

# Welcome!



## Designing Courses with Contemplative Pedagogy *Online*

Kai Dailey, Graduate Student  
Presenter

**We'll begin shortly.**



CALIFORNIA STATE UNIVERSITY  
FULLERTON

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## Designing Courses with Contemplative Pedagogy *Online*

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### Let's get started...



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For slide deck and resource page:

**[www.kailynndailey.com/research](http://www.kailynndailey.com/research)**

## Key Takeaways

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Interdisciplinary research adds insight and nuance to our understanding of a contemplative method before selection and use

## Key Takeaways

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Aligning contemplative methods with the unique affordances and context(s) of the online space enhances transformative learning potential

# Presentation Overview

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1. Overview of contemplative pedagogy and the tree of contemplative practices
2. Share findings of my interdisciplinary research project using secondary sources
3. Situated cognition and affordances of online instruction
4. Example contemplative discussion prompt

# Outline

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1. Quick overview of contemplative pedagogy and the tree of contemplative practices
2. Findings from interdisciplinary research project using secondary sources
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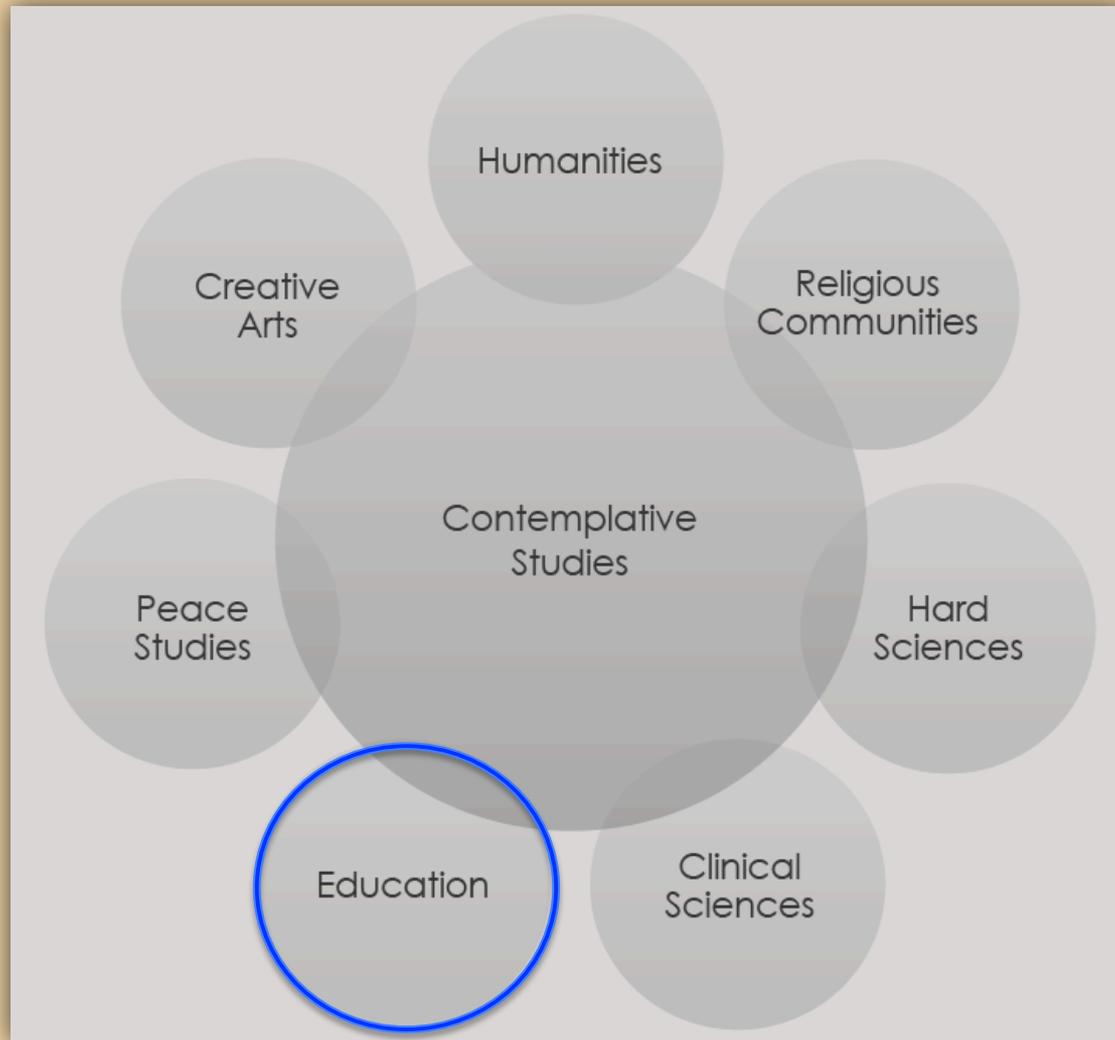
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# **What is contemplative pedagogy?**

Source: (Komjathy, 2015, p. 728)



