

Mindfulness & Pedagogy

Contemplative pedagogy can be understood as teaching methods that aim at the deepening of awareness, attention, and insight. Likely the most common and recognizable would be mindfulness meditation, however mindfulness refers to a specific type of meditative practice and represents only one of a variety of contemplative practices. Hence the reason we tend to use the term "contemplative," as it is broader and more inclusive. Tobin Hart describes contemplation as follows, "Inviting the contemplative simply includes the natural human capacity for knowing through silence, looking inward, pondering deeply, beholding, and witnessing the contents of our consciousness.... These approaches cultivate an inner technology of knowing....designed to quiet and shift the habitual chatter of the mind to cultivate a capacity for deepened awareness, concentration, and insight."

Kyle Anderson -

One of the most anxiety-provoking experiences a student can have is to be thrown into a foreign-language environment. Whether they are in a classroom or the open air of a foreign country, struggling to communicate can be a highly disorienting, frustrating, and deflating experience. For the past few years, I've been slowly integrating a number of contemplative practices into the Chinese language classroom to seek to lower students' affective filter--make them feel more comfortable, calm and focused. This fall, I begin every class with a 3-5 minute *qigong* exercise, a slow-moving, smooth-flowing routine that regulates breathing with simple body movements. As an ancient Chinese practice, *qigong* also has the added benefit of being a cultural activity that increases students' knowledge of the tradition. Year after year, students report enjoying the exercise and how it helps them to relax and focus. Finally, I think integrating such practices into high-pressures, skill-oriented classrooms communicates to students instructors' care for their overall well-being, as opposed to just being narrowly focused on short-term gains.

Kaelyn Wiles -

I incorporate contemplative pedagogy into almost all of my classes in one way or another. My students report that just 1-2 minutes of breath meditation at the beginning of class gets them prepared to focus on our class topic for the day. They also report that contemplative exercises give them the time and space to think more deeply and creatively about difficult topics. In a few of my classes, I invite students to practice more extended periods of contemplation. For example, I taught a class on Technology and Social Values during Centre term 2014 that introduced students to the practice of mindfulness meditation, a practice that has been shown to be useful to students both personally and academically. The first half (1.5 hrs) of each of my classes was dedicated to talking about the Sociology of Technology and the second half of each class was dedicated to teaching the students contemplative practices that they used to monitor their inner experience of using information technology such as web surfing, texting or emailing. The course helped students become more critical about their relationship with technology and how it influences their relationships with each other and with themselves.

Aaron Godlaski -

In my own courses practices range from the simple to complex. We begin each class with two minutes of silence, focusing on breath, a sound, or somatic experience. This allows students time to "arrive" in class, and presents a basic yet powerful practice for honing and cultivating one's attentional capacity. Other practices can include quiet reflection for increasing awareness of how students experience the ambiguities of a question or assignment, asking them to abide in the question rather than rush towards the answer. Students have noted the power of this practice in recognizing how their reactivity can negatively restrict their creativity and focus. Some of my semester long assignments require students to connect their first-person experiences to the largely third-person topics of neuroscience courses, asking students to build connections between their interests in neuroscience with their capabilities in other parts of their lives. Doing so requires an openness and willingness to integrate multiple perspectives through a process of reflection and experimentation.

One of the great values of contemplative practices is the way in which they create an open, interior space. This space is needed as we prepare students for a world that is ever increasing in speed, complexity, and uncertainty. If our students are to responsibly inhabit this world then our practices as educators should be about cultivating their capacities to truly be with and in the world rather than just passing through it.

Upcoming Events

Pedagogy Luncheon Dates:

Thursday, October 8: 11:20 - 12:30

Facilitators: Teagle Working Group on General Education

Topic: Are we on the same page? A follow-up to the faculty retreat

How can we best articulate the goals and rationale of our general-education curriculum? This pedagogy luncheon explores some way we can begin communicating to students why the general-education curriculum has value and how it connects to majors, college experiences, and lives after Centre. After a presentation, we will discuss with the audience how we can all be more intentional in explaining what is offered by our general-education courses and curriculum.

Teagle Working Group on General Education: Steve Beaudoin, Jay Bloom, Eva Cadavid, Jaemi Loeb, Chris Paskewich, Kerry Paumi, Ravi Radhakrishnan

Tuesday, November 17: 11:20 - 12:30

Topic: Lessons from Lengthy Careers

Centre College faculty are known for their commitment to teaching and student learning, and several of our colleagues have dedicated two or more decades to inspiring and nurturing our students' intellectual growth. The purpose of this luncheon is to talk with such colleagues about what they have learned about teaching over the length of their careers at Centre College.

All pedagogy luncheons will be held in Evans-Lively. Watch your email for additional details and registration for these events or [check this page](#).

Opportunities and Funding

Community-Based Learning Mini-Grants

Mini-grants of up to \$500 for the development of community-based learning courses are now available on a rolling basis. The funds are meant to provide the resources needed to transform a traditional course into a community-based learning course. For more information about CBL or the application process email ellen.prusinski@centre.edu.

Multidisciplinary Pedagogical Conferences

The Center for Teaching and Learning has funds to support faculty participation in **pedagogical** workshops and conferences! Funding includes registration, travel, and per diem. We anticipate funding conference attendance for two colleagues.

