of the people. Student A commented:

“

This project was a new experience, I spoke with Mama Hilda, a native of the area of Chugchilán. She told me about her life since she was a child. For me, this was a very meaningful conversation because I learned about the worth and capacity of a woman living in a rural area.

Students reported on the changes that have happened in the area, and how people dream to make changes possible and permanent for next generations.

4.4 Action

Listening was a major activity. For the students to build appropriate communication pieces the students had to spend hours listening to the dialogues and reviewing their notes. They had to choose the sounds that enhanced the audio, such as: back-

ground sounds and appropriate music.

Student B, while working on the audio production observed:

“

Taking part in this project let me tell stories in a different way: being conscious of a new reality and its beauty. I was able to see things through someone else's eyes. I was able to understand their worldviews, their passions and what makes them who they are. All stories are worth being told. Telling these stories allowed me to see and learn the real beauty hidden behind each human life.

Students perceived that in some way their work could contribute to social justice and social change. Classic communication researcher, Matta (1993), claimed that the radio is not just a simple instrument for transmission, but a space of cultural production and social order. Both sender and receiver shared notions, sensations, perceptions, meanings, ideologies, references and culture.

In rural Ecuador radio is still an important way to transfer information. It is a friendly channel in

which neighbors share their problems and family situations; the radio is a medium for learning, for being accompanied, and to get informed about different topics on rural life. Building on this understanding, communication students started creating narratives and sound stories to be broadcasted in the local radio. Nonetheless, these stories are also available and can be shared from the College of Communication podcast channel and are also able on the Facebook page of radio Sigchos. In the countryside, internet connection is scarce, so radio remains as the dominant medium.

4.5 Evaluation

Participants agreed that working on this project had been an enriching activity. The students considered the life stories of the people of rural Sigchos and Chugchilán should be broadcasted openly. The students learned new points of view, they appeal for empathy and understanding, humanizing the social imaginary of life in rural areas.

Student C reflects on her desire to meet her interviewee in person:

***“Thanks to this project I was able to meet Mr. J. He taught me about perseverance; how your dreams may come truth, and that despite the adversities of life you can always reach your goals. Because of the Pandemic, we could not travel there, but this did not prevent us from meeting great people and making a good interview. I really hope the lockdown will be over soon to be able to meet in person my interviewee and his family.*”**

College students were able to tell stories of the people from the communities, but this was not “imposed” on the communities. The people from Sigchos and Chugchilán had the desire to make their voices heard. This project let them broadcast their stories in such a way that they were proud and happy being part of the venture. Student D reflects about this:

***“I saw this project not only as classwork, but also as a way of serving others. I was able to assist Mr. P who have been struggling for years to find a way to tell his life story to the people of the community, so that they could listen to the harsh circumstances he had been through, and that despite this, he has been able to achieve his dream of becoming an educator, and in this way help those in need.*”**

5. LESSONS LEARNED

Communication students went thoroughly through the IPP, understanding the complex context of the interviewers, being able to experience their reality, reflecting about it, acting coherently in response, and evaluating this learning process. Even though similar experiences were performed the last three years with other groups of communication students, the Pandemic urged us to find online ways to perform service-learning, connect virtually with the local communities and achieve the proposed learning outcomes of the audio production course involving a community engagement practice.

The resulting sound pieces “let us see”, without images, and perceive the stories told. As mentioned by Student E: “making radio is creating, innovating, being impassioned, and generating emotions towards the public sphere”. SL, even when performed online, let college students, faculty, and communities work together and benefit from the experience.

The project showed how radio turns into a medium for social consciousness. This is why the project should rethink future actions that could be undertaken to reinforce activities around these stories.

This project addressed different issues, places, and participants. This was possible because of the support both from PUCE’s staff and from the Municipality of Sigchos. In fact, the Major of Sigchos attended the launching of the final products (Image 5). Participants in this event were happy to hear his offer to broadcast all products on the local radio, Radio Municipal Sigchos, in the coming months. Regarding this, Student F replied:

***“We realize that the final products delivered could always be improved and amended, so that we can produce good pieces for our audiences, to achieve significant social change.*”**

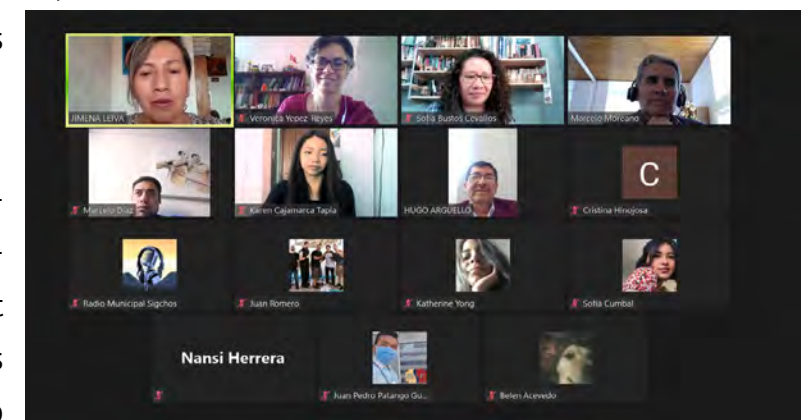


Image 5. On December 16th, 2020 the final products were virtually delivered by students and faculty to the Major of Sigchos: Hugo Argüello with the attendance of a number of representatives of the communities of Sigchos and Chugchilán.

Finally, the finished audio life stories are available at PUCE's College of Communication IVOOX channel: https://mx.ivoox.com/es/podcast-historias-vi-da-personas-del-area-rural_sq_f11162934_1.html

Our take is that for Communication studies, service-learning is an active methodology that goes hand in hand with the Ignatian Pedagogic Paradigm, which promotes faculty, students, and communities to get involved in joint endeavors that are motivated by social justice.

The life stories obtained during the interviews will be broadcasted on the local radio. Further research is expected about the impact these stories would have on the construction of the identity of the local populations, followed by students and faculty.

At the community level, broadcasting their own stories on the radio could reinforce their identity. However, language issues are not considered. As mentioned before, the great majority of the population speaks Kichwa. To reinforce and revitalize the language and local culture, there is a need to integrate this language into the products, which can only take place working together with the local communities with all the complexities that multicultural communication brings.

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PAP San Pedro Valencia: a learning environment for autonomy

ABSTRACT

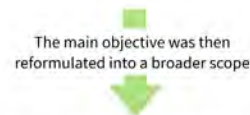
The educational project promoted by the Instituto Tecnológico y de Estudios Superiores de Occidente is characterized by searching for answers to social needs, with and for society. With that background, the PAPs are the mechanism through ITESO's students carry out their learning in practice and social service in the same setting, building spaces for collaboration and learning with the actors of the place where they work and with teachers who accompany them, answering to the needs of the contexts in which they develop. On that frame, the PAP San Pedro Valencia shows how a real-life learning scenario offers space for ITESO university and communities to improve each other, building collective learning and promoting autonomy. This PAP's trajectory, context, methodology, and educational impacts set it as an innovative learning environment, as described in this document.

THE INITIATIVE

The Institute of Technology and Higher West Education introduces a **real-life learning experience** to their students through the PAPs (**Professional Application Projects**). Their objective is to **search for answers to social needs, with and for society**. In this article, the author describes the **PAP San Pedro Valencia** where students could accompany San Pedro de Valencia's community aiming at **strengthening the inhabitants' capacities to face the economic crisis and at creating alliances with neighboring communities**.

MAIN OBJECTIVE

To contribute to **improving the technical and social capacities of 60 producers and service providers of San Pedro Valencia**, to promote **subsistence alternatives** and for the generation of income, in congruence with **environmental conditions** of the Chapala basin and with a vision for **medium and long-term regional development**.



To improve the **technical and social capacities of the inhabitants of the Mazatepec Valley** to promote life alternatives, congruent with the environmental conditions of the watershed and with the vision for medium and long-term regional development.

OTHER OBJECTIVES

- Generate a **different political culture in the communities**
- Strengthen university students' social responsibility** in a context that continuously challenges their capacities

ACTION LINES

- Natural resources and sustainable development
- Formulation of enterprises
- Local urban improvement
- Creation of a containment strategy

RESULTS

- Comprehensive learning
- Professional exercise with social sense
- Critical and reflective recovery of the learning experience
- Improvement of the community's quality of life
- Reduction of the inequality gaps
- The educational impact on students transcends the school

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PAP San Pedro Valencia: a learning environment for autonomy

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ABSTRACT

The educational project promoted by the Instituto Tecnológico y de Estudios Superiores de Occidente is characterized by searching for answers to social needs, with and for society. With that background, the PAPs are the mechanism through ITESO's students carry out their learning in practice and social service in the same setting, building spaces for collaboration and learning with the actors of the place where they work and with teachers who accompany them, answering to the needs of the contexts in which they develop. On that frame, the PAP San Pedro Valencia shows how a real-life learning scenario offers space for ITESO university and communities to improve each other, building collective learning and promoting autonomy. This PAP's trajectory, context, methodology, and educational impacts set it as an innovative learning environment, as described in this document.

INTRODUCTION

The educational project promoted by the Instituto Tecnológico y de Estudios Superiores de Occidente, ITESO, is characterized by searching for answers to social needs, with and for society. One of the components of this search is the university social link understood within ITESO as “the set of university activities organized and oriented to develop alternative solutions to the main needs and problems of the environment, in a shared and reciprocal process with various actors of society” (Consejo de Rectoría, 2014, p.3). Among the diversity of actions with which ITESO relates to society, the Professional Application Projects (PAP) are distinguished. The PAP emerged in 2004 when ITESO began with the curricular renewal of their educational programs (Consejo Académico, 2005; Cárabes, 2013). The PAP were then established as subjects that link university, in learning scenarios in a situation, through high social impact projects that address long-term social problems in a professional and multidisciplinary way (Ortiz, 2007). Nowadays, the PAPs are the

“The SPVPAP, from 2015 to the present, seeks alternatives to improve the quality of life of the inhabitants of the Mazatepec Valley by the collaboration of ITESO’s students and professors with local agents.

mechanism through which ITESO students carry out their learning in practice and social service in the same setting, building spaces for collaboration and learning with actors of the place where they work and with the teachers who accompany them, answering to the needs of the contexts in which they develop. These projects are considered an innovative learning environment that integrates comprehensive training, a professional exercise with social sense, and a critical, reflective recovery of the learning experience (Colegio de Directores de la Dirección General Académica, 2018). There is a wide PAP offer at ITESO related to all studies and social branches in different scenarios, including community projects, such as the one located at San Pedro Valencia and Mazatepec Valley named PAP San Pedro Valencia (SPVPAP). The SPVPAP, from 2015 to the present, seeks alternatives to improve the quality of life of the inhabitants of the Mazatepec Valley by the collaboration of ITESO’s students and professors with local agents. This PAP develops a work strategy that encourages autonomy, learning and development—learning as students’ learning in practice, as PAP’s community collective learning. The purpose of this article is to describe one of the ITESO’s PAP, the PAP San Pedro Valencia, and its development as an innovation in learning environments.

THE SAN PEDRO VALENCIA PAP’S DEVELOPMENT

A brief historical recovery of the San Pedro Valencia’s Professional Application Project is made in this section. This history is divided into two moments: the PAP’s beginning and its development.

The first moment is the creation of the PAP. The work focused on accompanying San Pedro Valencia’s community’s inhabitants, a town belonging to Acatlán de Juárez, Mexico, in strengthening their capacities to face the economic crisis derived from ecocide in the region, from 2015 to the beginning of 2017. The second moment takes place between the beginning of 2017 to the present. It consists of creating alliances with neighboring communities for the protection of regional environmental assets. In these two moments, the PAP SPV projects’ protagonists are the ITESO’s students and teachers, as well as the local agents of the participating communities, so hereafter, when SPVPAP is named, the reference is for these three groups of actors.

As a new learning scenario, the SPVPAP began to be set in January 2015 due to a request for accompaniment made to ITESO by representatives of some social organizations in San Pedro Valencia to face the consequences of the ecocide that devastated the economy of the population. This ecocide at the Hurtado’s Dam happened due to the spillage of mo-

“The work focused on accompanying San Pedro Valencia’s community’s inhabitants, a town belonging to Acatlán de Juárez, Mexico, in strengthening their capacities to face the economic crisis derived from ecocide in the region, from 2015 to the beginning of 2017.

lasses in the dam—causing the death of 500 tons of fish, the increase in the lily plague, and the new species reproduction’s impossibility because the water’s eutrophication. These consequences affected San Pedro Valencia’s economic life, which was based on fishing, the sale of fresh fish, and the offer of fish dishes that attracted tourism to restaurants located on the dam’s shore.

As an initial work objective, the SPVPAP sought: to contribute to improving the technical and social capacities of 60 producers and service providers of San Pedro Valencia, to promote subsistence alternatives and for the generation of income, in congruence with environmental conditions of the Chapala basin and with a vision for medium and long-term regional development (Morales, 2015). Three action lines were established to achieve it: natural resources and sustainable development, the formulation of enterprises, and local urban improvement. These action lines were developed through different community projects from January 2015 and, approxima

tely, until May 2017, with students from different careers and community actors with different roles (Figure 1). Over time, an extra action line was identified, necessary for developing PAP activities called Strengthening the Social Tissue. This line arose from the continuous coexistence with the community's inhabitants. The PAP team observed that the crisis caused by the ecocide affected the economic life of the community and weakened relations between members of the population, which made it difficult for them to participate in the PAP projects. Simultaneously, the aquatic life in the dam was recovering in June 2016; a new community emergency challenged the development of the different projects in the areas of action indicated in the commu-



Fig. 1: Pictures of the SPVPAP's first stage

nity. The emergency was triggered by an agricultural company installed in the region that began to dump agrochemicals into the San Antonio River, the Hurtado dam's main influent. To face this situation, some community leaders asked the PAP to support creating a containment strategy, which would allow them to position themselves and become active in the face of a possible environmental contingency. Community residents, students, and PAP's teachers developed a strategy for protecting the dam's water. This strategy included monitoring the water quality and the residents' training to carry it out, a media communication plan to disseminate the situation according to the interests of the community, and an analysis of the legal instruments available for the defense of the dam's water. Faced with social mobili-

zation, the company stopped dumping its waste into the river, and a process of constant monitoring of the water quality of the dam was installed (Arce, et al., 2016).

This event ignited the PAP members' reflection about PAP projects' scope aimed at protecting environmental assets since these were carried out only in the San Pedro Valencia community. While the care of environmental goods, particularly water, is a regional issue,

which implies actions that affect larger territories. Based on this, the PAP collaborators decided to explore the link with neighboring communities of the basin (Figure 2), which began the second phase of the PAP.

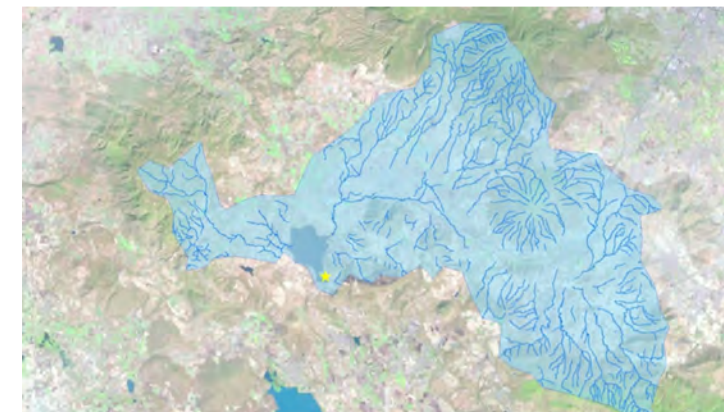


Fig. 2: Hurtado Dam's basin

The conception of a common territory for protecting environmental assets set the tone for the bond of the PAPSPV with nearby communities. The way to do it was to create links with members of the Mazatepec Collective, made up of young people from neighboring towns to San Pedro Valencia, organized around cultural promotion in their communities. This group approached the activities carried out by members of the PAP and San Pedro Valencia inhabitants to contain the dam's contamination by agrochemical products. This process marked the beginning of a collaborative relationship formalized in August 2017 with the start of different SPVPAP projects, joined by Mazatepec Collective members, in the Mazatepec Valley. This Valley is a territory made

up of seven communities: Las Navajas, Cuxpala, La Villita, San Isidro Mazatepec, San Antonio Mazatepec, Ahuisculco, and San Pedro Valencia (Figure 3).

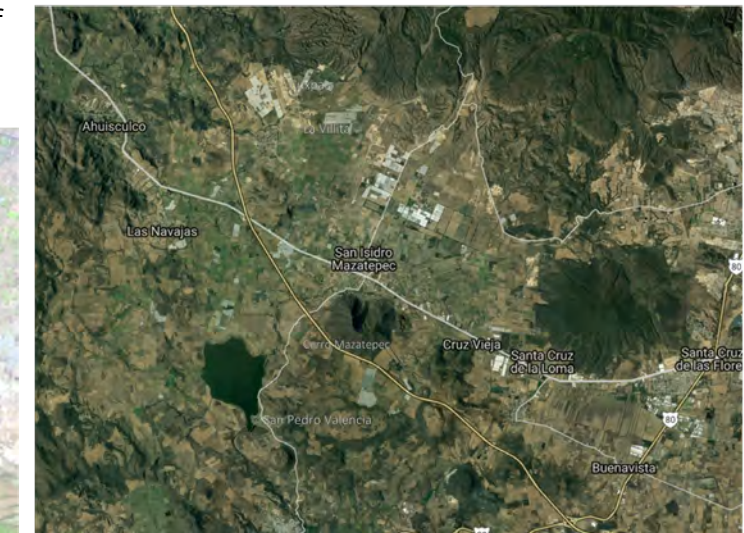


Fig. 3: Mazatepec Valley's Map

This collaboration process with the Mazatepec Collective had as a compass the results of a citizenship participation exercise, led by the Mazatepec Collective and PAPSPV students, which was called Community Agendas (Figure 4). These agendas aimed to promote citizen advocacy by opening spaces in which communities, with their various sectors, began to ask themselves, "What is wrong in our communities? As inhabitants, how can we transform them?" (Ortiz, 2018, p. 8).

The course set by the Community Agendas modified the main objective of the PAP. The objective was reformulated as "To improve the technical and social capacities of the inhabitants of the Mazatepec



Fig. 4: Graphic material for Community Agendas' divulgation

Valley to promote life alternatives, congruent with the environmental conditions of the watershed and with the vision for medium and long-term regional development” (Morales, et al., 2018, p.1). The previous four action lines of action were maintained, now revisited in dialogue with the Mazatepec Collective, giving room to the new projects that emerged from community agendas and continue being developed today.

Through the recovery of SPVPAP's history, it is possible to observe how the relationship between teachers, students, and communities' residents is the center of each of the projects that have been executed throughout the PAP's life. This relationship also intends to generate a different political culture

in the communities, as a collective effort, and strengthen university students' social responsibility in a context that continuously challenges their capacities.

In short, during the development of this PAP, the participants have developed different strategies that have allowed the dialogue

of knowledge and community projects' execution – thereby opening doors to improve the quality of life and, in some areas, to reduce inequality gaps through the expansion of the capacities and collective learning of the inhabitants, teachers, and students, which are the SPVPAP's center of the work model as described below.

THE BACKGROUND METHODS AT SAN PEDRO VALENCIA'S PAP

San Pedro Valencia's PAP follows two background methods. During the scholar period, the first method is related to teachers' accompaniment system for student's project management, promoted by the ITESO's Coordination of Professional Application

Projects. The second one linked to each developed project to achieve the SPVPAP's main objective in the long term.

The accompaniment method for students' projects management indicates that the accompaniment of the learning processes in projects that the teaching team carries out to the PAP students during each semester is organized in five general moments: identify, plan, validate, apply, and value (Figure 5). In each stage, decisions are made in agreement with Mazatepec Valley residents, either with the Mazatepec Collective or with communities' representatives for these purposes. At the same time, at SPVPAP, every students' proposal has two main requirements. The first one is that the proposal must be validated and accompanied by community members. The second is that the students lead the projects' execution, so they are under their responsibility.

Students have clarity of project learning based on five basic operations of a PAP: identify the problem; participatory planning of the solution; submit it for the approval of those involved (Validation); application or execution of the project, and, finally, its comprehensive evaluation.

Coordinación PAP (2015)

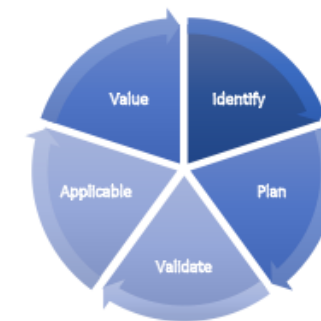


Fig. 5: PAP's Basic cycle

Concerning the general objective of the PAPSPV, each promoted proposal is developed according to three main processes:

Design: The work strategy assumes that project initiatives are agreed upon since the beginning with the local agents involved. Once the agreement has been taken and the school period started, the students form multidisciplinary teams to manage the projects during the semester. Also, carry out an analysis exercise of the problem addressed by the initiative and formulate socio-professional alternatives to solve the identified needs. The proposals are submitted to the consideration of local actors, and the best options are validated. During this process, the project teachers provide information on the intervention's antecedents, link students with community actors, accompany the process of analyzing problems and identify alternatives, and facilitate dialogue with the actors to validate the proposals.

Execution: once the student teams validate the proposals for the initiatives' execution, they develop the socio-professional proposals according to a work schedule and according to the communities' products. The student teams, accompanied by the teachers of the project, attend the communities

regularly, to obtain more information or to show the progress of the projects to the communities or to carry out joint activities with the communities or to support initiatives that the communities are carrying out as to their own dynamics. In addition, teams of students and teachers meet weekly to analyze the processes, study the contexts, report on progress in meeting goals, or share the intervention's experience.

Evaluation: At the end of the projects, the student teams deliver the results and their technical files to the communities. This delivery is carried out in a work session in which the community can give its observations and identify pending issues and devise strategies to give continuity to the processes. According to this information set, students and teachers evaluate the processes in terms of their efficiency, effectiveness, and sustainability.

During the semester, PAP's teachers give guidance for students' project achievement and accompany the student's critical reflection by creating analytical spaces based on reflecting inequalities, territory issues, and environmental care. The analytical spaces with strong community participa-

tion make the PAPSVP an innovative learning environment, based on the relationship between the students' learning in practice requirements, the social reflection, and the community needs.

With these two methods, the SPVPAP's team reaches two goals with different timing, to accompany the students into their learning in practice in the short term and the same time to follow the community development in the long term. Both goals have different educational impacts, as next described.

THE EDUCATIONAL IMPACT OF THE PAPSVP

The educational impact of the process is assessed considering the participants' learning and how they affect their context. Teachers make this assessment for two groups of participants: the students who enroll in the PAP period by period and the people from the communities that participate in the projects promoted by the Mazatepec Collective and the PAP.

There are two tools from the institution that help measure this type of impact on the platform Valoración; the first is the Student Appreciation Instrument, IAE. Semester by semester, the stu-

dents assess their learning process in the project and the second, the instrument for teacher self-evaluation. The indicators on the learning in the project integrated into the IAE are related to the acquired learning, the application of professional knowledge, learning to learn, learning to collaborate, the social reflection of the project, and the student's satisfaction with learning. The elements that are valued on the repercussions of this learning that the students observe during their participation in the project are professional learning, life learning, social contribution, collaborative learning, and job opportunities that they open to them.

In the second tool, the teachers' self-evaluation instrument, the leading indicator, compares the expected learning established in the learning guides and the perception of the students' learning, indicated in their IAE. Based on the information in the reports of these two instruments, it can be noted that the students identify, among other things:

- The most important learnings are related to implementing professional projects with multidisciplinary teams in real scenarios.
- Professional and personal responsibility when accompanying community processes.
- Documentation and communication with the residents to design projects appropriate to the

context.

- The importance of setting clear objectives and designing strategies to achieve them.
- The understanding that social problems are more profound and broader than meets the eye.

These elements indicate that the educational impact on students transcends the school, incorporating elements of social analysis into students' professional ethics, expanding their horizons for the exercise of their career, and integrating methodologies for design and the implementation of work processes.

In the case of the Mazatepec Valley communities' residents, the educational impact is presented through two levels of learning. The first learning level is the strengthening of individual and technical capacities in each project's participants; for example, in processes related to the preservation of environmental assets, the specific ability to monitor water quality, and the recognition of why this process is essential. At the same time, the second level is the strengthening of group capacities, for example, the group capacity of the members of the educational community of a local primary school to manage resources for the construction of a playground.

“With these two methods, the SPVPAP's team reaches two goals with different timing, to accompany the students into their learning in practice in the short term and the same time to follow the community development in the long term.”

In addition to these educational impacts on the learning processes of students and residents of the communities of the Mazatepec Valley, it is considered that, among the three groups of participants in the PAP, teachers, students, and local agents, they have been built along throughout the process collective learning and that it is this type of learning that provides responses to the needs of the communities.

