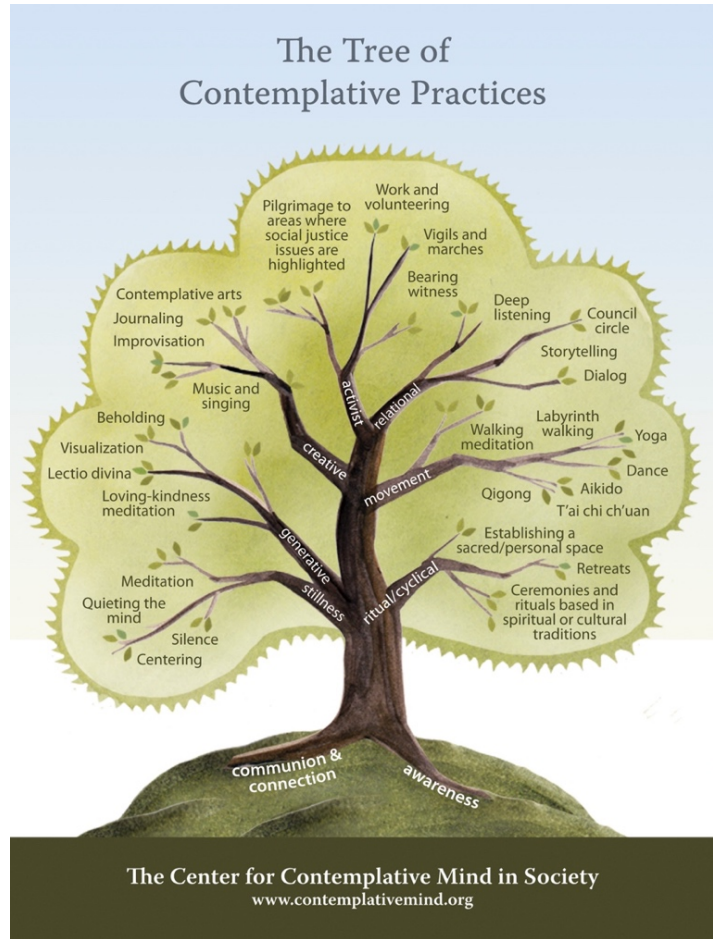


Carmen –
 Mindfulness and Self-care
 Ten-minute meditation
 Linda –
 Mindfulness in the Classroom
 “Our Real Work” by Wendell Berry
 Practicing Gratitude



Resources:

- "The Art of Non-Reaction":
 - <http://www.mindmapinspiration.com/the-art-of-non-reaction/>
- Mindfulteachers.org
- Mindful.org (Their list of partners also provides other resources.)
- Cultivating Awareness and Resilience in Education (CARE) program for teachers
- “Mindfulness Meditation Practices.” *New York Times* essay:
 - <<https://www.nytimes.com/guides/well/how-to-meditate>>.

The Center for Contemplative Mind in Society Recommended Reading List:

<http://www.contemplativemind.org/resources/higher-education/recommended-reading>

Mindfulness definitions:

- ☉ Mindfulness is both a process (mindfulness practice) and an outcome (mindful awareness). It begins with the simple act of paying attention with care and response.

College of the Humanities and Social Sciences
Mindfulness as Professorial Self-Care and Pedagogical Practice
Wednesday, November 7, 2018 9:00 – 10:00 a.m.
History Center (SO 5074)

☯ In Chinese the word for mindfulness is a composite: the character for *now* is drawn atop the character for *heart/mind*.

“I have never heard of the mind-body experience in my life but at this moment I still feel like writing is a brain thing and not a mind-body thing. There are only two things you need to write: your brain, and a *hand*.” – *Student blog response to Wenger’s Body Blog assignment*

“Haraway’s call to learn in our bodies is realized by contemplative pedagogies that advance learned mindfulness through the practice of yoga. To learn in and with our bodies means we must first accept that they are integral to the way we produce and understand meaning.” – (Wenger, C.).

“[T]ry on a ‘good as it gets’ philosophy. And even if this feels like a big leap, it’s worth faking it to see what happens. If nothing else, it will develop your sense of humor, which in itself is a sign of spiritual progress” (Fahri, D.).

