



Chiang Rai Thailand



XLC WORKSHOP
Seven Fountains
30 Sep to 02 Oct 2017

THE 4 Cs AT A GLANCE

	Competence	Conscience	Compassion	Commitment
NOT ONLY	ACADEMIC	CHOICE between RIGHT & WRONG, GOOD & EVIL	SOCIAL CONSCIENCE or SOCIAL ACTION	DISCERNED (with CONSCIENCE) or COMPETENT or COMPASSION-ATE
BUT ALSO	HOLISTIC for TRANSFORMATION	DISCERNMENT between GOOD & GREATER GOOD, TRUE & FALSE	LOVING INCARNATIONAL SOLIDARITY (Empathy, Being ONE OF them, Being ONE WITH them)	ALL OF THE ABOVE: Discerned with CONSCIENCE AND COMPETENT AND COMPASSION-ATE

The CONTEXT of XLC and
JESUIT History

MAKING OUR SCHOOL MORE JESUIT



MAKING OUR LEARNING MORE IGNATIAN

TELL US ABOUT
YOUR FAVORITE
TEACHER.

CONTENT

**ACTIVE
LEARNING**

**SCHOLARSHIP
+ PASSION**

**engagement
excellence**

**expertise
enthusiasm**

MAGIS

MAGIS

LEARNER

TEACHER

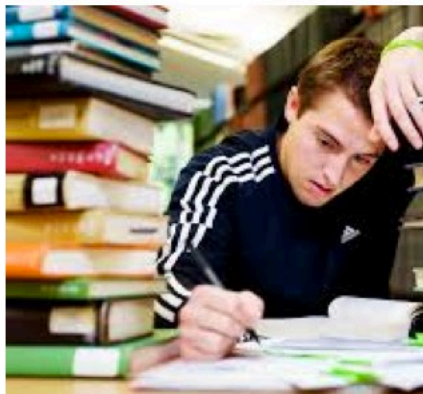
**empathy
empowerment** CURA
PERSONALIS

SOME BELIEFS ABOUT LEARNING

◆ It is the LEARNER, not the teacher, who is ultimately responsible for learning. The learner should be doing MOST of the work.

◆ The teacher plays an important role in promoting learning but NOT by being the "main attraction."

Do you agree with this "philosophy of learning"?



A QUEST FOR METAPHORS

Students as
PRODUCTS
of education

Students as
CONSUMERS
of education

A

B



C

D

**TOO
DEPENDENT
& PASSIVE**

**TOO
INDEPENDENT
& ACTIVE**

A FEW QUESTIONS

WHO decides
WHAT should be learned?

WHO defines what counts as
WORTHWHILE LEARNING?

The students or the teacher?
Or the community of scholars
and experts?

TV and VCR Generations as LEARNERS

One-Way
BROADCAST
Teacher-Centered
Learning

Passive Receivers
of Knowledge

Two-Way
INTERACTIVE
Student-Centered
Learning

Active Users +
Creators of Knowledge

The NET & NEXT Generation as LEARNERS

4 Learning Spaces

David Thornburg

WHERE

does active + interactive

STUDENT-CENTERED

LEARNING

happen?



“Learners have long gathered around campfires, watering holes, and have isolated themselves in the seclusion of caves and gone out on hunting expeditions. They have experienced all these learning environments in balance and if the balance is offset, learning suffers.”