We speak of collective learning, which is a type of learning that is a social and cultural product, in processes initiated by the participants from the problematization of their context. They do not know what they are going to learn together, therefore, the specific learning is unpredictable. It is the result of a shared effort, which contains individual contributions and seeks to solve a common problem for the members of the group of apprentices or to face the demands of their context that they can only solve together, mobilizing their agencies in the process and transforming their practices in a way joint. In the design and implementation of these answers or solutions, through implementing new cultural artifacts such as routines, tools or systems,

lies the collective learning.

In the case of the PAP SPV, we speak of collective learning because what is built here are responses that involve at the same time, the capacities and resources of all participants, and that only in this way can they establish and achieve an objective. It is essential to point out the existence of this type of learning since it is promoted by the agency of the participants, as well as for reasons that transcend the socio-educational intervention, in the case of the PAP SPV the defense and preservation of common goods for the future generations. In summary, this project's educational impact is observed both in the learning of the participants and in the collective learning built by all the participants, which together contribute to the exercise of autonomy and the improvement of the quality of life in the Mazatepec Valley (Figure 6).

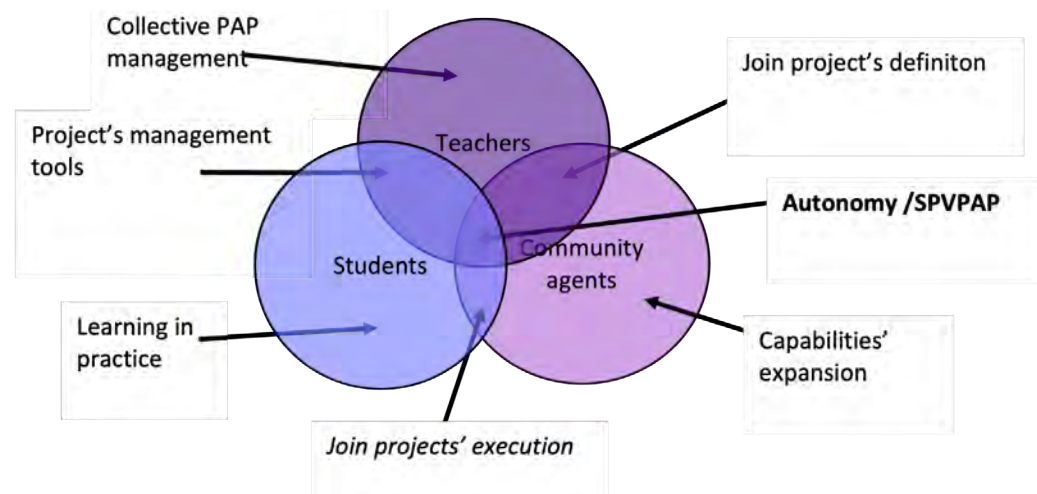


Fig. 6: SPVPAP's participants' main leanings

SAN PEDRO VALENCIA'S PAP'S LESSON AND CHALLENGES

For six years now, the SPVPAP has been building individual and collective learning, being a space for university and community bonding, having a robust method to follow projects and accompanying the students, and answering social needs through knowledge dialogue with ITESO's teachers and students working together with Mazatepec Valley agents. During this period, the SPVPAP has been aiming to protect environmental assets strengthening the Mazatepec Valley residents' agency and their capabilities expansion, with autonomy as big background:

Students' autonomy: with them as leaders and responsible for their own projects and learning, mobilized by their professional competencies and communities' needs, instead of following teachers' direction. Teachers' autonomy: with a long-term project management, which answers a double dynamic the scholar administrative processes and the intervention's political challenges.

Community agents' autonomy: with new cultural, political, and organizational tools, built with the PAP, for taking action and making choices for their region development. For taking their lives into their own hands.

This experience also shows how a deep bond between university and community promotes social changes without losing their educational goal. A sample of that is the two distinctions that this PAP was honored within 2020: The Mexican Center for Philanthropy (CEMEFI) Best University Practices in the Promotion of Citizenship award and the Interuniversity Commission of Social Service's (CISS) prize in the National and International Institutional category for the project's impact and relevance.

A challenge that SPVPAP faces is to recreate their method for being introduced in other communities. That is not an easy task because the SPVPAP success is related to a highly proactive teachers' team, a socially mobilized scenario, and institutional support to explore long term solutions. SPVPAP experience is an invitation for universities to explore learning in practice with confidence in students to act, freedom for the teachers to accompany the processes, and reliance on communities to build their fate.

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For further information:

Mazatepec Valley project's Facebook page: <https://www.facebook.com/vallemazatepec>

Mazatepec Valley project's explaining video: <https://www.facebook.com/781842715238107/videos/1624510264304677>

Academic reports and products library by SP-VPAP: https://iteso01-my.sharepoint.com/personal/moralesgil_iteso_mx/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fmoralesgil%5Fiteso%5Fmx%2FDocuments%2FPAP%20Valencia%2FR-PAP%20Microcuencia%20del%20Valle%20de%20Mazatepec&originalPath=aHR0cHM6Ly9pdGVz-bzAxLW15LnNoYXJlcG9pbmQuY29tLzpmOi9nL-3BlcnNvbWFsL21vcmFsZXNnaWxfaXRlc29fbX-gvRXUxZ2pxRk5EUWREdnMOY3pNUXo5dklCa-jhsME9DTFlxM052MXpRbFZaaDhldz9ydGltZ-T01VW0wanlYRzJFZw

Practical lessons in a Jesuit university: an opportunity to “practice” Ignatian Pedagogy

ABSTRACT

The Practicum in Educational Degrees in Universidad Pontificia Comillas has been the perfect setting to fulfill the main principles of Ignatian Pedagogy in order to educate our students as “whole persons” and “persons for others”. This approach invites the students to connect theory with practice, to understand the importance of personal skills in the professional field and to develop self-knowledge so they can become better professionals. The structure and design of the tasks and activities in the Practicum has been elaborated following the path established by the Ignatian Pedagogical Paradigm (IPP) and integrating the Ledesma-Kolvenbach dimensions, which should be transversal in any field of education of the Society of Jesus. This way, a global growth has been observed in personal and professional abilities in the students applying the methodology of accompaniment, sharing experiences in reduced groups and carrying out individualized monitoring, especially in their emotional progress.

STRUCTURE

The structure and design of the initiative have been elaborated following the Ignatian Pedagogical Paradigm and the Ledesma-Kolvenbach dimensions. The Practicum seeks to invite students to **connect theory with practice**, understand the **importance of personal skills in the professional field**, and develop **self-knowledge** so they can become better professionals.



RESULTS

A **global growth** has been observed in **personal and professional abilities** in the students:

- ✔ They became aware of the **importance of developing** not only professional skills but **intra and interpersonal abilities**
- ✔ They learned to **manage their emotions** and believe in themselves
- ✔ They **accepted feedback, recognized their mistakes** and **responded adequately** to what the situation was demanding
- ✔ They **confronted their fears** to become the best version of themselves

OBJECTIVES

- 💡 **Innovation** in the practice of tutoring
- 🧪 Implement **Ignatian Pedagogy through practical lessons** in the students' curriculum
- 📄 **Set a methodology** to integrate Ignatian Pedagogy
- 👥 Generate a program based on **personal accompaniment in the teaching-learning process**
- 🗣️ Favor **critical and reflective dialogue**

LESSONS LEARNED

🤝 Aiming at educating **"the whole person"** with this experience they found more **involved students** willing to share, to learn and more interested in their peers' evolution

🧠 **Personal and professional development** has been significant, as well as the level of **satisfaction** from the participants

🌍 Every task, subject and program integrated the **Ignatian mission and identity**, educating citizens to make the **world a better place** and to see the hand of God in all things

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Practical lessons in a Jesuit university: an opportunity to ‘practice’ Ignatian Pedagogy

JORGE BURGUEÑO LÓPEZ

COMILLAS PONTIFICAL UNIVERSITY, SPAIN

ABSTRACT

The *Practicum* in Educational Degrees in Universidad Pontificia Comillas has been the perfect setting to fulfill the main principles of Ignatian Pedagogy in order to educate our students as “whole persons” and “persons for others”. This approach invites the students to connect theory with practice, to understand the importance of personal skills in the professional field and to develop self-knowledge so they can become better professionals.

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DESCRIPTION

“

I hear and I forget. I see and I remember. I do and I understand.

CONFUCIUS

In every Degree the Practical lessons are vital to achieve the main goal of the learning process. It is said that Confucius, in the sixth Century BC already knew about this, but it is not always taken into account in education environments.

Even in Universities of the Society of Jesus, professors sometimes focus on exposing contents in which they feel safe and they seem to be experts, but they forget basic pedagogical guidelines such as Edgar Dale's cone of experience, in which he summarized and classified different types of learning experiences (Dale, 1969). In Figure 1, the author indicates the importance of the methods and activities used in teaching lessons that imply 'doing', so the students can learn the content in a meaningful way.

Experiential learning is today well known as one of the "acti-

ve pedagogies" inspired in the idea of "learning by doing". This way of learning caters for diversity and supports growth and personal development (Kolb & Kolb, 2005), because in this process the individual is going to approach not just cognitive abilities, but also emotional and psychological competences that the subject can use to solve complex problems.

In this pedagogical way of planning our lessons, there is something that must be remarked and it is

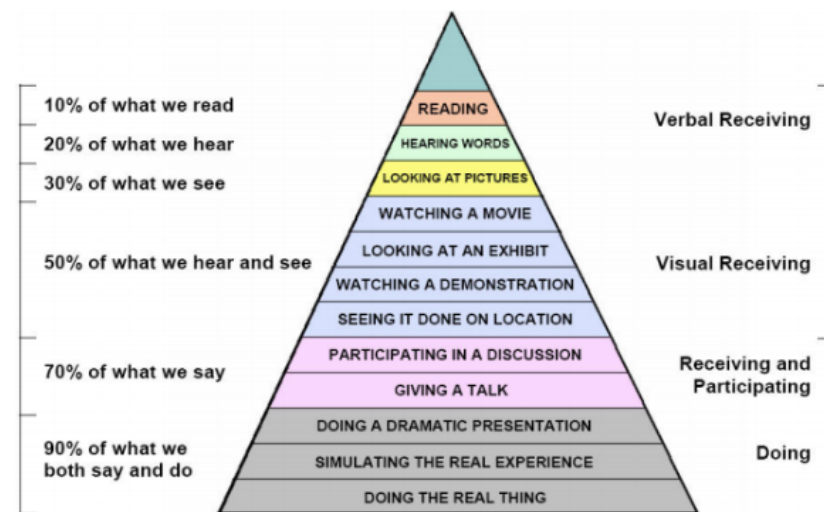


Figure 1: Edgar Dale's Cone of Experience (Dale, 1969)

Figure 1: Edgar Dale's Cone of Experience (Dale, 1969)

usually forgotten: the value of the connection between practice and theory. Prieto and Torre (2015), insisted on the importance of reflection, before and after the practice as a "fundamental tool to give sense to the practice, to improve from the analysis of what was experienced in the classroom" (p. 82). This way, the process of learning does not stop when the class ends and does not start when the practice begins. In this sense, there are some studies that imply this reflection as a cycle (Lane, et al., 2014):



Figure 2: Lecturer's shared conceptions of the process of reflection (Lane et al., 2014, p. 488)

The pedagogical approach reflected in Figure 2 implies guidance from the professor and their own space in the lesson plans because it becomes part of the learning process as the student interacts with himself to improve his self-knowledge and, therefore, his personal and professional actions. Santerini (2012) supports this idea of reflection connected to practice as a way of developing knowledge through reading, analysis and interpretation of situations and experiences in a certain context.

Moreover, the educational practice evaluation model developed by García, Loredo and Carranza (2008), established three dimensions according to three different situations or moments of reflection: before, after, but also even during the practice.

Learning through this interaction between practice and reflection turns this process into a deeper structure of acquiring knowledge because the students are told to make an extra effort, thinking beyond the simple acts of what they are watching and

doing and transcend to become better professionals. This approach is purely ignatian, confirmed in the description made by Father General Kolvenbach (ICAJE, 1993) of the main goal of the Society of Jesus education: "The ultimate goal of Jesuit education is the overall growth of the person so it leads to action" (p.6).

This pedagogical paradigm was also one of the meaningful topics in Kolvenbach's speeches (2008), insisting several times in the concept of "creating habits of reflection" (p.82) and these habits, he explained, "could only be developed with consistent and planned practice" (p.82). It is obvious that in Ignatian Pedagogy, the terms of Experience and Reflection have a more nuclear meaning than in other pedagogical schools. In fact, these are two of

the five steps in the Ignatian Pedagogical Paradigm (IPP). These steps lead to Action, and they are provided by the Context and finally evaluated to provide evidence of personal growth. In Figure 3 we can observe the relationship among the five steps of the IPP adapted by Mauri, Neiva de Figueiredo and Rashford sj (2015) from the work of the Jesuit Harold Naylor in 2006:

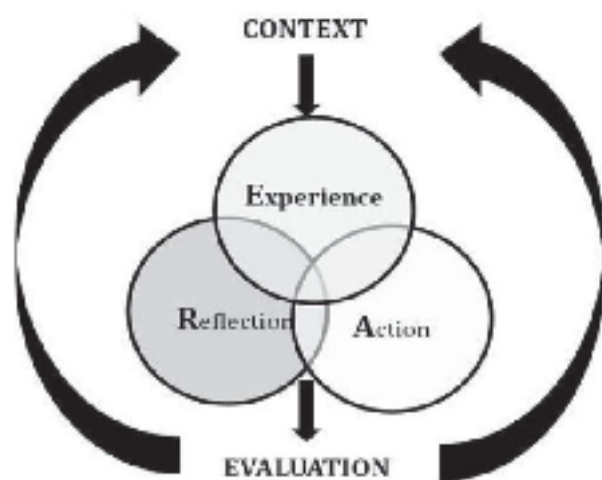


Figure 3: Components of Ignatian Pedagogical Paradigm (Mauri et al., 2015)

The IPP tries to encourage cooperation and communication between experiences through reflective dialogue among students (ICAJE, 1993). This way, the students can not only learn from their own experiences, but also from their peers. As they listen or read the experiences of their colleagues, the students will develop unconsciously the four “Cs” pointed out by Father General Kolvenbach (ICAJE, 1993): becoming more conscious of the reality they are li-

ving in; more competent, because they receive different cases to analyze; committed to become better professionals so they can help each other, which makes them also more compassionate.

The “Cs” will also serve to integrate and describe each step of the IPP: place ourselves in context and be affected by our experience (being a compassionate person); the recovery of our experiences (being a conscious person); action (being a committed and competent person) and evaluation in a fifth C: become a contemplative person in action (AUSJAL, 2019). This idea connects with Kolvenbach’s insistence in Diego de Ledesma’s “four motives” (utilitas, iustitia, humanitas and fides) as a way of proclaiming a new dialogue between faith and science (Villa Sánchez & Lemke, 2016) or, what Agúndez sj (2008) called the “Ledesma-Kolvenbach Paradigm”. It is necessary to specify that this four-dimensional paradigm was created as a valid artifice for analysis, as Agúndez sj points out, but we should not lose perspective of the true understanding of the whole, which is dynamic unity (2008). This implies that the four dimensions are in constant relationship and they are connected, influencing and modifying each other.

This is how we structure the subject “*Practicum*” in every Education Degree in Universidad Pontificia Comillas, following the steps of the IPP and taking in consideration the Ledesma-Kolvenbach Paradigm.

TYPE OF EXPERIENCE

It is well known that many of the aims of Jesuit Education, such as the seek of excellence, the development of moral values or commitment to social justice, are also shared in other pedagogical institutions. That is why there is a need to go further, in the words of Father General Pedro Arrupe, we must educate “men for others” (Arrupe, 1973). As educators in, not only Catholic organizations, but Jesuit institutions, we should try to accomplish the main professional goal of Ignatian pedagogy: link the intellectual side of the person and the expertise to the spiritual and ethical dimension (Mountin & Nowacek, 2012).

Therefore, our mission is to figure out how the idea transmitted by Ignacio in the sixteenth century can be adapted for use in contemporary education. To

deal with this issue we have programmed the “*Practicum*” under the “motives” of the Ledesma-Kolvenbach Paradigm and the activities follow the path set by the IPP. Figure 4 shows graphically this relationship between the five steps and the development of the different tasks proposed to the students.

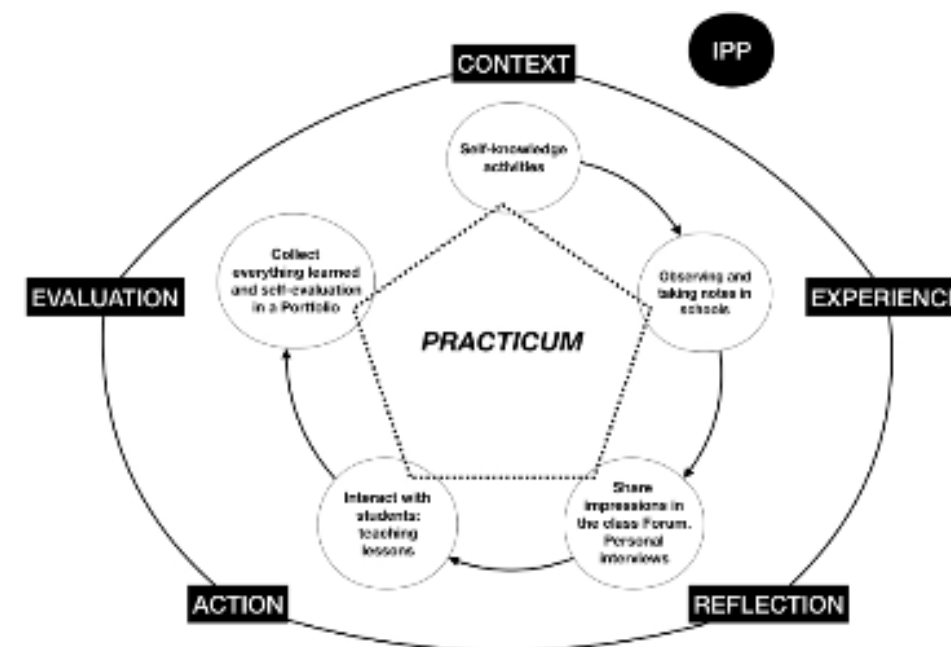


Figure 4: Relationship between IPP and Practicum in Universidad Pontificia Comillas (Source: self made)

“

we should try to accomplish the main professional goal of Ignatian pedagogy: link the intellectual side of the person and the expertise to the spiritual and ethical dimension

We understand the Context as the student's own life situation, who is he or she and all the background that surrounds the person that enters the classroom in our University, but also to schools in which they are taking their Practical lessons. That is why we propose activities and dynamics to get to know themselves such as *Insights Discovery*¹, which is based on two axis developed by Jung (1921). This way, they can recognize their own strengths and weaknesses and analyze their personal preferences so they can become better professionals. This kind of approach in the Context, is connected with the Humanitas dimension of the Ledesma-Kolvebach Paradigm, because it is part of the construction of personal identity and part of an integral development of the person.

The Experience, according to Saint Ignatius is "not knowing much, but realising and relishing things interiorly, that contents and satisfies the soul" [SE 2]; and implies, in addition to a cognitive experience, a feeling that carries an affective nature (ICAJE, 1993). Thus, the guidance in this step in the subject is that they have to observe the practice of professionals with critical view paying special attention to the

1: To learn more about this tool, you can visit: <https://www.insights.com/products/insights-discovery/>

emotions that arise when they are watching these practices. The students need to be aware of the relationship between feelings and cognition. This connection makes people react to situations one way or another, as Greenberg points out: "emotion mobilizes and reason guides" (2014, p. 21). The Experience is also involved in the *Humanitas* motive, because

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This way, they can recognize their own strengths and weaknesses and analyze their personal preferences so they can become better professionals.

it is part of the personal development, it implies self-knowledge and trains the student to act according to his or her moral principles.

The term Reflection in latin (*reflecto*) means literally

"to bend back". This process demands our students to look back on their experiences so they can understand and learn from them. As guides, we can help them analyze their experiences asking questions that make them think about what they have observed and done (Mountin & Nowacek, 2012), creating a personal dialogue based in mutual respect and trust. That is basically what we called "personal interviews" with the supervisor. In these encounters, the conversation is not only about professional affairs, but also reflecting about personal matters. The professor's interviewing guide has issues to reflect such as: "People you look at or have

as a reference in life", "If we talk about you, what would you like us to say about you?" or "In which aspects do you feel safe, do you trust yourself, do you see yourself capable?". These kind of topics in the conversation can generate routines in the students and make them realize the learning process as a global issue.

Meanwhile, as a nuclear part of the Reflection process, the students write their impressions in a Forum guided by the supervisor with a question that will make them go deep into their implication in the Practical Lessons. Statements such as "Try to identify the main emotions that you have experienced at school these first days and think about its possible causes", or "Surely in these last days of internship you have had some satisfaction that reaffirms you as a person or teacher. Share an experience in which you have reaffirmed yourself as a person or teacher". They are usually very honest writing down their impressions and, with this tool, they can read each other, comment on their peers' experiences and emotions, and experiment empathy because they feel the same or in a similar way.

The Reflection step is clearly in line with the *Humanitas* dimension, but also with the *Fides* motive, the religious dimension. The guidance of the supervisor, selecting the appropriate questions both in the Forum and in the interview

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with this tool, they can read each other, comment on their peers' experiences and emotions, and experiment empathy because they feel the same or in a similar way.

is essential in order to make students think about inner issues and encourage them an openness to the discovery of a deep meaning as one's own existence: "The caring educator may be the one who knows how to grasp a question and delve into it with a calm gesture" (Van Manen, 2004).

The Reflection of Ignatian pedagogy would be a truncated process if it ended in understanding and affective reactions (ICAJE, 1993), that is why we need Action as the next step: "More in action than in words". Based on experience that has been reflected on, Action takes place in an inner human growth as an external performance. Here, the students carry out activities, lesson plans and use tools they have learned in college and in previous days at school in their practical lessons.

This is part of the practical dimension or *Utilitas*, is an open disposition to knowledge and research of an adequate understanding or reality based on truth (Villa Sánchez & Lemke, 2016). In this case the learning process is linked deeply with their experiences

as “teachers in practice”, carrying out the process previously mentioned as “learning by doing”.

Finally, a University must promote justice, *Iustitia*, in the activities and tasks it offers, revealing itself as a center of creativity and knowledge acquisition for the common benefit of humanity. Lozano et al. (2020), point out that students not only need awareness, but also academic rigor, to focus adequately social issues throughout their professional life. This dimension appears in our *Practicum* subject in the Evaluation process, in which they must collect every learning they have carried out or observed during the school year and fill out a self-assessment tool in

which they will capture their own perceptions about their self development. Again, in this section we open the possibility of offering peer feedback, creating a communication situation between students putting students as subjects of their own reflection (Morales, 1998) in their oral presentations.

Therefore, the IPP steps set the tone for the activities proposed in the subject and are under the influence of the Ledesma-Kolvenbachian motives,

2: These semi-private schools are called “centros concertados”. They are usually privately own religious centers (they are a few non-religious ones), but the salary of the people working in these schools come from the Government.

which integrate and support the learning carried out, connecting them into a whole, like the particles of water of a cloud, as it can be seen in Figure 5.

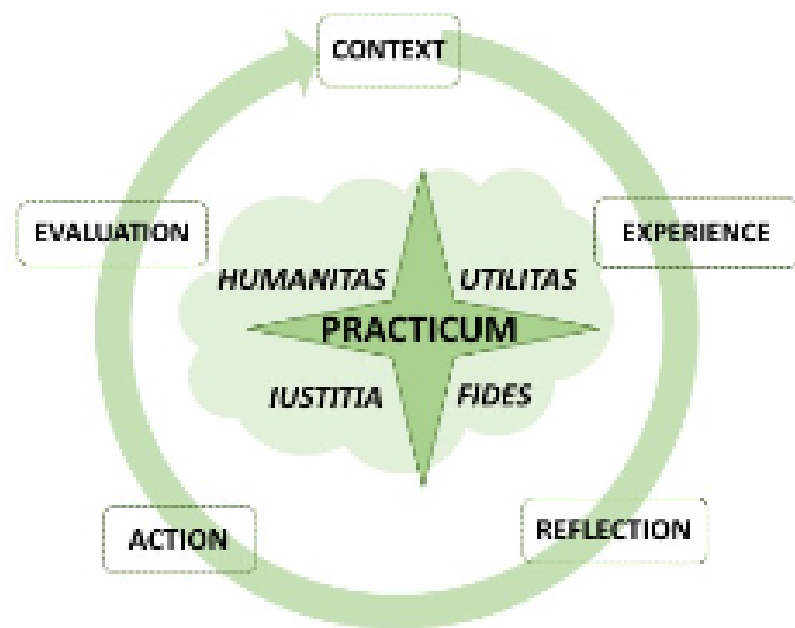


Figure 5: Relationship between IPP, Ledesma-Kolvenbach Paradigm and Practicum in Educational Degrees (Source: Self made)

CONTEXT IN WHICH IT WAS CARRIED OUT

This proposal has been launched in the subject *Practicum* in every Educational Degree at Universidad Pontificia Comillas in Madrid: Elementary and Early Childhood Education and the Double Degree in Sports and physical activity Sciences and Ele-

mentary Education.