**Contemplative Pedagogy** situated within  
**Contemplative Studies as Interdisciplinary Field**

Image/Source: (Komjathy, 2017, p. 20)

**Teaching and learning informed  
by and perhaps as an expression  
of contemplative practice.**

**Methods**

Outcomes

Presence

Methods  
**Outcomes**  
Presence

Methods  
Outcomes  
**Presence**



learning  
 Awareness  
 Self-awareness  
 outcomes  
 Altruism  
 Creativity  
 memory  
 Self-knowledge  
 Emotional Balance  
 Secular Contemplation  
 Compassion education  
 Patience  
 Contemplative Organizations  
 Leadership  
 Stress-reduction  
 Pedagogical Techniques  
 Clinical Goals  
 focus Doorway-to-change  
 Community  
 Personal/Social  
 Teaching Content  
 Transformation  
 Justice Connection  
 Kindness  
 Empathy  
 attention  
 Healing

# Outcomes

Cultivated  
Compassionate  
Contemplative  
Embodiment  
Experienced  
Mindful  
Open  
Presence  
Reflective  
Non-judgmental  
Patience  
Facilitator  
Present  
Clarity

Image: Kai Dailey

Source: (Brown, 2011, p. 75; Komjathy, 2017, p. 14)

# What does it mean to be Contemplative?



Image: University of Southern Indiana  
Source: (Komjathy, 2015, p. 728)

