



Designing Courses with Contemplative Pedagogy

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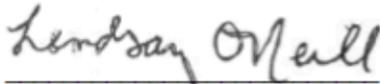
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## Abstract

Contemplative pedagogies are secularized forms of traditionally religious practices adapted for use within conventional higher education courses. They are most commonly used adjunct to standard instructional methods. Practices include meditation, silence, *lectio divina*, and beholding, among others. Despite the expanding use of contemplative pedagogy, there continues to be a dearth of research on experimental higher education outcomes. This research gap is due in part to an absence of rigorous theoretical work on contemplative practice as pedagogy. Deeper analysis of these approaches is needed to understand them from an instructional design perspective. Drawing on religious studies and anthropology, a framework for research and analysis is proposed that combines learning science with a contextual understanding of how contemplative practices are used in traditional religious instructional contexts. Cooperative efforts among scholar-practitioners are needed to investigate how instructional design and contemplative pedagogy might intersect and influence each other. A webinar presentation on the topic was developed for higher education professionals to encourage collaborative efforts to address the current research gap.

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## **CHAPTER 1**

### **CONTEMPLATIVE PRACTICES IN HIGHER EDUCATION**

#### **Introduction**

The use of contemplative practices within the higher education classroom was once commonplace in the medieval university (Stock, 2006). Its recent reemergence reflects the growth of a modern contemplative education movement organized in the early 1990s around scientific investigations into meditation and the experimental use of contemplative pedagogies by higher education faculty since the 1970s (Morgan, 2015). Seitz (2009) put forward that the increasing use of contemplative instruction in college classrooms, spurred by growing support from developing social structures within the academy, might signal the beginning of a significant shift toward a mindfulness paradigm. Such a change, according to Coburn (2005), would “bring secularism and spirituality into happy coexistence in the academy” (p. 60). Similarly, Roth (2008) viewed contemplative pedagogy as a necessary challenge to the Western academy’s “cognitive imperialism,” which he described as an “ingrained, unreflective and ethnocentric” emphasis on the empirical, a meaning perspective he contended is in urgent need of inter-subjective reappraisal (p. 1-2). Many contemplative education proponents expressed kindred sentiments in support of contemplative pedagogy’s use in higher education (Coburn et al., 2011; Eaton, Davies, Williams & MacGregor, 2017; Fort & Komjathy, 2017; Zajonc, 2006). Arthur Zajonc (2013), an influential leader within the movement, described contemplative pedagogy’s widespread incorporation (particularly meditation) into a multiplicity of curriculums as “a quiet pedagogical revolution” both in the United States and abroad (p. 83).

The Association for the Contemplative Mind in Higher Education, a key education, advocacy and research organization for the movement, broadly defined contemplative pedagogy as practices used to cultivate concentration, deep reflection, self-awareness, and empathy (Hammerle, 2015). Contemplative pedagogies include, but are not limited to, secularized forms of traditionally religious practices adapted for use as instructional tools. Examples of practices used in face-to-face and online courses include meditation, self-reflection, silence, tai chi, yoga, beholding, and *lectio divina* (Duerr, Zajonc, & Dana, 2003; Duerr, 2004). When used within traditional courses and combined with standard instructional methods, practitioners believe that such practices improve objective thought and analysis as well as assist in the development of social concern, emotional intelligence, and metacognition (Seitz, 2009; Palmer, Zajonc, & Scribner, 2010).

Fisher (2017) noted, “Many contemplative practices are rooted in religious or spiritual traditions which are easily misrepresented when used outside their communities” (p. 9). Burack (2014) explained that he used contemplative practices from Hindu, Buddhist, Taoist, Jewish, Christian, and Islamic traditions. Burack (2014) stated, “Of course, I do not have expert knowledge in all of these traditions, but I value and am experienced with the contemplative practices I do lead. The issue of legitimacy is even more complex and problematic” (p. 48). This is a highly contestable area within the field of contemplative education, especially for religious studies researchers who consider the lack of scholarly depth and expertise among instructor-practitioners as potentially contributing to the marginalization or misrepresentation of world religions (Karna, 2013; Komjathy, 2015).

Karna (2013) expressed concern for how the “expertise and qualification of contemplative educators” could be discerned and vetted (p. 73). Burack (2014) discussed the qualifications instructors need before they use contemplative methods in the classroom including at least “two years of regular meditation” and a commitment to teach only what they “understand and value” and personally know (p. 45). Burack (2014) stated that so far based on his observations most instructors who use contemplative exercises are experienced practitioners, but if there is continued advocacy for a wider use of contemplative pedagogy, less experienced instructors are bound to try it, and, if so, the need for training and guidelines will then become more urgent.

Additionally, the use of contemplative pedagogy in higher education lacks empirical support (Zajonc, 2016). The majority of peer-reviewed articles on contemplative pedagogy consist of antidotal narratives, with the exception of empirical outcomes attributed to meditation and mindfulness as summarized in the meta-analysis by Shapiro, Brown and Astin (2008), which suggested improved student focus, attention, information retention, and test scores. Scholarly publications continue to attend primarily to the advocacy of the contemplative education movement and descriptions of contemplative instruction. Currently only a limited number of experimental studies examines higher education outcomes, and a sparse selection of peer-reviewed sources propose theoretical explanations for how contemplative learning might occur in the higher education context.

### **Rationale**

The limited research on experimental outcomes extends from an absence of theoretical work on teaching with contemplative methods. Despite the expanding use of

contemplative pedagogy (Duerr, 2011), it remains a “relatively marginal phenomenon” primarily because “a rigorous conceptualization of contemplative practice as pedagogy” has yet to be developed (Ergas, 2013, p. 4). Deeper analysis of these “ancient sacred technologies” (Wiethaus, 2016, p. 7), such as meditation, silence or beholding, for example, is needed to understand them from an instructional design perspective. A framework for analysis to evaluate the role of adult learning theory in mapping contemplative pedagogies to realistic learning outcomes potentially provides two essential benefits for instructional designers and instructors. The first benefit promises deeper integration of contemplative exercises into higher education courses. And the second supports the development of testable direct instructional strategies. Cooperative efforts among scholar-practitioners are needed to investigate how instructional design and contemplative pedagogy might intersect and inform each other. Networking higher education professionals with one another may create interest and opportunity for the development of collaborative efforts to address the current research gap.

### **Statement of Purpose**

In an effort to reach this constituency, a webinar to generate interest and discussion regarding the use of an analytical framework for the selection of contemplative pedagogies was developed. Online professional development opportunities facilitate connections between colleagues regardless of field, institutional affiliation, or geographic location (Reilly, Vandenhouten, Gallagher-Lepak, & Ralston-Berg, 2012) and provide a convenient means to share information. The webinar sought to provide opportunity for contemplative practitioners who felt isolated or who felt a lack of institutional support (Barbezat & Pingree, 2012; Duerr, Zajonc, & Dana, 2003) to find

others who share their interests. Additionally, the webinar included introductory information and question and answer opportunity for educators curious about contemplative practices.

The webinar sought first to share preliminary research supporting the idea that pedagogical analysis of contemplative practices might contribute to informed selection criteria. And second it attempted to initiate conversation between interested higher education professionals related to the benefits of combining instructional design principles and contemplative pedagogy for the purposes of encouraging further research on the topic.

### **Research Questions**

Through the process of constructing the instructional product, four primary questions were addressed:

1. How effective is the webinar delivery format for instructing geographically distributed learners on the topic of contemplative pedagogy?
2. What aspects of direct instruction should be present for an effective webinar presentation?
3. How might adult learning theory be used in the design of a professional development webinar?
4. What assessment strategy should be used to evaluate webinar effectiveness?

### **Operational Definitions of Terms**

The definitions included in this section reflect the relevant literature reviewed during the development of the learning product. The explanation of key terms included

serves to clarify meaning and to delimit the scope of scholarly consideration to only what is relevant to the learning product described in this paper.

### *Terms*

**Contemplative pedagogy.** No consensus yet exists on a precise definition. Descriptions in the literature point to self-reflective, activity-based approaches to teaching and learning that may or may not be regarded by practitioners as spiritual (Duerr, Zajonc, & Dana, 2003). These approaches are said to “support the development of student attention, emotional balance, empathetic connection, compassion, and altruistic behavior, while also providing new pedagogical techniques that support creativity and the learning of course content” (Zajonc, 2013, p. 83). On one end of the spectrum of use, instructors develop secularized versions of traditionally spiritual practices as pedagogical tools (Komjathy, 2015; Komjathy, 2017) and, on the other end, they may simply bring self-reflective purpose to traditionally non-contemplative activities. Examples of contemplative pedagogies include deep listening, silence, yoga, reflective writing, artistic self-inquiry, and a variety of meditation approaches.

**Webinar.** According to Zieliński, Jaruga, Hofmann, Machdaoui, Sikorska, and Kerler (2013), webinars are distinct from webcasts, which are one-way broadcasts with limited learner interaction. Webinars instead provide opportunities for interaction and collaboration between attendees and presenter. Webinars are live, internet-based interactive broadcasts viewed within a standard browser or specialized software. Attendees must have access to an internet-enabled computer or handheld device with headset or built-in speakers and microphone. Webinars are also often recorded and

distributed for later viewing as a video, which potentially increases the audience reach but also limits options for interactivity during playback.

Webinars may be formed from a combination of passive and interactive elements. Passive elements may include a Microsoft PowerPoint presentation, video playback, or a demonstration and do not require action from the attendee. Interactive elements may include the use of the chat box, polling features, question and answer periods, group discussions between attendees, open microphone conversations between attendees and the presenter, screen sharing by attendees, or other activities that require active attendee participation. Throughout this paper, the terms webinar and instructional product are used interchangeably and refer to the entire webinar, which includes both passive and interactive elements. The combined term *webinar presentation* is used to refer to the Microsoft PowerPoint presentation component of the webinar. This distinction is relevant as Instructional Design Experts (IDEs) and Subject Matter Experts (SMEs) were asked to evaluate only the webinar presentation component.

**Instructional designer.** The webinar was researched, developed, and presented by one person. The term instructional designer is used when referring to development tasks typically completed by an instructional design professional. In this project, instructional designer and presenter refer to the same person performing two distinct roles.

**Presenter.** In addition to researching and developing the webinar, the instructional designer also served as the presenter. The term presenter is used to refer to tasks typically performed by a webinar host or instructor. In this project, presenter and instructional designer refer to the same person performing two distinct roles.

### **Assumptions and Limitations**

The following assumptions related to the learning audience's needs guided the development of the learning product:

1. The direct instructional needs of both instructional designers and faculty are similar as related to contemplative pedagogy.
2. Instructional designers and faculty possess a range of complimentary and overlapping skillsets, experiences, and instructional goals.

The following limitations influenced the research, development and evaluation of the learning product:

1. The literature review included only contemplative education and professional development articles relevant to the learning product.
2. The webinar focused on the pedagogical evaluation of contemplative exercises rather than instruction in their use.
3. For the purposes of excluding articles on the subject of personal meditation practices for instructors, the search terms mindfulness and meditation were omitted.
4. No articles that addressed professional development in the field of contemplative education or contemplative pedagogy appeared in search results.
5. Articles pertaining to the professional development of instructional designers were excluded from search results.
6. Training approaches specific to instructional designers were not considered during the development of the learning product.

7. The evaluation criteria excluded the question and answer portion of the webinar.

### **Overview of Remaining Chapters**

This five-chapter project paper describes the development of a webinar for higher education professionals. Chapter 1 contains the statement of purpose and rationale, definitions of key terms, and project assumptions and limitations. Chapter 2 contains a literature review of sources related to the instructional strategies selected. Chapter 3 describes the development and evaluation criteria for the webinar. Chapter 4 describes the webinar's learning objectives and content. Finally, Chapter 5 provides a brief narrative of the webinar's implementation, the instructional designer's reflections, and a summary of the IDE and SME evaluators' findings.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The use of contemplative pedagogy in higher education classrooms lacks empirical support. The current dearth of research on experimental outcomes extends from an absence of theoretical conceptualization regarding contemplative exercise as pedagogy. A deeper analysis of activities such as meditation, silence or beholding, for example, is needed to understand them from an instructional design perspective. A framework for analysis to evaluate the role of adult learning theory in mapping contemplative pedagogies to realistic learning outcomes potentially provides two essential benefits for instructional designers and instructors. First, it may facilitate deeper integration of contemplative exercises into higher education courses. Second, it may support the development of testable direct instructional strategies. Developing a webinar on the topic and successfully connecting higher education professionals with each other may create interest and opportunity for the development of collaborative efforts between instructional designers and teaching faculty to address the current knowledge gap about how learning occurs with contemplative pedagogy.

