

# Education 3325: Mindfulness in Education

Monday and Wednesday 9:30-11:25am  
Buck Center Rooms 211, 301 & 302

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## **Overview of Course**

*The traditional ABC's of reading, writing and arithmetic that served us well for generations don't serve us fully anymore. Helping kids build strong academic skills is fantastic, but that's just one of many elements that make a well-rounded education. We've seen children do well academically but struggle socially and suffer emotionally. We've seen the toll stress has taken on the health and wellbeing of many kids. In response, the focus of education has broadened beyond academics to serve the whole child. The aim of secular mindfulness training is for children and teens to learn academic, social and emotional skills in a balanced way. Classical mindfulness practice focuses on the cultivation of three areas: attention, wisdom, and values. Adapted for secular use with children and teens, they are the new ABCs of learning: attention, balance and compassion. (Keiser-Greenland, 2010, p. 18)*

This class will explore some of the educational techniques/methods that human beings have found, across cultures and time, to concentrate, broaden and deepen intrapersonal and interpersonal awareness. We will use a holistic and interdisciplinary lens on the theory and processes of how people learn in mindful learning contexts. We will focus on educational models that encourage and foster mindfulness as portraits of practice. "We profit from portraits of practice that have the capacity to capture the forms of life we ourselves would like to lead." (Eisner, 2003, foreword) The class sessions will involve third-person philosophical and scientific seminar-style dialogue on course readings, videos, or audios complemented by critical first-person experiences with mindfulness practices such as yoga, meditation, art and qigong. By engaging directly with the references and techniques without prior commitment to their authenticity or efficacy, students will be able to appraise the value for their own lives and learning.

## **Essential Questions**

1. What distinguishes mindful from mindless education?
2. How do educational models support versus diminish our capacity for mindfulness?
3. Why learn mindfully rather than mindlessly?

*How can we know if we do not ask? Why should we ask if we are certain we know?  
All answers come out of the question.  
If we pay attention to our questions, we increase the power of mindful learning.  
-- Ellen Langer*

## **Core Values of the Bowdoin College Education Department**

1. BE AWARE OF THE BIG PICTURE. The study of education sheds light on one of the United States' fundamental public institutions and on the humanistic dimensions of teaching and learning that are vital to constructing a meaningful life. Responsible teaching depends upon a solid background in the social foundations of education.
2. EMBRACE THEORY AND PRACTICE. Effective teaching builds on a strong foundation of content knowledge and thoughtful application of curricular and pedagogical theory to practice. Teachers gain expertise by listening, observing, doing, and reflecting.
3. MODEL AND LIVE IN THE SPIRIT OF INQUIRY. Excellent teachers position themselves as learners of their students and their communities and adjust their pedagogy and curriculum to meet the needs of individuals. Teachers cannot assume that others will learn as they did and do and cannot teach simply as they were taught. Teaching is an intellectually challenging practice that requires on-going learning, self-assessment, collaboration, and research.

