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.*

... *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 Teaching & Learning | University of Central Oklahoma | jking47@uco.edu
Working definitions of Mindfulness:

paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally — Kabat-Zinn, p. 4

heightened state of involvement and wakefulness or being in the present — Langer & Moldoveanu, p. 2

Why Students Need Mindfulness Practice as Part of Their College Educations:

- It enhances their ability to pay attention.

  Students believe they can mult-task; 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.

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 tops on [Marzano’s list](#) of instructional strategies

- Mindful Listening

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


Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction*
that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Mindfulness for teachers and students. (n.d.) Available: 
http://www.mindfulnet.org/page4.htm#RSTUDENTS
[Mindfulnet.org’s resource listing about mindfulness in education]

http://isites.harvard.edu/fs/docs/icb.topic862849.files/final_background/Ortner_2007_meditation_emotion_interference.pdf
[Mindfulness helps reduce emotional interference when learning]


http://www.unco.edu/cebs/psychology/kevinpugh/motivation_project/resources/zimmerman90.pdf