



Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning

Barbezat, Daniel P.; and Bush, Mirabai
Wiley, 2014

Book Review

Tags: contemplative pedagogy | student learning | teaching meditation

Reviewed by: Mary Hess, *Luther Seminary*

Date Reviewed: November 30, -0001

We live and teach in a world of massive distraction. It is difficult to find spaces or times in which people are simply still, let alone inhabit silence. College students claim they are effective “multi-taskers” but more and more research is suggesting that multitasking is not a route to deep learning, and can even begin to shape attention practices in detrimental ways. What can we do? One generative inquiry into these challenges comes from the field of contemplative practice. What is contemplative practice? The authors of this book define it broadly, noting that these practices

certainly include meditation, but not all are meditative in the traditional sense. . . . They all place the student in the center of his or her learning so that the student can connect his or her inner world to the outer world. Through this connection, teaching and learning is transformed into something personally meaningful yet connected to the world. (6)

Bookended by a foreword written by Parker Palmer, and an afterword by Arthur Zajonc, this book is a much needed and pragmatic resource for anyone teaching in a higher education context. It is based on nearly twenty years of research into contemplative practices in higher education, including the work of 152 fellows who worked on classroom experiments in more than one hundred colleges and universities. Barbezat and Bush provide a concise but thorough overview of this research, while keeping their focus on teaching and learning practice.

Contemplative Practices In Higher Education Cultivating Teaching And Learning Across The Disciplines

**Jane E. Dalton, Elizabeth Hope
Dorman, Kathryn Byrnes**



Contemplative Practices In Higher Education Cultivating Teaching And Learning Across The Disciplines:

Contemplative Practices in Higher Education Daniel P. Barbezat, Mirabai Bush, 2013-12-04 Contemplative pedagogy is a way for instructors to empower students to integrate their own experience into the theoretical material they are being taught in order to deepen their understanding help students to develop sophisticated problem solving skills support students sense of connection to and compassion for others and engender inquiries into students most profound questions Contemplative practices are used in just about every discipline from physics to economics to history and are found in every type of institution Each year more and more faculty education reformers and leaders of teaching and learning centers seek out best practices in contemplative teaching and now can find them here brought to you by two of the foremost leaders and innovators on the subject This book presents background information and ideas for the practical application of contemplative practices across the academic curriculum from the physical sciences to the humanities and arts Examples of contemplative techniques included in the book are mindfulness meditation yoga deep listening contemplative reading and writing and pilgrimage including site visits and field trips *Contemplative Learning and Inquiry across Disciplines* Olen

Gunnlaugson, Edward W. Sarath, Charles Scott, Heesoon Bai, 2014-07-16 Contemplative approaches to higher education have been gaining in popularity and application across a wide range of disciplines Spurring conferences a growing body of literature and several academic programs or centers these approaches promise to contribute significantly to higher education in the years to come This volume provides an overview of the current landscape of contemplative instruction pedagogy philosophy and curriculum from the perspectives of leading researchers and scholar practitioners Contributors come from a variety of disciplines including education management and leadership studies humanities social sciences the arts and information science Drawing on diverse contexts the essays reveal the applicability of contemplative studies as a watershed field capable of informing enriching and sustaining the many disciplines and instructional contexts that comprise higher education Chapters discuss the theoretical aspects of the field the details experiences and challenges of contemplative approaches and the hopes and concerns for the future of this field **The Routledge Handbook of Research Methods in Spirituality and Contemplative Studies** Bernadette Flanagan, Kerri Clough, 2024-09-03 The Routledge Handbook of

Research Methods in Spirituality and Contemplative Studies provides the first authoritative overview of methodology in this growing field Against the background of the pandemic and other global challenges spirituality is expanding as an agreed term with which to discuss the efforts people make to be fully present to deeper invisible dimensions of their personal identity and external reality but until now there have been few resources exploring the different methodological approaches researchers take This book explores the primary methodologies emerging First Person Second Person and Third Person and provides a systematisation of spirituality research in applied contexts for the first time Comprising 33 chapters by a team of international contributors the book is divided into seven parts Foundations Approaches to Contemplative Research

Contemplative Research in Education Contemplative Research in Work and Leadership Contemplative Research in Science Health and Healing Contemplative Research in Social Sciences Contemplative Research and the Way Forward The Handbook provides readers practitioners and policymakers with methods and approaches which can facilitate a spiritual and contemplative stance in research activities It is an essential resource for researchers and students of Religion Spirituality and Research Methods Contemplative Practices and Anti-Opressive Pedagogies for Higher Education Greta Gaard, Bengü