## Class Schedule

MONDAYS	WEDNESDAYS	FRIDAYS
1/20 Building a Community of Learners ✓ Gibbs J. & Gibbs R. <i>The Mindful Way to Study</i> Part I <div style="text-align: right;">LAB- Take 10</div>	1/22 Dancing with Books & Getting some Headspace ✓ Gibbs J. & Gibbs, R.. <i>The Mindful Way to Study</i> Part II & III ⇒ Puddicombe, A. "Practicalities: Getting Started" <div style="text-align: right;">LAB- Take 10</div>	1/24 Individual Reflection
1/27 Mindfulness in Society ⇒ Boyce, B. "no blueprint, just love" ⇒ Purser R. & Loy, D. "Beyond McMindfulness" Video- Rep. Tim Ryan on <i>A Mindful Nation</i> ✓ Smalley S. & Winston D., "Introduction", "What is Mindfulness?" & "What gets in the Way?" <div style="text-align: right;">LAB- Take 10 Due- Self-portraits</div>	1/29 Meditation, Mindfulness & Contemplation ⇒ Kaiser Greenland, S. "An introduction to mindfulness." ⇒ Grace, F. "Meditation in the Classroom" ⇒ Zajonc, A. "Introduction" & "Overview of the Path" Audio- Jon Kabat Zinn on "Opening to Our Lives & the Science of Mindfulness" <div style="text-align: right;">LAB- Take 10 Due- Self-portraits</div>	1/31 Meet with contemplative practice study group
2/3 Healthy Habits of Mind Video- "Healthy Habits of Mind" (In class) ✓ Smalley S. & Winston D., "Mindful Movement" <div style="text-align: right;">LAB- Mindfulness of Body</div>	2/5 Mindfulness in Schools ⇒ Meiklejohn, et al. "Integrating mindfulness training into K-12 education." ⇒ Jennings et al. "Supporting educational goals..." ⇒ Ritchhart & Perkins "Life in the Mindful Classroom" Video- Burnett- "Mindfulness in Schools" <div style="text-align: right;">LAB- Mindfulness of Body</div>	2/7 Individual Reflection
2/10 Contemplative Neuroscience ⇒ Lazar, S. "Meditation and Neuroscience" ⇒ Wallace, B.A. "Principles of Contemplative Science" ⇒ Davidson, R. et al. "Contemplative practices & mental training" Videos- Thompson, "Contemplative Neuroscience" & Davidson "Contemplative Neuroscience" ✓ Smalley S. & Winston D., "Working with Physical Pain" <div style="text-align: right;">LAB- Mindfulness of Body Due- Self-portraits</div>	2/12 Contemplative Pedagogy ⇒ Hart, T. "Interiority & Education" ⇒ Rendon, L. "Sentipensante Pedagogy" ⇒ Brady, R. "Stopping to Learn, Learning to Stop" Video- Roeser "Notes on Contemplative Practices, Teaching & Learning" <div style="text-align: right;">LAB- Mindfulness of Body Due- Self-portraits</div>	2/14 Meet with contemplative practice study group
2/17 The Mindful Brain ⇒ Siegel, D. <i>The Mindful Brain</i> . Ch 2. ⇒ Ricard, M. "This is your brain on mindfulness" ⇒ Baime, M. "This is your brain on mindfulness" ⇒ Claxton, G. "Mindfulness, learning and the brain" Video- Jha, A. "Improving Attention and Working Memory" ✓ Smalley S. & Winston D., "Breath & Awareness" & "Pay Attention" <div style="text-align: right;">LAB- Mindfulness of Breath</div>	2/19 Mindfulness, Mindset & Learning ⇒ Langer, E. <i>Mindfulness</i> . Ch 2-4 ⇒ Dweck, C. (2008). <i>Mindset</i> . Ch 1,2,3 Video- Siegel, D. "Time in: Reflection, Resilience & Relationships" <div style="text-align: right;">LAB- Mindfulness of Breath</div>	2/21 Individual Reflection
2/24 Cultivating Emotional Balance ⇒ Rosenberg, E. "Meditation & Emotion" ⇒ Ekman, P. et al. "Buddhist & Psychological Perspectives" ⇒ Keltner, D. Ch 1-2 <i>Born to be Good</i> . Video- B. Alan Wallace "Cultivating mental & emotional balance" ✓ Smalley S. & Winston D., "Feeling Bad" "Feeling Good" <div style="text-align: right;">LAB- Mindfulness of Emotions Due- Self-portraits</div>	2/26 Mindful Teaching ⇒ MacDonald & Shirley. "The 7 synergies of mindful teaching" ⇒ Brown, R. "The Mindful Teacher" Video- Lantieri "Nurturing the Inner Lives of Children and Adults" <div style="text-align: right;">LAB- Mindfulness of Emotions</div>	2/28 Meet with contemplative practice study group
3/3 Inner Kids & the new ABC's ⇒ Kaiser Greenland, S. "The new ABC's: attention, balance & compassion" ⇒ Flook et al. "Effects of MAP on Executive Functions in Elementary School Children." ⇒ At: <a href="http://www.susankaisergreenland.com/">http://www.susankaisergreenland.com/</a> Read a popular press article & a blog post; Watch a video of SKG ✓ Smalley S. & Winston D., "Stressful Thinking" & "Mindfulness in Action" <div style="text-align: right;">LAB- Mindfulness of Speech</div>	3/5 Debrief Contemplative Practice Experiment #1 ⇒ Buchmann, M. "The careful vision: How practical is contemplation in teaching?" <div style="text-align: right;">LAB- Mindfulness of Speech</div>	
SPRING BREAK March 8-23		