# Labyrinth of Contemplative Practice

**Religious/Spiritual and Secular approaches share common qualities (methods and goals):**

Attentiveness

Awareness

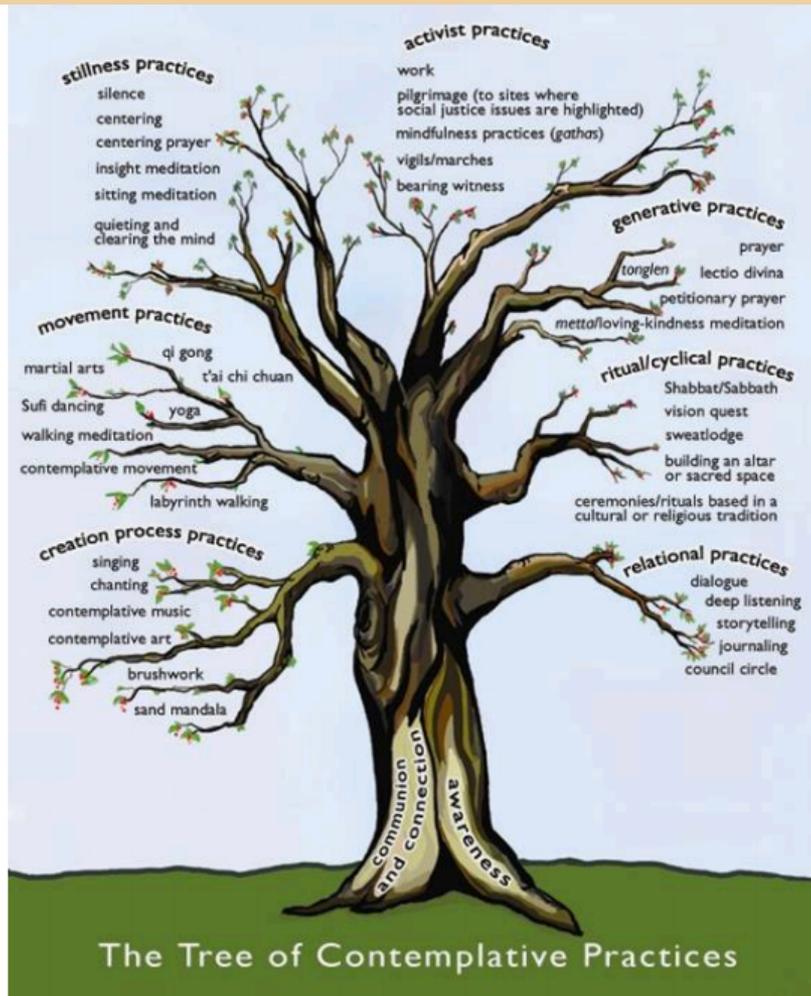
Interiority

Presence

Silence

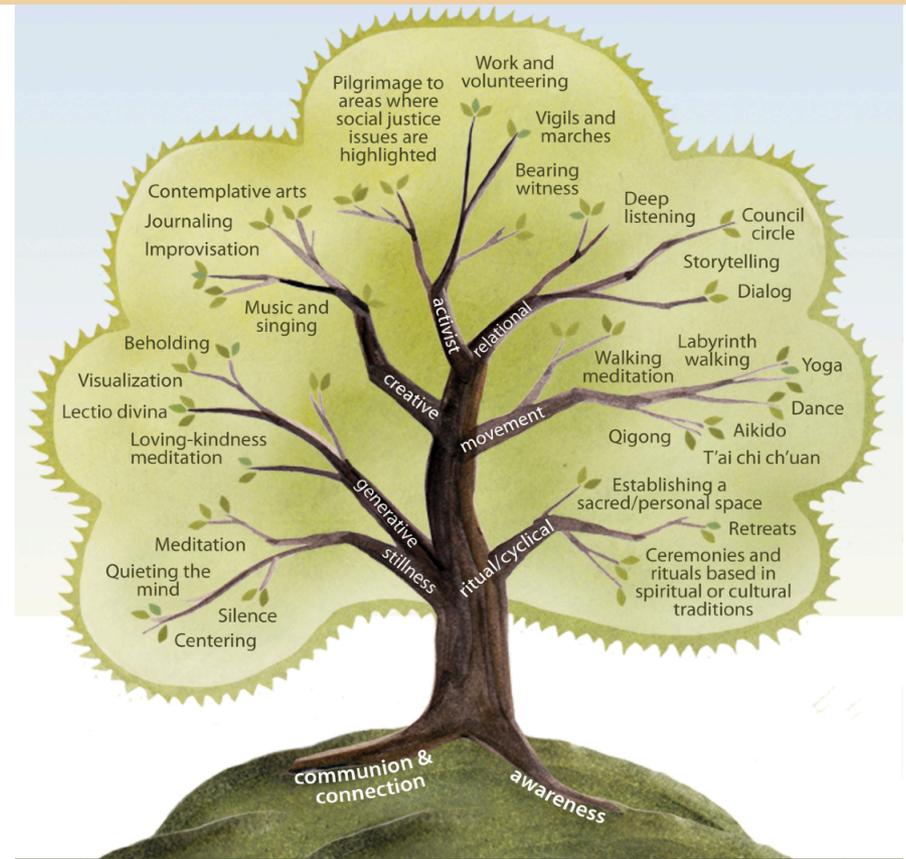
Transformation

A deepened sense of meaning and purpose



2004

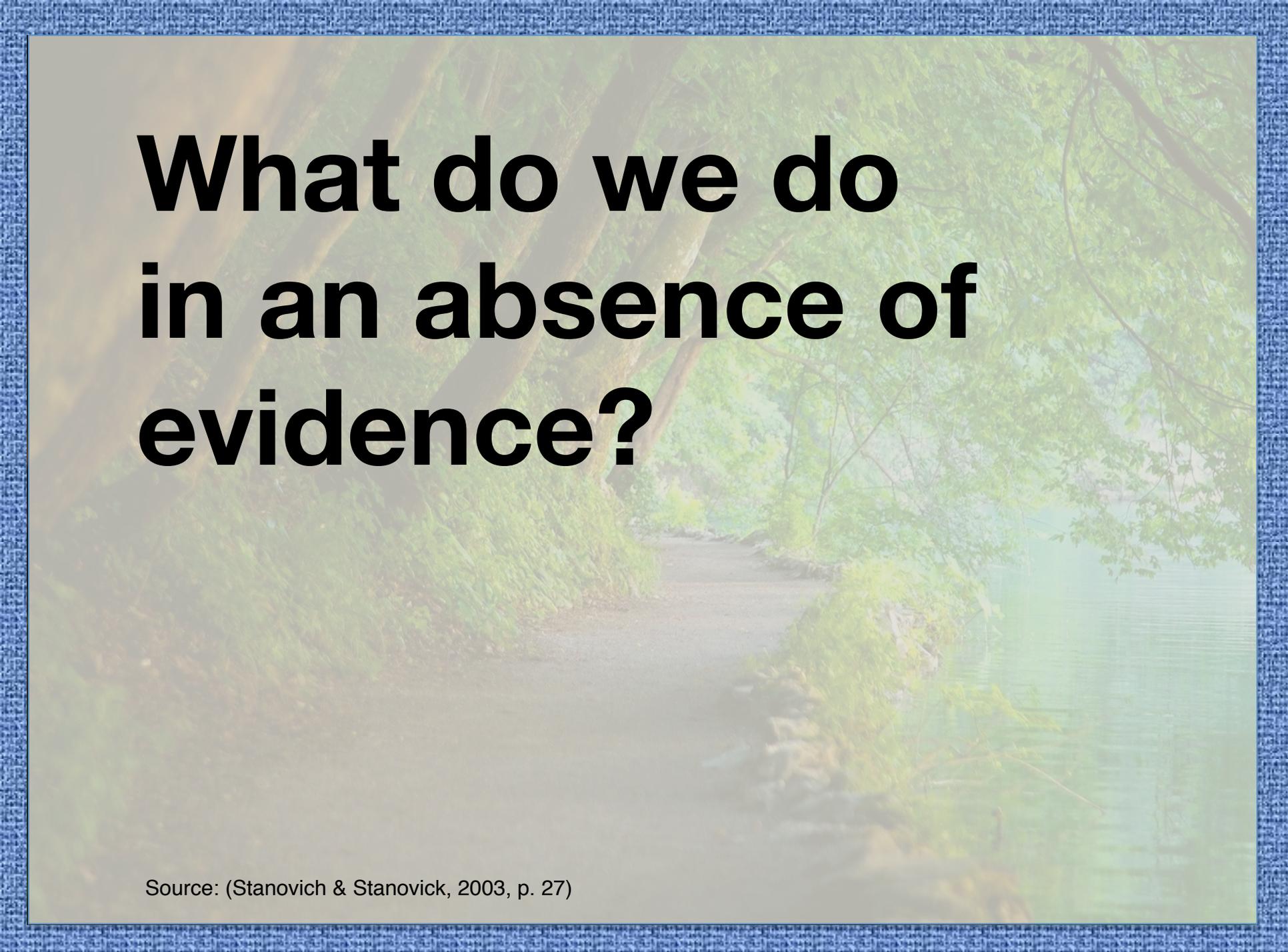
Image/Source: (Duerr & Bergman, 2004, p. 37-42)