In the next section, a review of articles relevant to online training, webinars, and communities of practice as they relate to the proposed webinar provide insights into the use of direct instruction and whether or not webinars offer a useful professional development experience. Although no peer-reviewed sources could be located that specifically address appropriate training methods for teaching faculty how to use contemplative pedagogy, inferences drawn from the general professional development literature suffice to answer the question. This chapter consists of five sections:

- Effective Instructional Delivery Format for Geographically Distributed Learners
- Aspects of Direct Instruction Needed for an Effective Webinar
- Adult Learning Theory in the Design of a Professional Development Webinar
- Assessment Strategy to Evaluate Webinar Effectiveness
- Discussion

### **Effective Instructional Delivery Format for Geographically Distributed Learners**

The proposed learning audience for the *Designing Courses with Contemplative Pedagogy* represents a niche interest among education professionals distributed throughout the world (Zajonc, 2016). An effective distance learning delivery format was required. Reilly et al. (2012) discussed the logistical requirements of putting together remote programs of professional development. The authors studied the successful development of a multi-campus, community of practice and found that the effective management of logistical requirements needed to maintain an online community across time, distance, and institutions were critical to successful long-term engagement. This included regular communication, thoughtful scheduling, delegation of responsibility, explicit invitations for action, and frequently updated, logically organized content. Some learning communities may develop spontaneously through social media while others develop from institutional membership. The use of social media and teaching and learning centers as an initial outreach to interested faculty successfully facilitate the formation of communities of practice. As the proposed webinar aims for a broad audience rather than a campus specific one, social media as well as outreach to relevant campus entities appear logical choices to advertise the webinar.

### **Aspects of Direct Instruction Needed for an Effective Webinar Presentation**

Johnson and Cooper (2013) found that successful learning communities integrated opportunities for direct instruction through readings, videos, lessons, or reference materials. Access options included on-demand or synchronous formal training programs. Effective online professional development required that faculty had access to technology and the willingness to develop basic digital skills to navigate online. Additionally, while online training content promised a potentially wide and cost effective reach long-term, initial development typically proved time intensive and expensive to create. Johnson and Cooper (2013) note that many staff or faculty designers responsible for creating online professional development resources lack knowledge in learning theory and online pedagogies.

### **Adult Learning Theory In the Design of a Professional Development Webinar**

In fact, according to McQuiggan (2012), the incorporation of adult education frameworks into faculty training began relatively recently. The author found no discussions of adult learning models present in the academic training literature prior to the late 1990s. Using an instructional design development model potentially improved faculty training efficiency. Beginning the design process with a needs assessment, for example, informed a more accurate selection of training content between “online technology, pedagogy or both” (Frass, Rucker, & Washington, 2017, p. 5). In the case of the proposed webinar, content needs to address contemplative practices both as “unfamiliar technology” and as pedagogy related to the selection and implementation of contemplative methods. Direct instruction in lecture format might address the first concern, but the second concern, that of method selection and implementation, requires

attendee experimentation and hands-on learning with subsequent feedback from experienced peers.

Direct instruction without relevant hands-on practice falls short when teaching for skill development (March & Lee, 2016). The conventional webinar format generally requires one hour, including introduction, presentation, question and answer period, and wrap up. Clinefelter (2012) recommended that webinars be used to teach one topic or tool, with the recording made accessible through a central portal for later viewing. Pre or post readings and discussion forums extend topical conversations to elaborate upon webinar content. Incorporating interactivity during the webinar provides for very limited skills practice and a poor format for project-based learning. Webinars work best as one-topic informational events that provide brief synchronous instruction. To facilitate ongoing practice requires the motivation and support of an active, post-webinar learning community. For example, webinars function as an essential component of online conferences, which can be a “good vehicle for building camaraderie among far-flung faculty members who rarely see each other in person” (Clinefelter, 2012, p. 16).

Leafstedt and Pacansky-Brock (2016) mentioned the versatility of a course website or portal in their efforts at untethering faculty development from face-to-face, brick-n-mortar trainings. Untethering, described as “learner-centered, grounded in the use of online networks to share practices, and does not require faculty to be on campus to learn” provided “development opportunities that included multiple points of access and multiple modes of interaction” (“Untethering Faculty Development,” 2016, para. 5-6). Extra-webinar resources in an untethered training might include “archives, self-paced

learning resources, resource pages, blog, online toolkits, and social media” (“Tips for Untethering Workshops,” 2016, para. 1).

In her podcast, *You’ve Got This*, Dr. Katie Linder (2017) described the steps involved in launching a webinar for an academic audience. The steps included setting up a dedicated email, developing marketing, advertising and social media plans, and aligning all steps with an overall message and audience focus. She also recommended creating a course space to support faculty learners with additional resources for use after the webinar. Even with a narrow topic, effective webinars need the support of supplemental resources. Such resources might be developed with the intention to incorporate them into the entire webinar experience or might be added to the course site later in response to attendee requests, or assembled by participants within the learning community over time.

Another option for improving the webinar’s reach for skill instruction includes extending instructional time through the use of a series of related webinars. Stes, Min-Leliveld, Gijbels, and Van Petegem (2010) reviewed 80 studies of faculty development representing a variety of training and evaluation methods to improve course design and student learning. The authors found that “instructional development interventions over time have more positive behavioral outcomes than one-time events” (p. 45). Direct instruction when provided both synchronously and asynchronously over an extended period of time effectively facilitated the development of complex skills and understanding better than one-time events. However, simply offering the content in various formats buffet-style omits the lesson structure often needed to guide learners. Especially in the case of recorded webinars, too much flexibility and unstructured access to course site content potentially confused and demotivated learners.

Moskal, Thompson, and Futch (2015) fielded a professional development massive open online course (MOOC) that included weekly webinars. Webinar attendance dropped suddenly in the fifth week due to decreased learning motivation. The authors reported that general learner feedback on the MOOC was mixed regarding the course's flexible schedule. Many participants requested that additional structure and deadlines be added to the open format to aid their learning. The MOOC attracted over 2,800 participants 75% had at least a master's degree and 80% were over the age of 35. The authors didn't comment on how demographic attributes might have impacted the request for a more structured learning environment. Constraints, including time and lack of pre-existing content knowledge, might explain participants' requests for learning management structures.

Webinars due to their short and flexible format allow for relatively easy updates making them a living resource. Dittmar and McCracken (2012) described their use of the META training model consisting of four areas: mentoring, engagement, technology, and assessment. They found that a webinar series could be easily updated based on faculty feedback and the needs of the department. The training model served a department of 50 distributed instructors in a fully online undergraduate program. The ease of updatability of the webinar format allowed for iteration between broadcasts for both content improvement and customization.

Lane (2013) described the benefit of a longer format training option when training instructors in higher education to teach online using a one-year, open online course. She sought to instruct faculty on how to teach online using their own pedagogies. Her primary research question examined whether or not an open online course served as an

appropriate venue for faculty development in online teaching. Lane's (2013) course in its first iteration began as a hybrid course, but the second iteration, in order to accommodate faculty requests for more flexibility, became fully online. The course was structured as a combination of traditional direct instruction with readings and lectures and as a project-based course with learners experimenting with designing student experiences using various tools on the open web. The course also featured impromptu synchronous learning opportunities as well as a mentor program.

Interestingly, Lane (2013) found that first and second semester survey results included learners' preference for less tool experimentation in the first semester and more traditional pedagogy with readings and lectures. In the second semester, 90% of the course learners indicated that they felt confident about teaching online and finding the tools and resources they needed. Lane (2013) also found that using an open online course format attracted a greater variety of participation including international faculty. The extended course structure and online context provided greater learner access and flexibility. The longer duration course allowed learners to "come and go" as needed and provided the necessary time for a community to develop naturally. A stand-alone, one-time webinar cannot provide this level of continuity or deep exploration of a topic, but a webinar, if used as a component of a larger initiative, either a course, webinar series or instructional resource within a learning community might provide an efficient direct instruction contribution.

In a similar research effort, Elliott, Rhoades, Jackson, and Mandernach (2015) studied online faculty to determine if their training needs and preferences were different from faculty who teach only face-to-face courses. They found no major differences

present other than the logistics of attendance. Faculty value initiatives that “they can actively apply in their classrooms” (p. 163). Remote faculty truly interested in a training topic attended as scheduling permitted. Finding time to attend trainings presented a significant barrier, so faculty selected asynchronous training more often despite a preference for synchronous events. Live interactive trainings supported afterward through individual mentoring might potentially improve the rate of implementation of new practices learned. Providing faculty with several options for learning and connecting with community offers the best chance of successful outreach and learning.

Findings by Reilly et al. (2012) also support a community approach but add that training and connecting must engage learners with a range of skills and experience. Learning opportunities must include mastery strategies for novice faculty as well as opportunities for more experienced faculty to peer-mentor because faculty experience across institutions varies (Reilly et al., 2012). Mastery strategies in a webinar format might include additional related webinars, supportive materials to guide in the implementation of new skills learned, self-reflective activities and content, and developing relationships within a community of practice. Johnson and Cooper (2013) explored mentoring relationships, especially between novice and more experienced faculty. Online mentoring promoted deeper, context-based learning, and opened the possibility for international relationships, and provided mentees a path to become mentors.

In another study, Bickerstaff and Cormier (2014) found that faculty-led work groups addressed the developmental concerns of peers as the learning process evolved. The authors also found that the level of faculty experience determined the types of

questions asked during professional development. Off-topic questions by less experienced faculty often sidetracked advanced trainings. Various levels of professional expertise within a training situation must be managed to ensure that question and answer periods main relevant to all participants.

### **Signaling Contemplative Authenticity for Learners**

The tone and content of the webinar must include contemplative aspects. Mundy, Kupczynski, Ellis, and Salgado (2012) reviewed recent research articles on best practices for the creation of effective faculty development to support quality undergraduate instruction. The authors' found that the most student-appreciated teachers possessed a well-developed ability to think about their own thinking; essentially that it is the quality of their metacognition that sets exemplary teachers apart from the poor or the merely good ones. Effective teachers regularly engaged in meaningful self-reflection about their field and about their instructional methods. Mundy et al. (2012) recommended that training developers meet professors and career scholars where they are in order to create relatable professional development by incorporating ample opportunities for reflection and regular interaction within an active learning community.

Reflection in online professional development, according to research by McQuiggan (2012), created opportunity for insight. Training faculty to teach online presented an opportunity for transformative learning and personal growth that carried over to a shift in attitudes and teaching practices in the face-to-face classroom. For novice online instructors, face-to-face classroom teaching initially informed online teaching. Yet training programs do not provide explicit opportunities to uncover underlying assumptions about teaching or to utilize online teaching methods as a means

to inform in-person classroom practices. The proposed webinar seeks to facilitate consideration of contemplative practices in both online and face-to-face contexts.

### **Assessment Strategy to Evaluate Webinar Effectiveness**

Alessi and Trollip (2001) explained that the design and development of a learning product must be guided by the ongoing evaluation of standards, which “are only useful if they are consistently applied throughout a project” and applied through an iterative design process (p. 410). Zieliński et al. (2013) explained that webinar evaluation includes both the assessment of participant learning and the overall effectiveness of the webinar.

### ***Evaluation Criteria***

Zieliński et al. (2013) recommended structuring the evaluation of webinar learning progress and training delivery using Kirkpatrick’s four levels of evaluation: reaction, knowledge/skills, behavior, and results. The first level, reaction, refers to how satisfied attendees are with the learning experience. This evaluation data can be gathered using a simple survey or collected from observation via verbal or text feedback from attendees during the webinar. The next level, knowledge/skills, measures how attendees’ knowledge or skills changed as a result of the learning experience. This can be measured with pre and post tests or gathered using observation or interviews. The third level measures behavior change as a result of acquiring new knowledge. Assessing behavioral change should take place after some time has passed. Methods to gather this data may include attendee self-assessment or instructor’s observation. Evaluating behavior encompasses dimensions such as relevance, sustainability, and degree of change. The fourth level, results, refers to practical workplace or business variables such as sales,

employee turnover, or the quality of work. Or results related to attendee satisfaction or performance could be measured and linked to instructor completion of training (Dittmar and McCracken, 2012).

Zieliński et al. (2013) explained that evaluating Kirkpatrick's four levels in a webinar context could be structured three different ways, as either formative, summative or impact assessments using quantitative and qualitative data. First, data can be collected using formative discussion during the webinar. Second, summative questionnaires or interviews can be implemented at the close of a webinar. And third, impact evaluation, which attempts to collect data on initiative-wide results, can be conducted post-webinar in the form of questionnaires or interviews. Webinar software can also monitor attendees' behavior during the presentation such as "length of participation, answers to questions, engagement in teamwork, and time spent outside of the webinar program" (p. 47). Additionally, the recorded webinar can also assist in the re-evaluation of training because "it is easier to grade the process and personal work [of attendees], especially when some time has passed" (Zieliński et al., 2013, p. 47).

