

## A Tool to Integrate the Inspirational Paradigm – Supplemental Toolkit

### Purpose

This toolkit serves as a supplement to help teaching faculty efficiently identify instructional materials with a view to effectively adopting one or more as a way to integrate the [Inspirational Paradigm](#) into accounting courses in undergraduate and graduate programs; for introductory, intermediate, and advanced levels; and in financial, managerial/cost, systems, tax, audit, nonprofit, governance, and ethics courses.

The toolkit offers suggested enhancements that vary in scope – discussion prompts, reifying activities, and learning linkages. Ultimately, our aim is to serve faculty and students in their journey to “become instruments of mercy, [by] providing compassionate frameworks to understand the world and change it.”

### Discussion Prompts

For faculty who have identified suitable instructional materials to adopt into a course, but would like to add prompts for missing elements in the Ignatian Pedagogy, consider the following:

- **Context**  
What in the **task setting** would students identify with or relate to in their lived experiences and anchors? If faculty already ask students to introduce themselves at the start of the course, then students can be prompted to draw connections between the task setting and what they say matters to them. For example, [Van Hise \(2013, 119\)](#) suggests asking students to write a biographical essay in keeping with the themes of “Who am I? Whose am I? and Who am I called to be?”
- **Experience**  
What in the **assignment activities** nudge students beyond their comfort zone? If faculty use traditional approaches during the course (e.g., lecture), then students can be prompted to expound on the experiential learning process in comparison. For example, [Butler, Church, Wheeler, and Spencer \(2019, 16\)](#) suggest asking students to examine their experience in keeping with the What-So-What-Now-What model, that is, “What was unexpected? What will you do differently next time? To what other situations can you apply knowledge gained from this experience?”
- **Reflection**  
What in the **assignment requirements** ask students to reconsider externalities and ethics? If the requirements do not already ask students to apply stakeholder analysis and ethical principles, then students can be prompted to center their reflection on the Common Good from the Catholic Social Tradition. For example, [Frémeaux, Puyou, and Michelson \(2020, 20\)](#) suggest asking students the following ethical protocol: “Which higher community good am I pursuing through my work as a [future] accounting professional? Which economic, social, moral, and environmental orientations am I contributing to? How do my work assignments contribute to the personal good of the other members of the community?”
- **Action**  
What in the **teaching notes or implementation guides** provide students options to act on or extend their learning beyond the assignment requirements? If the instructional materials do not have robust teaching notes or implementation guides, then students

can be prompted to engage in creative and critical thinking class exercises. For example, [Bonk and Smith 1998, 270 and 276](#)) offer summaries of suggested techniques including checkboarding and the nominal group process.

- Evaluation  
What in the **suggested rubrics** measure students' professionalism? If the instructional materials do not suggest such measures, then students can be prompted to respond to a four-factor survey instrument on ethics and independence, altruism, respect for others, and excellence ([Adler and Liyanarachchi 2020, 1927](#)).

### Reifying Activities

For faculty who have identified suitable instructional materials to adopt into a course, but would like to offer opportunities for students to reify their learning beyond the course, consider:

- Experiential learning  
These activities are embedded in accounting courses and involve community and/or industry engagement. For example, [Jackson and Meek \(2021, 85\)](#) suggest that students take on opportunities including mentoring and competitions.
- Situated learning  
These activities may be outside of the accounting program but also involve community and/or industry engagement. For example, [Dellaportas \(2015, 451\)](#) suggests that students take on opportunities including service learning and study tours.

### Learning Linkages

For faculty who have identified suitable instructional materials to adopt into a course, but would like to demonstrate how their integration ultimately impact program objectives, consider:

- Curriculum mapping  
This involves examining how instructional materials and students' learning experience therein may fit within the context of the accounting program curriculum. For example, [Lawson, Blocker, Brewer, Morris, Stocks, Sorensen, Stout, and Wouters 2015, 152](#)) illustrate how instructional materials on the topic of capital investment decision-making can be mapped across various foundational, broad management, and accounting competencies.
- Co-curricular pathways  
This involves examining how instructional materials and students' learning experience therein may serve as content for co-curricular activities. For example, [Kilpatrick and Wilburn \(2010, 83\)](#) provide prompt questions that students could prepare for a career development activity such as mock interviews.