# The Tree of Contemplative Practices

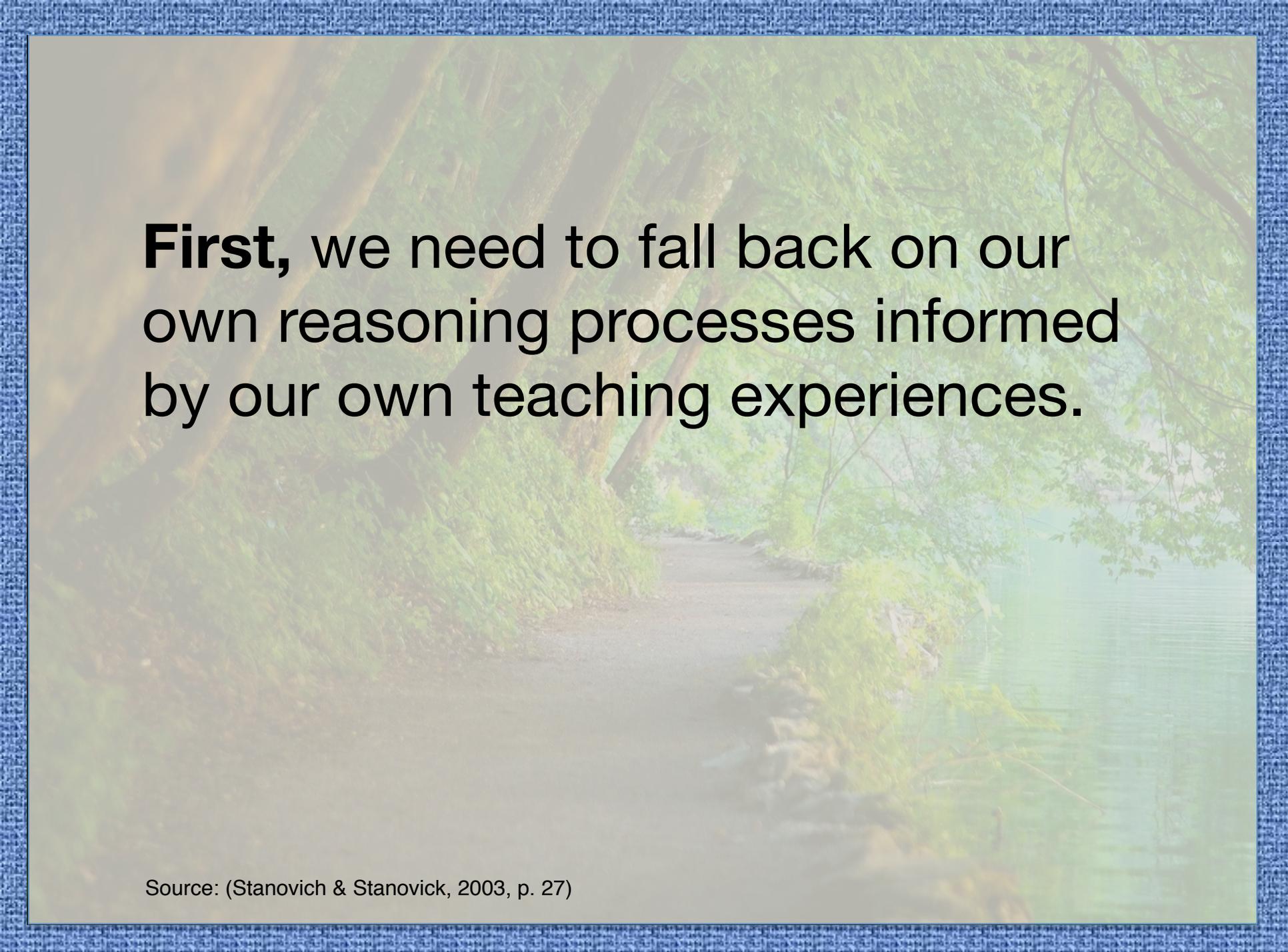
Revised

Image/Source: (Duerr & Bergman, n.d.)



