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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 --

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Sommario/riassunto

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