Ergüner-Tekinalp, 2022-05-15 This volume explores mindfulness and other contemplative approaches as strategic tools for cultivating anti oppressive pedagogies in higher education Research confirms that simply providing students with evidence and narratives of economic social and environmental injustices proves insufficient in developing awareness and eliciting responses of empathy solidarity and a desire to act for change From the environmental humanities to the environmental sciences legal studies psychology and counseling educators from a range of geographical and disciplinary standpoints describe their research based mindfulness pedagogies Chapters explore how to interrupt and interrogate oppression through contemplative teaching tools assignments and strategies that create greater awareness and facilitate deeper engagement with learning contents contexts and communities Providing a framework that facilitates awareness of the links between historic and current oppression self identity and trauma and creating a transformative learning experience through mindfulness this book is a must read for faculty and educators interested in intersections of mindfulness contemplative pedagogies and anti oppression **Catalyzing the Field** Olen Gunnlaugson, Charles Scott, Heesoon Bai, Edward W.

Sarath, 2019-02-01 Catalyzing the Field presents a diverse series of applied case studies about the second person dimension of contemplative learning in higher education As a companion volume to the editors previous book The Intersubjective Turn the contributors to this book explore various pedagogical scenarios in which intentional forms of practice create and guide consciousness Their essays demonstrate that practice is not only intellectual but somatic phenomenological emotional and spiritual as well Along with their first book Contemplative Learning and Inquiry across Disciplines the editors craft an essential body of work that affirms the fundamental importance of contemplative practice in institutions of higher learning

Contemplative Pedagogies for Transformative Teaching, Learning, and Being Jing Lin, Tom E. Culham, Sachi Edwards, 2019-11-01 In our current systems of education there is a trend toward compartmentalizing knowledge standardizing assessments of learning and focusing primarily on quantifiable and positivist forms of inquiry Contemplative inquiry on the other hand takes us on a transformative pathway toward wisdom morality integrity equanimity and joy Zajonc 2009 These holistic learning practices are needed as a counterbalance to the over emphasis on positivism that we see today In addition to learning quantifiable information we also need to learn to be calmer wiser kinder and happier This book aims to find and share various pathways leading to these ends This book will describe educational endeavors in various settings that use contemplative pedagogies to enable students to achieve deep learning peace tranquility equanimity and wisdom to

gain new understanding about self and life and to grow holistically Embodiment is a central concept in this book We hope to highlight strategies for exploring internal wisdoms through engaging ourselves beyond simply the rational mind

Contemplative pedagogies such as meditation yoga tai chi dance arts poetry reflective writing and movements can help students embody what they learn by integrating their body heart mind and spirit

Cultivating a Culture of Learning Kathryn Byrnes, Jane E. Dalton, Elizabeth Hope Dorman, 2017-12-15 Cultivating a Culture of Learning Contemplative Practices Pedagogy and Research in Education illustrates portraits of practice from a variety of teacher education programs bringing together a rich collection of voices from diverse settings Authors share their first hand experience of cultivating a culture of learning as teacher educators and employing contemplative practices in their work with educators Contemplative practices pedagogy and research are analyzed as essential components of cultivating cultures of learning in classrooms Several chapters offer innovative models pedagogy and courses utilizing contemplative practices The authors in this book advocate and express the importance of creating spaces where the inner life and qualities such as intuition creativity silence and heart centered learning are valued and work in partnership with cognitive and rational ways of knowing and being in the world Authors explore challenges faced institutionally with students and personally The insights and challenges shared in these portraits of practice are intended to stimulate conversation and engender future pedagogy and research in the field of contemplative education

Contemplative Approaches to Sustainability in Higher Education Marie Eaton, Holly J. Hughes, Jean MacGregor, 2016-10-14 How do we foster in college students the cognitive complexity ethical development and personal resolve that are required for living in this sustainability century Tackling these complex and highly interdependent problems requires nuanced interdisciplinary understandings collective endeavors systemic solutions and profound cultural shifts Contributors in this book present both a rationale as well as a theoretical framework for incorporating reflective and contemplative pedagogies to help students pause deepen their awareness think more carefully and work with complexity in sustainability focused courses Also offering a variety of relevant timely resources for faculty to use in their classrooms Contemplative Approaches to Sustainability in Higher Education serves as a key asset to the efforts of educators to enhance students capacities for long term engagement and resilience in a future where sustainability is vital