David Thornburg

Campfire

Learn from EXPERTS

Cafe

Learn from PEERS

Cave

Learn from SELF

Community

Learn through

SERVICE OF THE WORLD

The goal is NOT all 4 Learning Spaces all the time, but **FLEXIBILITY.**

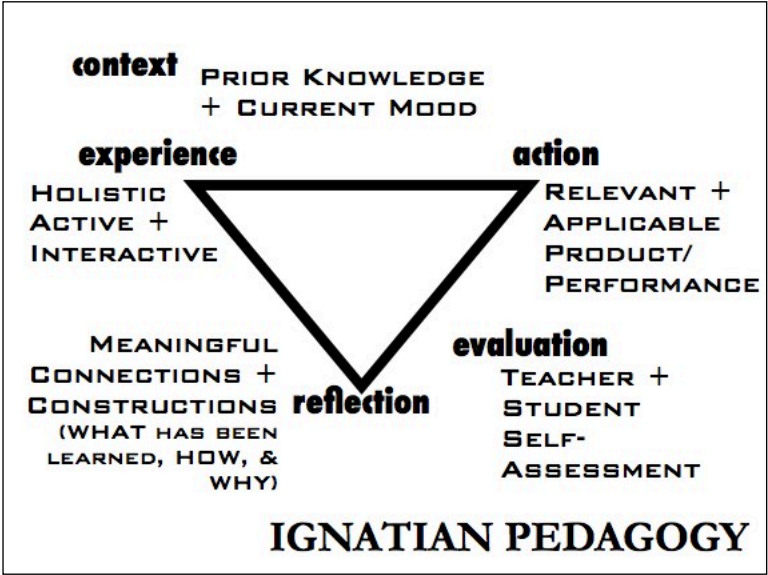


Plutarchus

Which of the following do you think best describes what most teachers do for their students? Why or how?

- (a) fill the vessel of their minds with knowledge
- (b) ignite their minds to knowledge
- (c) put out the fire in their minds!

NOT A VESSEL TO BE FILLED, BUT A FIRE TO BE KINDLED.



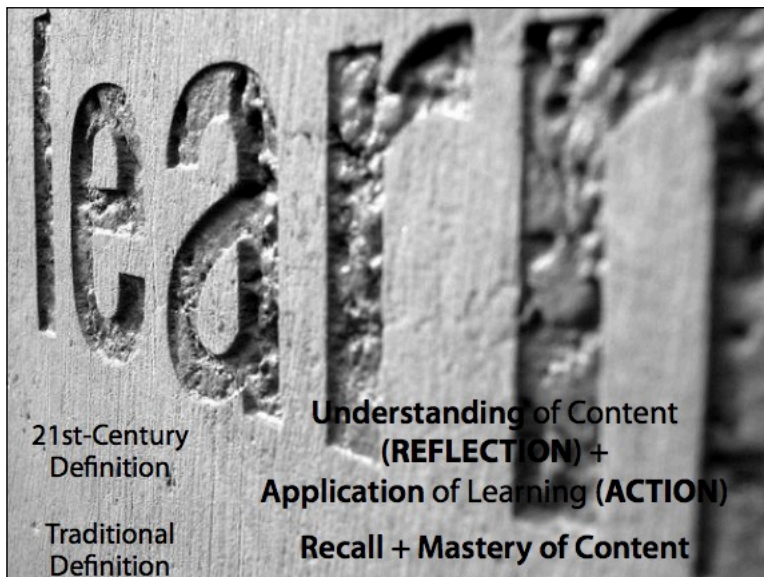
academic amnesia

reflection

action

intellectual constipation

LEARNING REDEFINED



LEARNING

= Mastery of CONTENT
+ PERFORMANCE

Do the **PRODUCTS/PERFORMANCES** that we ask of our students reflect **the long-term, worthwhile, and complex challenges** in the discipline and/or the real world?



The Criminal Analogy

Everyone is to be presumed innocent of learning until proven "guilty" beyond reasonable doubt.



Measure what you treasure.

Assess what is most **significant** and **valuable**.

If you don't assess it, it's probably not going to be there!

ACTION GOAL



a **worthwhile, long-term, & enduring application** of one's education to **real life** (beyond the classroom) and is in some form or to some degree **observable now** & can be **assessed** in some way

Traditional Models of **EFFECTIVE TEACHING**

Expert

Performer

Inspector

Traditional Roles	
<i>Teacher</i>	<i>Learner</i>
Expert	Sponge
Performer	Spectator
Inspector	Product

