Mindfulness in the Classroom

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Mindfulness in the classroom

- Taking time to breathe
- What is mindfulness?
- Summer Session on Contemplative Pedagogy
- On mindfulness and teaching
- Benefits of mindfulness
- Resources
Taking time to breathe
What is mindfulness?
What is mindfulness?

“Mindfulness” is learning to direct one’s attention to the breath and body. By focusing on physical sensations of the body and the breath, it is believed to reduce negative thoughts. Such methods cultivate states of mind that are receptive, relaxed, ready, and even playful; the level of engagement in academic tasks (e.g., studying, writing) is therefore deep and affectively charged with motivation, and even awe.
What is mindfulness?

“The state, process, and practice of remembering to observe moment-to-moment experience with openness and without automatic patterns of previously conditioned thoughts, emotions, or behaviors. Mindfulness can be cultivated through mind-body practices (such as focused attention) that are founded on a discerning mode of awareness that recognizes wholesome and unwholesome states of being.”

– American Mindfulness Research Association, https://goamra.org/about/
Summer Session on Contemplative Pedagogy

- The Center for Mind in Contemplative Society
- Smith College
- Intensive week-long workshop
- Led by multidisciplinary team of academics
- Discussion of how contemplative practices support teaching, learning, and engaged action in post-secondary education
Summer Session on Contemplative Pedagogy

**INTEGRATING MINDFULNESS**

IN ART HISTORY GRADUATE SEMINARS

1. **FACILITATING DIALOGUE** (Patricia Soranno - 2010 “Improving Student Discussions in Graduate and Undergraduate Courses”)

2. **READING RESPONSE PAPERS - 2 PAGE**
   - Critical to that week’s reading

3. **START EACH SEMINAR W/ 2-5 MIN MINDFUL SILENCE**

4. **AFTER 1HR 15 mins - take break. Return for 2-5 mins of silence to recollect and settle the mind.**

5. **Last 15 mins, in-class reflective writing related to personal response to discussion and content**

Yui Suzuki and Renée Ater
On mindfulness and teaching
On mindfulness and teaching

- Mindful breathing exercises
- Reflective writing exercises
- Close/slow looking exercises
Benefits of mindfulness in the classroom

- Physical
- Cognitive
- Psychological

“Mindfulness is taking the time to collectively settle yourself to a more calming/content state, therefore focusing on key issues and not letting outside negative factors become overly distracting.”
- Undergraduate student in ARTH382: Art of Japan before 1500

“I see mindfulness as a method oriented to collective cohesion, a dynamic and in-the-moment intellectual process, and an acknowledgment of lived experiences flowing in/out of the academic context.”
- Graduate student in ARTH658A: The Harlem Renaissance
Bibliographic resources

Online resources

• The Center for Contemplative Mind in Society, http://www.contemplativemind.org/
• Association for the Contemplative Mind in Higher Education (ACMHE), http://www.contemplativemind.org/programs/acmhe
• American Mindfulness Research Association, https://goamra.org/
• Naropa University, http://www.naropa.edu/
• Brown University, Contemplative Studies Initiative, http://www.brown.edu/academics/contemplative-studies/
• UCLA, Mindful Awareness Research Center, http://marc.ucla.edu/
• UVA, Contemplative Sciences Center, http://uvacontemplation.org/content/home
• UMASS, Center for Mindfulness, http://www.umassmed.edu/ cfm/
• Ohio State University, Center for Integrative Health and Wellness, http://wexnermedical.osu.edu/patient-care/healthcare-services/integrative-complementary-medicine
• University of Wisconsin, Center for Investigating Healthy Minds—Richard J. Davidson, http://www.investigatinghealthyminds.org/index.html