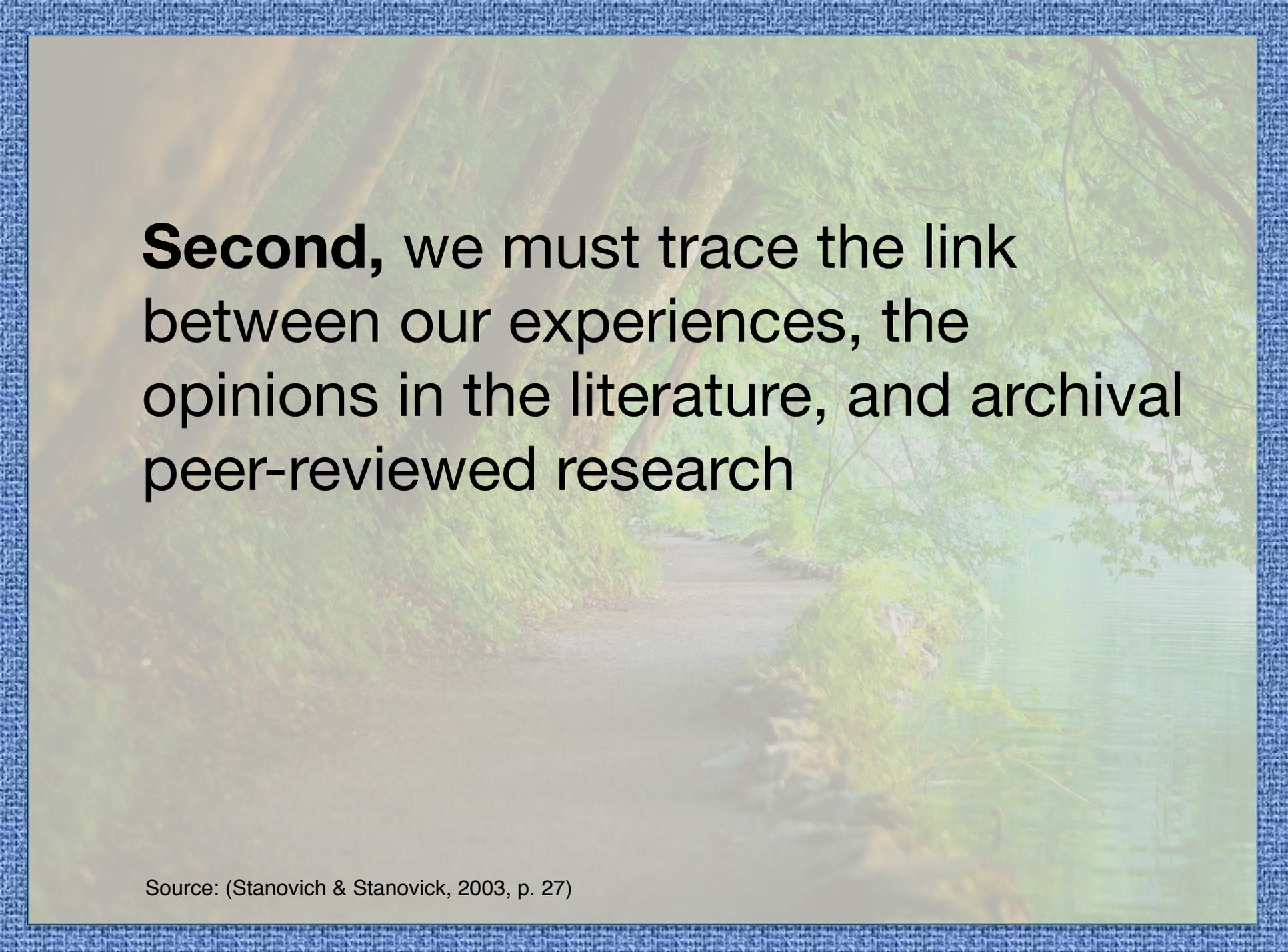
# **What do we do in an absence of evidence?**

Source: (Stanovich & Stanovick, 2003, p. 27)

A scenic view of a dirt path leading through a lush green forest towards a body of water. The path is in the foreground, leading the eye into the distance. The trees are dense and green, with sunlight filtering through the canopy. The water is visible on the right side of the path, reflecting the surrounding greenery.

