

*Special Issue: Call for Submissions on
Hope and Imagination in Teaching and Learning in the Jesuit Context*

[*Jesuit Higher Education: A Journal \(JHE\)*](#) welcomes submissions exploring imagination and hope in teaching and learning in Jesuit higher education. We particularly welcome scholarship, praxis, and resource articles that explore how imagination and hope impact pedagogy in the Jesuit context.

Current research indicates that the science of hope requires imagination (Gwinn & Hellman, 2019), but a Jesuit education has promoted and connected imagination and hope for awhile. In the past decade, for example, Fr. Nicolas reaffirmed depth of thought and imagination as instrumental in the life of the University (2010), and Fr. Sosa invited us to utilize the Universal Apostolic Preferences as guideposts to accompany students toward a more hope-filled future (2021). At the heart of Ignatian Pedagogy, imagination promotes hope as a hallmark of a Jesuit education that unapologetically situates reality and community next to learning and experience. Central to a Jesuit education is experiential learning and especially community-engaged learning, in which students, “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” (Kolvenbach, 2000). This special issue explores and celebrates the tension and creative teaching and learning that emerges from imagination and hope in the Jesuit context through community engaged teaching and learning. Community engagement and experiential learning have emerged as teaching and learning approaches that facilitate an engagement of hope (Green, et al., 2021) and an imagination for justice (Green, 2021). As curiosity abounds with the topics of imagination and hope in Jesuit education, there are numerous questions that emerge, and the range of submissions we seek include articles that may address such questions as:

- How do conceptions of hope and imagination inform Ignatian Pedagogy? How do such concepts challenge Ignatian Pedagogy?
- What aspects of Ignatian spirituality undergird imagination and hope that develops Ignatian pedagogy?
- What pedagogical strategies, tools, and frameworks support hope and imagination in order to work toward the development of more just communities?
- How does community-engaged learning complicate hope and imagination, or facilitate it? How are they connected in the context of a Jesuit education?
- What iterations of community-engaged teaching and learning best support imagination and hope?
- What other forms of experiential learning (e.g., undergraduate research, educational internships, domestic/global immersions, etc.) elevate imagination and hope?

- What role does spirituality play in the presence of hope and imagination? Is there a relationship amongst hope, imagination, and spirituality? What is the nature of this relationship?
- What are the pathways that connect spirituality to hope and imagination?
- What are the programs, practices, and pedagogies that facilitate imagination and hope within our teaching and learning?

This special issue welcomes submissions from scholars as well as practitioner-scholars working in the field (e.g., community engagement professionals, community partners, faculty instructors, student affairs professionals, etc.). *We are especially open to and encouraging collaboratively authored scholarly submissions, such as community engagement professionals authoring with faculty colleagues, faculty development professionals, and/or student affairs professionals.* This issue welcomes a variety of methodological approaches, including theory-building, action research, qualitative and quantitative studies, critical reflection essays, case studies, community-based research, and exploratory studies. Each submission is encouraged to include the following, as appropriate to the type of submission (scholarship, praxis, resource, reflection, perspective articles):

- Clearly articulated line of inquiry (research questions or inquiry addressed in the scholarly piece)
- Framework anchoring your inquiry
- Articulated approaches to hope and imagination within the Jesuit context
- Methodological explanation to your inquiry
- Implications on practice, pedagogy, and/or spirituality in the Jesuit context (Ignatian Pedagogy)
- Discussion of future research or potential further study

References:

Adolfo Nicolas, S.J., "Depth, Universality, and Learned Ministry: Challenges to Jesuit Higher Education Today," Mexico City, April 23, 2010.

Arturo Sosa, S.J., 2021, Association of Jesuit Colleges and Universities' Commitment to Justice in Jesuit Higher Education Conference.

Green, Patrick M. (2021) "Making Explicit Connections between Experiential Learning and Justice: New Approaches to Teaching and Learning through an Imagination for Justice," *Experiential Learning & Teaching in Higher Education*: Vol. 4: No. 2, Article 5. Available at: <https://nsuworks.nova.edu/elthe/vol4/iss2/5>

Green, P.M., Bergen, D.J., Stewart, C.P., & Nayve, C. (2021). An Engagement of Hope: A Framework and Equity-Centered Theory of Action for Community Engagement. *Metropolitan Universities*, 32(2), 129-157. DOI: 10.18060/25527.

Gwinn, C. & Hellman, C.M. (2019) *Hope rising: How the science of hope can change your life*. Morgan James Publishing.

Kolvenbach, Peter-Hans, S.J., "The Service of Faith and Promotion of Justice in American Jesuit Higher Education." The Santa Clara Lecture. Santa Clara University, October 6, 2000.

Guest Editors:

- *Patrick M. Green, EdD, Executive Director, Center for Engaged Learning, Teaching, and Scholarship (CELTS), Clinical Assistant Professor, School of Education, Loyola University Chicago*
- *Stacy Neier Beran, PhD, Senior Ignatian Lecturer, Quinlan School of Business, Loyola University Chicago*

We encourage submissions by August 1, 2023 for publication in the fall 2023 or spring 2024 issues. However, we will continue to accept articles for later publication dates.

About the Journal

Jesuit Higher Education: A Journal (JHE) is a scholarly, peer-reviewed, open access, online journal focused on the development, advancement, and critique of higher education in the Jesuit tradition. We welcome submissions on the scholarship and practice of Ignatian pedagogy in any academic disciplinary or interdisciplinary context as well as how the Jesuit mission is infused in all aspects of higher education, including student life, experiential learning, and other cocurricular activities.

Jesuit Higher Education: A Journal. JHE publishes [Scholarship, Praxis, Reflection, and Resources articles](#). Authors should review the [Author Guidelines](#) on the JHE website and submit articles through the [JHE online platform](#).

Please send questions to Dr. Patrick Green (pgreen@luc.edu) or Dr. Stacy Neier Beran (sneier@luc.edu) Guest Editors, or Dr. Kari Kloos (kkloos@regis.edu), General Editor.