Finally, Zieliński et al. (2013) recommended asking attendees how they intend to use the webinar and then asking them after the webinar what they think they learned and how they might use what they learned. A study by Dittmar and McCracken (2012) illustrated the usefulness of asking such questions. The authors explained that webinar content could be "continually reshaped to be responsive to anecdotal faculty feedback as well as student performance indicators" thus providing opportunities for ongoing improvement to the instructional product (p. 167). This responsiveness to feedback equipped the webinar format to simultaneously address institutional-wide training goals

as well as the “unique requirements of the department’s students and faculty members” (Dittmar & McCracken, 2012, p. 167).

### ***Evaluation Form***

According to Alessi and Trollip (2001), the evaluation form focuses “attention on project quality” by consolidating into one place standards and expectations (p. 414). And Zieliński et al. (2013) explained that in the webinar context an online form provided a convenient method of questionnaire distribution and facilitated the easy collection of data. The authors suggested that collecting quantitative data gives the trainer the option of providing statistics to stakeholders. However, Alessi and Trollip (2001) warned against the use of simple multiple-choice questions to avoid collecting all or nothing type data that fails to account for an attendee’s or evaluator’s nuanced understanding. To ensure that data is “meaningful and meets research protocols,” Zieliński et al. (2013) suggested that when developing quantitative questionnaires, a three to five point scale should be used (p. 50). Qualitative data in the form of open-ended questions “enables the trainer a more precise understanding of why certain elements need improvement” (Zieliński et al., 2013, p. 50).

## Discussion

Given the wide distribution of the target audience, their relative isolation due to their interest in a niche pedagogic approach, and their employment within the academy, which typically presents difficulties for educators to find time to attend trainings, a webinar offers a solution to all of these challenges. The proposed webinar's goals includes sharing preliminary research in support of the pedagogical analysis of contemplative practices and initiating conversation between interested educational professionals related to the benefits of combining instructional design principles and contemplative pedagogy. A single topic stand-alone webinar supported by a course website and learning community would meet the needs of the target audience and provide an appropriate instructional format with post-webinar support.

The above literature review suggests that webinars provide synchronous and asynchronous options for effective complex trainings if the following conditions are met:

- Webinars are offered in a series.
- Each webinar is limited to a single topic.
- Webinars are recorded and distributed.
- Webinar content is supplemented by a community of practice made up of peer-mentors.
- A course site containing supplemental resources is made available to attendees.

In the case of *Designing Courses with Contemplative Pedagogy*, content must be presented in a simple, direct instructional format with a single informational topic. Content must be adjusted to meet the needs of a range of abilities and experience.

Question and answer sessions during a webinar attended by faculty with disparate experience levels require deliberate management to assure that a range of questions from all experience levels are addressed, and novice attendees do not dominate discussion.

Building a course site to support the webinar and learning community offers attendees with busy schedules flexible access to content. The course site must provide some kind of optional structure to assist learners in making decisions about how, why, and in what order to engage with content. Webinar recordings remain a reusable resource, but their impact on community engagement is limited without updated content and additional synchronous events. The right balance of flexibility, structure, synchronous and asynchronous, regular communication, outreach to new members, and duration must be found, albeit through trial and error, in order to make the most of the webinar as a tool for sparking the development of a community of practice. More attendees will likely watch the webinar after its completion than during the live presentation, so uploading the recording and distributing the URL in a timely manner should be a priority task. Learning communities also require time to develop. Providing attendees with varied and continuous options for learning and connecting with community offers the best chance of successful outreach, learning, and community formation. Online training requires significant investments of time and resources for initial development, but options for webinar reuse and distribution as well as the ease of updating content based on attendee feedback potentially offsets the initial development investment.

### **Overview of Remaining Chapters**

Next, in Chapter 3, the development and evaluation criteria for the webinar prototype are described. Chapter 4 provides a list of webinar learning objectives and describes the instructional content. And Chapter 5 contains a brief narrative of the webinar's implementation and a summary of the IDE and SME evaluator findings.

## CHAPTER THREE

### RESEARCH DESIGN

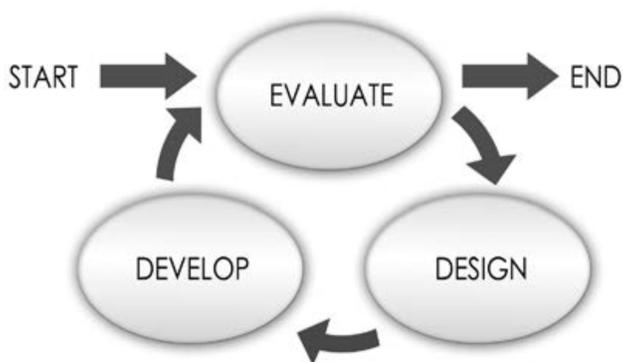
This chapter describes the prototype and evaluation methods used for the *Designing Courses with Contemplative Pedagogy* professional development webinar. The research design phase consisted of five iterations of the webinar presentation, which consisted of script and slides. Feedback from IDE and SME evaluators was collected both informally and formally and then analyzed. Suggested improvements were incorporated into each successive iteration culminating in a public version of the webinar.

The webinar presentation slides were developed using Microsoft PowerPoint for Mac 2011 Version 14.1.0 and delivered using Zoom Video Conferencing software in meeting mode using the screen-sharing feature. The work of Duarte (2008) informed the design process. Duarte (2008) explained that creating slides that communicate ideas require “an investment of time on the part of the presenter to develop and rehearse” (p. 7). Additionally, the Zoom Professional Services (2016) best practices manual, also supported the importance of a well-rehearsed presenter and added that a key component of a webinar’s success is the time a presenter spends practicing. For this reason, instead of limiting the evaluation to only the script and slide deck, the recorded webinar was incorporated into the prototyping and evaluation process.

Duarte (2008) recommended a linear development process that began with content and audience research followed by idea generation, feedback, and storyboard creation, and concluded with building the slides and rehearsing the full presentation. While each phase of Duarte’s process was used in the building of the webinar presentation, the design process was not completed in a linear fashion. Additionally, the

content and the visual design were initially developed separately, although in tandem. Portions of the script were rehearsed in front of a live meeting room audience to solicit informal feedback. For this reason, the Successive Approximation Model (SAM) (Figure 1) developed by Allen and Sites (2012) was selected for the project development model. Specifically the SAM1 version was used, which consists of three repeated phases: evaluate, design and develop.

Figure 1. Successive Approximation Model Version 1



*Figure 1.* SAM1 provides a simple process model to guide projects completed by one individual. (Allen & Sites, 2012, p. 33)

When applying SAM1 to webinar creation, the first design iteration (Pre-alpha) began with the evaluate phase, which included target audience and content research followed by a needs analysis. The design phase included identifying instructional goals, objectives, and assessment strategies. And the development phase began with drafting a script and jotting down ideas for the presentation slides but not yet building them. The script was then redrafted several times and then verbally rehearsed before being informally presented to a small gathering of SMEs. Feedback from the SMEs was used during the evaluate phase of the second iteration (Alpha), and so on.

Successive Approximation Model 1 was selected because milestone approvals from others were not required for the webinar's completion and the webinar presentation consisted of a simple 45-minute script with slides. According to Allen and Sites (2012), "SAM1 produces something of a useable product after only a couple of quick iterations" (p. 36), which in this particular instance supported a relatively short webinar development period.

According to Duarte (2008), slides with more than 75 words become what she called "slideuments" rather than presentations (p. 7). If a slide deck became a document, she recommended hosting a meeting rather than giving a presentation, or alternatively, to send the slideument to the audience prior to the presentation. In essence, offering the audience two slide decks, one that presents content visually, the other as a reference document. While it is common practice to provide the slide deck to attendees in advance of the webinar, Duarte's suggestion presents an interesting opportunity to provide detailed supplemental materials in the form of slideuments that could be viewable on the SlideShare website or embedded into a resource website. The first draft of the *Designing Courses with Contemplative Pedagogy* slide deck was word heavy. Duarte recommended reducing the number of words by limiting text to one keyword per bullet point and by memorizing the omitted content instead. Duarte's (2008) advice simplified the final slide deck (Appendix A). However, a detailed script rather than memorization was used to support the webinar presentation delivery.

### **Subject Matter Experts**

Alessi and Trollip (2001) recommended that SMEs be used in the evaluation of instructional software to determine if goals and objectives were supported by the content

and presentation structure. Even if the designer of an instructional product is an expert in the content, the authors warn, “[I]t is advisable to have someone else look at it” because “it is easy to become so close to your project that it is difficult to view it objectively” (Alessi & Trollip, 2001, p. 414). Prior to recording the Alpha, the content was presented as a live talk without slides to a small faculty group devoted to contemplative pedagogy. The informal talk and the conversation that followed helped to inform the next iterations of the webinar’s content based on the SAM1 process.

The Alpha and Beta-2 versions of *Designing Courses with Contemplative Pedagogy* were submitted to SME evaluators. Subject matter experts possessed experience teaching with contemplative pedagogies in higher education courses or were experienced researchers in the field. Subject matter experts were identified from existing acquaintances or from professional internet profiles of educators that indicated they possessed experience in contemplative methods. Subject matter experts were sent an email invitation to participate in the evaluation process (Appendix B).

### **Instructional Design Experts**

Alessi and Trollip (2001) recommended that instructional software be evaluated on criteria related to interface, navigation, and pedagogy as well as the overall technical execution of the presentation. Instructional designers experienced with webinar creation and/or presentation design were also selected to evaluate, as they specialize in “structuring information” to “maximize interest, learning and retention” (Alessi & Trollip, 2001, p. 483). The authors also noted that while most instructional designers are generally not content experts, their expertise in creating effective presentations promoted

learning by facilitating the sharing of an instructor's knowledge. Two IDEs were sent email invitations to evaluate the Alpha and Beta-2 iterations (Appendix B).

### **Target Audience**

Allesi and Trollip (2001) explained that, “[A] complete picture of the learners’ characteristics, competencies, limitations, and familiarity with the subject area” improved the likelihood that a learning product meets the needs of the intended audience (p. 439). This understanding must include two perspectives, one, *learners as users* of the learning product and, two, *learners as participants*.

*Learners as users* of the learning product concerns access to technology, computer skills, and familiarity with the learning technology used. The video conferencing program Zoom was used to host the presentation. It ran in standard web browsers in all main operating system formats. Attendees needed a computer, a high speed internet connection, speakers or headphones, basic internet skills such as opening multiple browser tabs or windows and clicking links, as well as a basic understanding of the computer used to view the webinar, such as locating volume controls.

*Learners as participants* concerns the engagement with relevant and effective learning content suitable for the attendee's particular context. The intended learning audience for the webinar was higher education professionals interested in designing courses using contemplative pedagogy. Within this group, those professionals principally engaged with the design of academic courses commonly instructional designers and faculty were given primary consideration during the content and audience research phase. A brief description of both audience segments from the perspective of *learners as participants* follows. While both generally share similar practical training needs, each

group's context differs enough to warrant a separate analysis. Designers generally design instruction and possess specialized knowledge in learning theory, instructional strategies, and technology but might not teach academic courses. While faculty might design courses and teach, they often do so with limited expertise in instructional design.

### ***Instructional Designers***

Schwier, Campbell, and Kenny (2004) found that instructional designers worked within very localized communities of practice. Designers perceived their profession as having a potentially wide social influence yet regularly struggled with a lack of respect within commercial and academic contexts. For many instructional designers, learning theory functions as a general guide for constructing learning products or for justifying design decisions rather than providing a basis for experimental research. A recent survey of instructional designers by Linder and Dello Stritto (2017) found that despite being particularly qualified to assist in the design and fielding of education research, especially those designers possessing graduate degrees, only a relative few within higher education engaged in research activities, thus limiting the profession's potential influence on the scholarship of teaching and learning. Linder and Dello Stritto's findings suggest that instructional designers do not perceive themselves as researchers, or often do not possess the occupational time, resources or institutional incentives necessary for engagement in research activities. The researchers' findings indicated that instructional designers wanted additional professional development related to research methods and expressed a desire for opportunities to engage in research collaboration with faculty (Linder & Dello Stritto, 2017).

