

1. Record Nr.	UNINA9911046708903321
Autore	Gunnlaugson Olen
Titolo	Catalyzing the Field : Second-Person Approaches to Contemplative Learning and Inquiry
Pubbl/distr/stampa	Albany : , : State University of New York Press, , 2019 ©2019
ISBN	9781438472843 1438472846
Edizione	[1st ed.]
Descrizione fisica	1 online resource (262 pages)
Altri autori (Persone)	ScottCharles BaiHeesoon SarahEdward W
Disciplina	370.15/23
Soggetti	College teaching - Psychological aspects Contemplation Education, Higher - Psychological aspects Intersubjectivity Mindfulness (Psychology) Reflective learning Transformative learning EDUCATION / Higher
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- Contents -- Introduction -- The Intersubjective Turn -- Theory and Practice -- Practice in the Intersubjective Realms of Contemplative Inquiry -- The Chapters -- References -- 1. Mindfulness In Education: Contemplative Inquiry in a Community of Learners -- Respect -- Gentleness -- Intimacy -- Vulnerability -- Participation -- Outcomes of Contemplative Inquiry: Insight and Transformation -- Insight -- Transformation -- Teachers as Learners -- Notes -- References -- 2. Meditating Together, Speaking from Silence: The Theory and Practice of Interpersonal Mindfulness -- History of Insight Dialogue -- The Guidelines -- The Back Story: Why a Course in Interpersonal Mindfulness? -- A Bohmian View of Proprioception -- Paulo Freire:

Dialogue and the Pedagogy of Liberation -- Right Speech: Interpersonal Mindfulness and the Buddha -- Contemplation: The Boston Marathon Bombings -- Notes on Mirror Neurons, Insight Dialogue, and Interpersonal Neurobiology -- Final Thoughts -- Notes -- References -- 3. Intersubjectivity in the Holistic Teaching of the Sociology of Religion at Glendon College in Toronto -- Struggle and Growing Conviction -- Multifaceted Contemplative-Intersubjective-Holistic Learning in Sociology -- Holistic Pedagogy Fosters Equanimity and Raises Group Self-Awareness -- Holistic Pedagogy Increases Mindfulness of the Teacher-Student Copresence -- Conclusion: Possibilities of Development of an Intersubjective-Contemplative-Holistic Approach to Sociology -- Notes -- References -- 4. Being With Horses as a Practice of the Self-with-others: A Case of Getting a FEEL for Teaching -- Joining Up -- Finding a Connection -- Moving Alongside -- Pedagogical Connections -- References -- 5. A Disciplined Practice of Collaboratively Working on Teaching as Contemplative Professional Practice.

A Framework for First-Person Contemplative Practice: Teaching as Contemplative Professional Practice -- Second-Person Contemplative Practice: Collaboratively Working across First-Person Experiences -- Second-Person Forms of Contemplative Practice -- What Our Second-Person Form of Contemplative Practice Looked Like -- What and How We Learned from Our Second-Person Form of Contemplative Practice -- Exchange 1 -- Exchange 2 -- Exchange 3 -- Conclusion: The Role of Second-Person Contemplative Practice for Teaching as Contemplative Professional Practice -- References -- 6. Awakening to Wholeness: Aikido as an Embodied Praxis of Intersubjectivity -- Intersubjectivity through Aikido -- Vignette #1: Harmonizing with the Universe -- Musubi -- De-ai and Ma-ai -- Importance of Practice for Experiencing Intersubjectivity -- From "Ki-Joining" to Indivisible Wholeness: Aikido Training -- Four Principles of Mind-Body Coordination -- Five Principles of Mind-Body Coordination in Aikido -- Vignette #2: Mirrorboxing: From Self-Projection to Reflection and Synchrony -- Vignette #3: Aikido as Embodied, Nonresistant Leadership -- Closing: Transformative Pedagogy as Human Interdependence -- Notes -- References -- 7. Self, Other, and the System -- Introducing My Pedagogical Work in Its Context -- Intersubjectivity in Educational Settings -- What Brain Science Tells about Learning -- Essential Pedagogical Abilities -- Tracking -- Affect Attunement -- Alignment -- Resonance -- Intersubjective Relational Field -- Self-Regulation -- Neuroception -- Learning Communities: A Dynamic Process -- Tools for Creating a Learning Community -- 1) The System for Analyzing Verbal Interaction (Savi) -- 2) Safety Through Resonance with Similarities: Systems-Centered Training (Sct) -- Phases of Working Groups and Their Process -- Subgroups -- A Demonstration: The Process in Action -- Centering.

Using our Muscles to Center: An Example Exercise -- Centering and Intersubjectivity in Contemplative Education-A Portrayal -- Boundaries -- Summary and Final Thoughts -- References -- 8. Walking Steps: Contemplative Wanderings with Humanbecoming -- Honoring and Incorporating Contemplative Pedagogy and Practice -- How Are Contemplative Pedagogy and Contemplative Practices Understood? -- How Is the Concept (or Experience) of Intersubjectivity Understood? -- Course Example and Pedagogical Changes -- Pedagogical Changes -- Introducing the Pedagogical Approach -- Awareness Notes -- Contemplative Practices -- Aligning Content and Process -- Interweaving, Resonating, and Parallel Discussions -- Illimitability -- Freedom -- Paradox -- Student Ponderings -- Faculty Ponderings --

References -- 9. Contemplative Learning: A Second-Person Approach to Physical Fitness -- Neuroscientific Groundwork -- Primary Intersubjectivity -- Secondary Intersubjectivity -- Tertiary Intersubjectivity -- Fourth Level of Intersubjectivity -- Case Study -- Being Image -- First-Person Efforts -- Second-Person Collaborative Participation -- Challenges -- Summary -- Notes -- References -- 10. Teaching Creativity and Building Community in the Undergraduate Classroom: Self-Awareness, Empathy, and Character through Relational and Contemplative Practice -- Interdisciplinary Expressive Arts -- Self-Awareness, Empathy, and Character -- Self-awareness -- Empathy -- Character -- IDEA 1100-Interdisciplinary Foundations -- Learning Contract -- Weekly Reflections -- Group Project -- Peer Tutors -- Text -- Assessment and Final Skills Interview -- The Personal and Relational Context of Creating Together -- Interpersonal Suffering and Relational Mindfulness -- The Practice: Mindful Speaking/Listening and Class Check-In -- Teaching Creativity through Group Contemplative Arts Practice.

Enso¹ Painting -- End of Course Student Reflections -- Constructive Alignment -- Closing Personal Reflections -- Note -- References -- 11. A Three-tiered Monastic Approach to Intersubjective Dialogue for Application Within Higher Education -- Intersubjective Dialogue-Listening to the Voice within the Text -- Intersubjective Dialogue-Listening to the Self -- Intersubjective Dialogue-Listening to Others -- Class Dialogue -- Listening Cafes -- Summary -- Notes -- References -- 12. No Mind in Community: Cultivating "Fields in Good Heart" in an Intellectual and Professional Praxis-Enhancing Commons -- Introduction -- The Commons -- Communitas -- The Tea Ceremony -- Each and Every One of Us -- Honoring the Space -- Reincorporation -- Skunkworks -- Checking In -- Concluding Thoughts -- Notes -- References -- Contributors -- Index.

Sommario/riassunto

A rich collection of essays about the inner, shared experiences of participants engaged in second-person approaches to contemplative practice.