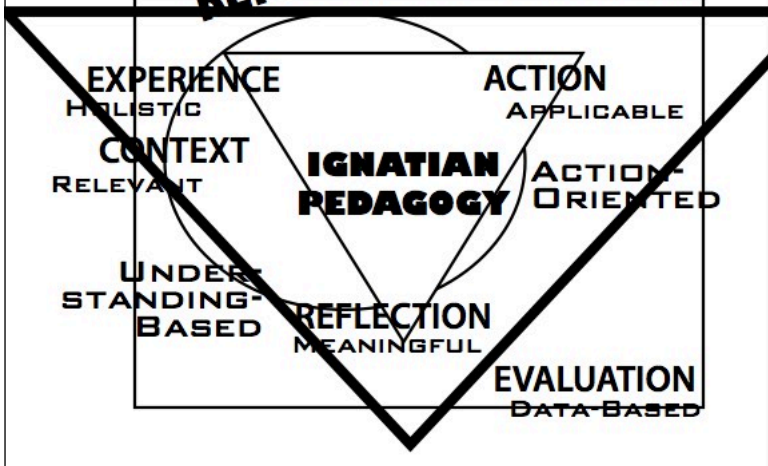
21-st Century Roles

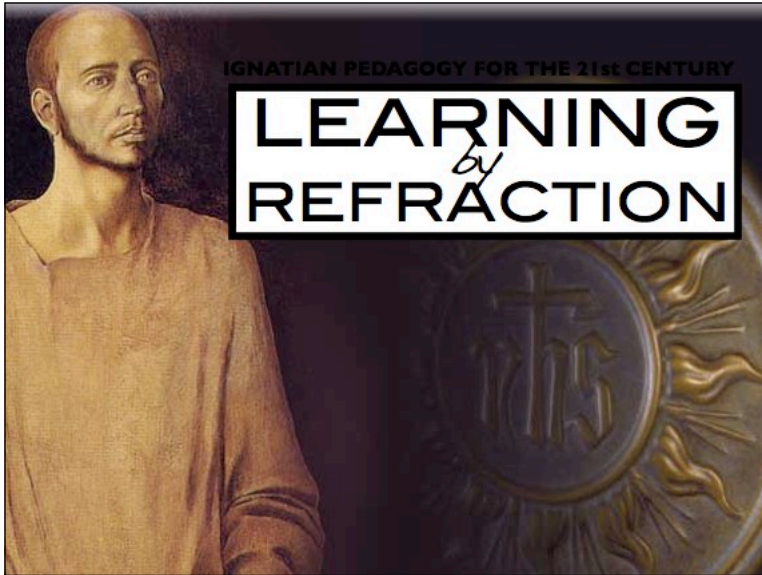
Teacher	Learner
<p><i>Engagement + Excellence</i> Designer of learning experiences</p>	<p>Inquirer</p>
<p><i>Expertise + Enthusiasm</i> Facilitator of knowledge & understanding</p>	<p>Meaning Maker</p>
<p><i>Empathy+ Empowerment</i> Coach of Application</p>	<p>Creator/ Collaborator</p>

SOME TOOLS FOR JESUIT EDUCATION and IPP

<p>4 Cs</p> <p>making our school more Jesuit</p>	<p>6 Es</p> <p>making our teachers more Ignatian</p>
<p>4 Learning Spaces</p>	<p>6 8s</p> <p>making our learning more Ignatian</p>

~~REFLECTIVE~~ REFLECTIVE Pedagogy





LEARNING *by* REFRACTION

IGNATIAN PEDAGOGY FOR THE 21st CENTURY

(noun)

- the bending and change of light, radio waves, etc. as it passes through a different medium.

Refraction better captures what happens in learning, when the content is changed and appropriated by the learner given his or her context.

LEARNING *by* REFRACTION

IGNATIAN PEDAGOGY FOR THE 21st CENTURY

(noun)

- the measurement of the focusing characteristics of an eye or eyes.

Refraction also correctly suggests the process of “trial-and-error” and self-adjustments that the learner needs to engage in.

LEARNING *by* REFRACTION

IGNATIAN PEDAGOGY FOR THE 21st CENTURY

The word “refraction” is
the combination of the
defining features
of Ignatian Pedagogy:

REFLECTION + ACTION