Campbell, Schwier, and Kenny (2007) explored the moral agency and social influence of instructional designers in higher education. The authors found that the North American designers interviewed had yet to fully advocate for a larger professional role in policy decisions, and in some cases, did not fully grasp the ethical and social impact of their work or their evolving role in “[creating] a social world of access, equity, inclusion, personal agency and critical action” (Campbell, Schwier, & Kenny, 2007, p. 17).

Tracey, Hutchinson, and Grzebyk (2014) called for the support and cultivation of attitudes and habits related to design thinking and the formation of professional identity, purpose, and social agency through self-reflection. No peer-reviewed articles were found specifically on instructional designers experiences with designing courses or assisting faculty with the integration of contemplative pedagogy. However, occasionally the topic appeared in a conference program abstract or workshop description (Dellasala, n.d.). A wider professional discussion around the profession’s status and growing influence seems long over due. Inviting interested instructional designers into a conversation with faculty on the scholarship of teaching and learning (SoTL) in the theoretical evaluation of contemplative pedagogy may challenge and perhaps expand designers’ professional identity and purpose.

### ***Faculty***

The literature on contemplative pedagogy contained few studies about instructors who use contemplative exercises in their teaching. Hammerle (2015) explored the qualitative experiences of contemplative faculty to learn about their motivations, rationale, and process. She found that the five tenured professor-practitioners she interviewed were motivated by personal needs for “self-care, inner alignment, connected

teaching” and the desire to develop “the whole student through engaged, contemplative learning practices” (Hammerle, 2015, p. 49).

Each of the practitioners interviewed previously attended a campus workshop given by visiting professor Dr. Arthur Zajonc on behalf of The Center for Contemplative Mind in Society. The workshop participants self-selected based on their pre-existing interest in the topic. The workshop served to affirm the contemplative practices instructors already experimented with, or at least wanted to try. Hammerle (2015) found that receiving external support and encouragement played an important role in deepening interest and motivation to use contemplative pedagogies.

However, the particular applications of contemplative methods selected by an instructor depend on personal and professional development. Min (2015) found a relationship between years of teaching experience with contemplative pedagogies and the instructor’s perception of its benefit to students. Less experienced, more skeptical instructors used contemplative approaches primarily to improve students’ social functioning. Whereas more experienced instructors used contemplative exercises to improve students’ academic skills and performance. This finding may be confounded by field affiliation since academic specialties emphasize different outcomes in the classroom. Min’s work did not distinguish between the types of contemplative practice used or describe the pedagogical content of each. Additionally, more years of experience may translate into skillful instruction enabling accomplishment of, or at least the confidence to attempt, complex outcomes.

The personal and professional contexts and attributes unique to instructional designers and faculty inform the selection of instructional strategies. While attendees

share an interest in designing courses with contemplative pedagogy, instructional designers and faculty often hold unequal professional rank and divergent priorities, possess disparate skillsets, and work within differing sets of constraints. Additionally, faculty concerns extend to implementing designs as an instructor. It is important that an inclusive instructional tone be established that addresses the concerns, aspirations, and potentials shared by both professional specialties in order to facilitate interdisciplinary collaboration and a synthesis of ideas.

### ***Prerequisites***

Prerequisites were not required for attendees. Previous experience as an instructional designer or instructor in higher education is recommended, but anyone interested in integrating contemplative pedagogy into adult learning will find the webinar accessible and beneficial. The presentation sought to integrate both introductory and advanced concepts.

### **Instruments**

Three evaluation instruments were created to assess the quality and effectiveness of the Alpha and Beta-2 webinar presentation in meeting its goal and objectives. For the Alpha, a combined form was used by both IDE and SMEs. For the Beta-2, separate evaluator forms were created for IDE and SMEs. The evaluation criteria for the IDE instrument drew from the Zoom Professional Services (2016) best practices guide, Duarte (2008), and Alessi and Trollip (2001). The criteria for the SME instrument drew from Zieliński et al. (2013) and Alessi and Trollip (2001). All three instruments included questions to assess comprehension of the content presented as well as questions that solicited evaluators' expert opinions.

Evaluation criteria related to the presenter's performance was included in all three instruments. Instructional design criteria related to cognitive load and slide design was also included in the Alpha and Beta-2 forms. The Beta-2 SME evaluation focused on the webinar presentation and its appropriateness for the goals and outcomes of the webinar, while the Beta-2 IDE form included questions related to slide design. In all instruments, evaluators were asked what they perceived as the key takeaway from the webinar.

Table 1. Evaluation Type Used for Each Iteration

Iteration		Evaluation Type
Iteration 1	Pre-alpha	Informal conversation with SMEs
Iteration 2	Alpha	Formal Qualtrics survey with combined questions for IDE and SME evaluators
Iteration 3	Beta-1	Informal conversation with IDE and faculty attendees; viewing the recorded webinar
Iteration 4	Technology, Colleges and Community (TCC) 2018 Online Conference Presentation	Informal conversation with attendees; viewing the recorded presentation
Iteration 5	Beta-2	Two formal Qualtrics surveys, one each for IDE and SME evaluators

### **Evaluation Form**

The Alpha and Beta-2 evaluation forms (Appendix C) were adapted from Alessi and Trollip (2001, p. 415) with additional criteria added from the Zoom Professional Services (2016) best practices guide, Duarte (2008), and Zieliński et al. (2013). All three evaluation forms were developed in Qualtrics and provided to the evaluator via an email link along with a copy of an Evaluator Packet in portable document format (PDF) as well as a link to the recorded webinar. The Evaluator Packet contained brief evaluation

instructions, an outline of the presentation's goals, objectives and audience, and a screenshot of an example question (Appendix D). A link to the Evaluator Packet was also embedded into the Qualtrics form for reference.

### Procedures

*Designing Courses with Contemplative Pedagogy* went through five iterations informed by the SAM1 model. Iterations 2, 3 and 5 were anticipated and planned for as part of the design process. However, Iterations 1 and 4 were unexpected opportunities to test the webinar presentation in different contexts before a representative group of attendees. Feedback from each iteration served to inform the next. The flexibility of SAM1 enabled the gathering and incorporation of both informal and formal feedback. Table 2 lists each iteration and the dates completed. A letter requesting exempt status from review by the CSUF institutional review board (IRB) was submitted and approved in February 2018 (Appendices E and F).

Table 2. Descriptions of Webinar Development Iterations

Iteration		Description	Date
Iteration 1	Pre-alpha	Live presentation of script to SMEs	January 2018
Iteration 2	Alpha	Alpha recorded for IDE and SME	February 2018
Iteration 3	Beta-1	Beta-1 delivered live via Zoom to IDE and two MSIDT faculty	March 2018
Iteration 4	TCC 2018 Online Conference Presentation	Twenty-minute version of content presented at student session	April 2018
Iteration 5	Beta-2	Beta-2 webinar presentation recorded without attendees and distributed to IDE and SMEs via email link	April 2018

The circumstances and procedures for Iterations 1 through 5 are briefly described in the following summaries.

### ***Iteration 1 – Pre-alpha***

The Pre-alpha of *Designing Courses with Contemplative Pedagogy* was delivered by the presenter as an in-person talk without slides at a meeting of the Contemplative Pedagogy Initiative at the University of Southern California (USC) in January 2018 (Appendix G). Attendees included 17 USC faculty and graduate students interested in and/or experienced with contemplative methods from the disciplines of music, social work, science, mathematics, business leadership, and religious studies. Feedback was received verbally during a post-talk question and answer period as well as conversations after the meeting ended. Within a half an hour of leaving the meeting, the presenter recorded audio notes of impressions and conversations onto an iPad for later analysis. Informal feedback from the meeting attendees was integrated into the Alpha.

### ***Iteration 2 - Alpha***

The Alpha was initially advertised by a flyer passed out to visitors during a poster session at the Education Week Research Symposium at CSU Fullerton in November 2017. It was also advertised using Eventbrite and a notice posted on the instructional designer's website as invitation only. Invited IDEs and SME were sent emails that confirmed their registration and explained the evaluator role and expectations. Evaluators were given the option to complete the Qualtrics evaluation form after attending the live webinar or after watching the recorded webinar. Two IDEs and one SME were invited to attend the live Alpha webinar. Instructional design experts were identified from acquaintances. The SME was recruited from the flyer handed out at the

research symposium. A week prior to the Alpha, reminder emails were emailed to evaluators containing the Zoom meeting link. Additional reminder emails were sent the day before and the morning of the webinar. None of the invited evaluators attended the live Alpha of *Designing Courses with Contemplative Pedagogy*. However, the presenter recorded the webinar presentation at the designated time using the Zoom Video Conferencing software. The first business day after the webinar, emails containing the Evaluator Packet, a link to the recorded webinar, and a link to the evaluation form were sent to the invited IDEs and SME. Feedback received from the Alpha was incorporated into the third iteration, Beta-1.

### ***Iteration 3 - Beta-1***

The Beta-1 was delivered live to three attendees one month after the Alpha. Attendees included two MSIDT faculty members interested in contemplative methods and one invited IDE. One faculty member expressed interest in the webinar and asked to be invited to the Beta-1 after attending the November 2017 research symposium and receiving the flyer. Feedback for the Beta-1 webinar consisted of informal conversation after the webinar presentation concluded. Pauses for questions and discussion were provided every 15 minutes and the chat box was made available for attendees. The recorded webinar was viewed several times by the instructional designer, each time taking notes on attendee reactions, comments, and questions. Improvements inspired by Beta-1 feedback were incorporated into the fourth iteration, which developed from the unexpected opportunity to present at the 2018 TCC Worldwide Online Conference.

#### ***Iteration 4 – TCC 2018 Online Conference Presentation***

The invitation to present a portion of *Designing Courses with Contemplative Pedagogies* at the TCC Online Conference in April 2018 provided another occasion to iterate the webinar content. The conference attendees represented the full spectrum of education professionals. A modified version of the Microsoft PowerPoint slide deck was uploaded to TCC conference servers and then imported into Adobe Connect. A TCC conference staff member moderated the session. Adobe Connect was configured to include a chat box for attendee use during the session. Informal feedback was gathered from the post-presentation question and answer period as well as from reading posts made by attendees in the chat box, and watching the presentation recording. Eighteen educators were in attendance. Attendee feedback and several slide sequences created for the TCC presentation were incorporated into the Beta-2. Additional website links were added to the webinar resource page based on TCC attendee requests.

#### ***Iteration 5 – Beta-2***

The Beta-2 was recorded without attendees. The IDE and SME evaluation forms were updated to reflect changes in the webinar content. Questions used in the Alpha evaluation related to the Zoom Video Conferencing interface were omitted. The Evaluator Packet was also updated. The recorded webinar presentation was uploaded to YouTube. Email invitations to evaluate the Beta-2 webinar presentation were sent to six evaluators: one IDE and five SMEs. The emails included links to the recorded webinar presentation and evaluation forms and a copy of the Evaluator Packet. The Beta-2 evaluation form included both Likert-type questions and open-ended questions.

### ***Data Analysis***

Quantitative and qualitative data from the completed Beta-2 evaluation forms were downloaded in comma separated value (CSV) format from Qualtrics. The file was opened in Microsoft Excel for Mac 2011 Version 14.1.0. An analysis of feedback included the creation of a table containing a complete side-by-side listing of ordinal and text responses for each evaluator (Appendix H). The evaluation forms solicited general comments and impressions through the use of open-ended questions. The resulting long text data gathered were analyzed for thematic content. No special software was used for the quantitative and qualitative analysis, as the small quantities of data were suitable for a manual interpretation.

### **Overview of Remaining Chapters**

Chapter 4 details the webinar's development process, objectives, and content. Chapter 5 concludes the project with a summary of the evaluation feedback from IDE and SME evaluators for the Beta-2. The chapter also includes the instructional designer's reflections on what was effective and ineffective about the design process and webinar implementation. Recommendations for improving the next iteration of the instructional product are also discussed.

## CHAPTER FOUR

### DESCRIPTION OF THE INSTRUCTIONAL PRODUCT

#### Overview

To facilitate consideration of instructional design principles and adult learning theory in the selection of contemplative exercises as pedagogy, *Designing Courses with Contemplative Pedagogy*, a webinar for education professionals, was created to encourage research on the topic. The webinar sought to share preliminary research supporting the idea that pedagogical analysis of contemplative practices might contribute to informed selection criteria. It also sought to initiate conversation between interested higher education professionals related to the benefits of combining instructional design principles and contemplative pedagogy for the purposes of encouraging further research on the topic.

The audience for *Designing Courses with Contemplative Pedagogy* shared an interest in a niche academic field and was geographically isolated from one another and/or possibly lacked institutional support for their area of interest (Barbezat & Pingree, 2012). The webinar format provided the distributed learning audience a virtual gathering place to find others who share their interests. Additionally, the webinar sought to include introductory information and question and answer opportunity for educators curious about teaching with contemplative practices.