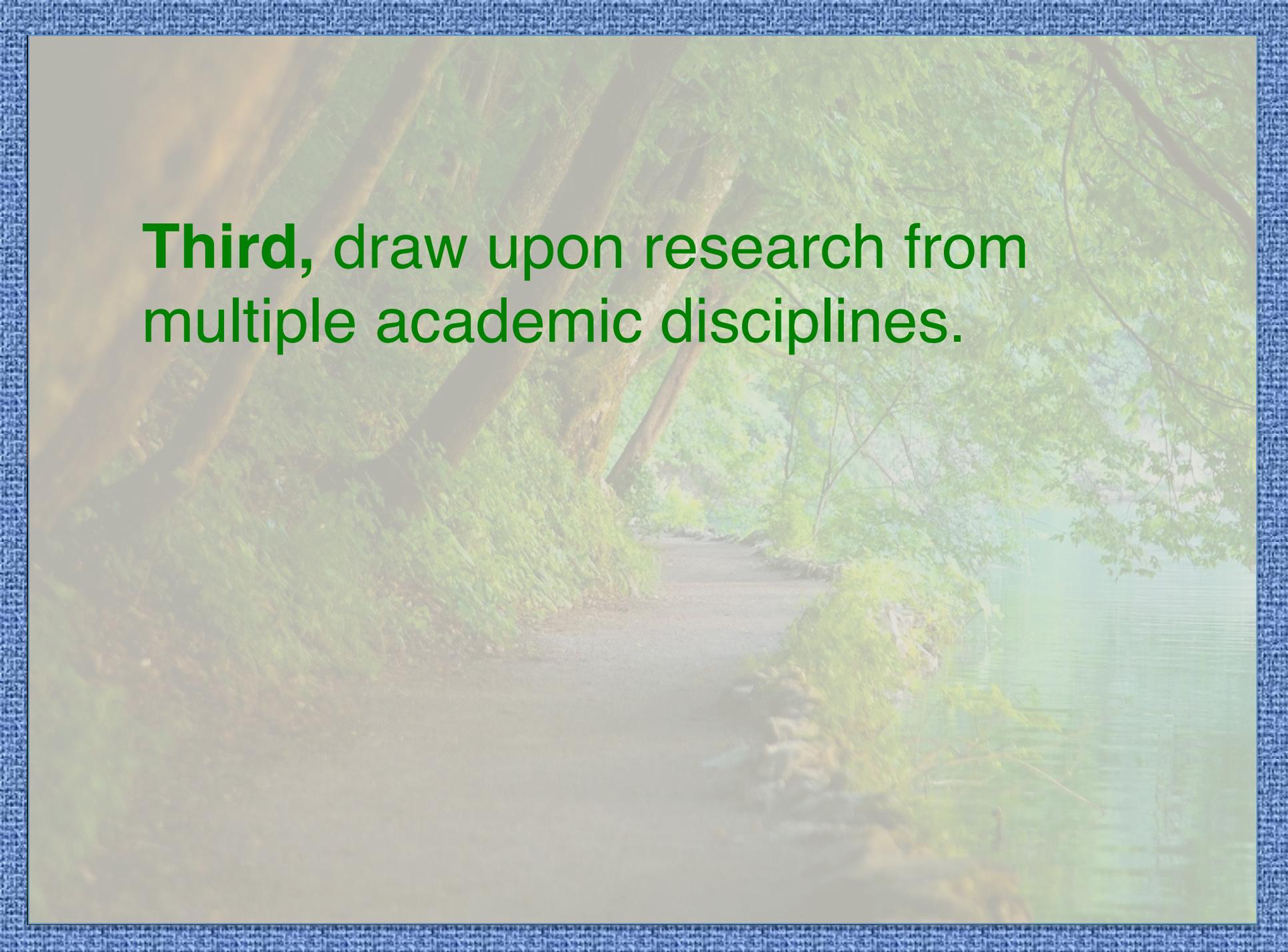
**First,** we need to fall back on our own reasoning processes informed by our own teaching experiences.

Source: (Stanovich & Stanovick, 2003, p. 27)

A scenic view of a dirt path leading to a lake, surrounded by lush green trees and foliage. The path is in the foreground, leading towards a body of water in the distance. The trees are dense and green, creating a natural setting. The overall atmosphere is peaceful and serene.

**Second,** we must trace the link between our experiences, the opinions in the literature, and archival peer-reviewed research

Source: (Stanovich & Stanovick, 2003, p. 27)

A scenic view of a dirt path leading through a lush green forest towards a body of water. The path is on the left, and the water is on the right. The trees are tall and dense, with vibrant green foliage. The overall atmosphere is peaceful and natural.