MONDAYS	WEDNESDAYS	FRIDAYS
3/24 Book Clubs	3/26 Facilitation Workshop	3/28 Individual Reflection  ***Sat 3/29 RETREAT 9AM-3PM
3/31 Wondering & Balancing ⇒ Horowitz, A. "Amateur Eyes" (BRING A FRIEND TO CLASS)	4/2 Mindful Schools ⇒ Peruse the Mindful Schools website. Learn about the program, the research, what teachers and students have to say. <a href="http://www.mindfulschools.org/">http://www.mindfulschools.org/</a>  Due- Poems	4/4 Meet with contemplative practice study group
4/7 Holistic Life Foundation Facilitation   Due- Poems	4/9 Mind-Body Awareness Project Facilitation   Due: Poems	4/11 Individual Reflection
4/14 Montessori Facilitation   Due- Poems	4/16 Waldorf Facilitation   Due- Poems	4/18 Meet with contemplative practice study group
4/21 Friends School Facilitation   Due- Poems	4/23 MindUp Facilitation   Due- Poems	4/25 Individual Reflection
4/28 Debrief Facilitation Experiments	4/30 Final Project Workshop	5/2 Meet with contemplative practice study group
5/5 Final Project Workshop	5/7 Beginnings & Endings ⇒ Re-read, listen or watch any 2 course materials from this semester	
		Final 5/16 2-5PM Wisdom Presentations & Gratitude



### **Course Materials**

#### Book

Gibbs, J. & Gibbs, R. (2013) *The Mindful Way to Study: Dancing with your Books*. O'Connor Press.

<http://mindfulwaytostudy.com/>

Smalley, S.L. & Winston, D. (2010). *Fully Present: The Science, Art and Practice of Mindfulness*. Philadelphia, PA: DaCapo Press.

#### Apps

<http://www.getsomeheadspace.com/>

<http://stopbreathethink.org/>

<http://rhythmapp.net/>

#### Articles/Excerpts

- Boyce, B. (2014) "no blueprint, just love" *Mindful Magazine*, 1(6), pp 34-41. ([mindful.org](http://mindful.org))
- Brady (2007). "Stopping to Learn, Learning to Stop: Discovering the Contemplative Dimension in Education". *Journal of Transformative Education*, 5(4), pp 372-394.
- Brown, R. (2011). "The Mindful Teacher" in *Meditation and the Classroom* (Eds J. Simmer Brown & F. Grace). Albany, NY: SUNY Press, pp 75-83.
- Buchmann, M. (1989). "The careful vision: How practical is contemplation in teaching?" Pp. 1-27.
- Claxton, G. (2005). "Mindfulness, learning and the brain"
- Davidson et al. (2012). "Contemplative practices & mental training" *Child Development Perspectives*, 6(12), pp146-153.
- Grace, F. (2011). "Meditation in the classroom: What do students say they learned" in *Meditation and the Classroom* (Eds J. Simmer Brown & F. Grace). Albany, NY: SUNY Press, pp 237-249.
- Flook, L. et al. (2009). "Effects of MAP on Executive Functions in Elementary School Children." *Journal of Applied School Psychology* 26, pp 70-95.
- Hart, T. (2008). "Interiority & Education: Exploring the Neurophenomenology of Contemplation and Its Potential Role in Learning". *Journal of Transformative Education* 6(4), pp 235-250.
- Horowitz, A. (2013). "Amateur eyes" in *On Looking: Eleven Walks with Expert Eyes*. New York: Simon & Schuster, pp. 1-16.
- Jennings P., Lantieri, L., & Roeser, R. (2012). "Supporting educational goals through cultivating mindfulness: Approaches for teachers and students." In *Handbook of Prosocial Education*. (Eds. P.M. Brown, et. al., Lanham, Maryland: Rowan and Littlefield, pp 371-397.
- Kaiser Greenland, S. (2013). "An introduction to mindfulness for teachers and their students." UCSD Center for Mindfulness Blog <http://ucsdcfm.wordpress.com/2013/01/14/an-introduction-to-mindfulness-for-teachers-and-their-students/>
- Keltner, D. (2009). Ch 1-4 in *Born to be Good: The Science of a Meaningful Life*. New York: W.W. Norton & Co. pp. 3-73.
- Langer, E. (1990). Ch 2-4 in *Mindfulness*. pp. 9-57.
- Lazar, S. (2013). "Meditation and Neuroscience" in *The Healing Power of Meditation* (Ed. A. Fraser) Boston: Shambhala Press. pp. 79-89.
- MacDonald E. & Shirley, D. (2009) "The 7 synergies of mindful teaching" in *The Mindful Teacher*. New York: Teachers College Press. pp. 60-71.
- Meiklejohn, et al. (2012). "Integrating mindfulness training into K-12." *Mindfulness* 3(4), pp. 291-307.
- Puddicombe, A. (2011). "Practicalities: Getting Started" in *Get some headspace: How mindfulness can change your life in ten minutes a day*. New York: St. Martin's Griffin, 162-176.
- Purser R. & Loy, D. (2013) "Beyond McMindfulness" *Huffington Post: The Blog*. July 1, 2013. [http://www.huffingtonpost.com/ron-purser/beyond-mcmindfulness\\_b\\_3519289.html#es\\_share\\_ended](http://www.huffingtonpost.com/ron-purser/beyond-mcmindfulness_b_3519289.html#es_share_ended)
- Rendon, L. (2009) "Sentipensante Pedagogy" in *Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation*. Sterling, VA: Stylus, pp. 131-144.
- Ricard, M. (2011). "This is your brain on mindfulness" in
- Ritchhart & Perkins (2000). "Life in the Mindful Classroom". *Journal of Social Issues*, 56(1), pp 27-47.
- Rosenberg, E. (2013). "Meditation and Emotion" in *The Healing Power of Meditation* (Ed. A. Fraser) Boston: Shambhala Press. pp. 66-78.
- Siegel, D. (2007) "Brain Basics" in *The Mindful Brain: Reflection & Attunement in the Cultivation of Well-Being*. New York: W.W. Norton & Co. pp 29-50.
- Wallace, B.A. (2009). "Principles of Contemplative Science" in *Contemplative Science: Where Buddhism and Neuroscience Converge*. New York: Columbia University Press. pp. 1-26.
- Zajonc, A. (2009). "Introduction" & "Overview of the Path" in *When Knowing Becomes Love: Meditation as Contemplative Inquiry*. Great Barrington, MA: Lindisfarne Books, pp. 9-44.
- Ricard, M. (2011). "This is your brain on mindfulness"