#### Learning Task and Instructional Strategies

Learning tasks are activities, circumstances or opportunities designed to directly engage learners with the content being taught (Alessi & Trollip, 2001). The primary learning tasks engaged by attendees during *Designing Courses with Contemplative*

*Pedagogy* were viewing, listening, and asking and responding to questions. Attendees were also invited to download the slide deck from the webinar home page to use as a reference.

The rationale and sequence of learning tasks were guided by the instructional strategies enacted by the instructional designer who also served as the webinar presenter. The instructional strategy, The New American Lecture, was modified to accommodate the webinar's content and to pace the learning tasks. Instead of pauses every five minutes as recommended by Silver, Strong and Perini (2007), the lecture was paused at 15-minute intervals and a Microsoft PowerPoint slide was displayed to indicate a question and answer period had begun. The presenter then asked attendees if they had any questions or comments about the material covered to that point. The presenter also checked the chat feature to read and respond to any questions or comments. The webinar presentation contained three formal pauses for questions and comments.

The duration between pauses was increased after the Alpha from five minutes to 15 minutes to accommodate additional instructional content related to the definition of contemplative pedagogy. The time required to explain several examples in sequence took longer than five minutes. However, because the sequence of examples served to communicate a single idea, the instructional designer felt that a comfortable cognitive load for attendees had been preserved. What was unknown to the instructional designer about this approach was how attendees might perceive the question and comment breaks. Of primary concern was whether the pauses would distract attendees' concentration and promote a sense of interruption and disjointedness or whether the breaks would be perceived as a cognitive respite and an opportunity to clarify content with the presenter.

Because IDEs and SMEs did not evaluate a live version of the webinar, this concern could not be examined during the evaluation process.

### ***Learning Tasks***

The final webinar will consist of a 45-minute presentation and 15 minutes for question and answer with the presenter. Attendees will be provided with continuous opportunity to share with each other and with the presenter questions and comments using the chat feature. After the webinar presentation, attendees will be invited to unmute their microphones and engage in open discussion. Participation in verbal discussion or text chat will be optional. Attendees of the final version will be directed to the webinar resource page URL to download a copy of the slide deck, and when available, a copy of the recorded webinar. Learning tasks for all iterations of the live webinar include:

- viewing the slide deck;
- listening to the audio presentation;
- downloading the slide deck;
- posting questions or comments to the chat box;
- participating in open discussion with the presenter and other attendees;
- visiting the webinar resource page or the YouTube website to view and/or download the recorded webinar.

Learning tasks for viewing the recorded webinar include:

- visiting the webinar resource page or the YouTube website to view and/or download the recorded webinar;
- viewing the video;

- listening to the audio;
- downloading the slide deck.

### ***Instructional Strategies***

*Designing Courses with Contemplative Pedagogy* utilized a direct instructional approach for teaching content. A modified application of the New American Lecture parsed the content into three sections with pauses for questions and answers after each. Verbal instruction was accompanied by visual examples from peer-reviewed literature. Visual content included quotes and screenshots of tables or illustrations from journal articles. Orienting information was presented first for the purposes of front-loading basic concepts and definitions. The presentation concluded with a case study of an interdisciplinary research project and a brief reiteration of various research opportunities currently available. When viewed in its entirety, the webinar presentation repeats the main message for the learner three times.

### **Media Selection**

Zoom Video Conferencing software was selected to broadcast the webinar because of its excellent video and audio quality, its simple user interface, and because the professional version of the software was free to use by the instructional designer. The Zoom Video Conferencing software also provided all of the basic features needed to broadcast and record a webinar for distribution via social media. No other webinar or online conferencing services were evaluated prior to the selection of Zoom. The slide deck was developed in Microsoft PowerPoint and output as a PPTX file. The PPTX file was broadcast with live audio narration by the presenter using the screen sharing feature in Zoom and Microsoft PowerPoint's full screen slide show mode. The PPTX file was

also output to PDF for distribution to attendees as reference during and after the presentation.

The recorded webinar was saved in MP4 format and uploaded to the YouTube website. The YouTube videos for the Alpha, Beta-1 and Beta-2 were published unlisted and not indexable by search engines. The final recorded webinar will be published as public and indexable with the keywords contemplative pedagogy and instructional design. A link to the YouTube videos for Beta-1 and Beta-2 were also embedded on the webinar's resource page. The resource page was built and hosted on the Wix web hosting service as part of the instructional designer's existing portfolio website. The resource pages contained a brief summary of the webinar's topic and purpose as well as a reference list, links to additional resources, and a downloadable PDF copy of the slide deck.

### **Production Description**

In an effort to reach a geographically distributed audience and to generate interest and discussion regarding the use of an analytical framework for the selection of contemplative pedagogies, a webinar and supporting components were developed. The webinar sought to accomplish two primary goals. The first was to share preliminary research supporting the idea that pedagogical analysis of contemplative practices might contribute to informed selection criteria. This was accomplished through a direct instructional approach using audio lecture with visual support in the form of presentation slides. The second goal was to initiate conversation between interested higher education professionals related to the benefits of combining instructional design principles and contemplative pedagogy for the purposes of encouraging further research on the topic.

This was accomplished by adding question and comment periods throughout the lecture and encouraging the use of chat during the webinar. Additionally, information and resources on conferences, networking, and research opportunities were posted to the webinar home page. The webinar as a complete instructional product consisted of the following components:

- registration webpage on the Eventbrite website;
- webinar home page for posting resources and video recording;
- lists of references and resources posted to the home page;
- webinar registration confirmation emails;
- pre-event reminder emails;
- post-event follow up emails;
- PDF copy of slide deck;
- PPTX copy of slide deck;
- webinar script;
- live webinar broadcast;
- use of chat box;
- question and answer with presenter;
- webinar MP4 recording;
- Solicitation of feedback;
- assessment of knowledge retention;
- YouTube channel for hosting publically accessible video recording;
- social media posts and supporting blog post (final public version);
- posts to relevant LISTSERVs (final public version).

### **Learning Product Goal**

The goal of the webinar was to advocate for the use of instructional design principles and adult learning theory in the selection of contemplative exercises by encouraging attendees to conduct research on the topic. The webinar format was selected to reach a distributed audience of unknown size and location. It was hoped that contemplative practitioners who felt isolated or who felt a lack of institutional support might find others who share their interests. Additionally, the presentation sought to briefly orient curious education professionals new to teaching with contemplative practices.

### **Learning Product Objectives**

Describing learning objectives clearly furthers knowledge acquisition and sparks motivation by “demonstrating the relevance of material to the learner” (Alessi & Trollip, 2001, p. 92). The slides at the beginning of the deck described the intended four learning objectives. The objectives began with the action words *define*, *discuss* or *describe* to indicate what attendees would be able to do after attending *Designing Courses with Contemplative Pedagogy*. The instructional designer chose action words because that were measurable through the use of evaluation instruments, self-report by attendees, and/or observation by the presenter. After attending or viewing the webinar, attendees will be able to:

- define contemplative pedagogy;
- discuss key considerations in the differentiation and selection of contemplative practices during course design;
- describe four academic disciplines essential to developing a contextualized

understanding of contemplative practices as pedagogy;

- discuss recommended strategies for researching collaboratively with colleagues.

### **Personnel Analysis**

The webinar and its supporting components were researched, designed, developed and implemented by one person who acted in the dual role of instructional designer and webinar presenter. The instructional content consisted of research using secondary sources on the subject of contemplative instructional methods used both in higher education and within a formal Tibetan monastic context. The instructional designer sought informal SME feedback on the script content and integrated needed changes into the Alpha and Beta-1 development process for building and sequencing of the slide deck. Subject matter experts and IDEs were asked to view the Beta-2 recording for formal evaluation. Appendix I contains a table listing development tasks and the number of labor hours for each task organized by iteration, personnel, and development phase.

### **Production Work Plan**

Research on the instructional content for the webinar began in November 2016 and continued until February 2018. The instructional product development began December 2017 and was completed in April 2018. The evaluation process by the IDE and SMEs as well as the final written project were completed in May 2018. See Appendix J for a timeline of the production work plan. The webinar development included five iterations of presentation material (Table 1).

### **Estimated Budget**

The webinar *Designing Courses with Contemplative Pedagogy* was developed to satisfy the capstone project requirement of the Master's of Science in Instructional Design and Technology program at California State University Fullerton. All work completed by the instructional designer incurred no development costs and required no outsourcing of services for its completion. The IDE and SME who evaluated the Alpha received \$25 gift cards as a thank you. The IDE and SMEs who evaluated the Beta-2 iteration of the webinar volunteered their time and received \$15 gift cards. Appendix K provides an estimate of the project development costs as if the instructional designer was employed in a teaching and learning department at an academic institution. The instructional designer also served as the presenter.

### **Overview of Chapter 5**

In Chapter 5 the feedback from IDE and SME evaluators is summarized and discussed. The instructional designer also shares reflections on what was effective and ineffective, including changes made for each iteration. Also discussed is the use of the SAM1 model and its usefulness as a development framework for webinars. Recommendations for improving the final public version of the webinar conclude the chapter.

## CHAPTER FIVE

### INTRODUCTION TO CHAPTER FIVE

This chapter begins with a summary of the feedback collected from the evaluation forms completed by IDE and SME evaluators for the Beta-2 iteration of *Designing Courses with Contemplative Pedagogy*. The summary is followed by a review of the four research questions described in Chapter 1 and personal reflections from the instructional designer regarding the multiple iteration design process. Recommendations for improving the next version of the webinar are discussed. The chapter concludes with suggestions for future research and a summary of the full project and concomitant instructional product.

#### Evaluation Survey Findings

Emails containing an invitation to view and evaluate a recording of *Designing Courses with Contemplative Pedagogy* were sent to one IDE and five SMEs. Completed Qualtrics forms were received from the IDE and two of the SME evaluators. Example copies of the evaluation forms are provided in Appendix C. After reading the SME responses, additional feedback and clarifications were solicited via email and are included in this summary.

#### ***Combined IDE and SME Feedback***

Based on a five-point Likert-type scale (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree), all three evaluators strongly agreed that the

- Presenter spoke clearly.
- Presenter's tone was easy to listen to.

- Webinar's content was presented in a logical sequence.
- Research strategies and collaborative resources encouraged collaborative effort on the topic of contemplative pedagogy.

All three evaluators either strongly agreed or somewhat agreed that the

- Presenter's greeting was friendly and motivating.
- Webinar duration was adequate to cover the material presented and did not feel rushed.
- Content supported the stated goal for the webinar.
- Instructional methods facilitated a beneficial learning experience for higher education professionals.
- Technical terms and jargon were adequately explained.
- Content supported the stated learning outcomes.

Evaluators disagreed about whether the amount of information presented was easy to learn and remember. Subject Matter Expert 1 strongly agreed. Subject Matter Expert 2 somewhat disagreed. And the IDE somewhat agreed. Regarding whether the instructional methods encouraged personal reflection, SME1 and the IDE strongly agreed, while SME2 somewhat disagreed.

The IDE and SME evaluation forms also contained questions to assess retention of the information presented. The same open-ended questions appeared on each form. Evaluators were asked: What are the four research areas the presenter recommended to develop a contextualized understanding of contemplative practices as pedagogy? None of the Beta-2 evaluators answered the question correctly. In fact, the IDE responded, "I forget." In contrast, both Alpha evaluators answered the question correctly. One

explanation is that the Alpha webinar presentation was shorter by 20 minutes and covered less content.

All three evaluators were asked the multiple-choice question: The presenter recommended consideration of which of the following when selecting contemplative methods for a course? Subject Matter Expert 1 and SME2 selected all five correct responses. The IDE selected four out of five.

When asked what was liked least about the webinar, SME2 stated, “The slides were rather text heavy.” The IDE responded, “I wish the webinar had used a mnemonic of some sort to aid in retaining key information.” Subject Matter Expert 1 wrote, “Not a thing, I enjoyed all of the information and ideas presented.”

In response to a question asking how the webinar could be improved, the IDE suggested adding mnemonics and making the webinar shorter. Subject Matter Expert 1 suggested removing some content and refocusing the webinar exclusively for a novice audience. In a follow-up email, SME1 stated that advanced practitioners are relatively few and that the largest audience for the material is beginning contemplative instructors (K. Bishop, personal communication, April 30, 2018). Subject Matter Expert 2 suggested reducing text and bullet points and adding additional photos. In a follow-up email, SME2 stated that the instructional designer is

working in a relatively new and undefined field and I applaud you for your bravery. You covered a lot of ground in your webinar and understandably you want to make a big impact, but I was a bit lost at various points, and feel that some thoughtful editing will go a long way. (R. Rodgers, personal communication, April 30, 2018)

Subject Matter Expert 2 suggested refocusing the webinar around the central theme of SoTL to scaffold the webinar and to tie the content together.