**Third,** draw upon research from multiple academic disciplines.

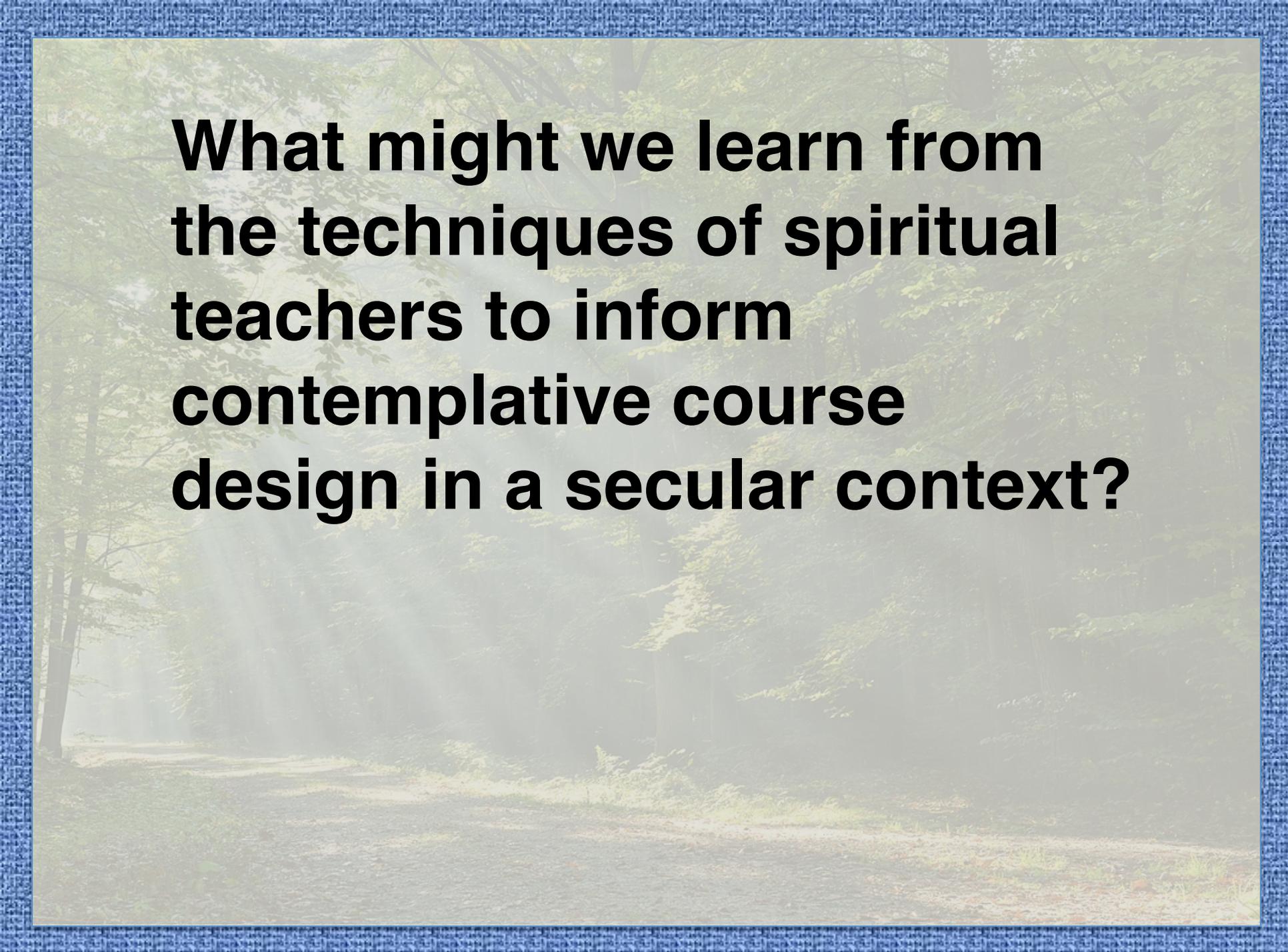
# Gather Perspectives

Religious Studies

Learning Science

Cognitive and Neuroscience

Anthropology

A photograph of a misty forest path. The path is paved and leads towards a stone archway in the distance. The trees are lush green, and the mist is thick, creating a serene and somewhat ethereal atmosphere. The path is flanked by grass and small plants. The overall scene is quiet and contemplative.

**What might we learn from  
the techniques of spiritual  
teachers to inform  
contemplative course  
design in a secular context?**



# **One-pointed meditation (or single object meditation)**

Image: Lunasgrimoire.com



Image: Tibetan Nun Project  
Source: (Dryfus, 2008)



Source: COO by Pixbay



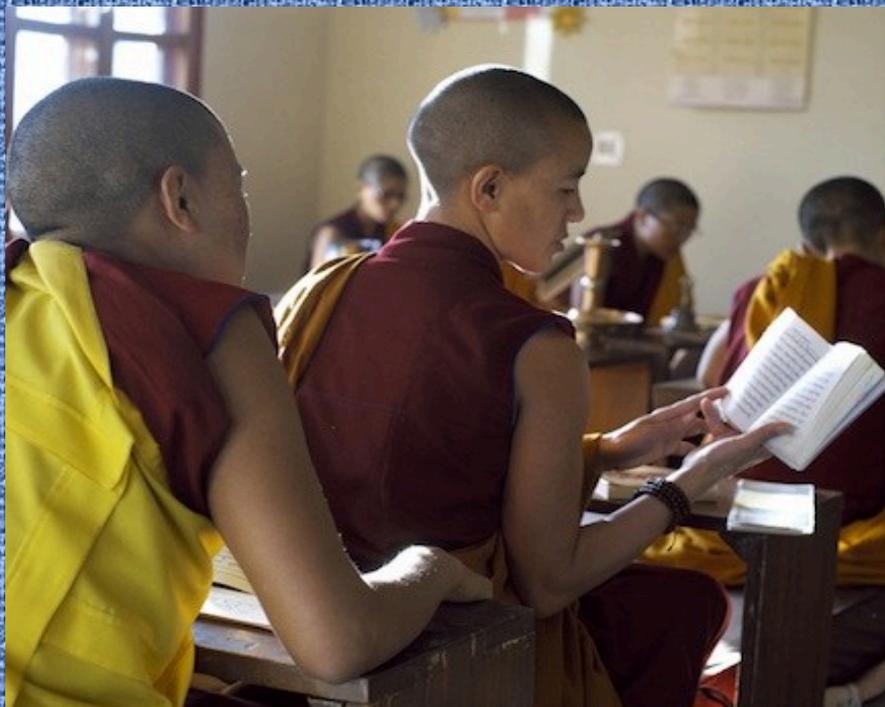
Image: COO by Pixbay  
Source: (Powers, 1995)