Not sure where to start looking for such a conference? Here are two good options:

- Lilly International Conference on University Teaching and Learning; Oxford, OH; November 19 – 22; <http://www.units.miamioh.edu/lillycon/>
- The Teaching Professor Conference; Washington, DC; June 3 – 5, 2016; <http://www.magnapubs.com/teaching-professor-conference/>

We also have a limited amount of funds to support faculty attendance at **pedagogical workshops that occur in connection with disciplinary conferences**. In most instances, funding is limited to the cost of the workshop and additional lodging.

If you are interested in either of these opportunities, please send a short statement to [Sarah Lashley](mailto:Sarah.Lashley@centre.edu) indicating your interest in a specific conference and an anticipated budget. Requests will be considered on a rolling basis.

If you know of a **pedagogical** workshop or conference that you would like to attend, but it does not fit either of these models, please contact Sarah Lashley. CTL may still be able to help! All travel must take place before June 30, 2016!

Kentucky Campus Compact is offering a series of free webinars this year on topics related to community engagement. On **November 6 at 10:00am**, Melissa Newman of EKU and the Kentucky Commission on Women will offer a session on developing service learning within our academic departments. For more information, please contact Ellen Prusinski.

There are still a few spots available for the **October 27 SENCER workshop at NKU**. The workshop, which will be led by faculty members from UNC—Asheville, will focus on how to incorporate issues of civic engagement into STEM courses. CTL will cover all registration and related travel costs.

Teaching and Learning in the News

[Why Teachers and Students Should Blog](#)

These days it seems as though people are blogging about everything. From fashion, to food, travel, and technology, I'm sure if you did a web search multiple blogs would come up on these topics alone. As educators have you ever thought about incorporating a blog into any of your courses? You might be asking yourself, "What would be the benefits of incorporating a blog into one of my courses?" In the article, Why Teachers and Students Should Blog, Hannah Shekhter lists the following reasons why blogging is great for students:

- Blogs allow for multi-faceted learning
- Blogs promote literacy and sharpen writing skills
- Blogs are accessible and engaging
- Blogs can serve as a classroom management tool

Interested to see what the author has to say about each of these reasons? Read the entire article on the Edudemic website, www.edudemic.com/how-and-why-teachers-should-blog/.



Just Ask

Q: I am working on a survey and need my respondents to upload a file. Is this possible with Qualtrics?

A: Yes, we now have the ability to allow your survey respondents to upload a file in Qualtrics. For more information, check out our [documentation](#) on the CTL website.

Q: What's the best way to have students upload videos for their class project, or for them to watch videos outside of class?

A: Using Ensemble, our video-on-demand service, create a student drop-box for students to upload their video projects into your media library. Click [here](#) for information on how to get started.

Never used Ensemble before? Contact Lisa at lisa.curlis@centre.edu.

Click [here](#) to submit your own question.

Innovation

Looking for Inspiration?

- We've kicked off a new video series entitled, "**Office Hours**," in which selected faculty respond to questions posed by the Centre community in one-minute videos. To learn more about your colleagues, visit ctl.centre.edu/office-hours.html.

To submit a question for your colleagues to answer, please visit the Office Hours Question Drop Box located in the Library. Questions will be selected at random.

- View the latest addition to our innovative faculty profiles at ctl.centre.edu/faculty-profiles.html.

Moodle Methods

Did you know you can make advising a cinch by utilizing Moodle's Scheduler module and an Advising course?

Advising in Moodle

Several faculty have already taken advantage of the opportunity to have an Advising course. Having a separate course just for Advising makes the process seamless for students, and helps you stay organized as well.

Here's how to get started:

- Export your advisee list to Excel from CentreNet.
- Contact Kristi.burch@centre.edu for an Advising Course and attach your advisee list.
- In your newly created Advising Course, you'll want to add the Scheduler activity.

Here you have two options:

- You can make the course strictly Advising, [a single activity](#). This will go directly into the advising scheduling app when students click on the course.
- You can create sections of Advising for various terms. [Example](#)

Setting up Advising Page

- Create a name for the module (i.e. Advising: Fall 2015)
- Set # of appointments students can schedule (default is 1)
- Set advising slot duration (default is 15 minutes)
- Click **Save and display**

On the next page, click **Add slots**

- Choose Repeated slots
- Choose your start date for advising appointments and set repeat until date
- Choose days for which appointments will occur (i.e. M-W-F)
- Set start time and end time
- Divide into slots should = Yes; Duration should = your default slot time set above
- If you wish to have a break between sessions, set that at Break between slots
- You can display an appointment to the student starting now, or 1 day to 6 weeks before appt. time and email a reminder the morning of or days before.
- Click **Save changes**

To make this a **Single Activity Course, go to Course Administration, Edit Settings. Change course format to **Single Activity** and click **Scheduler** for type of Activity. Then click **Save changes**.

Students can now sign up for advising appointments themselves, or you can manually assign them to open slots and notify them of their appointment times.

To learn more about the Scheduler Module, check out <https://docs.moodle.org/>.

For more information on these or other Moodle methods, contact kristi.burch@centre.edu or check out the self-guided tutorials and documentation located [here](#).

Tech Corner

EMERGING INSTRUCTIONAL TECHNOLOGY

iSense 3D Scanner and printer

Cube's iSense 3D scanner and printer works with any iPad. It allows you to scan an object and then using the free iSense app, it allows you to print your design on a 3D printer. If you would like to try this out, please contact Candace Wentz or Kristi Burch in the CTL office.

[Click here for more information on Cube's website.](#)