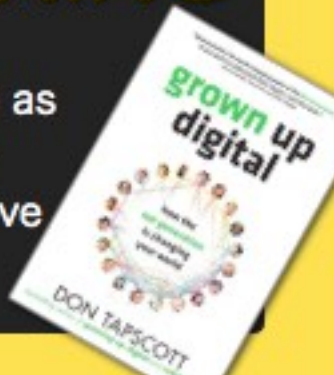




# 2 kinds of LEARNING

The way we behave as **audience** is similar to the way we behave as **learners**.



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## 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 & MOBILE Generation as LEARNERS



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**LEARNING**  
REDEFINED

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21st-Century Definition	Understanding of Content (REFLECTION) + Application of Learning (ACTION)
Traditional Definition	Recall + Mastery of Content

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Two common learning ailments

**Intellectual constipation**

Rigid knowledge of content that we can't use or apply beyond the tests



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Another common learning ailment

**academic amnesia**

Forgetting everything 10 minutes after the exam



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**academic  
amnesia  
reflection  
action  
Intellectual  
constipation**

REAL ESTATE

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CONNECT  
TO  
CONTEXT

Do you  
observe  
these  
ailments  
among your  
students?



REAL ESTATE

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**6Es**

WORLD

ENGAGEMENT  
EXCELLENCE

EXPERTISE  
ENTHUSIASM

LEARNER

TEACHER

EMPATHY  
EMPOWERMENT

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**IGNATIAN  
PEDAGOGY is  
LEARNER  
CENTERED.**

**WORLD**

**LEARNER**

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**SHIFTING OUR FOCUS  
FROM TEACHING  
TO LEARNING**

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**IGNATIAN  
pedagogy**

**refractive  
LEARNING**

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# What should **LEARNING** be like?

ANT
SPIDER
HONEYBEE

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# LEARNING

The men of experiment are like the **ant**, they only collect and use; the reasoners resemble **spiders**, who make cobwebs out of their own substance. But the **bee** takes a middle course: it gathers its material from the flowers of the garden and of the field, but transforms and digests it by a power of its own.

- Francis Bacon,  
*The New Organon* [Book One], 1620

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LEVELS OF CONSCIOUSNESS	IGNATIAN PEDAGOGY	PRECEPTS	
<b>Experience</b> EMPIRICAL	<b>EXPERIENCE</b>	"Be <b>ATTENTIVE!</b> "	
<b>Understanding</b> INTELLECTUAL	<b>REFLECTION</b>	"Be <b>INTELLIGENT!</b> "	
<b>Judgment</b> RATIONAL		"Be <b>REASONABLE!</b> "	
<b>Decision</b> RESPONSIBLE	<b>ACTION</b>	"Be <b>RESPONSIBLE!</b> "	