The Contemplative Mind in the Scholarship of Teaching and Learning Patricia Owen-Smith, 2017-11-30 Cover THE CONTEMPLATIVE MIND IN THE SCHOLARSHIP OF TEACHING AND LEARNING Title Copyright Dedication Contents Acknowledgments Introduction Envisioning the Contemplative Commons 1 A Historical Review 2 Contemplative Practices in Higher Education 3 Challenges and Replies to Contemplative Methods 4 Contemplative Research 5 The Contemplative Mind A Vision of Higher Education for the Twenty First Century Coda References Index

Lectio Divina as Contemplative Pedagogy Mary Keator, 2017-12-14 Offering an original application of the ancient monastic practice of lectio divina to the humanities this book demonstrates the need for further emphasis on deep reading reflection and contemplation in contemporary university classrooms Each chapter

provides readers with an historical overview of the four movements of this monastic method lectio reading meditatio interpreting oratio responding and contemplatio experiencing wisdom and suggests ways to incorporate these practices in humanites courses Keator demonstrates that the lectio divina method is a viable pedagogical tool to guide students slowly and methodically through literary texts and into a subjective experience of wisdom and meaning *The Whole Person* Jane E. Dalton, Maureen P. Hall, Catherine E. Hoyser, 2019-10-04 *The Whole Person* Embodying Teaching and Learning through Lectio and Visio Divina offers readers a rich collection of voices from diverse settings that illustrates the ways in which lectio divina as a contemplative practice can transform teaching and learning Growing from ancient roots lectio divina as a contemplative practice and part of contemplative pedagogy aligns with many efforts in the 21st century to investigate how whole persons can be engaged in learning and how they can develop into their best human selves Lectio divina a four step process of deep reading and viewing is aligned with the tenets of holistic education it is an evolving tapestry of embodied learning creating spaces that empower teachers and students to be rooted in their own meaning making and to develop as whole persons Lectio divina holds power to help people develop agency and voice in troubling times all the while understanding themselves as human beings in a hyper complex world Using lectio divina in the classroom educates the whole person evoking the mind spirit and body in a transformative learning experience *Sound Pedagogy* Colleen Renihan, John Spilker, Trudi Wright, 2024-02-06 Music education today requires an approach rooted in care and kindness that coexists alongside the dismantling of systems that fail to serve our communities in higher education But as the essayists in *Sound Pedagogy* show the structural aspects of music study in higher education present obstacles to caring and kindness like the entrenched master student model a neoliberal individualist and competitive mindset and classical music s white patriarchal roots The editors of this volume curate essays that use a broad definition of care pedagogy one informed by interdisciplinary scholarship and aimed at providing practical strategies for bringing transformative learning and engaged pedagogies to music classrooms The contributors draw from personal experience to address issues including radical kindness through universal design listening to non human musicality public musicology as a forum for social justice discourse and radical approaches to teaching about race through music Contributors Molly M Breckling William A Everett Kate Galloway Sara Haefeli Eric Hung Stephanie Jensen Moulton Mark Katz Nathan A Langfitt Matteo Magarotto Mary Natvig Frederick A Peterbark Laura Moore Pruett Colleen Renihan Amanda Christina Soto John Spilker Reba A Wissner and Trudi Wright

Impacting Teaching and Learning Elizabeth Hope Dorman, Kathryn Byrnes, Jane E. Dalton, 2017-12-29 The second book in this series *Impacting Teaching and Learning* Contemplative Practices Pedagogy and Research in Education demonstrates research based practices from a variety of teacher education programs bringing together a rich collection of voices from diverse settings All of the authors in this book share their research investigating the varied ways learners respond to contemplative practices and the skills and dispositions that contemplative practices cultivate in preservice

teachers Authors explore challenges faced institutionally with students and personnel

Creative Social Change Kathryn Goldman Schuyler, John Eric Baugher, Karin Jironet, 2016-06-07 What is our role in creating healthy organizations and a healthy world This book fosters a unique dialogue on the interconnections between leadership sustainability the long term viability of the planet and organizational development Together these areas of research and action can contribute to creating a healthy society

Civil Society and Social Responsibility in Higher Education Enakshi Sengupta, Patrick Blessinger, Craig Mahoney, 2020-06-23 This volume explores different angles of sustainability university corporate social responsibility and the role of civil society in the context of education with a focus on curriculum development and teaching