#### Audios & Videos

- Burnett, R. (2013) "Mindfulness in Schools" [https://www.youtube.com/watch?v=6mlk6xD\\_xAQ](https://www.youtube.com/watch?v=6mlk6xD_xAQ)
- Davidson, R. (2012) "Contemplative Neuroscience" <https://www.youtube.com/watch?v=AKKg3CDczpA>
- Healthy Habits of Mind <http://www.mindfulschools.org/resources/healthy-habits-of-mind/>
- Kabat-Zinn, J. (2012) Opening to Our Lives & Science of Mindfulness <http://www.onbeing.org/program/opening-our-lives/138>
- Jha, A. (2012) "Improving Attention and Working Memory" <http://vimeo.com/39906585>
- Lantieri, L. (2013) "Nurturing the Inner Lives of Children & Adults" <https://www.youtube.com/watch?v=yp7-kJeoEZA>
- Roeser, R. (2011) "Notes on Contemplative Practices ..."
- Ryan, T. (2012) A Mindful Nation <https://www.youtube.com/watch?v=RhiS3p9oOfQ>
- Siegel, D. (2012) "Time in: Reflection, Relationships, Resilience" <https://www.youtube.com/watch?v=CVYd1W4iAm0#t=182>
- Thompson, E. (2009) "Contemplative Neuroscience" <https://www.youtube.com/watch?v=qKQeeTNPds8>
- Wallace (2012) Cultivating Mental & Emotional Balance <http://www.youtube.com/watch?v=6t2sWDYgJFE>

## **Assessment**

The following beliefs underlie my assessment and grading practices:

*The purpose of assessment is to promote learning of the material. Thus, I view all assignments as opportunities for students to learn and receive feedback on their understanding and performance. Assessments in teacher education programs should help participants develop the kinds of skills and ways of thinking that practicing teachers need. Learners should have some choices about how they present their learning and need opportunities to make sense of the material in formative, perhaps ungraded ways as well as more formal, summative assessments. As a teacher, I need multiple pieces of evidence of your learning to inform my instructional choices and evaluate your progress.*

## **Assignments**

### **Class Engagement**

#### *Educational Self-Portrait*

How have you been influenced by your educational experiences? What are some themes or a theme in your educational narrative? Was there a turning point or pivotal experience in your education that has led you to where you are today? Using any medium you choose such as painting, collage, powerpoint, video, poem, song, essay with images, etc. you will create and share a piece of your educational narrative. It is a brief snapshot of a meaningful educational experience(s) and the impact on you as a learner today. You will have 5 minutes in class to share your educational self-portrait.

#### *Poetry Recitation*

An essential component of mindfulness is quality of attention. Through this assignment you will engage in a traditional practice of memorization through a creative medium of a poem to cultivate your skills of attention. You may write your own poem or recite one created by someone else. You will share the poem orally from memory, distribute a written copy for each person and recite it for a second time. In addition, you will explain how your poem choice is a personally meaningful illustration of mindfulness.