It is true that the personal experience of the student is variable, because the impact of the practice center (school) in which they are carrying out their practical lessons is significant. In Spain there are public, private and subsidized² schools, and students can be assigned (after a pre-demand questionnaire) to any kind of institution. The internal functioning of these centers tends to have particular differences which, as indicated above, may have an impact on the practices of the students.

The tutor assigned to them at school is also significant in this process because it is going to be the professional reference which the students are going to observe. Learning this way, not just teaching skills, but also interpersonal abilities: how they interact with the pupils, with their partners and with the student himself. They will also depend on this person to carry out tasks and assignments that would perform the student, as a teacher, which is critical in this approach.

OBJECTIVES AND METHODOLOGY

The main objectives that arise with this practice are:

- Innovate in the practice of tutoring in the subject of Practicum.

- Implement Ignatian pedagogy in the curriculum and the student’s trajectory through practical lessons.

- Set a methodology to integrate Ignatian pedagogy in the Practicum of future teachers.

- Generate a program based on personal accompaniment in the teaching-learning process.

- Favor critical and reflective dialogue to improve educational practice.

The fulfillment of these objectives is established on a methodology based on the process of accompaniment. The professor needs to create a suitable climate in the group of students that are being supervised so they can feel safe to share the experiences in class that they have been living at school. This is why we divide this subject into two subgroups, so the supervisor has to manage a class of, usually no more than 20 students. The atmosphere that is generated in those subgroups is incomparably better than a monitoring that implies 35 to 40 students.

During this accompaniment process, there are also moments when the class at University is just with half of the subgroups, managing only 8 to 10 students. In these sessions they can even share deeper impressions and express their feelings with greater

freedom. Then, to trace the individual development in this approach, the supervisor needs to lead, at least, two individual interviews with each student in the school year, so they can communicate directly the situations they are experimenting and express their feelings in this process, as described in the Reflection step.

Another type of accompaniment the supervisor has to carry out is the process of the tutor in charge of the student in each school. Nowadays, because of the global pandemic situation, this follow-up must be done via email, but, in another situation, it could be accomplished in a more personalized way, going to the different schools and creating moments of dialogue with these teachers, so they feel they are not alone in this process and they can express also their doubts and concerns.

RESULTS OBTAINED

This experience connects inner parts of the person with their professional skills, training self-knowledge skills in order to be able to transmit these kind of abilities to their future students. We believe, as well as Goleman (2013) emphasizes, that Emotional Intelligence capabilities (rather than IQ or technical skills) are the best predictors of which individuals are capable of become the best leaders. It is precisely what Lowney (2014) described as of

one of the main reasons that people need to train to lead the waves of change, the ability to learn in every stage of life, or what it is usually called as 'lifelong learning' and reflect on themselves to be able to "ride the waves of change" (p. 113).

So, to check if the students have developed these abilities, we would like to show and comment some reflections that they have made in their final reports, after finishing the subject:

"I keep so many things from this wonderful experience, not only professionally, but also personally. Now I realize how important it is to enjoy your job. For this reason, I am going to define it with a Greek word which is consider it as a pillar for our precious profession and in which I see myself reflected: Meraki (doing something with love and crativity, putting your soul into it)."

The learning process has involved tools to develop professional skills, but as this student points out, even more important have been the abilities in the intra and interpersonal dimensions. It seems that she has realized that learning to love the professional field implies learning to manage your own emotions and believing in oneself. Or, as the next

student suggests, developing these type of personal skills has been even more important in her particular growth:

"Living these experiences has helped me to improve in the academic and professional field but, above all, to mature as a person and know how to face problems that I did not normally associate with my life".

In the process of compiling everything lived throughout the course they have the opportunity to realize things that, at first they considered unfair or made them feel bad, and now they can look back at them and see them from another perspective:

"The first review that one of my tutors gave me stated that "as a student I had little autonomy because I limited myself to doing what she asked me to do". Honestly, this feedback was quite painful for me. [...] However, that comment made me change the way I was acting and made me understand what my tutors were really asking me for. Therefore, during the second semester, I adopted a completely different attitude, to which from the first day I was congratulated for, saying out loud that my change was exactly what they were expecting".

This kind of reflection in the evaluation process is exactly what we were looking for in this approach. The student is not perfect, no one is. But she was able to transform her **previous** ideas, strongly rooted in **previous** experiences, to respond adequately to what the situation was demanding of her on this occasion. This procedure is not easy, because it means that the person needs to admit its own limitations and a recognition of their own mistakes. It was a hard road to travel, because when she received this feedback from her tutor, the student was shocked, and, at first, she didn't want to recognize that she was doing anything wrong. Sadness and anger were blinding her because she felt mistreated and underappreciated and, as Frazzetto (2014) explains, this works as a defense reaction, because anger is also armored fear. But she had the courage to confront her fears, and after a few days she wanted to turn the situation around, and that is exactly what she did.

This process of confronting their fears is a natural procedure for every person starting a new job or even a new stage in personal life (starting a relationship or moving to another country), so it is very important to introduce first, and then

accompany the students in this kind of processes. As this next student explains, the most important thing is to know their own fears to fight them and become the best version of themselves:

“On the other hand, I have proposed to continue working on my fear of speaking in English out loud. Also, I will try to maintain the educational perspective my tutor and my students have helped me to achieve at school and I hope in the future I can accomplish my goal of becoming the teacher I really want to be, with insecurities and strengths, but wanting to learn from both”.

In addition, they have to adjust to situations that, at first, can make them feel uncomfortable. However, in this process of accompaniment and emotional opening, sharing what they are feeling in different situations, helps them a lot to find their place, as this student shares in her final reflections:

“During the internship it was difficult for me to find my place in the classroom, since the teacher did not give me the role that I was hoping for, I would have liked a fully active role. I have to recognize that it was difficult for me to adapt to his methodology and his way of teaching because that made me feel like an “assistant”, and not a real teacher. Sometimes making material and just ‘watching’ can be boring. But to be realistic, my tutor and my students gave me a very important and beautiful role, which at first I had a hard time learning and which I did not like at all, but which has really been rewarding”.

As it has been insisted before, this approach focuses in a full development of the person, connecting professional and personal competences and improving actions by the exercise of reflection. That is why some students realize in their reports that they have experimented an evolution in the moral dimension of the professional field:

“I am aware of the improvement of my ethical competence when facing the duties and dilemmas of being a teacher”.

Competences usually forgotten in the training of future teachers, or at least, not included as skills to develop in an explicit way, because they are considered as implied or tacit own personal developmental learnings.

LESSONS LEARNED

Father Kolvenbach (2000) expressed the enormous pressure that every University has to acquire success, and how Jesuit Universities should transcend this “worldly success” (p.10) based on marketable skills and focus on the measure of who our students become. The Society of Jesus has always opted for an education based on the integral development of the person: “For 450 years, Jesuit education has sought to educate “the whole person” intellectually and professionally, psychologically, morally and spiritually” (Kolvenbach P. H., 2000, p. 10).

This approach of the *Practicum* in the Education Degrees was searching precisely what Kolvenbach explained with these words. The supervisors in charge of scheduling the activities, tasks and concepts of this subject have been pleasantly surprised by the implication of the students in the sharing process, getting involved deeply not just in their own processes of learning, but also in their peers.

The connection previously described with the IPP and the Ledesma-Kolvenbach Paradigm gives the *Practicum* a whole new perspective, based on this description of educating “the whole person”. Both students’ personal and professional development

has been significant at the end of their internship and after the evaluation of this subject and the level of satisfaction of the students when they are asked in the personal interviews is almost always very high³.

Educating in a Jesuit University means we are also a Catholic Institution, and it becomes an important ministry of the Catholic Church integrating Ignatian mission and identity, embodied in the notion of *Magis*. This concept is understood as the maximum development of the gifts and capacities with which each person is endowed, to the best possible service of others and *Ad Maiorem Dei Gloriam*. Every task we schedule, each subject and program, should be targeted to the greater glory of God, educating citizens to make the world a better place. This way we can transmit this passion to our students so they can see the hand of God in all things and “engage the world through a careful analysis of context, in dialogue with experience evaluated through reflection, for the sake of action, and with openness, always, to evaluation (GC35, d. 6, n. 9).

³: The satisfaction variable is related to a large extent, both with the school to which they have been assigned and with the tutor with whom they are doing the internships.

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Best practices of St. Joseph's College

ABSTRACT

St. Joseph's College (Autonomous), Bengaluru has a long history of imparting higher education in the country. The College has constantly kept pace with the progress by introducing appropriate standards for the time. Since its inception, the college fuses its mission and vision through innovative methods. This article highlights two of the best practices that the college has implemented in recent years in the area of Research and Social Work. The first best practice is the introduction of "The Josephite Research Forum" with the objective of promoting research among faculty and students. This also enables research and knowledge-based approach to education and thus tackling rote based methods. The other best practice is the "St. Joseph's Outreach Programme: Bembala", Harnessing the power of youth. The programme engages students to socially relevant and meaningful activities, sensitizing students to the socio-economic problems of our country. The above two practices are only a part of a diversified set of measures taken by the institution to adapt to the shifting landscape of teaching and learning.

"THE JOSEPHITE RESEARCH FORUM"

OBJECTIVES

- ① Promoting research among faculty and students
- ① Inculcate research, knowledge-based and experimental learning to education
- ① Promoting interdisciplinary and the spirit of collaboration and cooperation
- ① Engage undergraduate students in discussions

THE PRACTICE

- STUDENTS** | Research proposals are revised and selected to be funded under the mentorship of faculty.
- FACULTY** | Each team submits a proposal to be analyzed and the more promising options are provided with a seed grant.

PROBLEMS ENCOUNTERED

- ✘ Faculty experienced a lack of time for researching while teaching
- ✘ Inability to generate adequate interest among students of social sciences and commerce
- ✘ Need to develop adequate research skills among newly recruited teachers
- ✘ Funding limits
- ✘ Time slots coordination

POSITIVE OUTCOMES

- ① Students reported an increase in their confidence, their awareness of their potential and communication skills
- ① More students contemplate research as a career option
- ① More students are going for higher education after graduation
- ① Rise in applications for the certificate course in research methods
- ① Active research has culminated into research articles
- ① Augmentation of participation and interest in the research colloquium
- ① An increasing number of citations

"ST. JOSEPH'S OUTREACH PROGRAMME: BEMBALA"

OBJECTIVES

- ① Enable students to engage, understand and critically reflect on others
- ① Social conscience, responsibility and accountability towards the marginalized and oppressed
- ① Space for students to put their creative bests and talents in developing poor and marginalized communities
- ① Promotion of "college-community" interaction and collaboration for mutual learning and contribute to building an inclusive society

THE PRACTICE

TWO PHASES



PROBLEMS ENCOUNTERED

- ✘ Apprehension of certain parents
- ✘ Students helping the traffic police of the community have been questioned about their authority
- ✘ Mobilizing the entire College
- ✘ Insufficient training for dealing with students' perception and problems
- ✘ Getting permission from the authorities
- ✘ Finding time out of the regular academic schedule for the activities
- ✘ Requirement of a greater number of resources (staff, infrastructure and funds)

POSITIVE OUTCOMES

- ① Overwhelmingly positive feedback from students and teachers
- ① Systematic and assuring work
- ① Sustainable contribution to the society
- ① Some communities get perennial support enabling a direct linkage with the community and the college
- ① The positive outcome of the program strengthens the good prospects for students' transformation and future action as agents of positive social change

TO REGISTER FOR THE WEBINAR WITH THE AUTHOR CLICK HERE

Best Practices Of St. Joseph's College (Autonomous), Bengaluru

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FR. SWEBERT D'SILVA, S.J.; FR. DR. VICTOR LOBO; FR. BRIAN PEREIRA, S.J.; DR. ALAN GODFREY; MS. POONAM AHUJA; MS. A M BOJAMMA; DR. ARUN VARMA THAMPAN; DR. SUSAN MARY PHILIP AND MR. RANJITH

ST. JOSEPH COLLEGE (AUTONOMOUS), BENGALURU; INDIA

ABSTRACT

St. Joseph's College (Autonomous), Bengaluru has a long history of imparting higher education in the country. The College has constantly kept pace with the progress by introducing appropriate standards for the time. Since its inception, the college fuses its mission and vision through innovative methods. This article highlights two of the best practices that the college has implemented in recent years in the area of Research and Social Work. The first best practice is the introduction of "The Josephite Research Forum" with the objective of promoting research among faculty and students. This also enables research and knowledge-based approach to education and thus tackling rote based methods. The other best practice is that the college has instituted a program titled "St. Joseph's Outreach Programme: Bembala", Harnessing the power of youth. The programme engages students to socially relevant and meaningful activities, sensitizing students to the socio-economic problems of our country. The above two practices are only a part of a diversified set of measures taken by the institution to adapt to the shifting landscape of teaching and learning.

INTRODUCTION

This paper emphasizes on two of the best practices that St. Joseph's College (Autonomous), Bengaluru has implemented in recent years: one is in the area of research – intending to inculcate research and knowledge-based approach to education and thus tackling rote based methods. The other is in the area of social work or Outreach (in which field the College has been involved from the beginning) - with the aim of sensitizing students to the socio-economic problems of our country.

On the first topic “The Josephite Research Forum” showcased as the best practice of St. Joseph's, we summarize it as given below:

The education system in the country has been afflicted, far too long, with rote methods. Recognizing this and as a small initiative towards inculcating an inquisitive mind in the students, the departments of Biotechnology, Botany and Chemistry came together under the DBT scheme to fund the Josephite Research Forum. In supporting this venture, five more departments (Microbiology, Zoology, Physics, Electronics and Mathematics) joined the task. On the other hand, the Research Committee of St. Joseph's College earmarked Rs. 50,00,000/- (Rupees Fifty lakhs only) for promoting research activities of faculty within this forum. The Josephite Research Forum was set up with the objective of promoting

research among faculty and students by providing seed funding and by framing policies conducive to the pursuit of research. For students' research,

the forum calls for, and funds, student research proposals under the mentorship of faculty from all disciplines relevant to the project. For faculty research, the faculty come together to submit a proposal that is reviewed by a competent team composed of internal and external referees. After a thorough analysis, the more promising teams are provided with a seed grant. Through this venture, the Josephite Research Forum is not only promoting the research activities of the students and faculty- the research idea itself is a result of discussions amongst the faculty of the different departments and the students - but also, thus, promoting interdisciplinary and the spirit of collaboration and cooperation. The Students research program is initiated in the first semester of the first year of the student and built and perpetuated to the last semester in the third year of the student when the results are presented as a term paper. The faculty research will culminate into research publications and also paving way to write major grants attracting fundings from various agencies.

For the second topic St. Joseph's Outreach Program-

“St. Joseph's college believes in imparting education to students in a holistic manner that favorably impacts society and reinforces the Jesuit roots of the institution towards creating young men and women steeped with concern for the vulnerable sections of the society.”

me: Bembala, we summarize the work as what follows:

One of the distinguishing features of the education at St. Joseph's is making a transformation in the students' minds toward empathy to the poor and downtrodden, or at least evoking in them a feeling for the plight of the citizens in the lesser fortunate sections of the society. When this activity of teaching couples with improving a small part of the society, the program gains much significance. The college has instituted a program titled “St. Joseph's Outreach Programme: Bembala” – Harnessing the power of youth. As part of this, the students spend a week in a rural community by visiting two villages - one in Manvi and the other in Sindagi, both in the rural districts of north Karnataka - adopted by local Jesuits under their respective stations. The program is conducted with the aim of addressing social issues prevalent in the region. The students engage with the people in these villages by, at times, merely initiating conversations with them or at other times, interacting with school students through quizzes, staging street plays and also participating in cleanliness drives. Besides, they also assist in activities of the Jesuit station community in planting or harvesting. They stay as a community and cook for them-

me: Bembala, we summarize the work as what follows:

One of the distinguishing features of the education at St.

elves. For many students, particularly in regular streams such as the humanities, the commerce and the sciences, these activities provide a transformative experience. In addition to the rural exposure, the students also participate in rallies for important causes such as the march for science, increasing climate change awareness, HIV awareness, etc. Further to this, the students also participate in cleanliness drives in popular landmarks in the city, messages for safe driving etc. As the college gains experience, the program is being made richer to provide even better outcomes - both for the community in these villages and the students.

The above two cases are only a part of a diversified set of measures taken to improve the training given to students and faculty research. St. Joseph's college believes in imparting education to students in a holistic manner that favorably impacts society and reinforces the Jesuit roots of the institution towards creating young men and women steeped with concern for the vulnerable sections of the society.

BEST PRACTICE 1

1. Title of the Practice

Josephite Research forum

2. Objectives of the Practice

The Josephite Research Forum was set up with the objective of promoting research among students

and faculty by providing the required platforms for the conceptualizing the research ideas and funding the innovative research proposals.

STUDENT RESEARCH FORUM

- To engage undergraduate students in discussions pertaining to questions in varied fields and to conceptualize short-term research projects that are interdisciplinary in nature
- Initiate undergraduate research from the first semester and to culminate into a guided term paper as they graduate

FACULTY RESEARCH FORUM

- To strengthen and promote faculty research by funding promising research proposals with seed money and by framing policies conducive to the pursuit of research
- Mentoring the faculty to write and procure major grants and to publish their research finding in peer reviewed journals.

3. The Context

The education system in the country has been afflicted, far too long, with rote methods. There was a need to move from rote-based to research-based and experiential learning. With this, we aimed to inculcate a research culture amongst faculty and students this initiative was taken.

4. The Practice

JOSEPHITE RESEARCH FORUM: STUDENTS

The Forum meets once or twice a month. Students and faculty across disciplines are part of the forum. First meeting is to plan the activities of the forum and appoint students' coordinators. The forum meets every second and fourth Saturday of the month. Faculty members involved describe their research interests and potential areas of collaboration. Then students of first and second years are encouraged to present a short-term research proposal that are interdisciplinary in nature. Unique ideas are funded with the DBT star college Scheme and students carry out guided research. With the assistance of DBT a central instrumental facility is being set up for student's research. The research findings are then presented in student's colloquium.

Students are also mentored to present their work at various seminars and conferences. Invited talks from students and resource person from reputed instituted on varied topics of interest are organized throughout the academic year. One or two student presentations on specific papers or research ideas are discussed in every meeting. No topic is out of bounds and students are given the liberty to choose what they want to present. The format is very informal and questions are encouraged and appreciated. Active discussion is one of the hallmarks of most JRF meetings. This forum also organizes work-

shops on research proposal writing, scientific communications and career guidance. JRF WhatsApp group is created to communicate the activities of the forum. This group is active in discussing ideas and shares the events that each faculty or students come across like organizing of workshops, scientific events, internships, research fellowships, seminars and conferences.

JOSEPHITE RESEARCH FORUM: FACULTY

The activities are carried out through College Research Committee. College research committee meets and plans the activities for the academic year. It earmarks Rs.50,00,000/- (Rupees Fifty lakhs only) for promoting research activities within this forum. The committee announces to submit the proposals twice a year. The faculty come together to submit a proposal that is reviewed by a competent team composed of internal and external referees. Proposals are vetted by the senior researchers of the College. Novelty, quality, relevance, ethical considerations, methodology, outcomes and format of presentation before submission are looked in.

The most promising teams are then provided with a seed grant. Faculty carrying out research submits their work progress every 6 months and presents their work at research colloquium. Research colloquium is open to all fa-

culties. College Research Committee also conducts seminars for faculty on proposal writing, writing research articles and mentors them to write proposals for minor and major grants.

5. Evidence of Success

Students Josephite Research Forum is very active and there has been consistent interest among faculty and students in discussing a diverse array of subjects. Interest in research among students has visibly increased lately. Students are presenting their work in various conferences organized. They have reported that the program increased their confidence and ability to make effective presentations and made them self-aware of their capabilities and capacities (Fig. 1). More and more students are contemplating research as a career option and there has been increase in students going for higher education after their graduation in Institutes and Universities of re



Fig. 1: Students Activities carried out by Students Josephite Research Forum

pute. DBT is also in support with the activities being carried out under Joseph's Research Committee for student's research and a central instrumentation facility is being set up. Certificate course in research methods for sciences started under this forum also has seen increase in applications and active involvement in the course.

The response to the Joseph 's Research Committee in terms of faculty research proposals is encouraging. Active research is being carried out through the seed money granted and results have culminated into research articles. Research colloquium witnessed increased participations of both interested students and faculty (**Fig. 2**). There has been a heal-

thy academic atmosphere created on campus and activities carried out under Joseph's Research Committee have promoted research and publications in Journals of high impact factor with increased number in citations (**Fig. 3**).

6. Problems Encountered

Josephite Research Forum has not been able to generate adequate interest among students of social sciences and commerce to be part of the forum, probably because it has somehow perceived as a science thing and those who approach might find difficulty to understand scientific jargon and maintain connectivity. This problem we will try to overcome by appointing students' representatives from

other streams and brain storming students from varied streams. Faculty members from social sciences, however, have begun to show some interest. Funding becomes an issue when students come up with proposals involving chemicals which are expensive. Department funds might be used to sponsor the student's research. The Research Committee has become aware of the need to develop adequate research skills among newly recruited teachers. Thus, the committee sees this as a thrust area for the immediate future. Finding time slots that work for everyone is an ongoing challenge. Faculty also experience lack of time to carry out research as teaching consumes lot of time with new innovations in teaching, learning and assessment process. Research based workshops are being conducted to provided necessary

DBT star College scheme and faculty research by management funds and funding from various agencies. Funds from recurring grant are being used to support purchase of consumables. Rs.15 lakhs from phase one of the scheme has been utilised to purchase basic equipment required for undergraduate research. Central Instrumentation facility for students and faculty has been set up by College. College has allotted space and invested in infrastructure set up.

BEST PRACTICE 2

1. Title of the Practice

St. Joseph's Outreach Programme: Bembala

2. Objectives of the Practice

The Joseph's Outreach Centre is based on the Ignatian pedagogical paradigm which emphasizes on activity to have a context, experience, reflection, action, evaluation and is based on the mission of our college in forming men and women for others.

- To enable students to engage, understand and critically reflect on social realities.
- To enable the process of social conscientization, responsibility and accountability towards the marginalized and oppressed.



Fig. 2: Research Activities carried out by Faculty-Josephite Research Forum

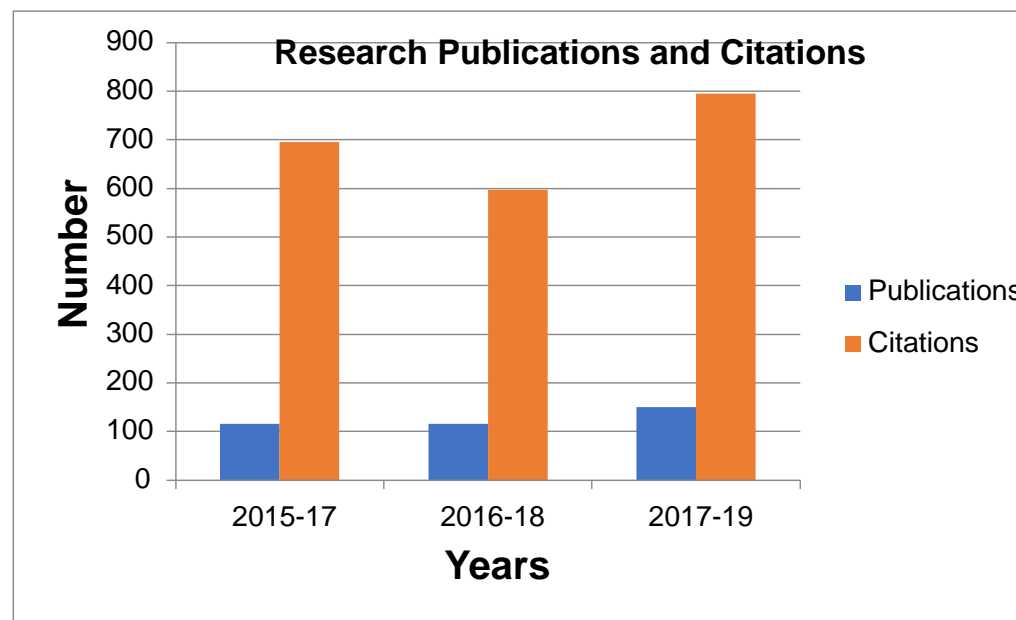


Fig. 3: Research Publications and Citations (Web of Science and Scopus indexed) search Forum

inputs to enable the acquisition of research skills.

The financial assistance required for students' research is being supported by

- To provide space for students to put their creative bests and talents in developing the deprived and oppressed communities.
- To promote “college – community” interaction and collaboration for mutual learning and contribute to build an inclusive society.

