

1. Record Nr.	UNINA9910299547803321
Titolo	Mindfulness in the Academy : Practices and Perspectives from Scholars // edited by Narelle Lemon, Sharon McDonough
Pubbl/distr/stampa	Singapore : , : Springer Singapore : , : Imprint : Springer, , 2018
ISBN	978-981-13-2143-6 981-13-2143-4
Edizione	[1st ed. 2018.]
Descrizione fisica	1 online resource (291 pages)
Disciplina	158.1
Soggetti	Higher education Educational psychology Education—Psychology Psychotherapy Counseling School management and organization School administration Learning Instruction Higher Education Educational Psychology Psychotherapy and Counseling Administration, Organization and Leadership Learning & Instruction
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	1 Mindfulness in the Academy: An examination of mindfulness perspectives -- Integrity, compassion, and care -- 2 Doormats & Boulders: Uncovering mindfulness traits and wise discernment during stressful experiences in the academy -- 3 Emerging into academic life: Masks of selves and mindful managing of anxiety and perfectionist performance -- Becoming, identity, and professional transitions -- 4 Ch-ch-ch-ch-changes: Changing institution, changing role, changing academic identity? -- 5 Mindful practice as professional identity work

-- 6 Exploring mindfulness in teaching-learning scholarship through a reflective conversation -- Collegiality, collaboration and relationships -- 7 Trending to ourselves, tending to each other: Nurturing feminist friendships to manage academic lives -- 8 It's about fun stuff! Thinking about the writing process in different ways! -- 9 I'm not playing the academic hunger games: Self-awareness and mindful practices in approaching research collaborations -- Leadership, professional vulnerability and change -- 10 Ko wai au? Self-construction of leadership identity in higher education -- 11 The role of mindfulness in managing HRM challenges for senior higher education learning and teaching leaders -- Conscious decisions, being present, and voice -- 12 Mindful care and compassion in higher education: Cultivating communities of practice -- 13 Yoga and pedagogical mindfulness in higher education -- 14 Casualisation, mindfulness, and the working lives of academics -- Resistance, social justice and being the change -- 15 The right kind of ambition -- 16 A glitch in the machine or a glimmer of what could be? Mindfulness as resistance in higher education -- 17 Mindfully living and working in the academy: Continuing the conversation.

Sommario/riassunto

This book focuses on the way academics understand, embrace and enact the concepts of mindfulness in approaching their work in demanding and dynamic contemporary higher education environments. It examines how they implement formal and informal mindfulness practices that increase the capacity to transform mind and body states by drawing on concepts such as compassion, kindness, gratitude, curiosity, self-awareness and non-judgemental stances. The book provides insights into and highlights the struggles of scholars through their experiences and perspectives in relation to their identities, practices and job enactment. Each chapter author explains their mindfulness practices and their motivations for implementing them, and explores how mindful ways of researching, writing, learning and teaching, leading, and engaging with others leads us to self-awareness and engagement in the present.