### **Mindfulness Practice Exploration**

#### *21-Day Mindful Practice Exploration (Independent)*

During the month of February OR April, you will choose a personal mindfulness practice to engage in every day for a minimum of ten minutes. This exploration offers you a chance to go more in-depth with a practice we have tried during lab/class or to choose a different practice that might be more meaningful for you.

#### *Weekly Mindful Practice Exploration (Group)*

Jan 20- March 7 OR March 24- May 7

For six weeks you will participate in a wellness class (meditation, yoga, or taiji ) on or off-campus. The weekly class will support your developing mindful practice in a community and the group structure will offer a counterpoint to the independent nature of the 21-day practice.

- (A) You will complete a daily (or weekly) mindfulness log of your experience detailing the practice, noting how long you did the practice, three words to describe the experience and bullet points and/or pictures explaining any insights, observations or questions that arose. You will submit your mindfulness log to Professor Byrnes electronically each day or week.
- (B) A one-page reflection for each exploration will address overall challenges and insights from the daily or weekly experience. (Due March 10 & May 7)
- (C) A final 3-5 page analysis will compare the two experiences and connect to course materials. (Due May 12)
- (D) Each person will share informally about your exploration in small contemplative practice study groups on alternating Fridays.

### **Midterm**

You will meet individually with Professor Byrnes for a half-hour meeting to discuss your learning/engagement in the class for the first half of the semester. You will arrive at the meeting prepared to discuss (a) what you have learned so far in the course, (b) your learning process in the course and in your other classes, (c) questions you have about course content, and (d) personal learning goals for the second half of the semester.

### Design Journal

You are required to keep a journal throughout this course documenting your experiences with and understanding of mindfulness practices and concepts in education. In your journal, you will describe your experiences in and out of class, articles you read, videos you watch, any insights on your habits or changes you notice about yourself, your view of others and your perspective on the world. The form of your design journal and method you use to record, reflect and analyze your experience is up to you. You could use writing, drawing, audio recording, video or any combination of methods. At a minimum you will create an entry once each week reflecting on the mindfulness experiences over the week in formal and informal practice opportunities. Daily entries also offer a valuable resource for your learning. You will turn these journals in for review to share your insights, questions, and challenges. Anything you do not wish to share can be covered. The final journal entry/reflection will answer the following question and will be creatively presented in a “wisdom talk” during our final on Friday, May 16:

***What have you learned about mindfulness in education, and how, if at all, has this course influenced your education? What wisdom do you have to share with us as we end this class?***

### Class Facilitation about a Mindfulness Model in Education

With two or three partners, you will facilitate the class’s understanding of one mindfulness education model. You will meet with Professor Byrnes to discuss your research about the particular model at least two weeks before your presentation. Part of your research will involve a site visit, if possible, interviews with a student and a teacher at a minimum. You will also meet as a group with Professor Byrnes at least a week before your presentation to plan your lesson for the class. Your final meeting will occur in the week following your facilitation to debrief the experience. Your class facilitation should be engaging, meaningful for your audience and a mindfulness experience for you and the rest of the class. You may want to think about how to both tell us and show us what the model does and/or feels like. Be creative in thinking about how to gain an understanding of the model as well as creative in how you help us to learn about it.

### Final Project

At the conclusion of the course, you will complete a small group project that applies the learning you have gained during the semester about mindfulness in education by sharing what you have learned with a larger community. This project utilizes collaborative learning, which maximizes both the interdependence and the independence of the members of the class and cultivates the capacities to be present and maintain an open mind, practice humility, and cultivate connection through community in the creation of meaningful, mindful dialogue and service.



*When you know a thing, to hold that you know it, and when you do not know a thing, to allow that you do not know it --- this is knowledge. - Confucius*