3. The Context

Social concern is one of the major objectives of Jesuit education and the college has always been involved in social action. The increase in the focus over academics sometimes be delineating from the vision of education which is to work for betterment one’s self and others. To realize this the college has been involving the students in various activities, however a dedicated center to conceptualize, plan and efficiently execute extension activities was felt. There was also a need to have dedicated and trained staff who would serve as a nodal point for coordinating between various Government bodies, Non-Governmental Organizations and other institutions to engage students in socially relevant and meaningful activities. This paved the way for instituting the Joseph’s Outreach center through which

“Every student compulsorily has to spend allotted hours (60 hours for undergraduate students and 40 hours for postgraduate students), in social extension activities.

the college has incorporated a variety of programs into the academic calendar and accompanies the students and staff in their journey towards social consciousness and change.

4. The Practice

The setting up of the St. Joseph’s Outreach Centre – Bembala, has added a formal structure to facilitate smooth and efficient execution of social outreach activities conceptualized with the intention of triggering a transformation in students and accompanying staff members. Every student compulsorily has to spend allotted hours (60 hours for undergraduate students and 40 hours for postgraduate students), in social extension activities. The programme is structured in two phases. The preparatory stage involves equipping the students with the required knowledge and fostering the right attitude through interactions prior to the practical stage. The practical stage comprises of a mandatory rural exposure camp (3 days for undergraduate students and 5 days for postgraduate students), public rallies, documentation and other extension activities (students are given autonomy to innovate and design an activity and execute it under the guidance of the outreach team and the class mentor during their final year).

The college conducts its rural exposure camp for postgraduate students in North Karnataka at Manvi, Raichur district and at Sindagi, Bijapur district.

The students are exposed to the harsh realities of rural life and also come face-to-face with the discrimination faced by the marginalized groups like the Lambanis, Devadasis and Dalit communities. The interaction with the development personnel and the residents of the villages often serves as an eye-opener for many students who come from urban and privileged backgrounds (Fig. 4). The students also engage in a tree-planting drive, an initiative adopted to develop a community forest. A similar activity is conducted for the undergraduate students in Solur, a village in rural Bengaluru.

In addition, students take part in at least one public rally and are involved in awareness drives and sensitization activities within the city related but not restricted to traffic awareness, environment friendliness, human rights, health and so on. Visit to charitable homes like old age homes, destitute homes, children’s homes are also on the agenda where they interact with the inmates and involve themselves in working for those less fortunate.

All these programs are monitored by the mentors and learnings are documented in the

prescribed outreach diary, which is submitted to the Outreach Centre.

While on one hand, such programs reach-out to society at large, they, also deepen students ‘understanding of grave social issues and injustices that exist in society, equip them for a life of contribution to society. The students also enhance their intrapersonal, interpersonal and social skills through these activities leading to their holistic development. These activities take education beyond the classroom and strengthens experiential learning, furthering the aim of the college to produce empathetic agents of change.

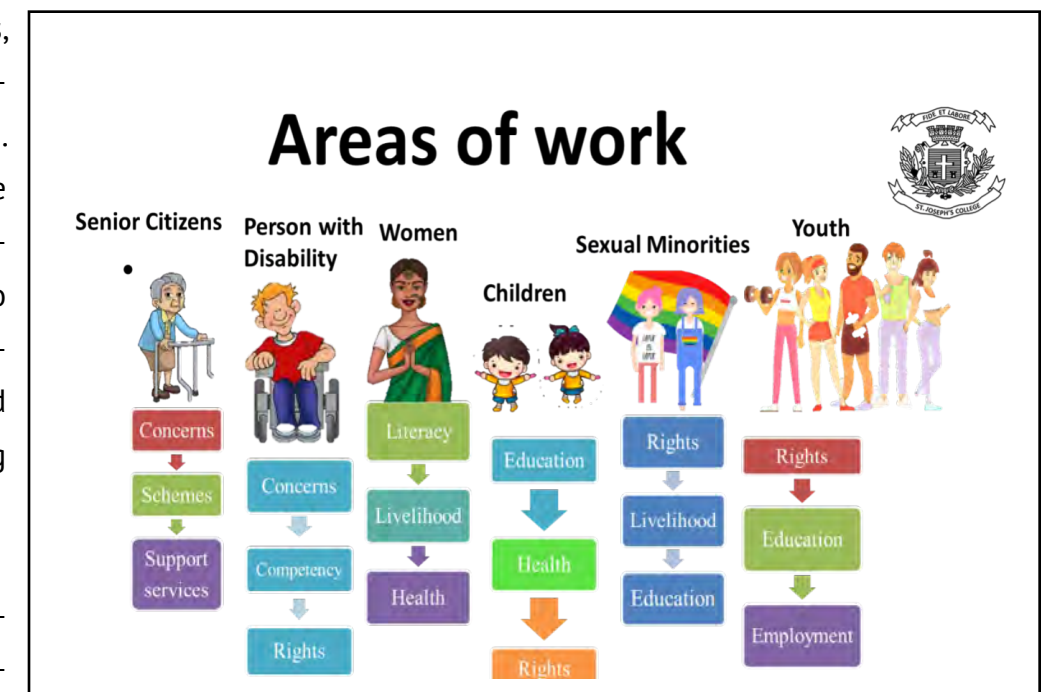


Fig. 4: Areas of work by Josephite Outreach Programme: BEMBALA

5. Evidence of Success

The target was to engage all the students of St. Joseph's college in social realities and to share the lives of the underprivileged for a set period. It was envisaged that such an engagement would be transformative and create a resolve in the students to combat the inequities of the prevailing social order. Feedback from students and the accompanying teachers has been overwhelmingly positive, indicating significant success in reaching the target. The assessment of the program showed that the work carried out is systematic and assuring. As it is an activity which is continued every week, the contribution to the society becomes sustainable. Certain communities get perennial support through the ou-

reach center thus enabling a direct linkage with the community and the college (Fig.5). The positive outcome of the program strengthens the hope that students thus transformed would become potent agents of positive social change in their lives as citizens. If such efforts are adopted on a pan-India scale, the prognosis for a robust civil society will truly look bright.

6. Problems Encountered and Resources Required

Since the inception, there have been several challenges which have been addressed systematically time and then. The apprehension of certain students and parents was initially a concern. After detailed explanations and clarifications on the safety and

nature of work, the program began running smoothly with no major setbacks. However, those helping the traffic police in handling traffic have occasionally been questioned by the motorists about their authority for such a role. Mobilizing the entire College is a challenge, and being sensitive to student's perception and problems during these activities calls for more training. Getting permission from the government authorities,

while collaborating with NGOs and arrangement of the campsites at times is a herculean task. Finding time out of regular academic schedule for outreach activities has also been a challenge as we need to ensure all activities are done without hassling the regular academics. Nevertheless, the resources required like facilities for travel, lodging, food, first-aid, placards and other materials are arranged by the college and hence the hurdles could be overcome. The resources required are: Human Resources: 6 Staff exclusively appointed for Outreach coordination. Infrastructure: Outreach Centre housed in Arrupe Block on SJc campus, Camp Sites - Two Buildings (New Building coming up in the future). Camps and programs are funded by the BJES (Management). Every year Rs. 35,00,000/- is spent on Outreach Activities.

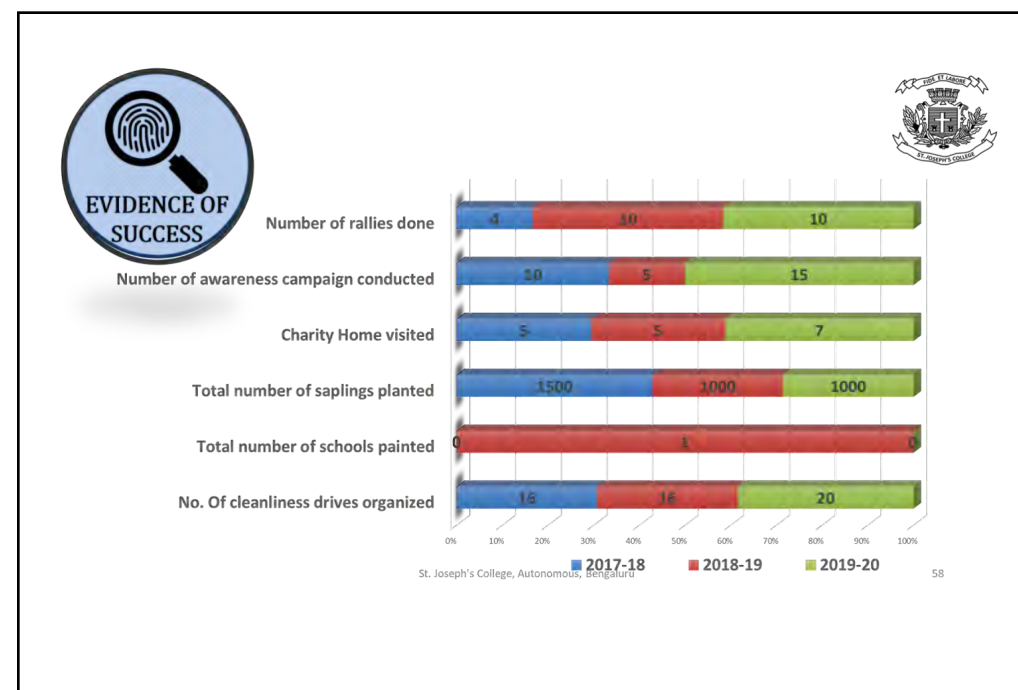


Fig. 5: Activities carried out by Josephite Outreach Programme: Bambala

Service learning program for the Jesuit universities in Asia Pacific

ABSTRACT

Service Learning Program (SLP) is one of the programs organized by the Association of Jesuit Colleges and Universities in Asia-Pacific (AJCU-AP) members. This is an annual program attended by the students of Jesuit Universities in Asia-Pacific. Followed by twenty seven students from ten Universities from seven countries in Asia-Pacific, AJCU-AP SLP 2019 was successfully organized by Ateneo de Davao University. The activities and experiences in the program enabled students to be open minded, more sensitive to the social problems, responsible, and good communicators and leaders. This program also had positive impact to the people in Mindanao, Philipines, where the students were having their projects.

THE PROGRAM

The Service Learning Program (SLP) is an annual program organized by the Association of Jesuit Colleges and Universities in Asia-Pacific members. **Twenty-seven students from ten Universities and seven different countries** were involved in the last SLP celebrated in 2019 by Ateneo de Davao University; the theme was "**Reconciliation within Humanity: Peace Building Journey of the Peoples of Mindanao Philipines**"

In the 2019 SLP, delegates were expected to **gain new experience and knowledge about peace and peacebuilding**, to **explore the values** lived in the tradition in Mindanao and to **share experiences and knowledge** which could be implemented in Mindanao as well as doing **useful activities** for the people there.

STRUCTURE AND LESSONS LEARNED

Pre SLP	They learned deeper knowledge about SLP, The Philippines (Mindanao), Ignatian spirituality, JCAP (Jesuit Asia Pacific Conference) and received guidance in sorting out their personal concerns
Opening Ceremony	Lectures and workshop gave them insight about Religious conflicts and land conflicts happened in Mindanao. They learned many ways to build peace , through art, education, and discussion.
Program Orientation	
Peacebuilding	
Immersion	They learn to deal with real-life community, problems and challenges . They lived with the community and participated in their activities
Reflections	Reflection is encouraged during different stages of the program: Before the program , they reflect on what they were looking for in this program. During the program , they reflected on what they had done and learned. Finally, they reflected on the internalization and process of their daily reflections to find meaning from what they experienced.

OBJECTIVES

- ☉ Facilitate Jesuit University students to serve and implement values of Ignatian pedagogy
- ☉ Provide learning experience for students through tangible community service
- ☉ Have a positive impact on the community

RESULTS

- ☑ Students became **more open-minded**
- ☑ They were **more sensitive** to the social problems
- ☑ They became **more responsible**
- ☑ Improved their **communication and leadership skills**
- ☑ They acquired **new meaningful experiences** that influenced their personal and social development

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Service Learning Program for The Students of Jesuit Universities in Asia Pacific

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ABSTRACT

Service Learning Program (SLP) is one of the programs organized by the Association of Jesuit Colleges and Universities in Asia-Pacific (AJCU-AP) members. This is an annual program attended by the students of Jesuit Universities in Asia-Pacific. Followed by twenty seven students from ten Universities from seven countries in Asia-Pacific, AJCU-AP SLP 2019 was successfully organized by Ateneo de Davao University. The activities and experiences in the program enabled students to be open minded, more sensitive to the social problems, responsible, and good communicators and leaders. This program also had positive impact to the people in Mindanao, Philipines, where the students were having their projects.

Keywords: Service Learning Program, and Jesuit University Students

INTRODUCTION

AJCU-AP SLP has been held annually since 2008. This program aims to facilitate Jesuit university students to serve and implement the values of Ignatian pedagogy in daily life, and provide learning experience for students through tangible community service (GEAR, 2017). The program has raised various themes which are relevant to the situation and condition of each country selected as the place to implement the program. In these four recent years, the program came up with the themes, namely “Interdisciplinary Understanding and Action for Health and Well-being at the Peripheries” (SLP 2017), “Post-Disaster Community Recovery in Japan” (SLP 2018), and “Reconciliation within Humanity: Peace Building Journey of the Peoples of Mindanao, Philippines” (SLP 2019). In 2020, SLP could not be held due to the pandemic of Covid 19.

SLP 2017 consists of eight university members, namely Sophia University (Japan), Sogang University (South Korea), Ateneo de Manila (Philippines), Ateneo de Cagayan (Philippines), Ateneo de Naga (Philippines), Ateneo de Zamboanga (Philippines), Ateneo de Davao (Philippines), and Sanata Dharma University (Indonesia). In SLP 2017, the delegates, thus the students who participated in this program were usually called, ran the program at Ateneo de Manila, Philippines. The delegates did a series of activities. Initially, they had a class to learn the so-

cial demographic and the public health condition in Philippines. Then, they visited Intramuros, Home for Aged, and Children Hospital. They tried to analyze the problems found there. They also presented their universities and talked about health issues in their countries. After that, the delegates jumped into the society in Philippines and implement the actions they had planned during the visitation. Once they had finished, the delegates followed a 3-day retreat to reflect on what they had achieved from their actions.

In 2018, SLP was held at Sophia University, Japan, with eight University members, namely Sophia University (Japan), Sogang University (South Korea), Ateneo de Manila University (Philippines), Ateneo de Zamboaga University (Philippines), Ateneo de Davao University (Philippines), Xavier University (Philippines), Instituto São João de Brito (East Timor), and Sanata Dharma University (Indonesia). Different from SLP 2017, in SLP 2018 the delegates performed the planned actions in Indonesia. Before they performed the actions, the twenty eight delegates and seven faculty members had the opportunities to visit Kamaishi and Ofunato in the Tohoku region. They learned about social services for people who suffered from the earthquake and tsunami in 2011. Then, they reflected on what they had learned and planned the actions to do in Indonesia. In Indonesia, the delegates educated the children in Bong Suwung about the disaster prevention.

The next SLP was held in Ateneo de Davao University of the Philippines and organized by Arrupe Office of Social Formation in 2019. The delegates come from seven countries, which are Indonesia, Philippines, Thailand, East Timor, South Korea, Japan, and Hongkong. In this program, they got new experience and knowledge about peace and peacebuilding, especially in the context of what is happening in the regions of Mindanao island, the second largest island in Philippines.

From the programs, the delegates acquired new meaningful experiences in which they were able to meet new friends from various countries, interact with the local community, be more sensitive and actively respond to problems in real society. Those experiences could give influences to their personal and social development (Simons, L. & Cleary, B., 2006). The interactions with new people could open their minds and develop their interpersonal intelligence. While facing the problems, they made the decision on what they had to do. Thus, that experience developed their leadership skill and bravery to take the risks. Those experiences and skill could be beneficial for the students in the future.

From the big picture of the activities and the bene-

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The interactions with new people could open their minds and develop their interpersonal intelligence. While facing the problems, they made the decision on what they had to do. Thus, that experience developed their leadership skill and bravery to take the risks.

fits of SLP in three years, this article tries to focus more on SLP in 2019. It looks at all of the processes in SLP, starting from Pre SLP to Post SLP. It describes the context, experience, action, reflection and evaluation of SLP 2019. More importantly, it presents the lessons learned by the delegates during the program, which might become the positive influence for the delegates. From the delegates' reflection on this program, the question could be asked, “what are the benefits of SLP for the students?” Therefore, in the next section, the article provides the literature reviews on the influence of SLP for the students. After that, this article describes the processes in SLP while criticizing them with the literatures about SLP.

THE INFLUENCE OF SERVICE LEARNING PROGRAM FOR STUDENTS

As known that SLP facilitated the students to experience and enter the real community, this program could have influenced the students' personalities.

The personality could be meant as the different characteristics of each individual to feel, think, and behave (American Psychological Association, 2021). In the other words the students who participated in SLP could experience the change on how they feel, think, and behave towards the society or problems. In this part, some literatures related to the positive influence of SLP would be reviewed. Some researches had shown that SLP could develop students' leadership, cultural competence, altruistic behaviours, and civic responsibility (Pless, N.M., Maak, T., & Stahl, G.K., 2011; Pierce, M.B., Havens, E.K., Poehlitz, M., & Ferris, A.M., 2012; Cooper, S.B., Cripps, J.H., & Reisman, J.L., 2013; Myers-Lipton, S.J., 1998; & Simons, L. & Cleary, B., 2006). Moreover, some criticisms on SLP would be also presented.

SLP INFLUENCE TO LEADERSHIP AND CULTURAL COMPETENCE

AJCU-AP SLP is an International program, in which the delegates or students who participated would go abroad to enter the real community there. Different countries would have different society problems and cultures. According to Pierce et al. (2012),

“the students who participated in SLP could experience the change on how they feel, think, and behave towards the society or problems.”

students who participated in service learning program, in this case delivering nutrition education, had shown the enhancement of their leadership and cultural competence. In leadership, the students showed the change in teamwork, inspiring support, recognizing others' contributions, and collaboration. They also experienced the self-growth in flexibility, adaptability, teamwork, risk-taking, self-confidence and they realized the importance of being open minded. In cultural competence, the students became aware of lifestyle differences and similarities with the multicultural children they served.

Pless et al. (2011) also suggested that SLP made the students learn responsible mind-set, ethical literacy, cultural intelligence, global mind-set, self-development, and community. Those aspects are the characteristics of leadership. The good leadership and cultural competence are beneficial for the students when they enter to the real work environment or live in real community. Sure enough, those positives influence were experienced by the delegates of AJCU-AP SLP. Those enable the delegates to be more aware of and respect the diversity. They would also become more responsible.

SLP INFLUENCE TO CIVIC RESPONSIBILITY AND THE BENEFITS FOR THE COMMUNITY

The experience of participating in SLP could also enhance civic responsibility. Cooper et al. (2013) presented the results that the students showed significant changes in their attitudes regarding their ability to make a difference in society. These results also suggested a positive correlation between service-learning experiences and development of “civic responsibility” altruistic behaviors among Deaf studies students volunteering in the community. The students felt the sense of responsibility to solve the social problems or help the community, since they realized they became

Besides SLP gave positive influence to the students, SLP also gave the benefits to the community. SLP

is designed to provide the opportunity for the students to actively contribute their energies and ideas to the community empowerment. Therefore, the community could also get the benefits from SLP. In this case, the government does not need to pay for the efficient and effective service, but through the programs or the service offered by the students who join SLP, the community feel helped. (Fleischauer, J.P. & Fleischauer, J.F., 1994; & Friedman & Scaduto, 1995).

Despite all the good influences and benefits of SLP,

it is not impossible that the students who participated in SLP did not experience the change within themselves. Even the community could not get the benefits of SLP in their region. Therefore, SLP is designed to guarantee the linkage between academic-theoretic and empiric-practice. Then, there will be synergic interaction between students and community (Syardiansah, 2017).

AJCU-AP SLP 2019

After having a review on some literatures related to the influence of SLP, in this section, the article will provide the description of AJCU-AP SLP 2019 Implementation. Raising

the theme “Reconciliation within Humanity: Peace Building Journey of the Peoples of Mindanao, Philippines”, SLP 2019 was held by Ateneo de Davao University, in Philippines. This program ran in eighteen days, from 26th of April 2019 to 14th of May 2019. SLP 2019 was held with ten University Members from seven countries. Those ten University Members were Ateneo de Davao University (Philippines) as the Host with fifteen participants, Ateneo de Manila (Philippines) with one participant, Ateneo de Zamboanga (Philippines) with two participants, Ateneo de Cagayan (Philippines) with three participants,

“Pless et al. (2011) also suggested that SLP made the students learn responsible mind-set, ethical literacy, cultural intelligence, global mind-set, self-development, and community.”

contribute even the small things to make the world a better place.



Appendix 4

Then, the delegates did the field study, in SLP 2019 called as Peacebuilding. In this activity they learned many ways to build the peace, through art, education, and discussion. They went to the Kagan Tribe, the only Islamized indigenous tribe in Davao City (Appendix 5). They encountered the youth of Kagan Tribe and learned that the government also gave attention to them so they lived peacefully even though they were the minority in Philippines. The delegates also learned the arts and cultures from



Appendix 5

Kadayawan Festival and Kaliwat Performing Arts (Appendix 6). They learned the reconciliation activity between Talaandig and Unifrutti, which actually was conducted due to the conflicts related to the plantation cut down (Appendix 7). They also learned peacebuilding through dialogue and education from Madaris Volunteers (Appendix 8). Then, they visited Coffee for Peace, a socio-entrepreneurship group, found in 2006 (Appendix 9). This group was found due to the observation about the two communities involved in an armed conflict stopped killing each other for a dialogue where coffee was served. Coffee for Peace has provided employment to indigenous people in the Philippines, especially coffee farmers.



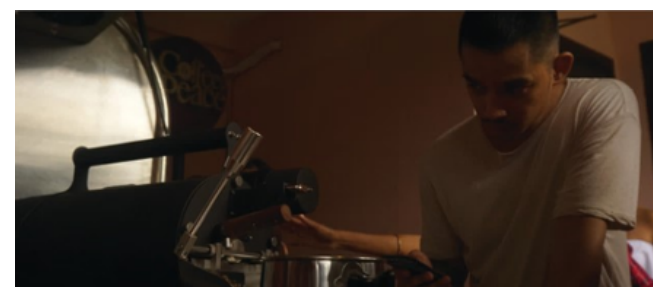
Appendix 6



Appendix 7



Appendix 8



Appendix 9

The delegates also did the a Conversation on The Future Peace Advocacy of Mindanao. The conversation was started with the presentation from Orlando Cardinal Quevedo, DD about the situation, number of cases in Mindanao, and the steps done to solve the cases. Marites Gonzalo, the repre-

sentative of indigenous people, told people's experiences of discrimination as minority and Datu Mussolini Lidasan also told some efforts which had been done to build the peace. In the end, the delegates also shared and had a discussion on the conflicts in their countries.

IMMERSION

As the main activity in this program, immersion encouraged the delegates to go out from their comfort zone and deal with the real life of community, with its problems and challenges. Talaandig tribe was where the immersion was done. The delegates were divided into the groups of three persons, then they lived like and with the assigned families there (Appendix 10).

In four days and three nights, the delegates became soil-pointers, traditional musicians, traditional dancers, or even coffee farmers, and many more. Those were the experiences, which were also the actions



Appendix 10

insights they got before the immersion became beneficial for them in living with the local families. The closing ceremony was also held to 'deliver' the delegates home.

REFLECTIONS

There were three kinds of reflections which were done before the immersion, during the immersion, and after the immersion. The delegates were invited to reflect on what they were looking for in this program. They did both individual and group reflection, while hoping that they could bring peace during the program according to their own ways. During the program the delegates reflected on what they had done in one week and what they had learned. In the final reflection the delegates internalized and processed their daily reflection to find meaning from what they had experienced during the program. Then, embracing the values from their experiences, they reflected on what they would do when they went home.

POST SLP

After the program had finished, the delegate did not want to keep their experiences, knowledge, and insights for themselves. Then they decided to present a song with the music video which would be spread globally. This project was the form of the continua-

“*the delegates internalized and processed their daily reflection to find meaning from what they had experienced during the program.*”

tion and the real actions on what they had got in the program. The project aimed to reach young people to be the agent of change in the reconciliation and peacebuilding.

DISCUSSIONS

During the program there were a lot of activities done by the delegates, starting from the preparation, the main program, and the post program. The preparation is the tool to explore the delegates' personalities, insights, and knowledge about the program and the place where the program would be held. This preparation could be the way to prevent the disadvantages which might impact the community later (Syardiansah, 2017). Therefore, this exploration helped the delegates to have synergic interaction with the community in SLP location.

The delegates also did some meaningful activities before they did the immersion, such as visiting Kagan Tribe, watching Kadayawan Festival and Kaliwat Performing Arts, exploring reconciliation activity between Talaandig and Unifrutti, having discussion

with Madaris Volunteers and Group of Coffee for Peace. Those activities and experiences enable them to develop an awareness and acceptance of others from different ethnic, national, and economic backgrounds (Berman, 2006). Those could influence positively to their cultural competences (Pierce et al., 2012).