Image: [dailytelegraph.com](https://www.dailytelegraph.com)



Image: Steve Hicks School of Social Work, University of Texas Austin



Reconciling the larger Tibetan purpose of meditation and Western clinical and educational use

# Situated Cognition



“...the context itself shapes the learning.”

Image: [dailytelegraph.com](http://dailytelegraph.com)

Source: (Merriam & Bierema, 2013, p. 118)

# Affordances



Opportunities built into the learning context.

# Affordances of Online Learning



**“Stranger on the train”**

# Affordances of Online Learning

**Discussions List** Subscriptions Settings Help

filter by: Unread Hide All Topics

**Weekly Discussion Questions** Hide Topics for Weekly Discussion Questions

Topic	Threads	Posts	Last Post
<b>Week 1: Introduce Yourself</b> <span>Introduce yourself to the class. Tell us about your likes and hobbies, your education and career goals, etc.</span>	3	3	 WILBUR WILDCAT Feb 13 at 1:24 PM
<b>Week 2: Questions from Chapters 2-4</b> <span>This week, post your impressions of Chapters 2-4 in the text. Once you've done this, you will also need to respond to at least one classmate's post on the material.</span>	0	0	

**Discussion accessible anytime**

# Affordances of Online Learning



**Plenty of time for reflection**

# Affordances of Online Learning



**Immediate links to alternative resources**

# Affordances of Online Learning



**Learn anywhere**

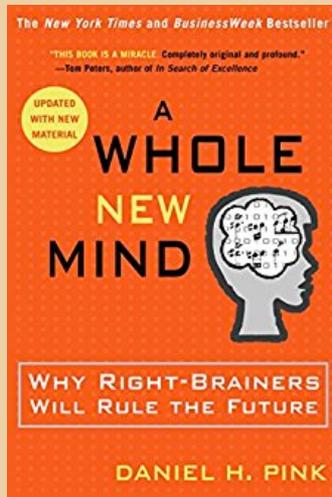
Image: Learnbox.in

Source: (Cranton, 2014, p. 57)

# Instructional Design

## Online Grad Course = 17 Students

Optional Contemplative Discussion Participants = 10



“Put It on the Table Exercise”  
modified as online discussion  
prompt.

Source: (Pink, 2006, p. 108, [Kindle])

# Put It on a Table Exercise

1. Select an object in your life that holds a special place in your heart.
2. Place it on the table in front of you or hold it in your hand.
3. Explore questions related to experiencing the object

# Pairing Pink's Main Point with Instructional Design

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“Developing the ability to consciously select designs that connect with our emotions should help us populate our lives with meaningful, satisfying objects and not just more stuff.”

# How might regularly engaging in this exercise influence instructional design practice?

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**“...I think facilitators and instructional designers need to select images and words using thoughtfulness and analyzing them through a different lens to ensure that they are conveying the message or emotions that they intended.”**

# How might regularly engaging in this exercise influence instructional design practice?

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**“...choosing an object that I truly enjoy looking at, and asking myself why this appeals to me, is an exercise I plan to engage in more often.”**

How might regularly engaging in this exercise influence instructional design practice?

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**Potentially useful for ID practice**

-3 out of 4 discussion participants

# Features & Outcomes

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- Engaged learners' immediate surroundings
- Prompted for sensory engagement
- Facilitated cognitive and affective reflection
- Connected the exercise directly with the course content
- Motivated learners to share interesting personal stories with each other
- Introduced a potentially useful contemplative tool to aid in the design process

# Instructor Presence

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- Record a video sharing your own object
- Encourage students to post images or videos of their objects
- Regularly offer optional contemplative discussion prompts and activities
- Use emotionally expressive language on discussion boards
- Speak openly about your own reflective practices and/or model them in video meetings or recorded video content

# Key Takeaways

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Researching methods from  
different perspectives

Pairing contemplative practices  
with the unique characteristics of  
online learning

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# Contemplative Pedagogy Resource

Association for Contemplative Mind in Higher  
Education at [www.contemplativemind.org](http://www.contemplativemind.org)

**Questions or Comments?**