Southwest Symposium for Contemplative Pedagogy
April 1 & 2, 2016

The Agenda

Keynote Address

Contemplative Pedagogy: Teaching and Learning in Higher Education

Dan Barbezat

Friday, April 1, 6pm, Aloft Hotel, Tucson Arizona

Daniel P. Barbezat is Professor of Economics at Amherst College. As Executive Director of the Center for Contemplative Mind in Society—the national hub for contemplative teaching and learning, committed to the positive transformation of the higher education system by supporting the use of contemplative/introspective practices to create engaged learning environments—he has lectured and led workshops on contemplative learning and pedagogy throughout the United States and Canada and is actively working to expand and deepen the Center’s programs, making its work more accessible and transformative for all.


The Mindful Ambassadors Program at the University of Arizona

Saturday, April 2, 9 to 10am, Modern Languages Building Room 311

Stuart Moody, Trainer, Mindful Ambassadors, Campus Health Service, The University of Arizona; Program director, Green Sangha; with Isoken Adodo and Angel Steadman

Focus: Student Services

Type of presentation: Findings and experiences

Abstract: As research on the cognitive, physical, and social benefits of mindful practice continues to expand, more and more educators are asking themselves, "How can we share these benefits with university students more
broadly?" Mindful Ambassadors is one answer to that question: a training program in mindfulness and teaching skills for graduate students and Residence Life leaders at the University of Arizona. These students, as Ambassadors, present workshops from 10 to 60 minutes long in residence halls, classrooms, and other campus venues.

The menu of mindful practices includes somatic movement, self-massage, conscious breathing, and meditation. In this morning’s presentation, we will explore techniques from each of these areas, with references to supportive literature. We will also reflect on the teaching methodology and possible applications. Preliminary evaluation data on the first months of the program focus on stress, well-being, and attitudes toward school.

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**Mandala, Rangoli, Gahuli: The Uses of Ephemeral Art in Higher Education**

10:30 to 11:30am, Modern Languages Building Room 301

**Alison C. Jameson**, Visiting Assistant Professor, East Asian Studies
Visiting Assistant Professor, Religious Studies University of Arizona

**Session Focus:** Contemplative Pedagogy Strategies and Practices  
**Type of Presentation:** Participatory Session

**Abstract:** This workshop will begin with a brief overview of the sacred origins of ephemeral art; the bulk of the session will be hands-on. At the end of this session, participants will be able to conduct a similar exercise in their own classrooms. I will lead participants in planning and creating ephemeral art in small groups. The material will probably be seeds native to Arizona, varying in color, shape, and size to allow for artistic creativity. At the end of the guided art project there will be time for each group to appreciate others’ work. Participants will then return to their own tables to sweep away their designs. Finally, the seeds will be gathered into small bags and distributed to any conference attendee who would like one, in the same spirit in which mandala sand and rangoli powder is spread and shared.
11:30 to 1:30pm, Lunch on your own. We will have a resource list of nearby places to have lunch.

Also, there will be an option to join a lunch time discussion led by Erin Dokter and Alison Jameson on Sharing Instructional Practices in Contemplative Pedagogy. Location TBA.

Classroom Meditation for Honors Students and Other Specialized Student Populations

1:30 to 2:30pm, Modern Languages Building Room 311

Bonnie G. Colby, PhD, Professor, Agricultural-Resource Economics Professor, Hydrology and Water Resources, Professor, School of Geography and Development, The University of Arizona

Session Focus: Contemplative pedagogy strategies and practices
Type of presentation: Findings and experience, participatory component

Abstract: Can CP practices be beneficially tailored to specialized student populations? Which categories of students would seem likely to benefit from classroom meditation designed with their characteristics in mind? In what ways might meditation offerings be usefully varied across student populations?

CP practices and findings are presented based on two recent semesters of teaching meditation for Honors students at the University of Arizona. The undergraduate Honors classes were 8-12 weeks long, met weekly and provided 2 units of credit. Findings will be summarized on: student evaluation of their meditation sessions, self-reported changes in sense of self combined with professor’s observations of students over the semester; and the contribution of meditative practice to cultivating insights and discoveries in one’s personal life as well as in academic disciplines.

The session will include a dialogue among those attending on developing CP practices for other specialized students populations, on the pros and cons of
requiring students to keep meditation journals and submit these to the course instructor, and on having students self-assess aspects of their meditative experience.

**Contemplation and Creativity**

3 to 4pm, Modern Languages Building Room 311

**Bonnie J. Eckard, Ph.D.**
Professor of Theatre  
Director of Graduate Studies  
Barrett Honors Faculty  
School of Film, Dance and Theatre  
Herberger Institute of Design and the Arts  
Arizona State University

**Session Focus:** Contemplative Pedagogy Strategies and Practices  
**Type of Session:** Presenting of findings and experience along with opportunity for participants to participate in a short exercise in embodied deep practice.

**Abstract:** How can contemplative practice help students enhance creativity? How can presence be cultivated in the classroom? These questions are central to the pedagogy developed for *Contemplation and Creativity*, a three-credit course offered to undergraduate honors students at Arizona State University. Students practice various methods of contemplative practice including conscious movement and stillness, learn the principles and discipline of deep practice in a self-chosen creative discipline, and review literature in neuroscience and psychology demonstrating how attention, intention, and contemplative practices impact brain function.

In this presentation, I will introduce the course intention, objectives, and methodology. I will provide an overview of the skillset that students practice throughout the semester and offer an opportunity for participants to actively engage in a short exercise of embodied deep practice that students practice in every class. Finally, I will introduce some avenues that students use to share the creative work they have developed over the semester.
Roundtable Discussion- A State Wide Consortium for Contemplative Pedagogy in Arizona

4:15 to 5pm, Modern Languages Building Room 311

Everyone is welcome to participate in this discussion around forming a statewide Contemplative Pedagogy Consortium for Arizona. What would this group consist of, what could we offer, what would be our structure? Originally this symposium was proposed to support the group at the University of Arizona. However, after being in existence for a year and a half we have found that there is much interest in the state at the other Universities and at Community Colleges in the topics we discuss.