In Immersion, the delegates were divided into groups and they lived with the assigned local families. They were in a group consisting of people from different countries. It enables them to open up to new people and new experiences. Through the group, they also learned to be the good communicators, leaders, and teammates. Living with the local families and working like the local families would enable them to become more empathetic and less judgmental. The life of the local families with their problems and challenges grow their sensitivity of their needs of others. This is a good influence to their civic responsibility, in which they cannot be ignorant to the society problems (Cooper et al., 2013). Having the experiences to deal with people from other countries and face the problems during the programs grow their self-confidence and self-esteem. They know that they can deal with the problems and solve them. Then, they become willing to take the risks (Berman, 2006).

Those are the personal and social development they

got from SLP. They get positive influences of SLP to their leadership, civic responsibility, and cultural competences. These positive influences would be beneficial for the delegates when they go back to home, deal with their problems, and interact with the community.

CONCLUSION

In conclusion, AICU-AP SLP 2019 worked really well. Raising the theme of "Reconciliation within Humanity: Peace Building Journey of the Peoples of Mindanao, Philippines", all the delegates learned so many things through the program. They developed their leadership, civic responsibility and cultural competence. The good and warm interaction between the local people in Mindanao and the delegates also became the good sign that the delegates could build the peace among the people.

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APPENDIX

The materials can be found at:

SLP 2019 Report: <https://drive.google.com/file/d/1L6zOyextrF4ajTeBggNfXgAWvtw2p5RQ/view>

SLP 2018 Report: https://drive.google.com/file/d/18jU8lNgCCAzefwzD9Gggzfw_MndmruGo/view

SLP 2017 Report: https://drive.google.com/file/d/1DO_ACVOPfBOJ3jkKtMpS3mvkWGE7pnJV/view

Systematization of Best curricular practices systematization in the Iberoamerican university of Mexico City

ABSTRACT

The systematization of the Best curricular practices in the Iberoamericana University of Mexico City represents a reflexive and socialization exercise of structure and curricular innovative practices. Aiming at designing the new Manresa Study Programs, it was necessary to register those innovative and quality Best Practices that represented fine curricular initiatives so they could be widely used by the different degrees' coordination. This article describes the characteristics and attributes that define a good curricular practice, from the Iberoamericana University perspective; furthermore, it is described the purpose that follows the systematization and the methodology used. Likewise, it is presented the results, consisting of the description of five categories that characterized a good practice, and its exemplification in a case. Finally, it is also described some opportunity areas that would be important to consider for the emergence and innovation of curricular practices suitable for meeting the mission of Ignatian education with its compromise with the social transformation of the environment.

THE INITIATIVE

In this article, the authors propose a **systematization of the university's best practices** to reflect and socialize those innovative practices. They create various categories to organize the best practices according to their characteristics and attributes. For a good practice to be considered for this project, it has to be proven its **proper functioning, good results** and thus is recommended as a model.

BEST PRACTICES CRITERIA

- They **improve the study plan development** and the academic decisions, solve problems or strengthen a process.
- They **monitor that the ideal plan is executed** in the best way and that the **graduate profile posed is meet**
- They **promote the study plan's impact** on the graduate profile
- They have to be **innovative, effective, sustainable and replicable**

OBJECTIVE

To **describe**, from an academic point of view, **the best practices of the Jesuit University Sistem** in order to **recognize them, preserve them and disseminate them** through all its institutions.

CLASSIFICATION BY CATEGORIES

- | | | |
|--|---|--|
| <p>FIRST CATEGORY
Practices related to social needs: strengthen of attitudes and social leaderships among students.</p> | <p>SECOND CATEGORY
Practices related to the strengthening of professional competencies, that link the curriculum with the business sector.</p> | <p>THIRD CATEGORY
Practices related to the alignment of the curricular axes towards the achievement of objectives, competencies and functions.</p> |
| <p>FORTH CATEGORY
Practices related to the curriculum and interdisciplinary projects. This kind of project enables a systemic and integral vision due to the dialogue between the diverse discipline involved.</p> | <p>FIFTH CATEGORY
Practices related to the curriculum and the development of professional competencies through practice. Experience is paramount in this kind of practice: "learning by doing".</p> | |

OPPORTUNITIES OF IMPROVEMENT

- Need to educate and socialize a **common language** about the elements and attributes that define the curriculum among the university community
- The need to systematize and share curricular experiences must be a constant for the **interdisciplinary dialogue.** This initiative has shown a lack of interdisciplinary practices, highlighting the need for interdisciplinary interaction
- It is required to establish an **assessment and monitoring strategy** that focuses on the registered best practices on the curriculum, their transformation, and the introduction of new ones

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Sistematización de las buenas prácticas de operación curricular, de la Universidad Iberoamericana Ciudad de México

ADRIANA ARGUMEDO DE LARA Y ALEX MAGIN MAYORGA AYALA
UNIVERSIDAD IBEROAMERICANA, MÉXICO

ABSTRACT

La sistematización de las buenas prácticas de operación del currículum, de la Universidad Iberoamericana Ciudad de México, representa un ejercicio de reflexión y socialización de prácticas innovadoras de estructuración y operación curricular en nivel licenciatura. Con miras al diseño de los nuevos Planes de Estudio Manresa, se determinó la necesidad de registrar aquellas buenas prácticas pertinentes, innovadoras y de calidad, que representaran buenas propuestas de operación curricular y poder difundirlas en las diferentes coordinaciones de licenciatura. Este artículo describe las características y atributos que definen a una buena práctica de operación curricular, desde la perspectiva de la Universidad Iberoamericana; así también, se describe el propósito al cual obedece el propio ejercicio de sistematización y la metodología llevada a cabo en conjunto con las coordinaciones, desde el registro de cada práctica hasta su publicación en un compendio final. De igual manera, se presentan los resultados obtenidos, mismos que se

traducen en la descripción de cinco categorías que caracterizan a cada buena práctica de operación curricular, y la presentación de un caso a manera de ejemplo. Finalmente, este artículo describe algunas áreas de oportunidad que sería importante considerar para el surgimiento e innovación de prácticas curriculares capaces de responder al cometido de la formación ignaciana, en el compromiso que tienen las profesiones para la transformación social del entorno.

DESCRIPCIÓN

La sistematización de las buenas prácticas de operación curricular, representa un intento para identificar y hacer del currículum una auténtica experiencia de aprendizaje significativo para las y los estudiantes de la Universidad Iberoamericana Ciudad de México. Coordinadoras, coordinadores, profesores y profesoras de los programas de licenciatura, articulan sus esfuerzos para planificar, desarrollar y evaluar diversas formas de ejecutar el currículum buscando una concreción cada vez más pertinente a fin de responder a las tendencias de las diferentes disciplinas y profesiones, a las necesidades sociales y a los intereses de las y los estudiantes, todo desde la particular mirada de la pedagogía ignaciana.

Para la Universidad Iberoamericana Ciudad de México, las buenas prácticas de operación curricular hacen referencia a metodologías, eventos, acciones o propuestas que se llevan a cabo en el ámbito de la operación de los planes de estudios, que han demostrado su capacidad para introducir transforma-

ciones con resultados positivos en la generación de condiciones propicias para el desarrollo de las competencias del perfil de egreso, y que son susceptibles de ser transferidas a otros programas o contextos. En este sentido, una buena práctica no es tan sólo una práctica que se define buena en sí misma, sino que es una práctica que se ha demostrado que funciona bien y produce buenos resultados, y, por lo tanto, se recomienda como modelo. Se trata de una experiencia exitosa, que ha sido probada y validada, en un sentido amplio, y que merece ser compartida con el fin de ser adoptada por el mayor número posible de personas (FAO, 2013).

De forma concreta, las buenas prácticas de operación del currículum:

- Vigilan que el plan ideal sea llevado a cabo de la mejor manera y se cumpla el perfil de egreso planteado.
- Mejoran la operación del plan de estudios y la toma de decisiones académicas, resuelven un problema o fortalecen un proceso.

- Favorecen el impacto del plan de estudios en el perfil de egreso.

El grupo de Homólogas de Desarrollo Curricular y Evaluación del Sistema Universitario Jesuita, definió en la Guía para la Descripción de Buenas Prácticas (anexo documento) las características que permiten determinar cuándo una práctica puede ser definida como una “buena práctica”.

- **Innovadoras:** diferentes formas de operar el currículum.
- **Efectivas:** demuestran un impacto positivo (desarrollo de competencias del perfil de egreso), logran una satisfacción en los participantes (alumnos, profesores, coordinadores, entre otros) y, en su caso, tienen un impacto social.
- **Sostenibles:** pueden mantenerse en el tiempo y producir efectos duraderos.
- **Replicables:** sirven como modelo, pueden desarrollarse en otros programas.

TIPO DE EXPERIENCIA

Innovación pedagógica

CONTEXTO EN LA QUE FUE LLEVADO A CABO

La sistematización de las buenas prácticas de ope-



una buena práctica no es tan sólo una práctica que se define buena en sí misma, sino que es una práctica que se ha demostrado que funciona bien y produce buenos resultados, y, por lo tanto, se recomienda como modelo.

ración curricular, es un ejercicio que se llevó cabo en los treinta y cuatro programas académicos de licenciatura de la Universidad Iberoamericana Ciudad de México.

Con miras al diseño de los Planes de Estudios Manresa, el Consejo Académico del Sistema (CAS) solicitó la elaboración de un informe que permitiera reconocer las buenas prácticas de operación de los planes de estudios vigentes (Planes de Estudios SUJ). Por lo anterior, las buenas prácticas de operación curricular, recogen las diferentes iniciativas de calidad, pertinencia e innovación educativa a través de propuestas de operación curricular que se llevan a cabo en los programas de licenciatura de la Universidad Iberoamericana Ciudad de México.

OBJETIVOS Y METODOLOGÍA

El objetivo de la sistematización es describir, con base en la reflexión colegiada, las buenas prácticas

de operación curricular y puesta en marcha de los planes de estudio SUJ, a fin de, reconocerlas, conservarlas y difundirlas entre las instituciones del Sistema Universitario Jesuita. En este sentido, la construcción de este artículo tiene como propósito el compartir una gama de experiencias curriculares que podrían replicarse y al mismo tiempo, enriquecer el diseño e innovación de nuevos planes de estudios.

Para la identificación de las buenas prácticas, se llevó a cabo un minucioso proceso de recopilación y análisis de información, en el que conjuntamente trabajaron cada una de las coordinaciones y el Programa de Desarrollo Curricular (PDC) de la Universidad Iberoamericana Ciudad de México. De manera general, el proceso comenzó por la búsqueda de información de aquellos preceptos teóricos que contribuirían a definir las características de una buena práctica de operación curricular. A partir de este bagaje, se realizó un formato en el que se enlistaron una serie de elementos o criterios de descripción con el fin de recopilar y sistematizar cada

práctica desde las diferentes coordinaciones, para lo cual se empleó el Sistema de evaluación de planes de estudios (SEPLE). Con ello se buscó documentar la experiencia y transformarla en conocimiento para poder compartirla. Posteriormente, se procedió al análisis de cada práctica lo que implicó la sistematización de la información recopilada en el sistema a través de la definición de elementos generales. A partir de lo anterior, se detectaron aquellas que sí cumplían con las características de una buena práctica de operación curricular y finalmente, las prácticas seleccionadas se sometieron a un proceso en el que se organizó y complementó la información que cada una contenía, con el propósito de homologar la estructura y facilitar su lectura desde la perspectiva de las diferentes disciplinas. Como resultado, se elaboró un compendio que integra un total de cuarenta y cinco buenas prácticas, en donde están representadas todas las coordinaciones de licenciatura.



Fig.1 Proceso de identificación de las buenas prácticas de operación del currículum

Cabe mencionar que algunas de las experiencias recopiladas en el SEPLE no se incluyeron en el compendio ya que no cumplieron con las características y propósitos que distinguen a una buena práctica de operación curricular.

RESULTADOS OBTENIDOS

Como parte del ejercicio de análisis realizado, se identificaron las contribuciones que pueden brindar estas prácticas a otros programas mediante la clasificación y descripción de cuatro categorías. Cada categoría agrupa un conjunto de buenas prácticas que se asemejan por sus cualidades, características, operación e impacto sobre el perfil de egreso.

Se espera que el compendio generado (anexado a este artículo) sea un insumo valioso en la búsqueda constante de generar mejores procesos de aprendizaje-enseñanza de las disciplinas y lograr una formación más pertinente en lo profesional y lo social. Así mismo, la información que se presenta pretende ser fuente de inspiración y creatividad en la forma de abordar al currículum para aquellos programas académicos de licenciatura que así lo crean conveniente.

A continuación, se presenta una descripción de las cinco categorías que agrupan cada una de las cuarenta y cinco buenas prácticas recopiladas en el

compendio. También, para fines ilustrativos de este artículo, se presenta un ejemplo de buena práctica para cada categoría.

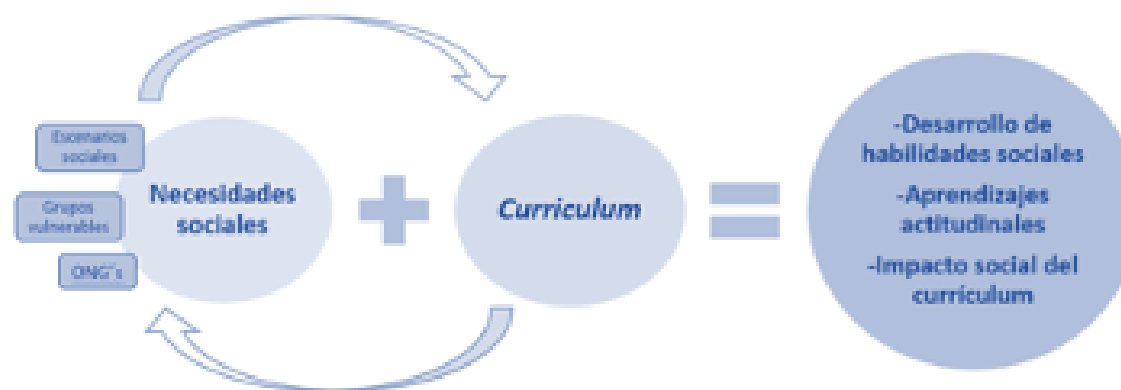
Categoría 1. El currículum al servicio de las necesidades sociales: el fortalecimiento de actitudes y liderazgo social en los estudiantes.

Este tipo de prácticas se distinguen por vincular los contenidos y/u objetivos de una o varias asignaturas a un caso específico de atención a necesidades sociales previamente detectadas. La ejecución de estas prácticas enriquece la formación humanista de las y los estudiantes al promover el desarrollo de proyectos con grupos prioritarios en escenarios vulnerables.

Características:

- La necesidad social detectada se vincula de manera natural con el campo disciplinar del programa académico, de tal forma que existe pertinencia.
- La integración de la necesidad social detectada con la(s) asignatura(s) del programa se puede realizar desde diversas metodologías: aprendizaje basado en proyectos, aprendizaje por casos, aprendizaje situado, aprendizaje basado en problemas, aprendizaje – servicio, entre otros.

- El tratamiento curricular de la necesidad o problemática social detectada, se realiza de manera colegiada a fin de estudiar todas las variables posibles.
- La participación de las y los estudiantes es fundamental desde el diagnóstico hasta la implementación.



Beneficios:

- El desarrollo de este tipo de prácticas fortalece las competencias específicas y generales en las y los estudiantes.
- Se enriquece el sentido de formación humanista en los estudiantes.
- Se generan en los estudiantes habilidades interpersonales.
- Favorecen el trabajo colaborativo
- Se genera en las y los estudiantes un sentido de empatía social y solidaridad.
- Trasciende la visión academicista y tecnocrática del plan de estudios.
- Propicia el papel activo del estudiante.
- Al ser articulado el currículum con alguna necesidad detectada, los contenidos se contextualizan dándole sentido al aprendizaje.

Un ejemplo de una buena práctica de operación curricular en esta categoría es la siguiente:

Nombre de la buena práctica: **Casa de las parteras.**



Programa académico involucrado: **Licenciatura en Arquitectura.**

Asignatura involucrada: Taller vertical de proyectos.

Descripción, objetivos y desarrollo de la metodología:

Casa de las parteras, más que una buena práctica de operación curricular, es un auténtico ejemplo del impacto social que habría de detonar todo proceso educativo.

El proyecto parte de una necesidad real: la vida, la necesidad de un espacio adecuado y con mejores condiciones higiénicas para que las parteras tzeltales puedan atender a las mujeres de su comunidad.

En el municipio de Tenejapa, Chiapas, más del 90% de los partos son atendidos por parteras, quienes han disminuido la mortalidad materna e infantil en los últimos años.

Casa de las parteras se desarrolla en alianza con la Red de Parteras Un Solo Corazón A.C., quienes

se encargan de gestionar, coordinar y construir las casas de parto, y Fundación Mesoamérica Profunda A.C., quien ha fungido como el enlace entre la red de parteras y los alumnos de arquitectura de la Universidad Iberoamericana Ciudad de México. En este

sentido y a manera de ejemplo, se vislumbra claramente la necesidad de articular esfuerzos por los diferentes actores sociales, para generar acciones en las que la educación formal tenga la oportunidad de participar e incidir positivamente en contextos reales.

Esta buena práctica de operación del currículum se desarrolló bajo el esquema de Talleres de Diseño Participativo, en el que las y los estudiantes de la Ibero muestran una capacidad de escucha que permite ver y convivir con la realidad social de un pueblo originario que demanda propuestas y diseños que valoren y respeten su cultura. En este sentido, desde la metodología del diseño participativo, la red de parteras, la comunidad, los alumnos y los profesores aportaron sus conocimientos, saberes, costumbres e ideas durante la fase de diseño del proyecto, lo que dio como resultado una combinación única de conocimientos empíricos y técnicos, puestos al servicio de las parteras, quienes prestan su servicio de manera gratuita a la comunidad. En todo momento, la gente de la comunidad fue parte del diagnóstico, diseño y construcción.

Es valioso mencionar que a este proyecto se sumó la colaboración de Agustín López, un joven arquitecto tzeltal de Tenejapa, quien contribuyó en el diseño de muros de bajareque y carrizo (materiales de la zona), lo cual permitió un intercambio de saberes

entre la comunidad tzeltal y los alumnos que participaron en la construcción.

La asignatura Taller de proyectos verticales opera como un espacio académico y práctico de acción-reflexión, en torno al papel actual de los arquitectos en la producción social del hábitat. En general, los proyectos que aborda el taller surgen necesariamente de demandas reales y se llevan a cabo bajo procesos participativos y de intercambio de saberes, técnicos y locales, que buscan la construcción de un conocimiento común; así como detonar el empoderamiento y la autogestión de las comunidades.

Recursos humanos y materiales:

El taller es impartido por el arquitecto Juan Casillas Pinto, académico de la Universidad Iberoamericana Ciudad de México, quien guía la iniciativa y trabajo de los estudiantes. Es importante destacar que el papel de la comunidad y las parteras de Tenejapa, es crucial para el desarrollo de esta buena práctica, quienes además de la disposición, aportaron sus propios conocimientos y tradiciones para la elaboración del proyecto.

En cuanto a infraestructura, entre las innovaciones realizadas se encuentran la utilización de láminas ecológicas, térmicas y acústicas; hechas con desechos de pasta de dientes y aluminio de grado alimenticio, la implementación de estrategias bio-

climáticas como la ventilación cruzada, aprovechamiento de asoleamiento para iluminación natural y la captación de agua pluvial, así como su tratamiento con un biodigestor. De esta manera, se utilizaron eco-tecnias en los rubros de energía, manejo de residuos y manejo del agua, las cuales pueden ser replicadas por la comunidad en sus hogares para mejorar su calidad de vida.

Reflexión y valoración:

Los múltiples beneficios de esta buena práctica de operación del currículum, son palpables desde el momento en que los estudiantes ponen en juego sus conocimientos y habilidades profesionales al servicio de la sociedad. El proceso de diseño y construcción pudo detonar en ellos un profundo sentido de responsabilidad al ser conscientes del potencial que tiene la arquitectura como una herramienta de cambio socio-ambiental.

Categoría 2. El currículum y la vinculación empresarial para el fortalecimiento de competencias profesionales.

La vinculación del currículum con el sector empresarial e industrial no es una práctica nueva en la educación superior, sin embargo, las características de este tipo de ejercicios son tan vigentes que siguen aportando grandes beneficios en la formación profesional de las y los estudiantes. La operación de este tipo de prácticas responde a un sinnúmero de

objetivos y modalidades, ello depende del tipo de vinculación que se desea realizar desde la disciplina, siempre y cuando responda a sus objetivos y fortalezca las competencias de las y los estudiantes.

Características:

- La situación a resolver en la industria/empresa se relaciona con los objetivos y contenidos de la(s) asignatura(s) involucrada.
- Las tareas y actividades a realizar por los estudiantes en la industria permiten poner en juego sus habilidades profesionales y practicar la teoría vista en clase.
- A diferencia de las llamadas prácticas profesionales, este tipo de ejercicios permiten llevar al aula situaciones o elementos provenientes del sector empresarial, por ejemplo: softwares industriales, casos, problemáticas, entre otros. El objetivo es analizar desde el aula las variables asociadas a tales situaciones o elementos de la empresa a la luz de la disciplina.

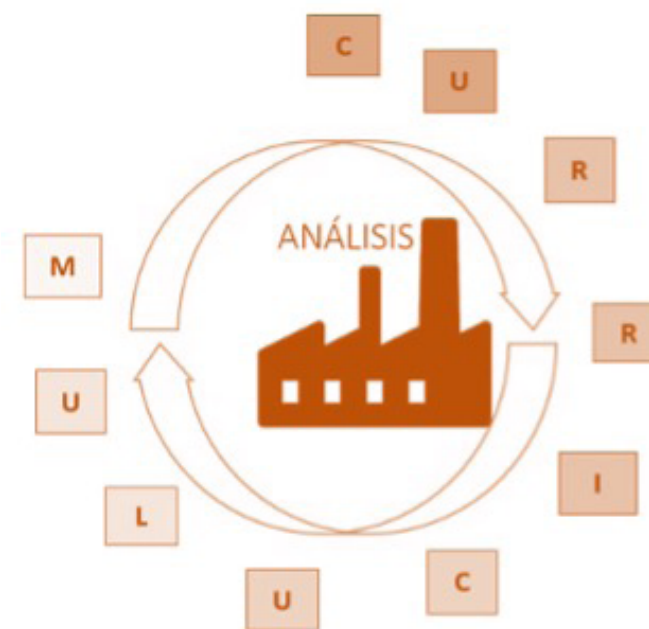
Beneficios:

- El desarrollo de este tipo de prácticas fortalece las competencias profesionales en las y los estudiantes.

● La teoría vista en el aula es abordada desde un caso real de empresa, lo cual favorece la significatividad y el sentido del aprendizaje en los estudiantes.

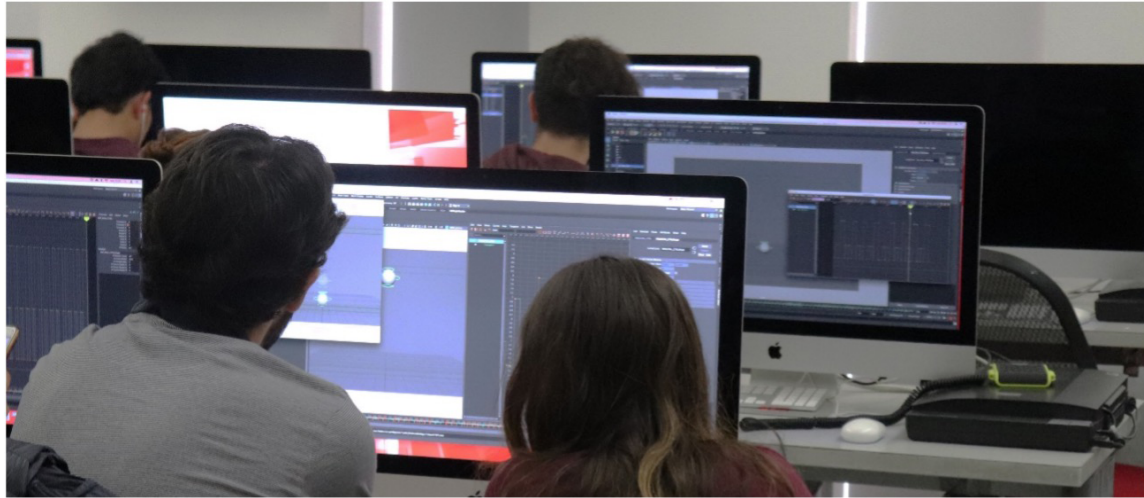
● Este tipo de prácticas favorece la transferencia del conocimiento – situación real y viceversa.

● Promueve el desarrollo de competencias generales como, liderazgo intelectual y discernimiento.



Un ejemplo de una buena práctica de operación curricular en esta categoría es la siguiente:

Nombre de la buena práctica: **Proyectos vinculados.**



Programa académico involucrado: **Licenciatura en Diseño Interactivo.**

Asignaturas involucradas: Diseño interactivo III; Diseño interactivo VI; Diseño interactivo VIII.

