

Instructions for rating I-GIFT submissions

Submissions should be considered in two contexts.

I: SHC's mission and Ignatian Pedagogy

Spring Hill College Mission

Rooted in its Catholic heritage and continuing the centuries-old Jesuit tradition of educational excellence, Spring Hill College forms students to become responsible leaders in service to others.

We offer our students a thorough preparation for professional excellence; and we strive to awaken mind and spirit to the pursuit of truth and to the ever-deepening appreciation of the beauty of creation, the dignity of life, the demands of justice and the mystery of God's love.

In our community of living and learning, we are committed to the Jesuit tradition of "cura personalis," that is, a care for the spiritual, social and intellectual growth of each person.

Through informed dialogue with the world's cultures, religions and peoples, we promote solidarity with the entire human family.

And true to the Catholic and Biblical tradition, we nurture both the personal and social dimensions of faith, seeking to draw our students into a deeper and more vital relationship with God.

Ignatian Pedagogy

"Education in Jesuit schools seeks to transform how young people look at themselves and other human beings, at social systems and structures, at the global community and the whole of natural creation. If truly successful, Jesuit education results ultimately in a radical transformation not only of the way in which people habitually think and act, but of the very way in which they live in the world, as men and women of competence, conscience and compassion, seeking the greater good (the magis)." -Ignatian Pedagogy Abridged.

Ignatian Pedagogy Paradigm

- Experience (direct; indirect)
- Reflection (not merely the assimilation of subject-matter but the development of the person)
- Action (deeds, not just words)
- Evaluation (individualize encouragement and advice for academic improvement of each student)
- Context (in the world; of the world; personal)

II: Best Practices in Teaching

- articulating clear learning goals;
- sharing information/knowledge or modelling how to do something;
- checking for understanding;
- encouraging students to demonstrate their learning through practice and application of skills, strategies, and processes;
- providing clear feedback to students.

Once all annual entries are reviewed and scored, committee members should meet to decide the above by consensus. One overall Best I-GIFT for the year and up to two additional submissions agreed upon as also worthy of feature on the I-GIFT website.