The Teaching Self Jane E. Dalton, Elizabeth Hope Dorman, Kathryn Byrnes, 2018-03-13 In *The Teaching Self* Contemplative Practices Pedagogy and Research in Education a rich collection of voices from diverse settings illustrates the ways in which first person experiences with contemplative practices lay a foundation for contemplative pedagogy and research in teacher education Contemplative practice depends on cultivating an understanding of oneself as well as one's relationship and interdependence of others and the world and it is this precept that guides the focus of these portraits of practice The teaching self of the scholar benefits from reflective and authentic engagement and a commitment to equity and ethical action Several authors examine the direct and indirect influence contemplative practices have on their students as future educators All of the authors in this book share first hand experiences with contemplative practices that honor support and deepen awareness of the teaching self by exploring the journey of identifying as a contemplative educator

Teaching, Pedagogy, and Learning Jeffery W. Galle, Rebecca L. Harrison, 2017-05-01 *Teaching Pedagogy and Learning* Fertile Ground for Campus and Community Innovations brings together narratives of pedagogical innovation aimed at increasing student engagement and performance and bolstering faculty teaching effectiveness and satisfaction These trans disciplinary trans pedagogical essays all emerged from faculty experiences at the annual Institute for Pedagogy in the Liberal Arts IPLA offered by Oxford College of Emory University The book spotlights two significant points first faculty need pioneering supportive contexts within which they can conceive develop revise and publish innovative teaching experiments using the same principles of experiential and active learning that have become the foundation of learning for student success and second strong institutional partnership with faculty development affords one way to achieve this outcome The seven essays in this book are written by seventeen diverse scholar teachers across eleven academic disciplines and nine institutions from K 12 schools to small liberal arts colleges to tier one research institutions for whom the IPLA experience at Oxford spring boarded significant pedagogical growth

Presence in the Online World Leslie Jeffrey, Agnieszka (Aga) Palalas, Karen Robert, Yuk-Lin Renita Wong, 2023-12-06 *Presence in the Online World* A Contemplative Perspective and Practice Guide for Educators is an edited collection that addresses the question of how we can bring the insights of contemplative pedagogy into the space of online learning While the digital space can be one of distraction and disconnection contemplative pedagogy offers time honored

practices that focus on cultivating mindful presence awareness transformative growth and deep connection These practices can help learners and educators tune into both their inner and outer worlds at a variety of levels emotional physical intellectual and spiritual The volume s contributors who come from diverse disciplines offer their reflections on their experiences bringing the contemplative and the online together during the tumultuous pandemic years of emergency remote blended and online teaching They provide both practical guidance in introducing contemplative practices in the online or blended classroom and insights into the meaning of presence and the possibilities for deep connection in an online world Together their contributions demonstrate how students and teachers can cultivate a holistic presence with each other and to their shared human conditions as they navigate the virtual classroom

Cultural Competence in Higher Education

Tiffany Puckett,Nancy S. Lind,2020-09-03 This book covers teaching cultural competence in colleges and universities across the United States providing a comprehensive reference for instructors researchers and other stakeholders who are looking for material that will assist them in working to prepare students to become culturally competent

Spirituality across

Disciplines: Research and Practice: Marian de Souza,Jane Bone,Jacqueline Watson,2016-06-29 This book collects multiple disciplinary voices which explore current research and perspectives to discuss how spirituality is understood interpreted and applied in a range of contexts It addresses spirituality in combination with such topics as Christian mysticism childhood and adolescent education midwifery and sustainability It links spirituality to a variety of disciplines including cognitive neuroscience sociology and psychology Finally it discusses the application of spirituality within the context of social work teaching health care and occupational therapy A final chapter provides an analytical discussion of the different voices that appear in the book and offers a holistic description of spirituality which has the potential to bring some unity to the meaning expression and practice of spirituality across a variety of disciplines as well as across cultural religious and secular worldviews A strength of the book is that each chapter is characterized by a fearless confronting of oppositional perspectives and use of the latest research in addressing them The book takes the difficult topic of spirituality into almost every nook and cranny of personal and professional life There is a persistent grasping of the contentiousness of the topic together with addressing counter positions and utilizing updated research across a range of fields in doing this The opening and closing chapters serve as book ends that keep the whole volume together Terence Lovat The University of Newcastle Australia The interdisciplinary nature of the work is by far the strongest aspect of this volume It has the potential to contribute to a dialogue between different professions and disciplines This prospective publication promises to promote a more holistic approach to the study of spirituality This volume takes into consideration a wide variety of issues The way the editors have structured the sequence of chapters contributes to facilitate any possible dialogue between the different areas Adrian Mario Gellel University of Malta Malta

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