Descripción, objetivos y desarrollo de la metodología:

Los Proyectos vinculados se han consolidado como una buena práctica que contribuye a que las y los estudiantes de adquieran las competencias señaladas en el Plan de Estudios SUJ. Al desarrollar esta buena práctica, los estudiantes, guiados por el profesor, siguen un proceso que a la vez de enriquecer y fortalecer su aprendizaje, se alinea directamente con las competencias del plan de estudios.

El Plan de Estudios SUJ de la licenciatura en Diseño interactivo establece seis competencias específicas. El desarrollo de esta buena práctica conlleva trabajar cada una de las competencias de la siguiente

manera:

1. Al plantear el proyecto, los estudiantes deben hacer una profunda investigación sobre la problemática del cliente, situándose en su contexto, para poder determinar exactamente sus necesidades reales, y con base en ello, plantear la solución idónea a las mismas. Este proceso se alinea directamente con la siguiente competencia del Plan de Estudios SUJ: Diagnostica necesidades en un contexto global y local para asesorar, gestar, dirigir o diseñar estrategias de solución innovadoras de productos interactivos para medios electrónicos con base en la relevancia, pertinencia y análisis del uso de tecnología.
2. Una vez entendida la necesidad real del cliente, los estudiantes, aplicando los conocimientos teóricos adquiridos, presentan propuestas de diseño de productos interactivos que permitan satisfacer la necesidad detectada y las expectativas del cliente. El profesor asesora y guía a las y los estudiantes para que las propuestas presentadas sean factibles de realizar. Este proceso se alinea con la siguiente com-

petencia: Diseña productos interactivos para medios electrónicos, individualmente o en equipos de trabajo, con base en un proceso iterativo de análisis, síntesis y evaluación, que promuevan el acceso, manejo y distribución de la información.

3. Los estudiantes inician el proceso de desarrollo e implementación del producto diseñado. El diseño de las soluciones implica que los productos funcionen. Por ejemplo, si la solución se basa en el desarrollo de un sistema bajo un sitio web, el sitio y el sistema deben funcionar. Para ello los estudiantes elaboran cronogramas de trabajo que siguen a cabalidad para terminar los proyectos en tiempo y forma. Este proceso va de la mano con la siguiente competencia: Elabora un plan de implementación para materializar soluciones de diseño con base en la satisfacción de necesidades y requerimientos del proyecto.
4. El producto desarrollado debe ser probado para hacer las correcciones pertinentes en caso de requerirse, y también, determinar si efectivamente brinda una solución a la necesidad detectada. Este proceso se basa en la siguiente competencia: Comprueba la coherencia entre problema, solución y usuario para demostrar la pertinencia, relevancia y viabilidad de la solución del producto interactivo

desarrollado, con base en la experiencia de usuario

5. Una vez terminado el proyecto, se presenta al cliente todo el proceso seguido: la investigación en la que se detectó la necesidad real, el proceso de diseño e implementación del producto presentado, el resultado final y las pruebas efectuadas. Se explica el funcionamiento del mismo y los beneficios que brindará el proyecto. Todo esto se resume en un documento que se entrega al cliente. Este proceso ayuda a que se consigan las dos siguientes competencias: a) Define estrategias para la gestión e implementación de soluciones interactivas con base en un enfoque sistémico y sostenible y, b) Comunica el impacto del proyecto de acuerdo con las características de cada contexto o situación, utilizando técnicas de representación y narración, con énfasis en el uso de tecnología, para lograr que el perceptor lo comprenda.

Recursos humanos y materiales:

- a. Los profesores de asignatura. En el caso específico de Diseño interactivo VIII hay dos profesores al frente de la clase, cada uno con un perfil profesional diferente. En el caso de Diseño interactivo III y Diseño interactivo VI, las y los estudiantes toman, paralelamente, una

que aporta todos los conocimientos teóricos para el desarrollo del proyecto. Para el caso de Diseño interactivo III, las y los estudiantes cursan también, Diseño de comportamientos interactivos III. Para Diseño interactivo VI, la materia que aporta la parte teórica es Producción de imágenes IV. Tanto los profesores de Diseño interactivo III y Diseño de comportamientos interactivos III, como los de Diseño interactivo VI y Producción de imágenes IV, están en constante comunicación y trabajan conjuntamente en beneficio del éxito del proyecto y del proceso de enseñanza-aprendizaje.

4. Las y los estudiantes.

4. El cliente, con su problemática.

Dadas las características de la licenciatura en diseño interactivo, generalmente se trabaja en laboratorios de cómputo y en los foros de fotografía. Para Diseño interactivo VIII se trabajan en talleres con restridores o salones con capacidad para cuarenta estudiantes.

Reflexión y valoración:

Estamos convencidos que los proyectos vinculados tienen un impacto fuerte y positivo

“

La finalidad es dar consecución lineal y graduar los conocimientos que se abordan en cada una de las asignaturas seleccionadas para lograr ciertos fines

en la formación profesional de nuestros estudiantes, ya que los expone a situaciones reales, con problemáticas y clientes reales, en la que tienen que poner en práctica los conocimientos adquiridos y satisfacer las necesidades y expectativas del cliente.

Por lo expuesto anteriormente, para la licenciatura en diseño interactivo, la realización de proyectos vinculados se ha convertido en una buena práctica de operación curricular que ayuda a que las y los estudiantes adquieran las competencias señaladas en el plan de estudios.

Categoría 3. Alineación de asignaturas en ejes curriculares para el cumplimiento de objetivos, competencias y funciones.

El alineamiento curricular es un ejercicio que permite identificar, secuenciar y graduar una serie de asignaturas, a fin de lograr ciertos propósitos, objetivos o metas en la formación de los estudiantes. Generalmente, un ejercicio de alineamiento curricular se realiza de forma ascendente, es decir, el proceso inicia en los primeros semestres y culmina en los últimos. La finalidad es dar consecución lineal y graduar los conocimientos que se abordan en cada

una de las asignaturas seleccionadas para lograr ciertos fines, por ejemplo: elevar el nivel de

rendimiento de las y los estudiantes en el Examen General de Egreso, alcanzar una competencia específica del plan de estudios, la realización de un proyecto longitudinal durante toda la carrera, entre otros.

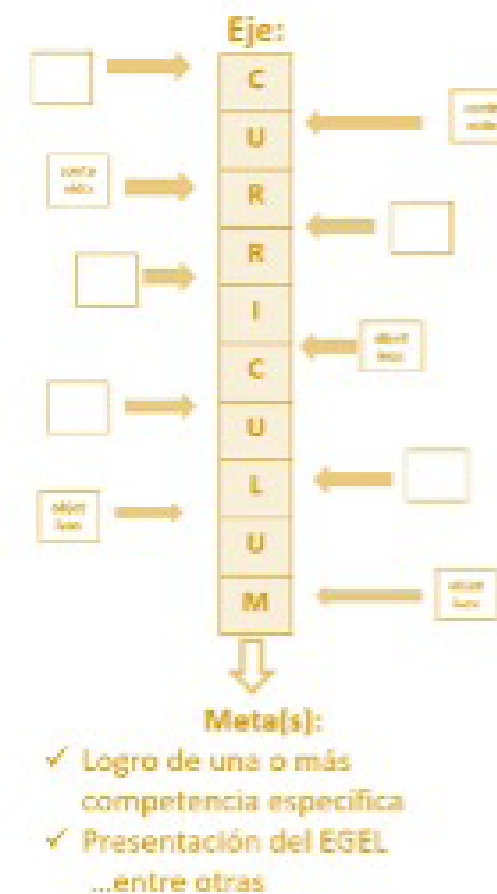
Características:

- El alineamiento curricular se realiza de manera colegiada por el grupo de profesores que confirman el tren de conocimiento o bien, las asignaturas involucradas para un determinado fin.
- Los contenidos y objetivos de las asignaturas involucradas deben presentar secuenciación a fin de generar una lógica consecutiva y gradual en el aprendizaje de las y los estudiantes, de un semestre a otro.
- La comunicación y trabajo colegiado entre profesores es una constante. Se da seguimiento al cumplimiento de objetivos semestralmente.

Beneficios:

- Favorece un aprendizaje gradual y sistemático en los estudiantes.
- Permite la construcción y retroalimentación curricular constante por el grupo colegiado.

- Promueve el análisis de la coherencia interna del plan de estudios.
- Permite que las y los estudiantes visualicen líneas de formación y un sentido claro del lugar de las asignaturas en el plan de estudios.



Un ejemplo de una buena práctica de operación curricular en esta categoría es la siguiente:

Nombre de la buena práctica: **Academias.**



Programa académico involucrado: **Ingeniería de Alimentos.**

Asignaturas involucradas: Procesos de alimentos I, Procesos de alimentos II; Operaciones unitarias aplicadas a procesos de alimentos; Operaciones unitarias en alimentos; Flujo de fluidos y transferencia de calor; Fenómenos de transporte I; Balances de masa y energía.

Descripción, objetivos y desarrollo de la metodología:

Esta buena práctica permite potenciar y optimizar los recursos y esfuerzos de las asignaturas arriba mencionadas, para lograr una función/competencia declarada en el perfil de egreso. Este caso puede replicarse con otras asignaturas a fin de atender y lograr de manera sistemática todas y cada una de las competencias específicas descritas en el plan de estudios SUJ.

Para el logro del cometido, se ha planteado la Academia de Operaciones Unitarias, la cual comprende las asignaturas de Procesos de alimentos II (8o semestre), Procesos de alimentos I (7o semestre), Operaciones unitarias aplicadas

procesos de alimentos (7o semestre), Operaciones unitarias en alimentos (6° semestre), Flujo de fluidos y transferencia de calor (5o semestre), Fenómenos de transporte I (4° semestre) y Balances de masa y energía (3er semestre), las cuales son un tren de conocimiento que de igual forma prepara a los estudiantes para presentar el EGEL.

Durante el proceso, académicos de tiempo y profesores de asignatura, plantearon el alineamiento de los temas de las asignaturas con respecto a la pertinencia, los objetivos y la competencia declarada en el perfil de egreso. A partir de insumos como las GEP y los portafolios, se obtuvo la información de cuáles son los temas que necesitan enriquecerse al tiempo de hacer recomendaciones como pares para resolver los huecos en el alineamiento. De igual forma, se desarrolló un plan de trabajo con base en los resultados del EGEL, que es un indicador de calidad para la licenciatura, se observan áreas de oportuni-

dad para la adición o modificación de temas pertinentes en las materias, y el desarrollo de ejemplos y ejercicios que hagan coherencia con los contenidos del EGEL.

El objetivo de esta buena práctica consiste en sistematizar y alinear de manera consecutiva los contenidos de las asignaturas arriba mencionadas a fin de lograr la siguiente competencia declarada en el plan de estudios: administra procesos de transformación de alimentos para la innovación; además de ser un ejercicio que busca preparar a los alumnos para la realización del EGEL.

Recursos humanos y materiales:

Quienes participan en el desarrollo de esta práctica son académicos de tiempo, profesores de asignatura y las y los estudiantes.

En cuanto los recursos materiales, se hace uso de la sala de juntas del Departamento de Ingeniería Química, Industrial y de Alimentos.

Reflexión y valoración:

La aplicación de la Academia de Operaciones Unitarias ha permitido ver que son necesarias ciertas seriaciones en las asignaturas mencionadas anteriormente, lo cual fue avalado por COPLE y se está llevando a cabo en este semestre con miras a la mejora continua, esto debido a que las y los estudiantes

tomaban asignaturas para las que no estaban preparados y no obtenían buenos resultados. Con las nuevas seriaciones fortalecemos el perfil de egreso por que se tiene una secuencia en la adquisición del conocimiento.

Esta práctica contribuye al logro del perfil de egreso de la licenciatura de ingeniería de alimentos, en donde una de las competencias afirma que el estudiante administra procesos de transformación de alimentos para la innovación. El cumplimiento de esta y las otras dos competencias específicas del perfil de egreso, de igual forma permiten al estudiante tener responsabilidad social en la aplicación de procesos y velar por la sostenibilidad del medio ambiente.

Categoría 4. El currículum y los proyectos interdisciplinarios.

El abordaje curricular desde la elaboración de proyectos interdisciplinarios es una buena práctica que trasciende a la visión tradicional del currículum, donde las disciplinas parecen dividirse en piezas de estudio individuales e independientes unas de otras y sin ninguna relación. Los proyectos interdisciplinarios, bien abordados, permiten una visión sistémica e integral al considerar las aportaciones y el diálogo entre las diversas disciplinas involucradas; en este sentido, el currículum se vuelve flexible y se abre a otras ramas del conocimiento al colaborar

conjuntamente por el logro de un mismo objetivo.

Características:

- Los proyectos interdisciplinarios permiten recuperar las competencias específicas al ser aplicadas por los estudiantes en una o varias actividades.
- Se promueve el diálogo entre las diferentes disciplinas, lo cual favorece la construcción de conocimiento sistémico.
- Este tipo de prácticas permite obtener una visión integral de las cosas, en donde todas y cada una de las disciplinas involucradas dialogan y colaboran para la atención de un problema / proyecto específico.
- Las diferentes disciplinas son vistas como parte de un todo.

Beneficios:

- La visión del currículum trasciende y se abre a diversos campos del conocimiento.
- Los estudiantes desarrollan una visión integral de los fenómenos y situaciones sociales.
- Favorece el trabajo colaborativo.

- Potencia las competencias genéricas.
- Propicia el papel activo del estudiante.
- Promueve un aprendizaje significativo en los estudiantes al involucrarse en el desarrollo de proyectos.
- El conocimiento se construye de manera conjunta entre las disciplinas que colaboran en el proyecto.



Un ejemplo de buena práctica de operación curricular en esta categoría es la siguiente:

Nombre de la buena práctica: **Discapacidad, tecno-**

logía e inclusión.



Programas académicos involucrados: **Licenciatura en Pedagogía e Ingeniería Biomédica.**

Asignaturas involucradas: Atención a la diversidad (pedagogía) e Introducción al estudio de la discapacidad (ingeniería biomédica).

Descripción, objetivos y desarrollo de la metodología:

Esta buena práctica tuvo su génesis a partir de que el InIAT, CITeR (Centro de Ingeniería y Tecnología de Rehabilitación) y el Departamento de Educación, tuvieron un encuentro con el fin de dialogar sobre temas pertinentes en los que tuviera cabida la atención para las personas con discapacidad y de esta manera lograr una incidencia social.

Tras una serie de reuniones, se observó que ambos programas, Pedagogía e Ingeniería Biomédica,

contaban con una asignatura en la que converge un objeto de estudio en común, visto desde la perspectiva particular de cada disciplina: la atención a la diversidad.

Por su parte, Ingeniería Biomédica, a través de la asignatura Introducción al estudio de la discapacidad, otorga las herra-

mientas teórico metodológicas para la atención de personas con discapacidad, desde la visión conjunta tecnología – salud. Pedagogía, desde la asignatura Atención a la diversidad, busca las formas de incidir positivamente a través de la inclusión escolar en comunidades diversas. Ambos enfoques, en el estudio del tema en común (discapacidad), enriquecen un punto de encuentro para el desarrollo de un proyecto interdisciplinario que gira en torno a la tripartita: salud – tecnología – educación.

El objetivo es enriquecer los alcances de ambas asignaturas a fin de otorgarles una visión sistémica tecnología – educación. La finalidad es analizar la complejidad de la atención a la diversidad, así como fomentar el uso de tecnología para personas con discapacidad, y así, generar oportunidades de inclusión.

Parte de este proyecto curricular, es otorgar la oportunidad a los estudiantes de certificarse en un estándar de competencia del programa CONOCER “Asesoría en tecnología para discapacidad”.

En general, los pasos desarrollados en esta buena práctica son los siguientes:

1. Revisión de los programas de ambas asignaturas para lograr sinergia
2. Integrar ambas asignaturas mediante la metodología de aprendizaje basado en proyectos, en la que estudiantes de ambas carreras tengan la oportunidad de estudiar la complejidad del tema y evaluarse para la certificación en el estándar de competencia
3. Compartir espacios y ambientes de aprendizaje entre las áreas involucradas, lo que permitió una interacción interdisciplinar y la construcción del conocimiento

Como siguiente paso, se considera elaborar, mediante la metodología de Aprendizaje Basada en Proyectos, los objetivos y la sistematización de una evaluación interdisciplinar e integral que permita desarrollar las habilidades necesarias que ambas asignaturas demandan.

Recursos humanos y materiales:

- Académica del InIAT: María Padilla Longoria
- Académico del InIAT: Abel Arturo Arredondo Zamudio
- Académico del Depto. de Educación: Manuel López Pereyra
- Estudiantes de ambos programas de licenciatura
- Participantes usuarios de tecnología de asistencia

En cuanto a infraestructura, se han utilizado las instalaciones del CITEr, la tecnología y artefactos de uso para personas con discapacidad.

Reflexión y valoración:

El proyecto es un espacio formativo de carácter teórico práctico que tiene el propósito de brindar herramientas que permitan realizar una reflexión crítica de las tecnologías de asistencia para las personas con discapacidad. Se pretende crear espacios y situaciones de aprendizaje que contribuyan a desarrollar oportunidades de incidencia social. Dentro de las habilidades de esta asignatura interdisciplinar se busca que las y los estudiantes logren se-

leccionar y recomendar la tecnología de asistencia necesaria.

Este tipo de práctica curricular permite el acercamiento y diálogo entre estudiantes de diferentes campos del conocimiento para entender un problema que requiere una visión interdisciplinar y por ende, una respuesta integral. Por último, estos escenarios colaborativos permiten a las y los estudiantes vivir experiencias profesionales reales, en donde las decisiones requieren ser dialogadas con profesionistas de diversas áreas.

Categoría 5. El currículum y el desarrollo de competencias profesionales a través de la práctica.

En este tipo de buenas prácticas de operación curricular, la experiencia juega un papel muy importante. “Aprender haciendo” es la premisa que, desde esta categoría, posibilita la adquisición de conocimientos, habilidades y actitudes profesionales. La práctica, en este sentido, permite al estudiante poner en juego sus conocimientos a partir de la realización de proyectos, tareas y actividades que involucran los saberes adquiridos propios de su campo profesional. El aprendizaje a través de la práctica facilita la comprensión de los contenidos curriculares en las y los estudiantes, promueve la significatividad de los mismos al involucrarse en actividades que le demandan la resolución de tareas usando sus propios

recursos cognitivos.

Características:

- Los contenidos curriculares de las asignaturas permiten poner en práctica la teoría en proyectos, actividades o tareas.
- Las actividades se desprenden directamente de las intencionalidades u objetivos de las asignaturas.
- La teoría y la práctica se complementan. Ambas contribuyen en la adquisición de aprendizajes sólidos y competencias profesionales.
- El estudiante adquiere un papel activo sobre el aprendizaje dado que se involucra directamente en la realización de actividades.

Beneficios:

- La práctica permite adquirir un aprendizaje significativo de los conceptos y la teoría en general.
- Con este tipo de buenas prácticas se desarrollan un gran número de habilidades necesarias para el ejercicio profesional de las y los estudiantes.
- El estudiante aprende haciendo. En este tipo de buenas prácticas los contenidos curricula-

res se articulan al desarrollo de actividades y/o proyectos para promover la transferencia de los conocimientos teóricos.

- El aprendizaje a través de la experiencia se vuelve sólido y significativo en la vida de las y los estudiantes.



Programa académico involucrado: **Licenciatura en Derecho.**

Asignatura involucrada: Argumentación jurídica.

Descripción, objetivos y desarrollo de la metodología:

El Concurso debate de argumentación jurídica es una buena práctica que fomenta e introduce a las y los estudiantes a la práctica de la oralidad y el debate en el derecho.

En el perfil de egreso de la licenciatura se contempla el litigar y ofrecer asesoría jurídica como una competencia a desarrollar en las y los estudiantes. Además, en los últimos años hemos transitado a un sistema de justicia que pone en el centro la oralidad; dados estos cambios, es necesario que las y los estudiantes desarrollen habilidades que les permitan debatir de manera adecuado en la defensa de un caso.

Esta buena práctica se lleva a cabo durante el primer semestre en la asignatura Argumentación jurídica. Es una iniciativa de los profesores del claustro de argumentación jurídica y es apoyado íntegramente por el Departamento de Derecho.

El concurso se realiza desde 2014 y se lleva a cabo semestralmente. Nace

de la necesidad de fomentar en las y los estudiantes la práctica de la oralidad, esto debido a los cambios en la conciencia jurídica nacional e internacional y el giro que ha dado el sistema en nuestro país con la reforma al Sistema de Justicia Penal de 2008, en la que se transita a un sistema oral. A fin de actualizar a las y los estudiantes de la Ibero a partir de los constantes cambios en el sistema jurídico mexicano, el concurso es una plataforma para que desarrollen las nuevas habilidades requeridas. El objetivo es generar una dinámica que propicie la investigación, análisis y debate desde la perspectiva jurídica de un tema contemporáneo, así como la defensa frente a una postura opuesta o diferente.

Para el desarrollo de esta buena práctica, al inicio del semestre se convoca el claustro de profesores de argumentación jurídica para que en conjunto decidan los temas que se pondrán a discusión y los académicos que serán invitados para formar parte de la tribuna como jueces durante el concurso. El concurso cuenta con lineamientos establecidos para su operación, estos han sido creados y consensados por los profesores de la asignatura y abarcan desde la selección de las y los estudiantes, la selección de los profesores que serán jueces y los criterios de evaluación durante el debate.

Recursos humanos y materiales:

El Concurso debate de argumentación jurídica se

lleva a cabo con el total de los profesores de la asignatura. La primera etapa corre a cargo de los profesores del claustro, ellos fungen como coaches para la orientación de los estudiantes. Cada profesor realiza un concurso interno en sus grupos. Dado que el concurso lleva ya tres años operando, las reglas se han ido afinando y ha tomado relevancia tanto para los profesores como para las y los estudiantes.

Para esta buena práctica se requieren aulas y la sala de juicios orales de la Universidad Iberoamericana.

Reflexión y valoración:

Esta buena práctica brinda herramientas para desarrollar sus habilidades en la oralidad, además refuerza la interpretación y el análisis de un determinado tema desde la perspectiva jurídica y desde la contextualización política - social de un determinado caso. Ha sido una plataforma para el desarrollo de diversas habilidades en las y los estudiantes, tanto para su vida profesional como para participar en otros concursos a nivel nacional e internacional en la modalidad de mood court.

LECCIONES APRENDIDAS

Desde la experiencia de la Universidad Iberoamericana Ciudad de México, consideramos que este ejercicio de sistematización de buenas prácticas de operación curricular, permite de manera amplia:

Un ejemplo de buena práctica de operación curricular en esta categoría es la siguiente:

Nombre de la buena práctica: **Concurso debate de argumentación jurídica.**



a. Visibilizar casos de éxito en cuanto a la estructuración y operación del currículum en distintas coordinaciones de nivel licenciatura. Es importante reconocer lo que se tiene y socializar las experiencias con el fin de identificar mejores prácticas que contribuyen a la formación de las y los estudiantes, en miras al logro no solamente del perfil de egreso profesional, sino, al perfil de ciudadanos comprometidos con la transformación social del entorno, en sintonía con la visión de la Ibero desde el marco de la pedagogía ignaciana: ser hombres y mujeres para los demás.

b. El abanico de experiencias que contempla el Compendio de Buenas Prácticas de Operación Curricular (documento adjunto a este artículo), representa una fuente de inspiración para la búsqueda de nuevas formas de operar el currículum. Tal y como se menciona anteriormente, una característica importante de toda buena práctica es su capacidad de reproducción y sostenibilidad, considerando siempre las particularidades de cada disciplina y los fines sociales que cada una atiende.

c. La recopilación de diferentes formas de estructura y operación del currículum, desde cada coordinación, nos permitió identificar puntos en común y definir cinco categorías en las que convergen las buenas prácticas registradas en

el compendio. De alguna manera, esto contribuye en la solidificación de formas innovadoras de ejecución curricular al hacer evidente los beneficios que generan en la formación de las y los estudiantes; por citar algunos:

Las buenas prácticas de operación curricular registradas:

- Contribuyen al fortalecimiento de las competencias específicas y generales en las y los estudiantes.
- Promueven la formación humanista en las y los estudiantes.
- Generan en las y los estudiantes habilidades interpersonales y de trabajo colaborativo.
- Generan en las y los estudiantes un sentido de empatía social y solidaridad.
- Promueven la vinculación de la teoría vista en el aula con escenarios reales, lo cual permite atribuir sentido y significado al aprendizaje por parte de las y los estudiantes.
- Permiten un aprendizaje gradual y sistemático en las y los estudiantes.
- Favorecen la reflexión curricular constante por el grupo colegiado de cada coordinación.
- Permiten una visión clara y ordenada del plan de estudios y, en su caso, de los ejes de formación que lo integran.
- Propician el papel activo y protagónico de las

y los estudiantes en su aprendizaje.

