

***Be here now: do what you're doing when you're doing it, and
be where you are when you're there.***

Dave Ellis, *Becoming a Master Student*, p. 56

Education is an area that often seems to abound in mindlessness.

Ellen J. Langer, "The Construct
of Mindfulness," p. 3

***. . . contemplative pedagogies have the potential to return the
transformative qualities to our educational endeavors.***

Judith Simmer-Brown in "Training the Heart Responsibly:
Ethical Considerations in Contemplative Teaching"

It refocused my attention back to my intention.

Kelli Hoyt, Senior Mass Comm Student,
commenting on a classroom mindfulness activity

***I wanted to do something to help students be more present
when they come into the classroom.***

Dr. Christy Vincent, Mass Comm Faculty
University of Central Oklahoma

Slow Teaching: The Benefits of Mindfulness in the Classroom

Why College Students Need to Be Taught Mindfulness

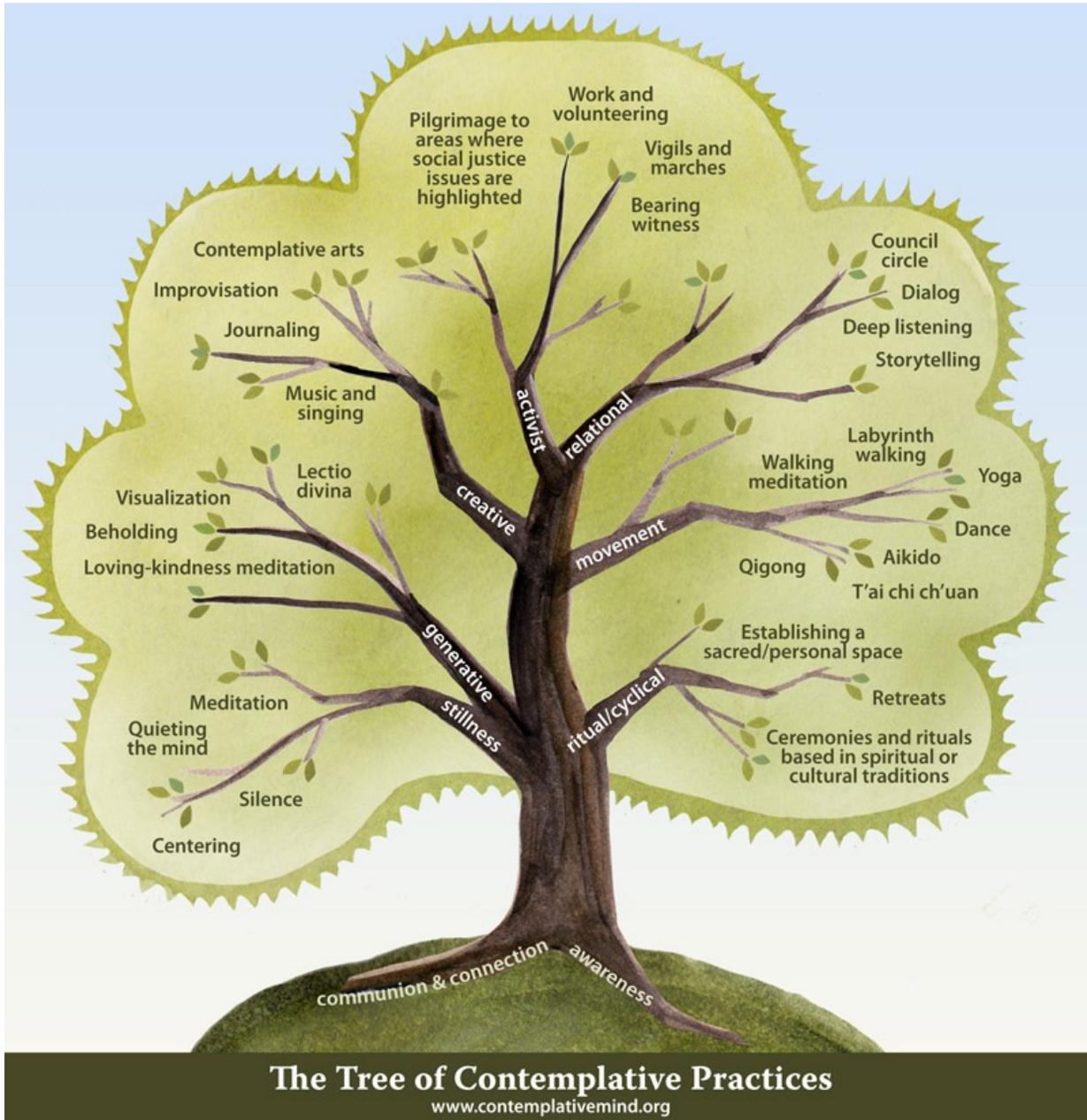
and

**How to Do It
(or at least start)**

Working definitions of Mindfulness:

paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally — Kabat-Zinn, p. 4

heightened state of involvement and wakefulness or being in the present — Langer & Moldoveanu, p. 2



(From The Center for Contemplative Mind in Society. Available: <http://www.contemplativemind.org/practices/tree>)

Why Students Need Mindfulness Practice as Part of Their College Educations:

- It enhances their ability to pay attention.

Students believe they can [multitask; they cannot](#), and trying to do it lessens their ability to pay attention. ([How & why to stop multitasking.](#))

Attention Deficit Trait (ADT): [Dr. Edward Hallowell](#)

Internet usage effect on brain function: [Nicholas Carr](#)

[Digital devices deprive brain](#) of downtime | Digital engagement lessens opportunity for [cognitive benefits of interacting with nature](#)

The [self-discipline](#) to pay attention is needed to maximize academic success

- Students are [overstressed](#).

[Adderall-dependent focus](#)

[Energy drink coping](#) mechanisms

Mindfulness training [helps students cope with stress](#)

- It helps students become self-regulated learners.

[Barry Zimmerman's research](#) on learner self-regulation

- The self-reflective component in contemplation primes students to experience more [transformative learning](#) than would happen otherwise.

- It enhances [emotional self-regulation](#) and [decreases negative affect](#).

- *It [improves academic performance!](#)*

How to Integrate Mindfulness into Your Instructional Repertoire:

- STOCK Technique ([Larkin-Wong's](#) student perspective description)
- HeartMath: Neurocardiologic engagement, heart rate variability (HRV) — [“heart breathing” 5 sec. in, 5 sec. out + appreciation](#) creates [psychophysiological coherence](#)

- Conditional Instruction

Langer: Decrease Mindless Presentation of Content — presentation of facts to be memorized encourages mindless acceptance, as do “plug and chug” approaches ([Mazur's antidote](#))

Langer, Ritchart & Perkins: Introducing Ambiguity — students encounter information in an open rather than absolute format

- Requiring Students to Observe for Differences

Langer: “most effective way to increase our ability to pay attention is to look for the novelty” – Langer, 1997, p. 43

Compare & contrast tops on [Marzano's list](#) of instructional strategies

- Mindful Listening

Native American talking stick

Breaking out of the [filter bubble](#)

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[Mindfulnet.org's resource listing about mindfulness in education]

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