## Standards-Based Grading

	Exceeding Standards (A)	Meeting Standards (B)	Approaching Standards (C)	Below Standards (D-F)
Attendance	<ul style="list-style-type: none"> <li>- Miss less than 3 class/lab sessions</li> <li>- Arrives late less than 3 times</li> </ul>	<ul style="list-style-type: none"> <li>- Miss less than 4 class/lab sessions.</li> <li>- Arrives late less than 4 times</li> </ul>	<ul style="list-style-type: none"> <li>- Miss less than 5 class/lab sessions.</li> <li>- Arrives late less than 5 times</li> </ul>	<ul style="list-style-type: none"> <li>- Miss more than 5 class/lab sessions</li> <li>- Arrives late more than 5 times</li> </ul>
Class Engagement	<ul style="list-style-type: none"> <li>- Engaged, attentive and mindful consistently in class and lab sessions.</li> <li>- Contributions to class positively and meaningfully enhances the learning environment of peers.</li> <li>- Self-portrait &amp; poetry assignments demonstrate a significant depth of understanding, attention to detail and the big picture, &amp; a spirit of inquiry</li> <li>- Assignments are completed on time and demonstrate high quality work.</li> </ul>	<ul style="list-style-type: none"> <li>- Engaged, attentive and mindful during the majority of class and lab sessions.</li> <li>- Contributions to class positively enhance to the learning environment of peers.</li> <li>- Self-portrait &amp; poetry assignments demonstrate some understanding, attention to detail and the big picture, &amp; a spirit of inquiry</li> <li>- Assignments are completed on time and demonstrate quality work.</li> </ul>	<ul style="list-style-type: none"> <li>- Engaged, attentive and mindful during the majority of class and lab sessions.</li> <li>- Minimal contributions to class</li> <li>- Self-portrait &amp; poetry assignments do not meet standards.</li> <li>- Assignments are either completed on-time or demonstrate quality work, but not both.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates minimal engagement, attention and mindfulness during class and lab sessions.</li> <li>- Contributions in class do not positively contribute to the learning environment of peers.</li> <li>- Assignments do not demonstrate understanding, attention to detail and the big picture, or a spirit of inquiry,</li> <li>- Assignments are not completed, are late, and/or do not demonstrate quality work.</li> </ul>
Midterm	<ul style="list-style-type: none"> <li>- Meeting addresses (a) what you have learned so far in the course, (b) your learning process in the course and in your other classes, (c) questions you have about course content, and (d) personal learning goals for the second half of the semester.</li> <li>- Explicitly connects to essential questions by: seeing the big picture, connecting theory and practice and living in a spirit of inquiry.</li> <li>- Demonstrates meaningful, integrated learning and growth.</li> </ul>	<ul style="list-style-type: none"> <li>- Meeting addresses (a), (b), (c) or (d).</li> <li>- Does not explicitly connect to course essential questions and/or does not utilize the core values of the Bowdoin Education Department.</li> <li>- Demonstrates some learning &amp; growth</li> </ul>	<ul style="list-style-type: none"> <li>- Meeting does not address one of (a), (b), (c) or (d).</li> <li>- Lacks preparation for meeting.</li> </ul>	<ul style="list-style-type: none"> <li>- Meeting does not occur.</li> <li>- Unprepared for meeting.</li> </ul>
Mindfulness Practice Exploration	<ul style="list-style-type: none"> <li>- Log includes daily or weekly entries addressing a consistent (21 or 6) mindfulness practice.</li> <li>- Entries reflect significant inquiry, attention and compassion.</li> <li>- Reflections highlight meaningful observations, insights and challenges</li> <li>- Final analysis compares the two experiences and integrates course materials in an analysis of the mindfulness practices.</li> </ul>	<ul style="list-style-type: none"> <li>- Log includes daily or weekly entries addressing a consistent weekly mindfulness practice.</li> <li>- Entries reflect inquiry, attention and compassion.</li> <li>- Reflections discuss observations, insights and challenges</li> <li>- Final analysis compares the two experiences and utilizes course materials to analyze the mindfulness practices.</li> </ul>	<ul style="list-style-type: none"> <li>- Log does not include daily or weekly entries and/or does not address a consistent weekly mindfulness practice.</li> <li>- Entries do not reflect inquiry, attention and compassion.</li> <li>- Reflections do not discuss observations, insights and challenges</li> <li>- Final analysis does not adequately compare the two experiences or is not analyzed using course materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Log is incomplete.</li> <li>- Entries are minimal or superficial.</li> <li>- Reflection is unclear, unfocused or disengaged.</li> <li>- Does not present final analysis.</li> </ul>