### ***SME Feedback***

Both SMEs indicated that they strongly agreed that the webinar accurately represented current issues relevant to the use of contemplative methods in higher education. When asked for additional comments, SME1 suggested,

...showing some simple examples of faculty who are already using some things in their classes that could be replicated easily by novices such as a simple breath exercise in the beginning of the class to get the students relaxed and ready to learn.

In reference to personal experience with teaching contemplative methods in the classroom, SME2 shared the following:

The challenge that I have encountered is a lack of social modeling for those who do not have a contemplative lineage, sangha, etc. (beyond the instructor in the classroom), and once the semester ends, there is no one. Perhaps another pedagogical realm is to convey that learning must continue (intrinsic motivation), and it is up to the student to find the next teacher.

### ***IDE Feedback***

Based on a five-point Likert-type scale (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree), the IDE strongly agreed that the

- Slide text was easy to read.
- Fonts, colors, images, and graphics were appropriate for the subject matter.

- Graphic design elements were arranged effectively.
- Slides illustrated key ideas.
- Slides were free of spelling, grammar, and punctuation errors.

### ***Evaluators' Key Takeaways***

When asked in an open-ended question about what each evaluator identified as the key takeaway for the webinar, the IDE described the general message of the webinar accurately.

The ways in which the cultures originated these contemplative pursuits [and] practice them and the way we in the West do [them] are enough different that we in the West should consider developing our own way of teaching the practice, for the outcomes the West desires of them.

Subject Matter Expert 1 and SME2 provided very different responses. Subject Matter Expert 1 stated,

[The instructional designer] has not only studied and learned about the topic but as she describes the "presence" in her research she appears to have practiced the presence in her personal life and shared her techniques and ideas with others.

Subject Matter Expert 2 responded, “[Contemplative practice] as pedagogy is worthwhile, but should not be undertaken lightly. I believe you are encouraging your viewers to adopt a teacher-scholar orientation, without being heavy handed to this end.”

### **Research Question Findings**

The findings from IDE and SME evaluators were analyzed to answer the four research questions posed in Chapter 1.

### ***Question One***

How effective is the webinar delivery format for instructing geographically distributed learners on the topic of contemplative pedagogy?

This question explored whether using a webinar might effectively instruct geographically distributed education professionals interested in contemplative pedagogy. The broader question of how webinar delivery compared to other delivery formats for distributed learners was not examined through the implementation and evaluation of *Designing Courses with Contemplative Pedagogy* because an additional learning object in an alternate format was not constructed for comparison. Instructional Design Expert and SME evaluators were not asked to assess the potential effectiveness of the webinar delivery format to reach educators interested in contemplative methods. However, throughout the development process the instructional designer connected online with several education professionals interested in and/or experienced with contemplative pedagogy. Three of these professionals volunteered to be evaluators.

As of this writing, the recorded Beta-1, TCC 2018 Online Conference Presentation, and Beta-2 videos posted to the resource page on the instructional designer's website have drawn a combined 32 views. The instructional designer observed during the development process and engagement with conference attendees and social media, particularly Twitter and YouTube, that the World Wide Web, and particularly the recorded webinar, appear to have reached the intended audience. Specifically through Twitter, the instructional designer connected with contemplative faculty from the United Kingdom (UK) and was followed by the Contemplative

Pedagogy Network also based in the UK after tweeting about the TCC 2018 Online Conference Presentation.

### ***Question Two***

What aspects of direct instruction should be present for an effective webinar presentation?

Question two investigated direct instruction and its role in the creation of an effective webinar presentation. Instructional Design Expert and SME evaluators were asked to assess, based on their expertise in the areas of instructional design and contemplative pedagogy, the effectiveness of the instructional methods used. Both SMEs strongly agreed that the chosen instructional methods facilitated a beneficial learning experience for higher education professionals, while the IDE somewhat agreed. However, all evaluators identified weak areas in the implementation of the direct instruction used specifically related to cognitive load. Also mentioned by SME1 were the lack of demonstrations of contemplative methods and the sharing of example teaching practices. The IDE, who possessed no previous experience with contemplative pedagogies, suggested including a memory aid to support the memorization of webinar presentation content. From this feedback, direct instructional methods, if adequately implemented, would appear to support an effective webinar presentation.

### ***Question Three***

How might adult learning theory be used in the design of a professional development webinar?

Question three explored how adult learning theory might be used in the design of a professional development webinar. Theory informed the development process in two

ways. First, theory supported the selection and use of an instructional development model, SAM1. Frass, Rucker, and Washington (2017) explained that conducting a thorough needs assessment prior to developing online faculty training assisted instructional designers in determining whether content should focus on technology or pedagogy or both. In the case of *Designing Courses with Contemplative Pedagogy*, the content needed to address contemplative practices both as unfamiliar technology and as pedagogy related to the selection and use of methods. The SAM1 development model guided five successive iterations of the webinar, which included a continual updating of the conclusions made during the initial needs assessment and the subsequent updating of content.

Second, theory was used to select and evaluate instructional methods and outcomes. Direct instructional strategies were used, for example, to address the first concern mentioned above regarding teaching contemplative practices as unfamiliar technology. However the instructional designer after reading existing peer-reviewed research, determined that direct instruction was inadequate in addressing the second concern, that of pedagogical method selection and implementation, which is context-based and requires hands-on learning and on-going feedback from experienced peers (March & Lee, 2016). A single 1-hour webinar, due to time limitations, provided few options for delivering such a learning experience, so learning assessment was limited to the retention of information.

However, the webinar fell short in accomplishing its instructional goal of information retention by Beta-2 attendees, as each failed to identify or remember some of the key content presented. Principally the theory of cognitive load was used to interpret

this outcome. Clinefelter (2012) recommended that webinars be used to teach one topic or tool. *Designing Courses with Contemplative Pedagogy* incorporated too many topic areas that ultimately created extraneous load for attendees and diluted the main message of the webinar.

Drawing on existing scholarly work in adult learning informed the development and assessment process. It was found especially useful in analyzing evaluator feedback and diagnosing the cause of undesirable learning outcomes. Interpreting and utilizing adult learning theory and principles required additional time and attention from the instructional designer, as well as trial and error directly related to the particular learning context, but the effort was worthwhile.

#### ***Question Four***

What assessment strategy should be used to evaluate webinar effectiveness?

Research question four examined the selection of an appropriate assessment strategy to evaluate webinar effectiveness. The evaluation of *Designing Courses with Contemplative Pedagogy* included the assessment of attendee learning and the overall effectiveness of the webinar presentation. Zieliński et al. (2013) recommended assessing webinar effectiveness using Kirkpatrick's four levels of evaluation: reaction, knowledge/skills, behavior, and results. The assessment strategy for *Designing Courses with Contemplative Pedagogy* used two of the four levels: reaction and knowledge/skills. These two levels were measured using quantitative and qualitative questions within a Qualtrics survey. The remaining two levels, behavior and results, required long format instruction, such as a webinar series or a multi-module course that incorporated hands-on

learning and a more complex assessment instrument, aspects a 1-hour standalone webinar cannot adequately provide.

The first level, reaction, measured attendee satisfaction with the learning experience. Responses were gathered via a post-webinar evaluation form and included both quantitative and qualitative questions. The next level, knowledge/skills, measured attendees' retention of information directly after viewing the recorded webinar. No pre-test was given and no assessment was made related to change in knowledge or skills as a result of the learning experience. However, the evaluation questions were highly specific to the webinar presentation and did not ask for general knowledge attendees might have already possessed.

Any limitations or inadequacies of the formal assessment strategy via the Qualtrics surveys were solely the result of choices related to implementation and question selection made by the instructional designer. Overall the formal assessment strategy provided useful and timely feedback for evaluating and refining the Alpha and Beta-2 iterations. Informal feedback gathered from watching recorded iterations, webinar text chat, emails, and conversations emerging from all five iterations provided ongoing insight. Using both formal and informal assessment methods proved valuable.

### **Conclusions**

What stood out for the instructional designer about the development process was the time required to research, understand, and synthesize the instructional content. The complexity and nuance of the topic proved to be a more time consuming endeavor than initially anticipated, despite the instructional designer possessing a familiarity with the subject area. While the initial gathering of information required considerable hours, also

included within the process of searching, reading, annotating, evaluating, and scripting were long periods of reflection (sometimes weeks), during which it seemed no work was being done but from which insights would eventually emerge. For this reason, the instructional product *Designing Courses with Contemplative Pedagogy* did not advance to include a focused and succinct webinar presentation despite five iterations. Instead, each iteration served to refine primarily the analysis and editing of the raw content rather than the pedagogical methods to teach that content. Managing project scope in webinar development, especially when tackling a complex topic in a new academic field, requires the merciless pruning of extraneous material, as well as resisting the impetus to “say it all” for too diverse a group of attendees. In this instance, the instructional designer failed to manage the project scope in a manner that avoided engaging in these pitfalls.

While the time and attention of attendees at live webinars might seem hard to attain within a crowded internet learning marketplace, recorded webinars present the opportunity for later distribution, and that distribution via YouTube is currently free. Developing a series of single-topic webinars that can be shared on social media and discovered through search engines offers a realistic alternative to a webinar overburdened by too much content and too many instructional messages.

### ***Reflections On Key Iterations***

Each design cycle brought challenges and insights but three of the five iterations were found to be of significant benefit for the design process. In the following paragraphs the instructional designer reflects on the design successes and failures and explains why the Pre-alpha, TCC 2018 Online Conference Presentation, and Beta-2 iterations were exceptionally helpful in improving the quality of the webinar content.

### ***Iteration 1 – Pre-alpha***

The presenter during in-person talk delivered the Pre-alpha of *Designing Courses with Contemplative Pedagogy* without slides at a meeting of the Contemplative Pedagogy Initiative at the University of Southern California (USC) in January 2018 (Appendix G). What was especially useful about giving this talk and using it as an opportunity to test webinar content was the questions asked by faculty new to the group who inquired about general concerns related to the use of contemplative methods in the classroom. Later analysis of the written and audio notes resulted in the content of the webinar being altered to incorporate the needs of novice instructors. The webinar scope was also adjusted from its initial focus of online instruction to a general use of contemplative methods. The talk confirmed the content was interesting to and relevant for its intended audience and that it adhered to the conventions of the field. Afterward, the instructional designer began Iteration 2 with the intent to broaden the scope of the webinar to be inclusive of beginning contemplative instructors. However, in hindsight, it would have been better to simply change the webinar's audience to novice instructors rather than attempting to address advanced and novice levels in a single webinar. Even so, the Pre-alpha functioned effectively as a need finding activity and greatly impacted successive iterations.

### ***Iteration 4 – TCC 2018 Online Conference Presentation***

The opportunity to present a portion of *Designing Courses with Contemplative Pedagogies* at the Technology, Colleges and Community (TCC) Worldwide Online Conference in April 2018 provided another occasion to iterate the webinar content. The 20-minute student session, inclusive of a question and answer period, required a redesign

of the 45-minute Beta-1 webinar presentation into a shorter format as well as updating content to emphasize designing online courses with contemplative methods. This editing process significantly improved the Beta-2 version. Several updated slide sequences were incorporated into the Beta-2.

### ***Iteration 5 – Beta-2***

The Beta-2 was recorded exclusively for IDE and SME evaluators without live attendees. Evaluators were asked to provide feedback on the presenter's delivery and the webinar presentation's methods and content. Components of a live webinar such as question and answer or attendee participation could not be evaluated using this method. However the use of a recording provided efficient distribution of the instructional product without having to recruit evaluator attendance at a synchronous event. It might be that the recorded webinar presentation lacked the immediacy typically conveyed by a presenter addressing attendees' live or the appeal of watching a well attended recorded webinar. Whether or not this possible limitation impacted evaluator experience and feedback was not investigated and cannot be determined from the feedback gathered.

The instructional designer initially intended that both the Beta-1 and Beta-2 webinars would be live events. However, adding an additional iteration between them altered the original iteration schedule and reduced the amount of time needed to recruit evaluators for a live event. Despite these limitations, feedback from three evaluators was successfully gathered for the Beta-2. Their comments quickly illuminated deficiencies in audience selection, content, and delivery.

