

Re-Introducing Contemplation in University Teaching

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INTRODUCTION

Critical thinking, creativity, and collaboration require (self)awareness from learners. Current university teaching lacks pedagogical tools to support learners in introspective inquiry. Most learning methods rely on interactivity and a third-person view of content. **Contemplative pedagogy is a remedial approach** that re-introduces slow-paced and embodied learning activities in university classrooms to complement (hyper)activity and create authentic conditions for deep reflection and engagement with content.

EDUCATIONAL PROBLEM

Contemplative pedagogy is not readily 'adoptable'. Without a dedicated personal practice of one's own, teachers might experience a barrier in introducing slow-paced, introspective, and embodied exercises in class, this raises a question on how to introduce contemplation and introspection in education.

AIMS AND RESEARCH DESIGN

Educational Design Research, embedded in the SoTL Framework.

- (1) identify instructional design principles of contemplative pedagogy;
- (2) design an intervention to introduce design principles of contemplative pedagogy in university teaching methods.

Phase 1: Developing pedagogical design principles

Through **scoping literature review**, five design principles were inductively identified.

Phase 2 Design and implementation of an intervention

OUTCOMES

- Model of Embodied Contemplative Pedagogy designed (Fig. 1).
- A new professionalization course was developed for experienced (BKO+) teachers at the UvA.
- 13 teachers completed two courses.

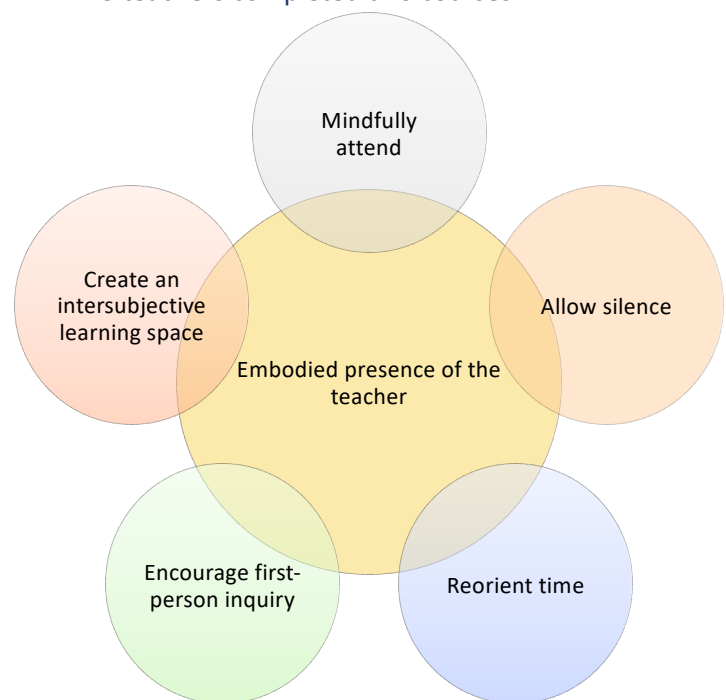


Figure 1 Model of Contemplative Pedagogy

FUTURE STUDIES

Delve into teachers' experiences of adopting and using contemplative pedagogical practices in their work through in-depth interviews.

CONCLUSION

Contemplative exercises enrich current cognitive and active learning methods. Participants valued the time-honoring and introspective exercises as ways to introduce reflective breaks in their fast-paced classrooms. What challenges teachers face in bringing these novel exercises to the classroom needs yet to be explored.

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