

***Be here now: do what you're doing when you're doing it, and
be where you are when you're there.***

Dave Ellis, *Becoming a Master Student*, p. 56

Education is an area that often seems to abound in mindlessness.

Ellen J. Langer, "The Construct
of Mindfulness," p. 3

***. . . contemplative pedagogies have the potential to return the
transformative qualities to our educational endeavors.***

Judith Simmer-Brown in "Training the Heart Responsibly:
Ethical Considerations in Contemplative Teaching"

It refocused my attention back to my intention.

Kelli Hoyt, Senior Mass Comm Student,
commenting on a classroom mindfulness activity

***I wanted to do something to help students be more present
when they come into the classroom.***

Dr. Christy Vincent, Mass Comm Faculty
University of Central Oklahoma

This document, with access to all hyperlinks in it, is available at
<http://www.uco.edu/academic-affairs/cettl/resourcefolder/transformative-learning/transformative-learning.asp>

Slow Teaching, Deep Learning, Reflective Thinking: Student Convincer Strategies

**Helping Students Understand the Need to Turn Off
So They Can Tune In**

**37th Annual POD Conference
Seattle, WA, USA | October 24 - 28, 2012**

Jeff King, Ed. D. | Executive Director, Center for Excellence in Transformative
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Why Students Need Mindfulness Practice as Part of Their College Educations:

- It enhances their ability to pay attention.

Students believe they can [multitask; they cannot](#), and trying to do it lessens their ability to pay attention. ([How & why to stop multitasking.](#))

Attention Deficit Trait (ADT): [Dr. Edward Hallowell](#)

Internet usage effect on brain function: [Nicholas Carr](#)

[Digital devices deprive brain](#) of downtime | Digital engagement lessens opportunity for [cognitive benefits of interacting with nature](#)

The [self-discipline](#) to pay attention is needed to maximize academic success

- Students are [overstressed](#).

[Adderall-dependent focus](#)

[Energy drink coping](#) mechanisms

Mindfulness training [helps students cope with stress](#)

- It helps students become self-regulated learners.

[Barry Zimmerman's research](#) on learner self-regulation

- The self-reflective component in contemplation primes students to experience more [transformative learning](#) than would happen otherwise.
- It enhances [emotional self-regulation](#) and [decreases negative affect](#).
- *It [improves academic performance!](#)*
- Mindfulness, deep thinking, paying attention, the ability to perceive nonjudgmentally — this is the implicit curriculum which differentiates a college *education* from mere training and/or information processing to prepare for a vocation; the reflective processor becomes a better citizen, colleague, human. [Mindful students become better able to think their own thoughts.](#)

Meditation and Higher Education: Key Research Findings

Cognitive and Academic Performance

- Mindfulness meditation may improve ability to maintain preparedness and orient attention.
- Mindfulness meditation may improve ability to process information quickly and accurately.
- Concentration-based meditation, practiced over a long-term, may have a positive impact on academic achievement.

Mental Health and Psychological Well-Being

- Mindfulness meditation may decrease stress, anxiety, and depression.
- Mindfulness meditation supports better regulation of emotional reactions and the cultivation of positive psychological states.

Development of the Whole Person

- Meditation can support the development of creativity.
- Meditation supports and enhances the development of skills needed for interpersonal relationships.
- Empathetic responses are increased with meditation and mindfulness practices.
- Meditation may help to cultivate self-compassion.

(Above from Shapiro, S. L., Brown, K. W., & Astin, J. A. [2008]. Toward the integration of meditation into higher education: A review of research.

Available:

<http://www.contemplativemind.org/admin/wp-content/uploads/2012/09/MeditationandHigherEd.pdf>)

How to Integrate Mindfulness into Your Instructional Repertoire:

- STOCK Technique ([Larkin-Wong's](#) student perspective description)
- HeartMath: Neurocardiologic engagement, heart rate variability (HRV) — [“heart breathing” 5 sec. in, 5 sec. out + appreciation](#) creates [psychophysiological coherence](#)
- Conditional Instruction

Langer: Decrease Mindless Presentation of Content — presentation of facts to be memorized encourages mindless acceptance, as do “plug and chug” approaches ([Mazur's antidote](#))

Langer, Ritchart & Perkins: Introducing Ambiguity — students encounter information in an open rather than absolute format

- Requiring Students to Observe for Differences

Langer: “most effective way to increase our ability to pay attention is to look for the novelty” – Langer, 1997, p. 43
Compare & contrast topics on [Marzano's list](#) of instructional strategies

- Mindful Listening

[Native American talking stick](#)
Breaking out of the [filter bubble](#)

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[Mindfulnet.org's resource listing about mindfulness in education]

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