Elliott, Rhoades, Jackson, and Mandernach (2015) stated that faculty value initiatives that “they can actively apply in their classrooms” (p. 163), and this aligned

with SME1's suggestion to add examples of pedagogies for novice instructors. Also, Bickerstaff and Cormier (2014) reported on the importance of faculty-led work groups and managing levels of professional expertise related to question and answer sessions, so that novice faculty don't dominate. The instructional designer found in Beta-2 and also in previous iterations that feedback and questions related to novice concerns did dominate. In fact, SME feedback focused more on the novice aspects of the webinar than the advanced, even from experienced contemplative instructors!

By the fifth iteration, the instructional designer concluded that Dittmar and McCracken's (2012) finding that a webinar series could be easily updated based on faculty feedback was accurate in the case of *Designing Courses with Contemplative Pedagogy*. Previous drafts of slides and script were updated with relative ease, making easier the production of versions tailored for specific audiences. The most time consuming aspect of the updating process, beyond conducting additional research when necessary, was the uploading of completed recordings to the internet.

In conclusion, the instructional designer for *Designing Courses with Contemplative Pedagogy* developed four scripted webinar presentations in three months. An experienced instructional designer, having already completed need finding and research tasks, may find creating successive webinars to be a time saving method for training busy and/or geographically distributed faculty.

### **Recommendations**

In summary, evaluators recommended the following improvements to the next iteration of *Designing Courses with Contemplative Pedagogy*:

- changing the target audience to novice contemplative instructors only;

- reducing the amount of text on each slide and eliminating the use of bullet points;
- editing the webinar presentation content to reduce extraneous load;
- adding contemplative teaching examples and demonstrations;
- using SoTL to scaffold and unify instructional content.

Additionally, content could be presented in a series of webinars and tailored for audiences along a continuum of instructional levels. The use of slideuments could also be used to share slides with bulleted reference lists for use after the webinar. Guest speakers could be invited to demonstrate contemplative methods. Also missing from all iterations of the instructional product was interactive opportunities beyond question and answer and chat box use. Future iterations would benefit from less content, a less scripted presentation, and more opportunities for attendees to engage in sharing and discussion with each other and with the presenter.

Suggestions for future research include the use of the long workshop format (2 hours or more) delivered via synchronous webinar and the use of the slideument as a supplemental learning resource for attendees. Additionally, experimental research regarding the use of the New American Lecture in webinars is recommended to investigate how attendee's perceive pauses for question and answer periods during webinar presentations. Do pauses distract webinar attendees' concentration and promote a sense of interruption and disjointedness? Or do frequent breaks (every five to 15 minutes) create a welcome cognitive respite and an opportunity to clarify content with the presenter?

## Summary

The construction of the project and associated product, *Designing Courses with Contemplative Pedagogy*, began Fall 2017 and concluded Spring 2018. Chapter One included the introduction, statement of purpose, rationale, definition of terms, assumptions and limitations, and concluded with an overview of the project's remaining chapters. Chapter Two contained a literature review for the project and product. Chapter Three outlined the product and the evaluation method used by IDE and SME evaluators to assess the product's effectiveness. Chapter Four detailed the product content, learning audience and outcomes, and then described the steps and iterations involved in the product's development. Chapter Five contained a summary and analysis of the feedback provided by evaluators. Conclusions were drawn from the evaluation findings as well as the design and implementation process to answer the four research questions that guided the project. Recommendations for improvements to the product, including suggestions for future research were also included.

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## Appendices

## Appendix A

## Excerpts of Beta-2 Slide Deck

### SLIDE



Slide 2 of 80

### SCRIPT

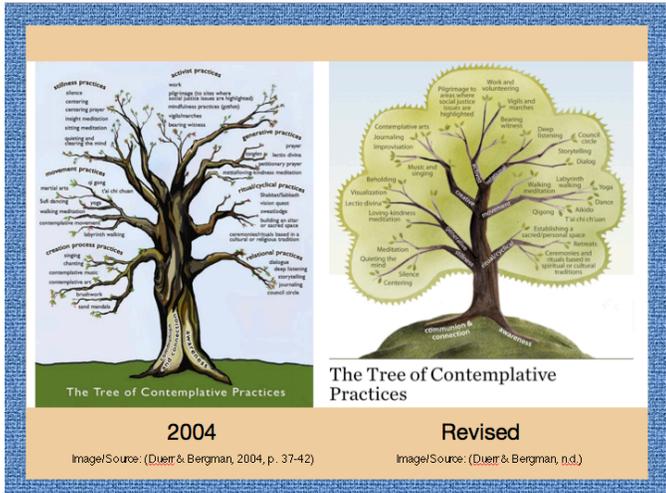
Welcome to Designing Courses with Contemplative Pedagogy. I'm Kai Dailey. I'm a graduate student in the Master's in Instructional Design and Technology program at Cal State Fullerton.



Slide 24 of 80

Contemplative methods are eclectic and may be adapted from the religious and spiritual rituals of many faiths. Included are mind-body practices, community and social justice initiatives, approaches drawn from clinical psychology, performance arts, or simply mindfully engaging in secular activities like using a cell phone or walking. You can see that some methods may or may not be contemplative, depending on one's intent

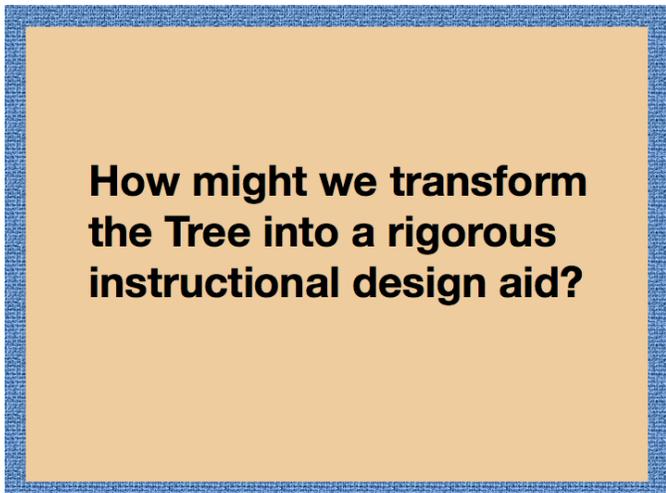
**SLIDE**



Slide 31 of 80

**SCRIPT**

So if you put the term contemplative pedagogy into Google, you'll likely get one of these illustrations in your search results. The Tree of Contemplative Practices was conceptualized by M. Duerr and created by Carrie Bergman to thematically organize and illustrate 84 kinds of contemplative practices described during a series of interviews that Duerr conducted to get a sense of who was using contemplative practices in education, nonprofits, and the workplace.



Slide 32 of 80

How might we transform the Tree into a rigorous instructional design aid?

**SLIDE**

**Possible Categories**

NOVICE OR SKEPTIC LOW RISK	EXPERIENCED HIGH RISK
<b>Autonomic Response (Stress)</b>	<b>Autonomic Response (PTSD)</b>
Self-reflection (Cognitive)	Self-reflection (Affective)
Self Disclosure (Affirmation and inclusion)	Self disclosure (Social judgment or censure)
Transformative Learning (Small "Ah Ha" Moments)	Transformative Learning (Major Paradigm Shift)
Moments of Silence or Invocation	Psych/Spiritual Experiences

(Amihai & Kozhevnikov, 2015; Min, 2015)

Slide 42 of 80

**SCRIPT**

Selecting methods on the basis of direct instruction and learning support potentially correlates with instructor skill and experience and the level of potential student risk.

On this slide, I am venturing some possible categories based on my experience as a contemplative instructor and from best practices curated from the literature. These categories are a working draft.

**Recommended for Instructors**

SKILLS & EXPERIENCE

- **Classroom Management**
- Discussion Facilitation
- Nonjudgmental Approach
- Personal Growth Experience with Methods Used
- Established Contemplative Practice

Slide 48 of 80

Recommendations for skills and experience for instructors for all levels include:

Classroom management skills to work with emotional situations, sensitive topics or student revelations.

**SLIDE**

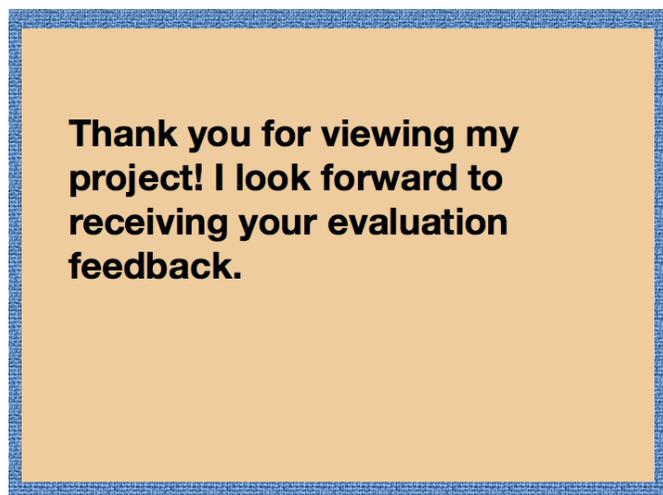
<b>Framework Summary</b>	
Religious Studies	Historical/theological insight
Anthropology	Practical religious/pedagogical ethnography
Cognitive and Neuroscience	Differentiated lab results by meditation tradition/technique
Learning Science	Mapping traditional spiritual instruction to existing learning theory; experimental classroom research outcomes

Slide 73 of 80

**SCRIPT**

So by delving into religious studies, anthropology, learning science and cognitive/neuroscience, I cleared away a false preconception I had about one-pointed meditation and how Tibetan monastics use the practice.

I found that examining the parallels and discontinuities between the two contexts suggested more realistic, measurable outcomes for the western contemplative classroom.



Slide 79 of 80

Thank you for viewing my project. I look forward to receiving your evaluation feedback.

## Appendix B

### Example IDE and SME Letter

Hi \_\_\_\_\_,

We met via a Zoom meeting in February 2018. I appreciated hearing about your research and learning of the interest we share in contemplative practice. I'm wrapping up my final semester in my Master of Science of Instructional Design and Technology program at Cal State Fullerton. I'm writing to invite you to participate in the evaluation of my final project, a professional development webinar on contemplative pedagogies. As an expert in contemplative methods in education, your input is highly valued.

I've included here links to the [webinar recording](#) and the [evaluation form](#). Also attached is an Evaluator Packet that contains a brief summary of the instructional goals and outcomes for the project. Viewing the webinar and completing the evaluation should take no more than 60 minutes of your time. If interested, please complete and submit your evaluation by May 3, 2018.

The webinar titled Designing Courses with Contemplative Pedagogy aims to encourage participants to research and analyze contemplative practices as pedagogies using an interdisciplinary framework and seeks to encourage collaborative efforts to address the current higher education classroom research gap. It will be offered as a free, public webinar for education professionals interested in using contemplative methods. Your input will help me make the needed changes before I finalize my instructional product.

I look forward to learning from your insights. Please let me know if I can answer any questions.

Best regards,  
Kai Dailey  
Graduate Student, MSIDT

---

## Appendix C

## Alpha and Beta-2 Evaluation Forms

### *Alpha Evaluation*

English 

**Welcome!**

**NOTE: To ensure proper display of all question-types, please complete this form using either desktop or tablet only.**

Now that you've attended the live alpha webinar (or watched the recording) and you have read the *Evaluator Packet*, you're ready to provide some constructive feedback. If you haven't yet reviewed the *Evaluator Packet*, please take a moment to review it. You can access a copy at the link below.

**Evaluation Purpose and Scope**  
This alpha evaluation focuses on the webinar's content delivery, instructional format, and general quality. It considers two primary questions: Is the webinar content aligned with stated goal, audience and outcomes? Does the presentation meet acceptable instructional design standards? To review a description of the webinar's goals, audience, and learning outcomes, please download and read the *Evaluator Packet* below.

Whether your expertise is in contemplative pedagogy or instructional design, or both, your expert opinion will help improve the quality of the next iteration of this faculty development webinar. This form consists of 14 questions (7 Likert-type and 7 open-ended) and will take approximately 20 minutes to complete.

**Questions**  
Please contact me (via the cell or email listed below) regarding any questions or difficulties you may have while completing the evaluation. You will be able to save and return anytime before submitting, if needed.

**\*\*Please complete and submit no later than Monday, March 5, 2018.\*\***

**Gift Card**  
At the end of the form, please remember to specify which \$25 gift card you prefer to receive as a thank you, Amazon or Starbucks. And be sure to specify to which email address you would like your gift card to be sent.

Thank you for your willingness to participate! I look forward to receiving your evaluations and comments.

Kai Dailey,  
Graduate Student, MSIDT  
California State University Fullerton

*Evaluator Packet* download link:  
[Evaluator Packet](#)

0%  100%

>>

English 

Please enter your name before continuing.