OPORTUNIDADES PARA LA MEJORA

Al ser, este ejercicio de sistematización, producto de la participación de cada una de las coordinaciones que conforman los diferentes departamentos de la Universidad Iberoamericana, el ejercicio nos permitió identificar específicamente los siguientes tres puntos como áreas de oportunidad:

1. El lenguaje y la visión que emerge, en ocasiones, respecto a la concepción del currículum, difiere en las distintas coordinaciones. Algunas de las experiencias registradas en el sistema, no fueron propiamente de operación curricular, algunas hacían referencia a prácticas administrativas y otras a prácticas docentes, mismas que no fueron consideradas. Esto devela la necesidad de sensibilizar y socializar en la comunidad universitaria un lenguaje común acerca de los elementos y atributos que definen al currículum, desde una visión propia de la Universidad Iberoamericana.
2. La necesidad de sistematizar y compartir experiencias curriculares, debe ser una constante para el diálogo interdisciplinar. Si bien, se sabe que los retos que la actualidad demanda, deben ser atendidos desde las diferentes miradas disciplinares, el currículum, por tan-

to, debe comenzar a mirarse como una construcción conjunta desde los diferentes departamentos en pos de una sinergia académica capaz de dar respuesta a la transformación social que hoy día se requiere. En el compendio, arriba mencionado, se registró únicamente una práctica con tendencia interdisciplinar entre dos coordinaciones. Esto devela la necesidad de interacción interdisciplinar, surgimiento de proyectos desde las diferentes disciplinas, la atención de problemas complejos desde el currículum y su socialización.

3. Por último, se encuentra la necesidad de definir una estrategia de valoración y seguimiento constante de las buenas prácticas de operación curricular registradas, su transformación y la incorporación de aquellas nuevas que vayan surgiendo. Un proceso de evaluación y monitoreo constante, permitirá la retroalimentación continua y una innovación que puede reflejarse en las competencias socio profesionales de las y los estudiantes, en la perspectiva de materializar el cometido ignaciano de formación: contexto, experiencia, reflexión, acción y evaluación

FUENTES:

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ANEXOS:

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BEST PRACTICES
in Jesuit Higher Education
I A J U
SHARE COLLABORATE CONNECT

PEDAGOGICAL INNOVATION AND IGNATIAN PEDAGOGY
CAROLINA MARTURET, MA, AND DIANE CEO-DIFRANCESCO, PHD
AUSJAL AND ACJU

Virtual Dual Immersion Program

ABSTRACT
Virtual Dual Immersion (VDI) is a global collaborative program created, developed and promoted by educators from within the Jesuit university network. The program utilizes videoconferencing to connect students across borders through one to one virtual exchanges that enhance learners' linguistic, intercultural and communication growth. Grounded in shared Jesuit values, the Jesuit educational mission, and the Ignatian pedagogical paradigm, 37,457 students and 250 educators from 29 Jesuit universities across the Americas have participated during 29 semesters of study. The transformation of learners and educators through this high impact learning experience exemplifies the collaborative potential of the global Jesuit university network.

THE PRACTICE
VDI is an academic program involving student pairs or small group collaborations in real-time via **videoconferencing software** to examine multiple perspectives on diverse themes, to **improve communication, linguistic and intercultural competencies**. VDI Program promotes a methodological model entitled the AIR Model (Activation, Interaction and Reflection) to implement **interactional learning sessions**. Leveraging the shared Jesuit university mission, the VDI Program has developed accessible learning structures, applying the potential of telecollaboration, to **facilitate encounters between students and educators within the network**.

OBJECTIVES
The vision of the program is to develop and grow a **global network of university institutions**, guided by **Jesuit values**, and working collaboratively, to benefit **language learning** and to **develop global citizenship through innovation**.

- Develop students' **communicative competences**
- Formalize the **guidelines of the VDI Program**
- Integrate **Ignatian Pedagogy and Jesuit values**
- Promote **significant and transformative learning**
- Develop **intercultural competence**
- Strengthen links** between VDI and other programs
- Support the community of educators** to create bridges between languages, cultures and continents

RESULTS

- A **global interuniversity telecollaborative network** that is strengthened through dialogue, human connection and intellectual exchange
- Stronger ties among members** of the international Jesuit community
- Extension of the borders** of institutional collaboration
- Production of an **academic activity involving collaboration**
- Benefits** for students, professors and institutions

LESSONS LEARNED

- High impact learning experiences** for students as well as for educators
- Advancements in **linguistic and teaching competencies**
- Instructors are exposed to **new pedagogical practices**
- It has fostered **research initiatives** examining the **impact of virtual exchange** toward enhancing language learning and intercultural awareness

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Virtual Dual Immersion Program: Educators collaborate accross the Jesuit Network to transform Student Learning

CAROLINA MARTURET, MA; DIANE CEO-DIFRANCESCO, PHD;
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AUSJAL, XAVIER UNIVERSITY, PONTIFICIAL JAVIERANA
UNIVERSITY AND IBEROAMERICAN UNIVERSITY

ABSTRACT

Virtual Dual Immersion (VDI) is a global collaborative program created, developed and promoted by educators from within the Jesuit university network. The program utilizes videoconferencing to connect students across borders through one to one virtual exchanges that enhance learners' linguistic, intercultural and communication growth. Grounded in shared Jesuit values, the Jesuit educational mission, and the Ignatian pedagogical paradigm, 37,457 students and 250 educators from 29 Jesuit universities across the Americas have participated during 29 semesters of study. The transformation of learners and educators through this high impact learning experience exemplifies the collaborative potential of the global Jesuit university network.

BACKGROUND

Virtual Dual Immersion (VDI) is a global collaborative program created, developed and promoted by educators from within the Jesuit university network. The program utilizes technological applications to connect students across borders through virtual collaborations, enhancing learners' linguistic, intercultural and communication growth. Grounded in shared Jesuit values, the Jesuit educational mission, and the Ignatian pedagogical paradigm, educators transform learners through this virtual intercultural and learning experience that exemplifies the collaborative potential of the global Jesuit university network.

Each educator from the Jesuit university network who has joined the program since its inception in 2006 has served a vital role in the program's evolution. To that end, the success of the program has been based on the good will contributions and collaborative interactions of all players from various universities and countries, including coordinators, professors and more than 37,457 students to date who have completed conversation exchange sessions to develop their linguistic and intercultural competence, building awareness of other realities, contexts and cultures. The VDI Program provides sustainable internationalization practices, permitting intercultural interaction that is open and available to all professors and without additional cost

to students. The inclusive practices of the program offer access to intercultural and high impact learning experiences through virtual connections to students unable to study abroad due to academic, financial or other reasons.

VDI is an academic program involving student pairs or small group collaborations in real time via videoconferencing software to examine multiple perspectives on diverse themes, with the goal of improving communication, linguistic and intercultural competencies. Its similarities to experiential learning (Lewis & Williams, 1994; Moreno-López et al., 2017) are many, as the intercultural encounters follow a specific pedagogical design that encourages students to apply learning to real contexts beyond their traditional learning environment. The VDI program falls under the broader umbrella of what researchers and practitioners refer to as telecollaboration (Belz, 2001; Warschauer, 1996), or virtual exchange (O'Dowd, 2018). Numerous models have developed since technology enabled virtual interactions, including discipline-based language learning models, shared syllabus models, and private business, fee-based models (Ceo-DiFrancesco, 2015; O'Dowd, 2018). Within the context of language learning, telecollaboration specifically denotes the use of technology to join groups of language students in distinct geographical locations and cultural contexts to develop linguistic and cultural

competencies through collaborative tasks and projects (O'Dowd, 2011).

This international, technology enabled, collaborative, and academically based learning experience has been researched from the perspective of language and intercultural learning (Belz, 2003; Ceo-DiFrancesco, et al., 2016), pedagogy (Dooling & O'Dowd, 2018; Guth & Helm, 2010; Kern et al., 2004; Starke-Meyerring & Wilson, 2008), literacy and identity (Cummins & Sayers, 1995; Lam, 2000), course module collaborations (Rubin, 2016), communication (García & Otherguy, 2020; Kern & Develotte, 2018) and teacher education (The Evaluate Group, 2019). However, unique to Jesuit universities and grounded in the principles of Ignatian pedagogy, the VDI Program promotes a methodological model entitled the AIR Model (Activation, Interaction and Reflection) to implement interactional learning sessions. Leveraging the shared Jesuit university mission, the VDI Program has developed accessible learning structures, applying the potential of telecollaboration, to facilitate encounters between students and educators within the network (Ceo-DiFrancesco et al., 2020). O'Dowd (2016), a leading researcher in the field of virtual exchange and telecollaboration, summarized the presentations at the Unicollabora-

tion Conference on Telecollaboration in Dublin, Ireland, referring to the potential of the VDI Program as:

“*One of the most interesting of these was the Virtual Dual Immersion Program which is a telecollaboration project founded by the Jesuit universities in Latin America and the United States. The presenters Marturet de Paris and Coffey (2016) explained the project was grounded in the mission to bridge the social, linguistic, and intercultural gaps among students of English and Spanish in Jesuit universities in the United States and Latin America (p. 303).*”

Within the context of research on telecollaboration, the VDI Program is a unique entity, with its practitioners sharing a mission and the advantages of a strong collaborative network. The VDI Program demonstrates a clear example of the potential of Jesuit educational university collaborations.

LINKAGE TO JESUIT MISSION AND VALUES

1: AJCU is the acronym of the Association of Jesuit Colleges and Universities (www.ajcunet.edu)

2: The session “Integrating Service-Learning into International Education to Promote Global Citizenship” was held virtually on October 29, 2020, at Creighton University. <http://www.creighton.edu/geo/globalcreighton/ajcuconferenceoninternationaleducation/>

Increasingly superficial relationships and distorted realities displayed through social media have created alienation, loneliness and mental health issues for today's youth (Keles et al., 2020; Twenge et al., 2018; Panti, 2014). Furthermore, the challenges of globalization of superficiality first addressed by Adolfo Nicolás, S. J. (2010) continues to prompt students to reject difference and produces a lack of engagement with others whom they characterize as different. Jesuit Mission and Values emphasize an openness to others, particularly the most vulnerable in society (Traub, 2008). Additionally, Jesuit universities promote an openness to encounters with others that can move students toward greater solidarity, mutual respect and understanding (Mescher, 2020).

One of the Apostolic Preferences involves youth: "Journeying with youth and accompanying Young people in the creation of a hope-filled future" (Sosa, 2019). The VDI Program provides students with the opportunity for meaningful real-life discussions with their peers from all walks of life. Students discuss current and social justice issues related to politics, violence, discrimination, academics and culture with strangers who may not share their perspectives. Thus, they are challenged to remain open to different perspectives, to stretch their awareness of other cultures and to see the world through a different lens. Through the VDI Program, students invest in actual dialogue which leads to the development

of communication and intercultural competencies that are required to live in an ever-changing world. They are exposed to others in a supportive environment, leading towards a transformation of their perspectives regarding the unknown other, and moving them from superficial judgements to greater solidarity. Finally, the VDI Program utilizes technology for the common good, with the goal of creating real human connections.

HISTORY OF VDI

The VDI Program began in Fall, 2006, at which time Spanish instructor Colleen Coffey at Marquette University in Milwaukee, Wisconsin, United States of America, completed the first conversation between her Spanish course and a group of student volunteers at the Pontificia Universidad Javeriana in Cali, Colombia. Further interest developed as two early practitioners, Coffey and Oscar Kennedy Mora at Javeriana, Cali, presented their project to the Executive Secretary of the Asociación de Universidades Confiadas a la Compañía de Jesús en América Latina (AUSJAL) in 2009 to promote it within the network of Jesuit universities. The coordinator of the AUSJAL/Association of Jesuit Colleges and Universities (AJCU) Consortium of Distance Education, Carolina Marturet, was designated as the Global Coordinator of the VDI Program, supported by local coordinators Mora at Javeriana-Cali and Coffey at Marquette. This

marked the beginning of AUSJAL leadership to further develop the VDI Program, through the support of the Global Coordinator, the creation of a special interest group of representative practitioners, and the establishment of coordinators at each participating university.

The first in-person meeting, held in conjunction with the AJCU International Conference, in November, 2017 in Santiago, Chile, marked a significant moment in the history of the VDI Program. Coordinators from 14 universities attended, including 8 from AUSJAL and 6 from AJCU (See Table 1). In addition, AUSJAL was formally represented by Ernesto Cavassa, S.J., the then President of AUSJAL, and Susana Di Trolio, former Executive Secretary. Providing representation for AJCU, Michael Sheeran, S.J., then President of AJCU was accompanied by Dr. Gerardo Marín, member of the executive board of the AJCU International Education Conference Executive Board.

The 2017 in-person meeting marks the establishment of a formal VDI Program between AUSJAL and AJCU, including the creation of the program's mission, vision, objectives and a series of action steps to strengthen further development (Virtual Dual Immersion Program, 2017). The VDI program presented the outcomes of its work at the AJCU International Conference, generating further interest from representatives of attending universities. Of particular significance is the recognition of virtual learning experiences as one of the key components for further investigation and development within the realm of international education, and the VDI Program was recognized as a component of this work within the Jesuit network.

Participating Institutions AUSJAL	Participating Institutions AJCU
Universidad Católica Andrés Bello, Venezuela	Loyola University, Maryland
Pontificia Universidad Católica de Ecuador	Xavier University, Cincinnati
Pontificia Universidad Javeriana-Cali, Colombia	Canisius College, Buffalo
Universidad Iberoamericana-Torreón, México	Creighton University, Omaha
Universidad Iberoamericana-Puebla, México	Boston College, Boston
Universidad Católica del Uruguay, Uruguay	University of San Francisco, San Francisco
Universidad Alberto Hurtado, Chile	
Universidad Rafael Landívar, Guatemala	

Table 1: Representation at the first VDIP in-person meeting/AJCU International Conference in Santiago, Chile, 2017

Over a span of thirteen years, the VDI Program has grown from 2 universities to 29, and has expanded to include various models of implementation, a systematized pedagogical training, over 15 international conference presentations (See Appendix B), and research projects and publications.

OBJECTIVES

The mission statement of the VDI Program, formally created and approved during the in-person site coordinator meeting in Santiago, Chile in 2017, is as follows:

“We are a learning network of educators which, based on Ignatian philosophy, promotes innovative education to develop university students’ intercultural and communicative competencies necessary for 21st Century global citizenship, utilizing the AIR methodology and telecollaboration in a globally inclusive manner (Virtual Dual Immersion Program, 2017).”

The vision of the VDI program is to develop and grow a global network of university institutions, guided by Jesuit values, and working collaboratively, to benefit language learning and to develop global citizenship by means of innovative technologies and

pedagogies.

Specific objectives include the following:

Communicative Competence

1. Develop student communicative competence through telecollaboration within a multicultural and inclusive context.

Pedagogy

1. Formalize the guidelines of the VDI Program.
2. Integrate Ignatian pedagogy and Jesuit values into language learning.
3. Promote significant and transformative learning through a process of critical thinking and reflection, based on intercultural and interuniversity encounters.

1. Develop intercultural competence in authentic spaces through the lens of global citizenship.

Intercultural competence

1. Develop intercultural competence in authentic spaces through the lens of global citizenship.

Program

1. Strengthen links between VDI and other programs.
2. Support a community of educators to create bridges between languages, cultures and continents, positions the instructor as an active facilitator, serving as a role model for our students. (Virtual Dual Immersion Meeting Agreements, 2017).

organization.

Key players have contributed to its functioning and sustainability, each of which is outlined below. The VDI program would not function well without the overall support of the administration and the offices of information and communication technology at each institution.

The Global Program Coordinator is the general coordinator of the program, possessing a panoramic view of all aspects of the program, including the facilitation of the relationships among all participants, in order to achieve solid connections which, support the results of the program. Responsibilities include the administration, planning and linking of groups for the virtual exchanges. Serving as a channel of

communication and a mediator between participating institutions, this role includes the elaboration of program structures and operational protocols. Upon receipt of requests for participation, the coordinator initiates and solidifies the connections

ORGANIZATIONAL STRUCTURE Key Participants

The success of any telecollaborative project involves the collaboration of multiple partners, clear and common objectives, and a structured plan of execution. Figure 1 represents the overall operational

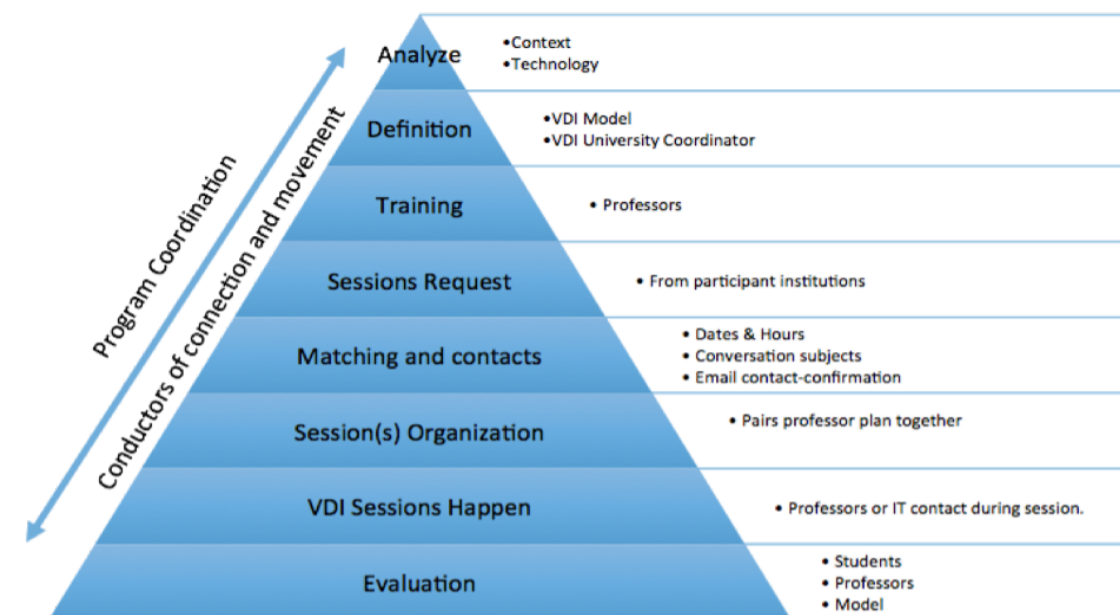


Figure 1: Operational Organization of the VDI Program

among participating universities and practitioners. Finally, the coordinator compiles statistics on the participation of each university per semester. Carolina Marturet of AUSJAL has held the position of the VDI Program Global Coordination since 2007.

A coordination team, consisting of regional representatives, one professor from AJCU and two from AUSJAL, work in conjunction with the Global Program Coordinator to conduct research and assessment, and discuss future directions of the program. The coordination team meets regularly to plan training and ongoing professional development for all participating educators within the program. The coordination team is comprised of Oscar Kennedy Mora, Pontificia Universidad Javeriana, Cali (2007-present), Diane Ceo-DiFrancesco, Xavier University (2012-present), and Xóchitl León, Universidad Iberoamericana, Torreón, (2017-present).

The local coordinators at each university represent their university and agree to the program objectives. They provide the linkage to their university, and administer the organization of the sessions, including



Students participate collaboratively in the immersion, and offer their expertise as a native speaker of their language, with the objective of both learning from and assisting their partner during the virtual exchange

and instructors at each university are the agents of the VDI program who implement the VDI methodology in their classes. They work together with their assigned partner to define exchange activities, taking in to account the objectives of each of their courses. Typically, this is done through pre-session communication and design of session format, themes, questions and materials that their students must prepare prior to the exchange encounter. (See Appendix E for a list of coordinators at each participating institution.)

Students participate collaboratively in the immersion, and offer their expertise as a native speaker of their language, with the objective of both learning from and assisting their partner during the virtual exchange. All university students are expected to participate with interest, curiosity and a collaborative spirit that contribute to providing an enriching learning experience for all involved.

Models of the VDI Program

As a result of the evolution of the VDI Program and in response to the academic needs and circumstances at the participating universities, five models have been created, involving telecollaboration within the network: (1) class to

class, (2) out of class autonomous, (3) lab to class, (4) webinars, and (5) virtual lab. All involve a type of collaboration in which students utilize technology to work together in real time toward the achievement of specific learning objectives. Students offer different perspectives that are fundamental to the completion of assigned tasks. Although a minimum of two students are necessary for VDI, larger numbers of student participants in the same group are possible, yet with increasing numbers, the complexity of the logistics increases as well. The four models are outlined below.

Class to Class

The virtual exchange sessions occur during the formal class meeting, either in the physical classroom or in a lab at the universities. The professors plan the sessions and their themes with their partner colleagues, integrating sessions into the semester syllabus for each course. Each instructor assigns contextualized preparation, such as photos, interviews or visits to specific places in the community, based on the theme/s identified for the session. The day of the session, students connect with students at the designated partner university, utilizing a videoconferencing tool, such as Zoom. Planning previously conducted by the course professors guides the interaction between students. Students may utilize a discussion guide with specific questions, key expressions, relevant vocabulary and space for note taking.

Sessions last between 50-60 minutes, with the total time divided between the two languages, to offer immersion for half of the time in each language. The two professors serve as guides of the activity and indicate which language to use to initiate the session and when to switch to the other language.

The class to class model recognizes the need to schedule sessions during class as a course activity. The physical space utilized depends on the context at each university, such as classrooms with laptops, or in a computer lab equipped with the necessary technology for the sessions. This model constitutes a structured activity during a class session.

Lab to Class

The Lab to Class model is a modification of the class to class model in which students attend a lab session with a lab instructor, independent of their regular class session at one of the partner universities, while at the other university, the session is integrated into the regular class session. Instructors collaborate to develop the schedule of the sessions and the conversation themes and tasks. Students attending the lab sessions must reserve ahead of time to participate in a session, and are evaluated by their instructor through oral and written reports submitted following each session. This format responds to the need by professors and institutions who cannot meet during class sessions due to logistical schedu

ling issues. The model thus permits two groups to meet who could not otherwise participate, due to course syllabus or class meeting schedule conflicts. The lab option allows students from various courses to participate.

Outside of Class Autonomous Sessions

Sessions are conducted outside of class time, with each student responsible for arranging and coordinating the logistics of the connection. Prior to the sessions, coordinators and professors are in charge of organizing the student pairs, who then decide on their method of connection, such as via Skype WhatsApp, Facetime or Zoom. Students establish contact by email first, and agree upon the best day and time for their exchange. Professors provide details of the assignment, including a window of time for completion, the conversation topics and method of evaluation. Institutions and professors who would not otherwise be able to participate in the program due to logistical issues, technology issues or lack of lab space, can provide sessions for their students through this model.

Webinars

Webinars are video conferences presented by an invited professor expert, for a specific course or as a cultural event, with the aim of enriching students' cultural knowledge. The duration is typically one hour, consisting of a presentation, followed by a con-

versation or question and answer period between the expert and the students. This format serves as a linguistic immersion and develops intercultural awareness by offering students an intimate view of the realities of other countries and cultures.

Virtual Lab

An additional model developed during the COVID-19 pandemic represents the synthesis of earlier models. While prior to the pandemic many classes met on campus, during the quarantine and remote learning, the majority of the sessions occur via Zoom. This platform enables the two groups to meet together in a common space, allowing for both breakout room space for conversations in pairs, and a large group interaction at the opening and closing of each session. Professors thus converted two separate class sessions in two different countries into one large group of students in a virtual setting.

Protocol for Session Planning

The Global Coordinator, Regional Representatives and Site Coordinators have devised a protocol for the coordination and planning of each session. A consistent communication protocol of nine steps ensures close contact among all program participants and the successful implementation of each session. See Table 2 for specific details of each step.

Step 1	Requests	Notice for requests prior to beginning of semester sent by Global Coordinator.
Step 2	Search for matches	Search for matches by Global Coordinator, based on characteristics of requests: dates, class schedule, time zones, number of students, model of VDI.
Step 3	Confirmation	Email notification to confirm sessions sent by Global Coordinator to university coordinators. Confirmation includes dates, times, time zones, number of students, model of VDI and contact of professor pairs for direct communication and planning of each session.
Step 4	Notification	Site coordinators send formal notification of session confirmation to individual instructors, encouraging at least one videoconferencing session for planning purposes and methodological considerations.
Step 5	Planning	Session planning conducted by instructors of courses to determine session themes, protocol for sessions (order of languages, number of minutes per language, pairing of students), and creation of guides for students.
Step 6	Technical Test	For class to class and lab to class models, a technical test is recommended to confirm that connections support the collaborative session.
Step 7	Follow-up	Site Coordinators keep open communication with individual instructors to continue to provide support for sessions. Global Coordinator is copied on communications and additionally sends at least two messages per semester to site coordinators to guarantee smooth operations. Site Coordinators contact Global Coordinator in the case of abnormalities or other issues with programmed sessions.
Step 8	Reconfirmation	Site Coordinators or professors send reconfirmation of session at least one week prior. This communication is important to avoid cancelled sessions due to illness, and to allow for any last-minute scheduling adjustments.
Step 9	Evaluation and Collection of Data	Site Coordinators collect total attendance numbers and issues or irregularities.