	Exceeding Standards (A)	Meeting Standards (B)	Approaching Standards (C)	Below Standards (D-F)
Class Facilitation	<ul style="list-style-type: none"> <li>- Explicit learning goals &amp; agenda, with an informal assessment of the goals</li> <li>- Intentional organization of time that facilitates understanding and effectively transitions between activities</li> <li>- First-hand research is integrated seamlessly into the facilitation</li> <li>- Clarity, creativity and flexibility in lesson wows the class</li> <li>- Active engagement of the class participants in a mindfulness technique/activity central to the educational model</li> <li>- Engaged participation of all team members in meetings and facilitation</li> </ul>	<ul style="list-style-type: none"> <li>- Explicit learning goals &amp; agenda</li> <li>- Intentional organization of time that facilitates understanding</li> <li>- Evidence of first-hand research</li> <li>- Clarity, creativity, and flexibility in lesson</li> <li>- Active engagement of the class participants in a mindfulness technique/activity</li> <li>- Participation of all team members in meetings and facilitation</li> </ul>	<ul style="list-style-type: none"> <li>- Learning goals and agenda are set but not explicit</li> <li>- Time/pace is organized but not managed well or conducive to learning</li> <li>- First-hand research is completed but not integrated in facilitation</li> <li>- Lesson is clear, creative or flexible but not all three.</li> <li>- Active engagement of class participants</li> <li>- Participation of most team members in meetings and facilitation</li> </ul>	<ul style="list-style-type: none"> <li>- Did not complete class facilitation</li> </ul>
Final Project	<ul style="list-style-type: none"> <li>- Integral involvement in the organizing and implementing of a mindfulness project.</li> <li>- Demonstrated seeing the big picture, embracing theory &amp; practice and living in the spirit of inquiry.</li> <li>- Project was a model of mindfulness and stimulated mindfulness for others</li> </ul>	<ul style="list-style-type: none"> <li>- Involved in the organizing and implementing of a mindfulness project.</li> <li>- Demonstrated seeing the big picture, embracing theory &amp; practice and living in the spirit of inquiry at multiple times.</li> <li>- Project stimulated mindfulness for others</li> </ul>	<ul style="list-style-type: none"> <li>- Minimal involvement in the organizing and implementing of a mindfulness project</li> <li>- Sometimes, but rarely demonstrated seeing the big picture, embracing theory &amp; practice and living in the spirit of inquiry.- Project lacked meaning for others.</li> </ul>	<ul style="list-style-type: none"> <li>- No involvement in organizing or implementing mindfulness project</li> <li>- Did not demonstrate seeing the big picture, embracing theory &amp; practice and living in the spirit of inquiry.</li> <li>- Did not facilitate mindfulness for others</li> </ul>

## Expectations and Policies

### Academic Honesty

Using someone else's words or ideas (even when you put into your own words) demands that you cite and acknowledge them properly. In the field of education, APA citations are preferred (<http://library.bowdoin.edu/1st/docs/APA.pdf>). **Please ask** if you are uncertain what any of this means. Plagiarism, either intentional or unintentional, is a very serious violation of the Bowdoin College honor code and academic standards in general. Cases of academic dishonesty will be brought before the Judicial Board without exception. Please refer to The Bowdoin College Academic Honor Code at: [http://www.bowdoin.edu/studentaffairs/forms/pdf/honor\\_code.pdf](http://www.bowdoin.edu/studentaffairs/forms/pdf/honor_code.pdf)

### Accommodations

If you have a disability and require accommodations for this course, please speak with me as soon as possible (today) so that your learning needs may be appropriately met.

### Attendance and Tardiness

I expect you to attend class. Occasional emergencies (illness or family emergencies) may occur; if for some reason you are unable to attend on session of class, you must notify me before class begins that you will not be there. If you don't speak to me in person, you can leave a voice mail or email message with your phone number and the reason you won't be attending class that day. You are responsible for finding out what you missed in class and making it up. We have only a short time together so make every effort to be on time. Not only is arriving late rude, it also disrupts the learning process for the entire class.

### Late Work

If you need to turn in work late, legitimate reasons to ask include verified illnesses and family emergencies. Late work may be penalized or refused (and the assignment awarded a grade of 0) at my discretion. Any work that is handed in late without an extension will automatically receive one letter grade deduction – no exceptions. If you would like an extension on any work, the more you ask in advance, the more time I will consider granting for an extension. For example, if you ask a week in advance, I will consider a week's extension on the due date.



### **Further Clarification: What this course is and isn't** (Adapted from C.T. Tart)

This is a course that is both intellectual and experiential, surveying an important arena of knowledge and being. The intellectual aspects of the course contribute to the experiential and visa versa. The experiential exercises I will suggest to you and ask you to report on involve learning to pay clearer and sustained attention to your ongoing experience in a purposeful way, in order to increase your understanding of yourself and of the world. It is a first-person method of inquiry. But the course is not intended to be or represented as a form of therapy, spiritual growth, or emotional process work, although I certainly hope that the intellectual and experiential content of the course may sometimes contribute to your personal growth. I ask you to consider and honor the following standards of personal responsibility.

**Be aware of the context in which you are experiencing your own growth, both personal and intellectual.** This is a class; while I hope it will be beneficial to you personally as well as academically, the class is not individual or group therapy.

