Contemplative Pedagogy and Revitalization of Teacher Education

Heesoon Bai, Charles Scott, Beatrice Donald

Abstract

The prevailing conception and practice of education perpetuates a civilization saturated with a deep sense of ontological disconnect and axiological crisis in all dimensions of human life. We examine the disconnect from body, senses, and world in the practice of education. We explore the possibilities in the burgeoning contemplative education movement for reconnection offered by holistic, experiential approaches to learning, in particular, contemplative practices that manifest the arts of somatic, sensuous, relational, and contextual awareness.

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ISSN: 1923-1857
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The role of contemplative practice in adult education has a long history if one includes traditional monastic education in Asia and the West. Its use in American higher education is, however, more recent and more limited. However, contemporary pedagogy and curriculum generally exclude a fundamental way of knowing—the contemplative—from any viable role in education in favor of a rational and empirical approach. As a result, few mainstream teachers or curriculum planners have explicitly integrated the contemplative into the classroom. Yet, contemplative knowing has been described as fundamental to the quest for knowledge and wisdom and complementary to analytic processing. Pedagogical abilities are the totality of the individual psychological features of the teacher's personality that meet the requirements of pedagogical activity and determine success in mastering this activity. The difference between pedagogical abilities and pedagogical skills is that pedagogical abilities are characteristics of the individual, and pedagogical skills are separate acts of pedagogical activity carried out by a person at a high level. Among such qualities - pedagogical duty and responsibility. Guided by the feeling of
pedagogical duty, the teacher is always in a hurry to help children and adults, all who need it, within their rights and competence; he is demanding of himself, strictly following the peculiar code of pedagogical morality. EDITORIAL Open Access Contemplative Practice: Philosophy, Pedagogy, and Science Christopher Miller Correspondence: chpmiller@ucdavis.edu University of California, Davis harmony with and even enhance the goals of a classic liberal arts education. Fort shares the history of the development of TCU's own contemplative studies program, providing a potential template for how one might develop such a program at their home institution. With much experience in this arena, Fort also problematizes the use of contemplative studies in a religious studies curriculum and offers useful resources for exploring existing scholarly debates. Contemplative Pedagogy and Revitalization of Scott Donald Contemplative Pedagogy and Revitalization Documents.