Table 2: Nine Step Planning Process for VDI Sessions

Structure of Sessions

VDI Program promotes interactions that represent the merging of two distinct groups of students, complementing the curriculum of each course, yet VDI does not replace class sessions at each institution. The majority of the VDI sessions take place with pairs of students, one from each country. This ensures equitable distribution of participation, ba-

sed on the minutes spent in each language. However, course enrollments are not always equal, and unforeseen illnesses may affect session numbers, necessitating occasional ratios of 2:1 or 2:2. During session planning, professor pairs determine the best manner in which to pair students, whether that be random, spontaneous or a pairing determined in advance of the session based on shared interests or differentiation.

Themes of sessions are varied and are determined by the collaborative work of the educators, however, a typology of session themes pre-

sents three overarching categories: general cultural themes, curricular themes, and social justice themes. The general cultural themes focus on cultural aspects of each country, such as typical celebrations, geographical characteristics, campus life and traditional dishes. Applied themes relate directly to course curriculum, such as Medical Spanish, Business Spanish, and Occupational Therapy. Exam

ples of applied session themes include free trade agreements, medical visits, therapy equipment and medical insurance. The final category of session themes pertains to global social justice issues, shared through the lens of the local context of each student. Students are exposed to a variety of perspectives on topics such as global migration, racial discrimination, human rights, climate change, and access to health care.

The recommended time frame for each VDI session is 50-60 minutes in duration, although some sessions range between 40 and 90 minutes in length. The ideal session includes at least a 20-minute interaction in each language, in addition to a 5-minute timeframe for initiating connections and 5 minutes for a session closure.

The order of the languages to be used during the VDI session should be determined by the professor pairs during the planning phase, informing the students prior to the session to avoid confusion. Typically, the group of students with higher competency levels initiate the session. This allows the group with an overall greater level of confidence to begin the session and permits a period of adjustment for

students at a lower proficiency level to develop a sense of comfort.

METHODOLOGY OF SESSIONS

The evolution of a collaborative methodology is based on cooperative work among practitioners, tested practices through field research, and the ongoing response to the needs of participating universities. Lists of questions represented the original format

for the interactive virtual exchanges, providing a semi-script for students. Moving beyond this, practitioners developed written guides to scaffold student learning and to facilitate the interaction. These guides consisted of the logistical aspects of initiating, interacting and ending an exchange

session, along with specific tasks based on themes tied closely to the curriculum. The incorporation of the Ignatian Pedagogical Paradigm (Van Hise & Massey, 2010; JSEA, 1993) and social justice issues developed as educators sought ways to deepen the integration of Jesuit mission and values.

The Regional Coordinators and Global Coordinator formalized the VDI Program pedagogical model, first introduced by Marquette Spanish Instructor Colleen

Coffey (Ceo-DiFrancesco, et al., 2020). The Activation, Interaction and Reflection (AIR) model is based on socio-constructivist, experiential and transformative learning theories (Ortiz, 2015; Cranton, 2016; Kolb, 1984; Vygotsky, 1978) and the Ignatian Pedagogical Paradigm (International Commission, 1986; JSEA, 1993) which provide the underlying structure for the planning of each VDI session, and for the creation of virtual exchange tasks and activities.

The AIR Model is composed of three stages. The activation stage is the preparation that the students must complete to orient them for a successful session. The activation consists of the session theme and preparation instructions, in which previous knowledge of the topic is activated, as well as further research required on the topic from the perspective of one's home culture. During the activation phase, students prepare audiovisual material, including photos, videos, as well as relevant information or statistics, descriptions of real-life contexts from their perspective, and questions to structure the conversation. This activation phase occurs prior to the interaction, and can also include a cooperative session in which the results of their preparation are shared during class with peers. The second phase of the model is the interaction itself, the online video-conferencing between two (or more) students, during which students exchange ideas and perspectives, and experience a unique view of another

culture through the lens of their partners. This is defined as the moment of the virtual exchange and the transfer of knowledge, resulting in an application and extension of classroom learning. The final phase of the model is reflection, which takes place following the interaction. Students are prompted to analyze what they have learned from the interaction. They compare cultural similarities and differences of perspectives. Students also reflect on the interaction with their peer from another country and its significance. Reflection can take place in written form, oral form, individually or as a group. As the final phase of the model, reflection encourages students to consider future actions and to evaluate these in light of their virtual interactions. (See Appendix C for an example of the AIR Model)

Pedagogical Assessment

There are currently two aspects of evaluation for VDI sessions: academic and technical. Course assessments vary due to the specific learning outcomes established by each professor, educational program and university. Examples include the evaluation of student performance in class discussions, written reports and reflections, and creative projects. The second form of evaluation is technical in nature, and involves a brief survey regarding the functionality of each session, including the quality of the connection, video, sound, time spent to initiate the connection, response time between educators, and

“
The incorporation of the Ignatian Pedagogical Paradigm and social justice issues developed as educators sought ways to deepen the integration of Jesuit mission and values

the success of the pre-planning.

RESULTS

Since the year 2006, the VDI Program has compiled a data base of participation that includes 37,457 students and over 250 educators. Over the previous year, 23 universities have participated in the program, and a total of 2,739 students. (See Appendix A for complete list of universities and number of participants.)

The VDI Program represents a global interuniversity telecollaborative network that is strengthened through dialogue, human connection and intellectual exchange among groups of participants. Its evolution has fortified ties among the members of the international Jesuit community of the Americas, extending the borders of institutional collaboration, while producing an academic activity involving collaboration (Marturet et al., 2013) As such, participation in VDI sessions offers benefits for students, professors and institutions.

At the institutional level, VDI creates links between universities. In a globalized world, the work within an interinstitutional network can positively affect the growth of internationalization on each campus. The 21st century global context increasingly emphasizes our interconnectedness, and the growing

possibilities for connections have changed the ways in which we work, produce ideas and develop outcomes. The participation in telecollaboration offers benefits of academic value and

impact, and the interdisciplinary and interinstitutional nature of the collaboration allows institutions to discover new tools, manners of thinking, working and forms of functioning in the world.

Professors benefit by working with colleagues at other institutions. Cooperative interaction to achieve the goals of each learning group. This cooperation consists of collaborative planning, thematic analysis, the creation of learning objectives, the negotiation of schedules, and the sharing of cultural aspects that permit further dialogue and collaboration among students. These interactions enrich pedagogical perspectives, increase pedagogical strategies and allow professors to learn from each other. The VDI Program has created a community of professors that stretches beyond the physical campus and is supported by professional virtual relations.

Students are the largest group to demonstrate results from participating in the VDI Program. From the perspective of constructivist learning theory

“*The VDI Program represents a global interuniversity telecollaborative network that is strengthened through dialogue, human connection and intellectual exchange among groups of participants.*”

(Ortiz, 2015), the language experience represents significant learning that is accomplished through the interaction with peers mutually supporting and scaffolding learning across borders. This pedagogically designed model of telecollaboration permits students to develop ongoing intercultural communicative competence in a supportive and stimulating environment that is similar in nature to a natural encounter with a native speaker. The encounters result in significant and transformative learning experiences (Ceo-DiFrancesco et al., 2019), permitting the transfer of knowledge to new situations. (See Appendix D for a link to a video regarding the VDI Program.)

A study conducted by VDI Program professor participants in 2016 reported an increase in students' oral proficiency development, as well as increased tolerance of other cultures, respect for others, and increased confidences in situations beyond their comfort zone (Ceo-DiFrancesco et al., 2016). In addition, the investigation determined increased growth in active listening skills and tendencies toward growth in intercultural competencies. Through the qualitative analysis of pre and post written reflections conducted in 2019, investigators reported evidence of growth in language fluency, an increase in vocabu-

lary and confidence in speaking, as well as increased intercultural awareness. This research, conducted by VDI Program practitioners revealed student growth in cultural awareness and self-awareness, culturally specific information, respect for and openness to others, an increase in curiosity, flexibility, empathy, and a willingness to engage with peers and to examine new perspectives (Ceo-DiFrancesco et al., 2020).

Preliminary data analysis of qualitative data based on 16 individual interviews with participating professors revealed a number of key points regarding the VDI program. First, every student and professor serve an integral part of the success of the program. Second, once students participate in one virtual session, they look forward to each subsequent session and continually request more frequent sessions during the semester. In addition, students recommend an expansion of virtual sessions to include a more programmatic integration at their respective universities. Professors report that the collaboration with educator peers at Jesuit institutions across borders enriches their professional and personal development. Professors report that the collaboration with educator peers at Jesuit institutions across borders enriches their professional and personal development. Finally, professors recognize the significant, authentic and impactful learning experiences that can only be offered to their students through the

VDI Program.

NEW INITIATIVES

The VDI Program has expanded its coordination and articulation with the Academic and Interinstitutional Cooperative Academic Network of AUSJAL (CARI) to strengthen its offerings of activities related to internationalization at home, including other areas in addition to language exchange, and in particular, COIL. The needs and opportunities caused by the pandemic have presented challenges in design and the implementation of new strategies of interaction and telecollaboration so that more institutions within AUSJAL participate and benefit from VDI. The Coordination team of the VDI program and the CARI network, with the support of the Executive Secretary of AUSJAL, have decided to work together on initiatives to achieve this goal.

One such initiative is the addition of a fifth telecollaborative model within the VDI Program, Colla-



This preparation has created more intimate ties to peers across borders, building confidence in students' courage to step out of their comfort zones during the in-country portion of their academic experience.

borative Online International Learning (COIL). COIL is an interdisciplinary methodology that focuses on interdisciplinary collaborations across borders and links universities, professors, courses, and students. COIL courses include a shared module that exists within two or more linked courses with common objectives. Students connect synchronously and asynchronously to complete learning tasks and projects while interacting in a virtual environment. COIL is a natural expansion of the VDI Program, leading to the inclusion of a broader array of disciplines and institutions. The VDI Program, with the Executive Secretary of AUSJAL, the Universidad Iberoamericana, Torreon, and Xavier University, offered its first COIL training workshop for 26 instructors from four universities within AUSJAL during the Fall 2020 semester. Plans are to continue to offer at least one COIL training workshop per semester for educators within the Jesuit University network.

The VDI Program has also served as preparation for both study abroad and immersion programs at Xavier University, Universidad Antonio Ruiz de Montoya, and the University of San Francisco. They have coordinated with each other and with Universidad Rafael Landívar and Universidad Iberoamericana, Puebla to provide virtual exchange conversations focusing on cultural and global social justice issues, to provide both linguistic and cultural preparation prior to international learning experiences.

Student pairs participate through the autonomous model and subsequently meet in person during the in-country experience. This preparation has created more intimate ties to peers across borders, building confidence in students' courage to step out of their comfort zones during the in-country portion of their academic experience.

LESSONS LEARNED

The sustainability of the VDI Program has resulted from establishing an effective training process, as well as the authentic commitment and collaboration of instructors and students across the Jesuit university network. The training process includes both workshops and a mentorship model to support the integration of instructors new to the VDI Program. The workshops include topics such program overview, the AIR pedagogical model, and best practices for both implementation and assessment. In addition, participating educators facilitate the development of the skills, attitudes and strategies for building intercultural awareness, empathy and solidarity among students, including active listening and technology and soft skills necessary to ensure that the virtual sessions are mutually beneficial.

The VDI Program has provided high impact learning experiences for students as well as for educators. Instructors and coordinators report advancements in

linguistic and teaching competencies. As instructors meet virtually to plan sessions for their students, they are exposed to new pedagogical practices at partner institutions. This collaboration advances the pedagogical approaches of all involved, and has also fostered research initiatives examining the impact of virtual exchange toward enhancing language learning and intercultural awareness.

OPPORTUNITIES FOR IMPROVEMENT

Several projects are underway to conduct program assessment and improvement. Currently, program coordinators are conducting a qualitative study on the impact of pedagogical practices of participating educators. A second project involves the development of a standardized system of assessment for all students and professors participating in the program following each session, in addition to the current assessment tool at the end of each semester. By utilizing more sophisticated survey software, program coordinators will have access to updated information on processes and ongoing measures of effectiveness.

CONCLUSION

At the beginning of the 21st century, the Superior General of the Society of Jesus, Peter Hans Kolven

bach (2000), called for networking among Jesuit institutions, urging to go beyond borders and find a way to work together. Six years later, and in response to Kolvenbach's call to action, the VDI Program began utilizing technology to connect educators and students. With a strong sense of purpose based on Jesuit mission and Ignatian values, an increasing number of educators and students continue to commit to connect in solidarity, at a time when interacting with others across borders is more important than ever. The VDI Program integrates technology in a way that redefines the role of students and educators, transforming them into more engaged, global citizens, serving for and with others.

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APPENDIX

Appendix A

Table 1 VDIP Student participation by semester between Spring 2012 and Fall 2020¹

Semester	Participating Universities	Total Number of Students
Fall 2012	18	2791
Spring 2013	17	2758
Fall 2013	18	2127
Spring 2014	18	2836
Fall 2014	14	1987
Spring 2015	16	1875
Fall 2015	11	1375
Spring 2016	12	1285
Fall 2016	13	1361
Spring 2017	14	1257
Fall 2017	13	1729
Spring 2018	13	1565
Fall 2018	12	1903
Spring 2019	12	1730
Fall 2019	13	1299
Spring 2020	13	1027
Fall 2020	19	1712

¹Total student participation between Fall 2006 and Spring 2012 was 6840. Participation between these years was tabulated by year and reported to global coordinator by VDI coordinators at each participating university. Due to program growth, in 2012, global coordinator began to collect data by semester.

Table 2 VDI Program Participation for AUSJAL and AJCU Universities¹

AUSJAL			
	Institution	Terms of participation	Student Participation ²
1	Universidad Católica de Córdoba, Argentina	Fall 2020	32
2	Pontificia Universidad Javeriana-Cali, Colombia	Fall 2012-Fall 2020	5798
3	Pontificia Universidad Javeriana-Bogotá, Colombia	Fall 2012	19
4	Universidad Antonio Ruiz de Montoya, Peru	Spring 2020	6
5	Universidad Alberto Hurtado, Chile	Fall 2020	41
6	Pontificia Universidad del Ecuador (PUCE)	Fall 2012-Fall 2020	3553
7	Pontificia Universidad del Ecuador-Ibarra (PUCESI)	Fall 2020	22
8	Universidad Rafael Landivar, Guatemala	Fall 2012-Fall 2020	559
9	Universidad Iberoamericana-México City	Fall 2019; Fall 2020	61
10	Universidad Iberoamericana-Torreón, México	Fall 2012-Fall 2020	1737
11	Universidad Iberoamericana-León, México	Fall 2012-Spring 2014	1089
12	Universidad Iberoamericana-Puebla, México	Fall 2012-Fall 2016 Fall 2019; Fall 2020	881
13	Inst. Tecnológico de Estudios Superiores (ITESO), Guadalajara, México	Fall 2012-Fall 2020	5934
15	Universidad Centro Americana-Managua, Nicaragua (UCA)	Fall 2012-Spring 2016 Fall 2019; Fall 2020	404
16	Universidad Católica del Uruguay (UCU)	Fall 2012; Fall 2016; Fall 2017	80
17	Universidad Católica Andrés Bello, Venezuela (UCAB)	Fall 2012-Fall 2020	195
AJCU			
	Institution		
1	Boston College (BC) Boston, Massachusetts	Fall 2012-Fall 2020	1971
2	Canisius College, Buffalo, NY	Fall 2012-Fall 2020	230
3	Creighton University, Omaha, Nebraska	Fall 2012-Fall 2020	1009
4	College of Holy Cross, Worcester, Massachusetts	Fall 2012-Fall 2020	251
5	Gonzaga University, Spokane, Washington	Fall 2017-Fall 2020	858
6	John Carroll University, Cleveland, Ohio	Spring 2013-Spring 2014. Spring 2017	82
7	Loyola Maryland University, Baltimore, Maryland	Fall 2012-Fall 2020	2460
8	Loyola Chicago University, Chicago, Illinois	Fall 2020	138
9	Loyola New Orleans University, New Orleans, Louisiana	Fall 2019 Fall 2020	32
10	Marquette University, Milwaukee, Wisconsin	Fall 2012-Fall 2015	1606
11	University of Mercy Detroit, Michigan	Fall 2020	26
12	San Francisco University (USF), San Francisco, California	Fall 2012-Fall 2020	625
13	Xavier University, Cincinnati, Ohio	Fall 2012-Fall 2020	918
¹ The following institutions beyond the Jesuit network have participated in the VDI Program: University of Birmingham, Alabama; University of Miami, University of Minnesota and University of Padova, Italy. ² Each university possesses unique circumstances, yet all contribute as an integral part of the VDI Program, regardless of the number of student participants.			

Appendix B: Example of Air Model

Topic: Health Care in your country and nutrition during the pandemic

Pre-Session Task

1. Investigate and prepare a description of health care in your country. Some interesting topics to compare with your partner include:
 - a. Health care in distinct regions: rural vs. urban settings
 - b. Cost of services and equity of access
 - c. Personal challenges during the quarantine:
 - i. Nutrition (healthy food choices)
 - ii. Exercise (maintaining good physical condition)
 - iii. Stress (how to control stress and anxiety)
2. Search for photos or visuals to support your description of the topics;
3. Reflect on this theme in your society and life, and be ready to compare information with your partner. Prepare power point slides with visuals, as well as questions for your partner.
Interaction

Interaction

We will utilize Zoom for the session. Begin in Spa-

nish. Do not use English during this part of the exchange session. Present your slides. If you cannot remember a word, you can describe the concept without asking for a translation. Your partner will help you with suggestions regarding vocabulary and pronunciation.

During the second half of the session, you will converse in English. Try to keep this session only in English, and do not flip back and forth between Spanish and English. Support your partner with suggestions of vocabulary and pronunciation. Be curious, show interest and ask follow-up questions. Apply the active listening skills that we have discussed in class.

Post Session Reflection

On the discussion board, post a 300-word reflection regarding your session, including answers to the following questions:

1. What did you learn about health care in your partner's country?
2. What caught your attention about this topic?
3. How did you help your partner with communication in the language of study?
4. What did you learn about yourself by participating in this virtual interaction?

5. How has your perception of the culture of your partner changed as a result of this interaction?

After posting your reflection, read the reflections of your classmates. Write comments or questions for at least three classmates. Be sure to check back to respond to your classmates' questions and comments.

Appendix C: VDI Program Presentations and Publications

Presentations Listed Consecutively by Year

Coffey, C., Marturet, C. & Mora, O. (2013). Model for virtual immersion MACRO project: Collaborating across the Americas. Eurocall Conference, Evora, Portugal.

Coffey, C., Ceo-DiFrancesco, D., Marturet, C., & Mora, O. (2014). Virtual Dual Immersion Program: AUSJAL and AJCU Leveraging Connections. AJCU International Education Conference, Chicago.

Coffey, C., Marturet, C. & Mora, O. (2014). Virtual Dual Immersion Program: AUSJAL and AJCU Leveraging Connections. Unicollaboration INTENT Conference, León, Spain.

Coffey, C., Marturet, C. & Mora, O. (2014). Model for virtual immersion MACRO project: Collaborating across the Americas. INFLIT Conference, University of Miami.

Zulaica, P., Marturet, C. & Valencia, T. (2015) AUSJAL, Network of Networks: IMMERSION DUAL EDUTIC. CITM Conference, Loyola Maryland University.

Snyder, K., Marturet, C. & Ceo-DiFrancesco. (2015). Collaborating Across Borders: The Mission of Internationalization. AJCU International Education Conference, Managua, Nicaragua.

Ceo-DiFrancesco, D., Coffey, C., Marturet, C. & Mora, O. (2015). Across the Americas: Collaboration produces global communicative competence through AUSJAL/AJCU Virtual Dual Language Immersion Program. American Conference on the Teaching of Foreign Languages Conference, San Diego, CA.

Marturet, C., Snyder, K., Ceo-DiFrancesco, D. & Mora, O. (2016). AJCU/AUSJAL Dual Immersion Project. AJCU International Education Conference, San Francisco.

Ceo-DiFrancesco, D., Mora, O., Serna Collazos, A. (2016). Developing intercultural communicative competence across the Americans. Telecollaboration in Higher Education Conference, Trinity College, Dublin.

Mora, O., Coffey, C., & Marturet, C. (2016). Collective Impact: Best practice method for scaling and enhancing learner experience in telecollaboration.

Telecollaboration in Higher Education Conference, Trinity College, Dublin.

Snyder, K., Robinson, D., Ceo-DiFrancesco, D., Marturet, C., Mora, O. & León, X. (2017). Using telecollaboration to develop language and intercultural competence across the Americas. AICU International Education Conference, Santiago, Chile.

Ceo-DiFrancesco, D., Bohlke, O., Marturet, C., Mena, M., Mora, O., & León, X. (2018). Leveraging our Jesuit network to promote a culture of encounter, dialogue and solidarity through telecollaboration. AICU International Education Conference, Omaha.

Marturet, C., Ceo-DiFrancesco, D., & Mora, O. (2018). AUSJAL-AICU Virtual Dual Immersion Program: Building a network for transformative learning through telecollaboration. INFLIT Conference, University of Miami.

Ceo-DiFrancesco, D., Marturet, C. & Mora, O. (2018). Significant and transformative learning through telecollaboration. International Conference on Intercultural Competence, University of Arizona.

León, X., Ceo-DiFrancesco, D., Marturet, C. & Mora, O. (2019). Virtual Dual Immersion: Leveraging telecollaboration to enhance study abroad programs. AICU International Education Conference, Puebla, Mexico.

Ceo-DiFrancesco, D., Marturet, C., & Mora, O. (2019). The Transformative growth and professional development of educators through virtual exchange. The EVALUATE Conference, León, Spain.

Ceo-DiFrancesco, D., Marturet, C., Mora, O., & León, X. (2020). Leveraging our Jesuit network during the global pandemic: Virtual Dual Immersion Program supports institutional internationalization. AICU International Education Conference, Virtual.

Ceo-DiFrancesco, D., Marturet, C., & Mora, O. (2020). Expanding and supporting global Learning during COVID-19: Virtual encounters, connections and exchanges. American Association of Colleges and Universities Global Learning Conference, Virtual.

Publications

Ceo-DiFrancesco, D., Mora, O. K. & Serna Collazos, A. (2016). [Developing intercultural communicative competence across the Americas](#). In S. Jager, G. Kurek & B. O'Rourke (Eds.), *New directions in telecollaborative research and practice*. Research-publishing.net.

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Appendix D: Web link to AUSJAL video

<https://www.youtube.com/watch?v=WZScAkbg8JQ>

Appendix E: List of VDI Program Coordinators

AUSJAL	
Institution	Local VDI Program Coordinator
Universidad Católica de Córdoba, Argentina	Prof. Milton Becerra
Pontificia Universidad Javeriana-Cali, Colombia	Prof. Oscar Mora
Universidad Alberto Hurtado, Chile	Prof. Mary Jane Abrahams Prof. Maria Ester Lopez
Pontificia Universidad del Ecuador, Quito, Ecuador	Prof. Christian Geovanny Gavilanes
Pontificia Universidad del Ecuador, Ibarra, Ecuador	Prof. María Fernanda Ibadango T.
Universidad Rafael Landivar, Guatemala	Prof. Guisela Maldonado
Universidad Iberoamericana-Ciudad de México, MX	Lic. Maria Jose Colín
Universidad Iberoamericana-Torreón, México	Prof. Xóchitl León Prof. Ana Torres
Universidad Iberoamericana-León, México	Prof. Alicia Torales Prof. Cecilia Sotelo
ITESO Universidad Jesuita de Guadalajara, México	Prof. Paula Zulaica Prof. Lilia Córdoba
Universidad Centroamericana-Managua, Nicaragua	Prof. Kenia Obando
Universidad Católica Andrés Bello, Venezuela	Prof. Valeska Villamil Prof. Carolina Lira

AJCU	
Institution	Local VDIP Coordinator & Contact
Boston College (BC) Boston, Massachusetts	Cynthia Bravo, MA
Canisius College, Buffalo, NY	Margaret Stefanski, PhD Prof. Richard D. Reitsma, PhD
Creighton University, Omaha, Nebraska	María Mena, MA Olaf Bohlke, PhD
College of Holy Cross, Worcester, Massachusetts	Elizabeth Inman, M.A
Gonzaga University, Spokane, Washington	Rebecca M. Stephanis, PhD
Loyola Maryland University, Baltimore, Maryland	Magdalena Olivares, PhD Sarah Tyler, MA Nicolino Applauso, PhD
Loyola Chicago University, Chicago, Illinois	Bryan Conover, MEd Fraser S. Turner, MPP, M.Ed. Fr. Hendrickson Scott, SJ, DPhil
Loyola New Orleans University, New Orleans, Louisiana	Nathan C Henne, PhD Angela Ramirez, MBA, LLM
University of Mercy Detroit, Michigan	Bryan Core, MA
San Francisco University (USF), San Francisco, California	Rahkel Villamil-Acera, PhD
Xavier University, Cincinnati, Ohio	Diane Ceo-DiFrancesco, PhD