**Please respect your own and others' capacities and limitations.** In class discussions and experiential exercises you are often including your personal history, implicitly if not explicitly. In the case of conflicting, emotional, unresolved material, respect yourself by sharing only material which is reasonably well resolved or which you are comfortable *not* having resolved. A statement that an area under discussion is very difficult for you may be a useful contribution, but don't bring it up if it's too difficult for you to handle in the context of the class.

**Please respect your own privacy and the overall purpose of the class.** Share only material you are willing to have become part of current and later class discussions. Note too that in spite of the following point, privacy of your discussion contributions cannot be guaranteed.

**Please respect your peers' privacy.** If a classmate shares important personal material, please do not talk about it to anyone outside the class unless (a) it is intellectually or compassionately useful to do so **AND** (b) you can disguise the identity of the person sufficiently so that they cannot be recognized. If in doubt about your ability to adequately disguise the identity of the person from others who may know them, don't mention the material. To put it another way, avoid gossip or story telling that may hurt someone else.

### **Mindfulness in Education Resources**

Association for Mindfulness in Education  
Center for Contemplative Mind in Society  
Center for Investigating Healthy Minds  
Contemplative Science Lab  
Emory Collaborative for Contemplative Studies  
Initiative on Contemplation and Education  
International Symposia for Contemplative Studies  
Mind and Life Institute  
Minding Your Life  
Mindful Awareness Research Center (MARC)  
Mindful Teacher  
Mindfulness in Education Network  
Penn Program for Mindfulness  
Teachers' Mind  
[UCSD Center for Mindfulness](http://www.ucsf.edu/ucsf-center-for-mindfulness)  
[UMass Center for Mindfulness](http://www.umassmed.edu/cfm)

#### Organizations

<http://www.mindfuleducation.org/>  
<http://www.contemplativemind.org/>  
<http://www.investigatinghealthyminds.org/>  
<http://csl.margamnyu.org/>  
<http://www.emory.edu/ECCS/>  
<https://www.garrisoninstitute.org/>  
<http://contemplativeresearch.org/>  
<http://www.mindandlife.org/>  
<http://www.mindingyourlife.net/>  
<http://marc.ucla.edu/>  
<http://www.mindfulteacher.com/>  
<http://www.mindfuled.org/>  
<http://www.pennmedicine.org/stress/>  
<http://www.teachersmind.com/index.html>  
<http://health.ucsf.edu/specialties/mindfulness>  
<http://www.umassmed.edu/cfm>

#### Educational Models

.b Mindfulness in Schools Project  
Contemplative Studies Initiative  
Center for Courage and Renewal  
CARE for Teachers  
Cultivating Emotional Balance  
Friends School  
Koru Center for Mindfulness  
Inner Kids Foundation  
Inner Resilience  
Learning to BREATHE  
Maine Mindfulness Project  
Merriconeag Waldorf School  
Mind-Body Awareness (MBA) Project  
Mindful Life  
Mindful Schools  
Mindfulness for Schools (UK)  
MindUp  
Montessori Schools  
Open Circle (K-5)  
Oxford Mindfulness Centre  
PassageWorks  
Reggio Emilia  
Responsive Classroom (K-5)  
SMART-in-Education  
Still Quiet Place  
[Wellness Works in Schools](http://www.wellnessworksinschools.com/)

<http://mindfulnessinschools.org/>  
<http://www.brown.edu/academics/contemplative-studies/>  
<http://www.couragerenewal.org/>  
<http://www.garrisoninstitute.org/>  
<http://cultivatingemotionalbalance.org/>  
<http://friendsschoolofportland.org/>  
<https://www.korumindfulness.org/>  
<http://susankaisergreenland.com/>  
<http://www.innerresilience-tidescenter.org/>  
<http://learning2breathe.org/>  
<http://www.mainemindfulnessproject.com/>  
<http://www.merriconeag.org/>  
<http://www.mbaoproject.org/>  
<http://www.mindfullifetoday.com>  
<http://www.mindfulschools.org/>  
<http://www.mindfulnessforschools.com>  
<http://www.thehawnfoundation.org/mindup>  
<http://www.montessori.edu/>  
<http://www.open-circle.org/>  
<http://oxfordmindfulness.org/>  
<http://passageworks.org/>  
<http://www.reggioalliance.org/>  
<http://www.responsiveclassroom.org/>  
<http://www.smart-in-education.org/>  
<http://www.stillquietplace.com/index.php>  
<http://www.wellnessworksinschools.com/>