

Master of Education (M.Ed.)

Title of the Course: S.Ped2(s): Contemplative Pedagogies (Semester: I, II, III & IV)

Credits: 4
MM: 100 (External: 70 Internal: 30)
Contact Week 15

Introduction of the Course

The theory and practice of contemplative pedagogies—which incorporate mindfulness, introspection, and reflection into the teaching and learning process—are examined in this course. Contemplative pedagogies aim to develop a deeper understanding, encourage originality, and advance societal and personal change. The course will look at various contemplative practices, such as wonder, dialogue, meditative inquiry, mindfulness, Contemplative reading and writing, and Social-emotional Ethical Learning, and their implication for being educated in the present context.

Learning Outcomes

After completion of the course, students will be able to:

1. Define contemplative pedagogies and their significance in education
2. Explore the history and philosophy of contemplative pedagogies
3. Compare and contrast contemplative pedagogies with other pedagogical approaches
4. Apply contemplative practices to teaching and learning in various disciplines
5. Develop a personal contemplative practice for enhancing teaching effectiveness

Number of Units (4)

Weeks 15 = 60 hours

Unit 1: Introduction to Contemplative Pedagogies

(3 weeks = 12 hours)

- Need for contemplative pedagogies
- Overview of Contemplative Pedagogies
- Benefits of contemplative practices for teaching and learning
- History and philosophy of contemplative traditions

Unit 2: Exploring some contemplative pedagogies

(5 weeks = 20 hours)

- Wonder in Education
- Contemplative reading and writing
- Mindfulness and Meditation in Education
- Dialogic pedagogy
- Social-emotional Ethical Learning

Unit 3: Integrating Contemplative Pedagogies in Schools

- Contemplative reading and writing in education

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- Challenges and opportunities for implementing contemplative approaches to teaching and learning
- Envisioning a future where contemplative practices are integrated into the core of education
- Exploring the application of contemplative practices in various fields of study
- Case studies of successful implementations of contemplative pedagogies
- Adapting contemplative practices to specific teaching contexts

Unit 4: Contemplative Pedagogies for Social Transformation (2 weeks = 8 hours)

- Exploring the potential of contemplative practices to promote social justice and compassion
- Using contemplative pedagogies to address issues of diversity, equity, and inclusion
- Fostering a sense of interconnectedness and shared responsibility through contemplative learning

Practicum/ Suggested Projects / Assignments (Any Two)

1. Reading responses (25%): Students will read the assigned readings before each class and write a one-page response, summarising the main points and raising questions or comments.
2. Contemplative pedagogical activity (50%): Students will design and implement a contemplative pedagogical activity in their chosen setting. Students should document their activity, including the rationale, the procedure, the participants, the outcomes, and the challenges, and submit a report.
3. Final reflection (25%): Students are expected to write a reflection on their learning and growth throughout the course.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Bach, D. J., & Alexander, J. (2015). Contemplative approaches to reading and writing: Cultivating choice, connectedness, and wholeheartedness in the critical humanities. *The Journal of Contemplative Inquiry*, 2(1).
- Barbezat, D. P., & Bush, M. (2014). *Contemplative practices in higher education: Powerful methods to transform teaching and learning*. John Wiley & Sons.

- Bouton, E., Lefstein, A., Segal, A., & Snell, J. (2024). Blurring the boundaries: Opening and sustaining dialogic spaces. *Theory Into Practice*. <https://doi.org/10.1080/00405841.2024.2307837>
- Corrigan, P. T. (2013). Attending to the act of reading: Critical reading, contemplative reading, and active reading. *Essays in Reader-Oriented Theory, Criticism, and Pedagogy*, 63(2012), 146.
- Crangle, E. F. (1994). *The origin and development of early Indian contemplative practices* (Vol. 29). Otto Harrassowitz Verlag.
- Gordon, T. (2019). Contemplative Practices. In P.A. Dunn (ed.) *Holistic Healing: Theories, Practices, and Social Change*, Canada: Canadian Scholars, 108-134.
- Hart, T. (2004). Opening the contemplative mind in the classroom. *Journal of transformative education*, 2(1), 28-46.
- Haynes, D. (2004). Contemplative Practice and the Education of the Whole Person. *ARTS: Arts in Religious and Theological Studies*. 16, 8-10
- Grace, F. & Brown, J. S. (ed.) *Meditation and the Classroom*, Albany, NY: State University of New York Press.
- Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice*, 10(2), 144-156.
- Lang, J. (2016). *Small Teaching: Everyday Lessons from the Science of Learning*. Jossey-Bass.
- Langer, E. J. (1997). *The power of mindful learning*. Da Capo Press.
- Morgan, P. F. (2015). A brief history of the current reemergence of contemplative education. *Journal of Transformative Education*, 13(3), 197-218.
- O'Reilly, M. R. (1998). *Radical presence: Teaching as contemplative practice*. Boynton/Cook Publishers.
- Palmer, P. J., Zajonc, A., & Scribner, M. (2010). *The heart of higher education: A call to renewal*. Jossey-Bass.
- Zajonc, A. (2013). Contemplative pedagogy: A quiet revolution in higher education. *New Directions for Teaching and Learning*, 134, 83-94.
- Zajonc, A. (2016). Contemplation in education. *Handbook of mindfulness in education: Integrating theory and research into practice*, 17-28.

Additional Readings

- Hahn D'Errico, K. (2017). Contemplative transitional pedagogy: A case study of a contemplative course for first-year students. In O. Gunnlaugson, E. W. Sarath, H. Bai, & C. Scott (Eds.), *The intersubjective turn in contemplative education: Shared approaches for contemplative learning and inquiry across disciplines* (pp. 153-168). SUNY Press.
- Haynes, D. (2009). Contemplative practice: Views from the religion classroom and artist's studio," *ARTS: Arts in Religious and Theological Studies*. 20, 25-33. https://deborahhaynes.com/images/uploads/pdfs/Contemplative_Practice.pdf

- Kabat-Zinn, J. (2005). *Full catastrophe living: Using mindfulness to face the challenges of life*. Random House.
- Shapiro, F. (2019). *The power of mindfulness: A guide to practicing mindfulness in everyday life*. Guilford Press.
- Shapiro, S. L., Brown, K. W., & Astin, J. A. (2008). Toward the integration of meditation into higher education: A review of research. The Center for Contemplative Mind in Society. Retrieved from <http://www.contemplativemind.org/admin/wp-content/uploads/2012/09/MedandHigherEd.pdf>
- Zajonc, A. (2006). Contemplative and transformative pedagogy. *Kosmos Journal*, 5(1), 1-3.

Teaching Learning Resources (Digital and others):

- Centre for Contemplative Pedagogy at the University of California, Berkeley
- Contemplative Pedagogy Network
- Mindfulness Initiative at the University of Massachusetts Amherst
- The Journal of Contemplative Inquiry – The Center for Contemplative Mind in Society

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks that enhance reading comprehension of core writings in the area, and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative and will factor in tasks and assignments. A summative evaluation will be done through an end-semester examination.

Keywords: Contemplation, meditative, mindfulness, wonder, experiential.



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