

## Resource Guide

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### Designing for Justice

Addressing justice in our teaching practices is an important corollary to the Jesuit mission of Saint Louis University. But what do we mean by 'justice'? Del Vecchio and colleagues (2018) suggest the term has multiple meanings that must be explored across academic disciplines and fields of study. They encourage instructors to imagine "diverse dreams of justice" in the context of their teaching and carefully design assessment methods and learning activities that support justice-focused goals for student learning (p. 123).

Below are a few questions to consider when designing courses for justice:

- **Learning Outcomes:** What do you want students to know about justice and be able to do with that knowledge upon completing the course? Reflect on your own broad definition of justice and consider how it relates to the course topic to help identify justice-focused learning outcomes (e.g., Del Vecchio et al., 2018).
- **Assessment Methods:** What types of assignments or other activities will you assign to promote justice and assess student learning? Create opportunities for students to apply their understandings of justice in ways that support the broader learning outcomes you have identified (e.g., essay exams, written reflections, service-learning projects).
- **Learning Activities:** How can classroom activities and exercises promote student learning and engagement about justice? Invite students to explore how justice relates to the course topic in ways that prepare them to be successful on the assessment methods you have selected (e.g., discussion, debate, informal writing, media analysis).

### Resources

Del Vecchio, D., Spady, S., & Toomey, N. (2018). Pedagogical applications of *toward what justice?* In E. Tuck & K. W. Yang (Eds.), *Toward what justice? Describing diverse dreams of justice in education* (pp. 123-146). New York, NY: Routledge.

Eifler, K. E., & Landy, T. M. (Eds.) (2014). *Becoming beholders: Cultivating sacramental imagination and actions in college classrooms*. Collegeville, MN: Liturgical Press.

Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.

Tuck, E., & Yang, K. W. (2016). What justice wants. *Critical Ethnic Studies*, 2, 1-15.

*For more information or to discuss how you might incorporate these ideas into your courses, contact the Reinert Center at [cttl@slu.edu](mailto:cttl@slu.edu).*