“Contemplative practices enable students to cultivate emotional intelligence, learn to sit with difficult emotions, recognize deeply entrenched narratives they use to interpret the world, cultivate compassion for other people, and become more intentional about how they respond in any given moment” (Berila, B.).

“By understanding how the body is a site of political and cultural power, educators can have a clear understanding of what we are teaching when we choose **not** to make the body a considered aspect of education.” Laura Douglas,
<http://yogainhighereducation.blogspot.com/>

Suggested readings/resources to get started:

Barbezat, D. P. & Bush, M. (2014). *Contemplative practices in higher education: Powerful methods to transform teaching and learning*. San Francisco: Jossey-Bass.*

Berg, M. & Seeber, B. K. (2016). *The slow professor: Challenging the culture of speed in the academy*. Toronto: University of Toronto Press.

Berila, B. (2016). *Integrating mindfulness into anti-oppression pedagogy: Social Justice in higher education*. New York: Routledge.

Bista, K. (2011). Implications of silence for educators in the multicultural classroom. *Faculty Focus*. Retrieved from <http://www.facultyfocus.com/articles/teaching-and-learning/implications-of-silence-for-educators-in-the-multicultural-classroom/>

Fahri, D. *Bringing yoga to life: The everyday practice of enlightened living*. New York: Harper Collins.

Intrator, S. M. & Scribner, M. (2014). *Teaching with heart: Poetry that speaks to the courage to teach*.

Nelson, G. L. (2004). *Writing and being: Embracing your life through creative journaling*. Novato: New World Library.

Nelson, G. L. (1998). Writing from the feather circle: Seeking a “Language of that Different Yield.” *The Quarterly of the National Writing Project*. (20), 5-9.

Rendon, L. I. (2009). *Sentipensante (sensing/thinking) pedagogy: Educating for wholeness, social justice, and liberation*. Sterling: Stylus Publishing.

Wenger, C. I. (2015). *Yoga minds, writing bodies: Contemplative writing pedagogy*. Fort Collins: Parlor Press.

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Wesley, C. (2013). Sanctioning silence in the classroom. *The Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com/article/Sanctioning-Silence-in-the/141369/>

Zembylas, M. & Michaelides, P. (2004). The sound of silence in pedagogy. *Educational Theory*. (54)2, 193-210

Mindful approaches applied to the classroom after participating in a multi-year CETL Yoga FLC:

- Being reflective and designing assignments that promote reflection
- Giving students options/choice
- Changing the structure of workshops by incorporating three questions about “value”: Who are you? What do you value, How do you want to be seen?
- Helped students monitor themselves when they were acting to promote “being in the moment”
- Helped students feel unified by being in the moment “embodying a pose”
- Advising students to “think about *what* you’re doing, not *how* you’re doing it”
- The realizations that the FLC participants made for themselves during yoga were ones they wanted their students to experience in class
- Encouraging students to experience unity of mind, body, spirit
- Recognizing that we carry our emotions in our bodies and how those emotions can be released or evoked at unexpected times
- Finding the “place” students can go to reach their highest acting ability—the release one finds in the yoga studio to be found in the acting classroom
- A willingness to be questioned and to question that instructors learn and pass along to students
- Work on the breath, help students prepare and practice strength, flexibility, breath capacity, mental focus, emotional availability.
- Meditative moments in class, specifically in prison education classes
- Physical, grounding exercises (even though students thought they were silly at first)
- Included excerpts from the FLC readings into class when appropriate
- Breath exercises
- Stations with guided meditation during a literature review research process
- Ways to de-stress students
- Class project on Indian culture and yoga and wrote an article about it.
- Drawing mandalas; creating artifacts
- Diwali lessons and projects for outside, public audiences
- Asking students to participate in defining what is a “culture of excellence” in the classroom
- Pausing in place—writing reflectively outside as a pre-writing activity
- Poem prompts for reflective writing
- Listening deeply and carefully
- Playing quiet music while students work on a project or writing assignment
- Giving students time to stretch
- Turning down/off fluorescent lights
- Asking students to pay attention to how they *feel* when they are presenting, taking a test, writing a paper, researching library databases, speaking aloud in class.
- Writing thank you notes

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