BERNARD LONERGAN SJ  
Philosopher

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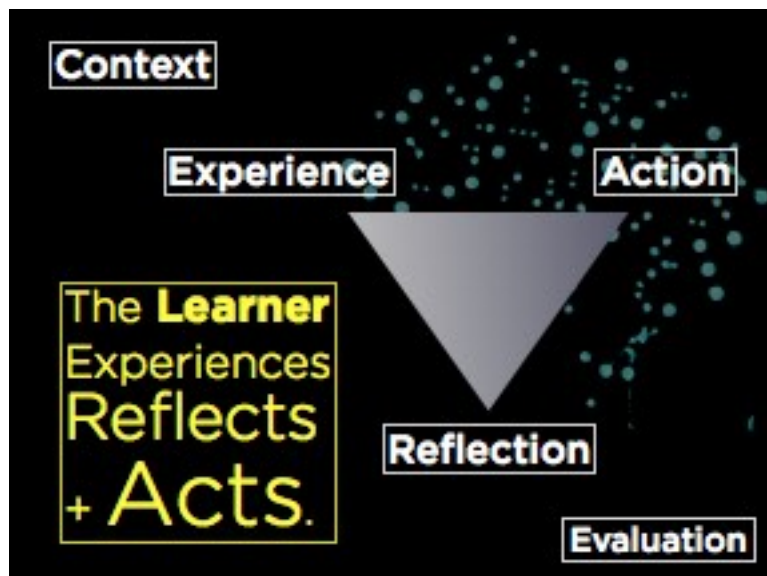
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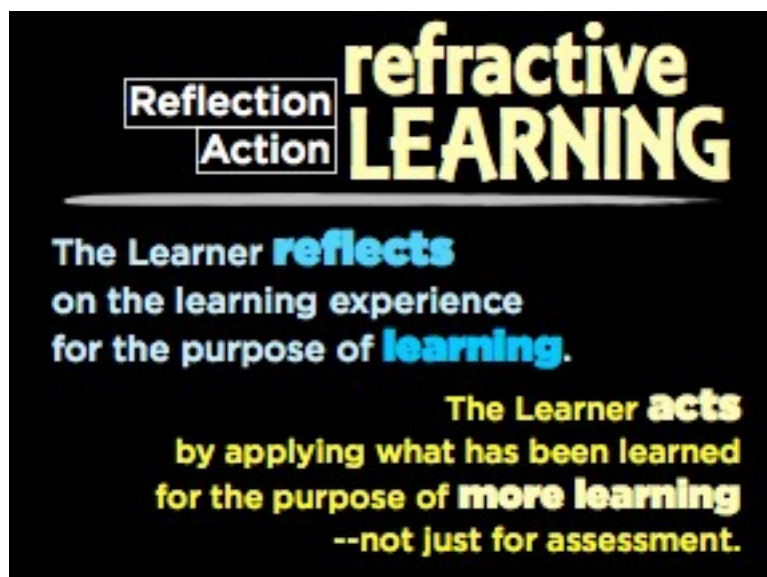
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Traditional Models of  
**EFFECTIVE  
TEACHING**

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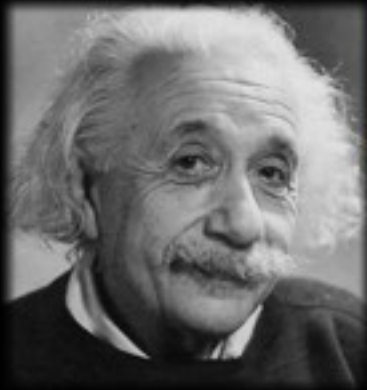
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Expert

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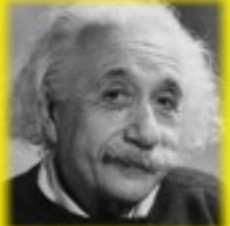
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Expert

Performer



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Performer



**STUDENT as SPECTATOR**



Expert



**STUDENT as SPONGE**

**STUDENT as PRODUCT**

Inspector

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Teacher  
**MAKE OVER**

**TRANSMISSIVE TEACHING**



**CONSTRUCTIVE TEACHING**

(Brownlee, 2001; Berthelsen et al, 2002)

BEFORE



AFTER



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## Teacher Roles

TRADITIONAL	IGNATIAN
Expert	Designer
Performer	Facilitator
Inspector	Coach

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## Teacher Roles

### IGNATIANT

Designer of learning experiences & environment

Facilitator of connection & construction

Coach of transfer & application

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## Teacher + Learner Roles

### TEACHER

Designer

Facilitator

Coach

### LEARNER

Inquirer  
EXPERIENCE

Meaning-  
Maker  
REFLECTION

Creator  
ACTION

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## Design your own Teacher MAKE OVER

### BEFORE

LEARNER-CENTERED



CONSTRUCTIVE  
TEACHING

**DESIGNER  
FACILITATOR  
COACH**

### AFTER

TEACHER-CENTERED



TRANSMISSIVE  
TEACHING

**EXPERT  
PERFORMER  
INSPECTOR**

Given your context, what **baby steps** can you take?

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