0%  100%

<< >>

English

Thinking about the presenter's performance, please respond to the following statements:

	Acceptable	Needs Work	Comments
The greeting was friendly and motivating.	<input type="checkbox"/>	<input type="checkbox"/>	
The presenter spoke clearly and at a comfortable speed.	<input type="checkbox"/>	<input type="checkbox"/>	
The tone was conversational and easy to listen to.	<input type="checkbox"/>	<input type="checkbox"/>	
The presenter led the Q & A in a manner that encouraged participation.	<input type="checkbox"/>	<input type="checkbox"/>	
The presenter concluded the webinar with a call-to-action.	<input type="checkbox"/>	<input type="checkbox"/>	

0%  100%

<< >>

English

Thinking about the webinar presentation, please evaluate the statements below.

	Acceptable	Needs Work	Comments
The webinar started on time.	<input type="checkbox"/>	<input type="checkbox"/>	
The core content of the presentation began after no more than five minutes of introduction.	<input type="checkbox"/>	<input type="checkbox"/>	
The webinar's duration was adequate to cover the material and did not feel rushed.	<input type="checkbox"/>	<input type="checkbox"/>	
The webinar's duration (including the Q & A) lasted no longer than 1 hour.	<input type="checkbox"/>	<input type="checkbox"/>	

0%  100%

<< >>

English

Please rate your experience interacting with the Zoom software during the webinar.

	Extremely easy	Slightly easy	Neither easy nor difficult	Slightly difficult	Extremely difficult
Joining the webinar was...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locating the control for muting/unmuting the microphone was...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Locating the on/off control for the video camera was...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding the chatbox was...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adding questions to the chatbox was...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answering the polling questions was...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjusting the settings to meet your visual and hearing needs was...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

0%  100%

<< >>

English

Have you used the Zoom software prior to this webinar?

Yes

No

I don't know.

0%  100%

<< >>

English

Please rate the audio and video quality you experienced during the webinar.

	Excellent	Good	Average	Poor	Terrible
Audio	<input type="radio"/>				
Video	<input type="radio"/>				

Comments:

0%  100%

<< >>

English

Thinking about the slides used during the presentation, please respond to the following statements:

	Acceptable	Needs Work	Comments
The text was easy to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
The fonts, colors, images and graphics were appropriate for the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
The graphic design elements were arranged effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
The slides effectively illustrated key ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
The slides were free of spelling, grammar, and punctuation errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

0%  100%

<< >>

English

**Instructional Methods and Content**

The question below asks you to evaluate the webinar's instructional methods and content for alignment with goals, audience, and outcomes. A brief recap of these are provided below. For a more detailed project description, please review the *Evaluator Packet*.

**Goal:** Encourage participants to research and analyze contemplative practices as pedagogies using an interdisciplinary framework.

**Audience:** Higher education professionals interested in designing courses with contemplative pedagogy.

**Learning Outcomes:**

1. Describe four academic disciplines essential to developing a contextualized understanding of contemplative practices as pedagogy
2. Discuss some key considerations in the differentiation and selection of contemplative practices during course design
3. Define contemplative pedagogy
4. Discuss recommended strategies for researching collaboratively with colleagues on the topic of contemplative pedagogy

Thinking about the stated goal, audience, and outcomes for the webinar, please evaluate the following statements.

	Acceptable	Needs Work	Comments
The content supported the stated goal for the webinar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
The instructional methods used facilitated an effective learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
The presentation explained technical terms and jargon adequately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
The polls used were relevant and aligned with stated learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
The content was presented in a logical sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
The presentation included just the right amount of information (ideas, text, visuals and audio) to prevent cognitive overload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
The instructional methods encouraged personal reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

0%  100%

<< >>

English

Of the webinar content presented, what remains the key takeaway for you?

What are the four research areas the presenter recommended focusing on in order to develop a contextualized understanding of contemplative practices as pedagogy?

0%  100%

<< >>

English

What did you like least about the webinar?

What did you like most about the webinar?

How could the webinar be improved?

0% 100%

<< >>

English

Are there any questions you think should have been included in this evaluation form? If so, what are they?

Based on your area(s) of expertise, what else would you like to say about the webinar?

0%  100%

<< >>

English

Please indicate your thank you gift card preference:

- \$25 Starbuck's Gift Card
- \$25 Amazon Gift Card

At what email address would you like to receive your gift card?

This concludes the evaluation form. Please take a moment to review your answers.

**\*\*Clicking the right arrow will SUBMIT the survey.\*\***

0%  100%

<< >>

Thank you!  
**Your evaluation has been submitted.**  
You will receive your thank you gift card within 7 business days.

0%  100%

## Beta-2 Evaluation

English

**Welcome!**

Now that you've watched the webinar recording and you have read the *Evaluator Packet*, you're ready to provide some constructive feedback. If you haven't yet reviewed the *Evaluator Packet*, please take a moment to do so. You can access a copy using the link below.

**Evaluation Purpose and Scope**

This evaluation focuses on the webinar's content. It considers the primary question: Is the webinar content aligned with the stated goal, audience and outcomes? To review a description of the webinar's goal, audience, and learning outcomes, please download and read the *Evaluator Packet* below.

Because you possess expertise with contemplative pedagogies, your opinion will help improve the quality of the next iteration of this faculty development webinar. This form consists of 11 questions (3 Likert-type, 1 multiple choice, and 7 open-ended) and will take approximately 20 minutes to complete.

**Questions**

Please contact me (via the cell or email listed below) regarding any questions or difficulties you may have while completing the evaluation. You will be able to save and return anytime before submitting, if needed.

**\*\*Please complete and submit no later than Thursday, May 3, 2018.\*\***

Thank you for your willingness to participate! I look forward to receiving your evaluation and comments.

Kai Dailey,  
Graduate Student, MSIDT  
California State University Fullerton

*Evaluator Packet* download link:

[Sme evaluator packet](#)

0%  100%

>>

English

Please enter your name before continuing.

0%  100%

<< >>

English

Thinking about the presenter's performance, please respond to the following statements:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The greeting was friendly and motivating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presenter spoke clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tone was easy to listen to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0%  100%

<< >>

English

Thinking about the webinar length, please evaluate the statement below.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The duration was adequate to cover the material presented and did not feel rushed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0%  100%

<< >>

English

Asked only of IDE

Thinking about the slides used during the webinar, please respond to the following statements:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The text was easy to read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fonts, colors, images and graphics were appropriate for the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The graphic design elements were arranged effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The slides illustrated key ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The slides were free of spelling, grammar, and punctuation errors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0%  100%

<< >>

English

**Instructional Methods and Content**

The next questions ask you to evaluate the webinar's instructional methods and content for alignment with goals, audience, and outcomes. A brief recap of these are provided below. For a more detailed project description, please review the *Evaluator Packet*.

**Goal:** Encourage participants to research and analyze contemplative practices as pedagogies using an interdisciplinary framework.

**Audience:** Higher education professionals interested in designing courses with contemplative pedagogy.

**Learning Outcomes:**

1. Describe four academic disciplines essential to developing a contextualized understanding of contemplative practices as pedagogy
2. Discuss some key considerations in the differentiation and selection of contemplative practices during course design
3. Define contemplative pedagogy
4. Discuss recommended strategies for researching collaboratively with colleagues on the topic of contemplative pedagogy

Thinking about the stated goal, audience, and outcomes for the webinar, please evaluate the following statements.

	Strongly agree	Somewhat agree	neither agree nor disagree	Somewhat disagree	Strongly disagree
The content supported the stated goal for the webinar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructional methods facilitated a beneficial learning experience for higher education professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical terms and jargon were adequately explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content was presented in a logical sequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of information (ideas, text, visuals and audio) presented was easy to learn and remember.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructional methods encouraged personal reflection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content supported the stated learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The research strategies and collaborative resources recommended encouraged collaborative effort on the topic of contemplative pedagogy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The webinar accurately represented current issues relevant to the use of contemplative methods in higher education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

← Asked only of SMEs

Please add your comments regarding any of the answers you've shared above.

0% 100%

<< >>

English

After viewing the webinar, what remains the key takeaway for you?

0% 100%

<< >>

English

What are the four research areas the presenter recommended to develop a contextualized understanding of contemplative practices as pedagogy?

0% 100%

<< >>

English

The presenter recommended consideration of which of the following when selecting contemplative methods for a course? (Select all that apply)

- Direct Instruction versus Learning Support
- Students' emotional safety
- Instructor experience with a contemplative method
- Risk of triggering autonomic or psych/spiritual responses with mind-body methods
- Cognitive Load
- Empirical peer-reviewed evidence

0% 100%

<< >>

English

What did you like least about the webinar?

What did you like most about the webinar?

How could the webinar be improved?

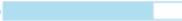
0% 100%

<< >>

English

Are there any questions you think should have been included in this evaluation form? If so, what are they?

Based on your expertise with contemplative pedagogy, what else would you like to say about the webinar?

0%  100%

<< >>

English

This concludes the evaluation form. Please take a moment to review your answers. (You can use the left arrows to view previous answers.)

**\*\*Clicking the right arrow will SUBMIT the survey.\*\***

0%  100%

<< >>

Thank you!  
**Your evaluation has been submitted.**  
You will receive your thank you gift card within 7 business days.

0%  100%

## Appendix D

## Evaluator Packet

MSIDT Program, CSU Fullerton

### **SME Evaluator Packet** “Designing Courses with Contemplative Pedagogy” A Professional Development Webinar

Use the following project description, learning objectives, and guiding questions as a supplemental resource for your evaluation.

**“Please submit your evaluation by May 3, 2018.”**

[kallyndalley.com/contemplativepedagogy](http://kallyndalley.com/contemplativepedagogy)



**"Designing Courses with Contemplative Pedagogy"  
A Professional Development Webinar**

Created by Kai Dailey, MSIDT Candidate to satisfy practicum requirements for the  
Master's of Science in Instructional Design and Technology Program

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**Webinar Project Description**

My practicum instructional product will be a 1-hour webinar. The topic covers how to select a contemplative exercise for an academic course using instructional design criteria. The webinar will present a tentative framework for analyzing contemplative exercises as pedagogies. As part of the presentation, the Tree of Contemplative Practices will be examined from an instructional design perspective.

**Goal**

The webinar seeks to encourage participants to research and analyze contemplative practices as pedagogies using an interdisciplinary framework.

**Target Audience**

The target audience is higher education professionals (particularly instructional designers and instructors) interested in using contemplative pedagogies in online or face-to-face classes. Both audience segments are understood to typically possess the following characteristics:

- A graduate degree
- 35+ years of age
- Basic computer literacy
- Previous online training experience
- Access to a computer or device with a high-speed Internet connection
- Employed in higher education

**Learning Outcomes**

By attending this webinar, participants will be able to:

- Describe four academic disciplines essential to developing a contextualized understanding of contemplative practices as pedagogy
- Discuss some key considerations in the differentiation and selection of contemplative practices during course design
- Define contemplative pedagogy
- Discuss recommended strategies for collaborative research with colleagues on the topic of contemplative pedagogy

**Prerequisites**

No prerequisites are required for participants. Anyone interested in integrating contemplative pedagogy into adult learning will find the webinar accessible and beneficial. The presentation will integrate introductory and advanced concepts to accommodate mixed experience levels.

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### Guiding Considerations for Evaluation

#### Presenter Performance Goals

- The greeting was friendly and motivating.
- The presenter spoke clearly.
- The tone was easy to listen to.

#### Webinar Presentation Goals

- The duration was adequate to cover the material presented and did not feel rushed.
- 

#### Content Standards

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• The content supported the state goal for the webinar.</li> <li>• The instructional methods facilitated a beneficial learning experience for higher education professionals.</li> <li>• Technical terms and jargon were adequately explained.</li> <li>• The content was presented in a logical sequence.</li> <li>• The amount of information (ideas, text, visuals and audio) presented was easy to learn and remember.</li> </ul> | <ul style="list-style-type: none"> <li>• The instructional methods encouraged personal reflection.</li> <li>• The content supported the stated learning outcomes.</li> <li>• The research strategies and collaborative resources recommended encouraged collaborative effort on the topic of contemplative pedagogy.</li> <li>• The webinar accurately represented current issues relevant to the use of contemplative methods in higher education.</li> </ul> |
|--|--|
- 

### Guiding Questions for Evaluation

After viewing the webinar, what remains the key takeaway for you?

What are the four research areas the presenter recommended to develop a contextualized understanding of contemplative practices as pedagogy?

The presenter recommended consideration of which of the following when selecting contemplative methods for a course? (Select all that apply)

- Direct Instruction versus Learning Support
- Students' emotional safety
- Instructor experience with a contemplative method
- Risk of triggering autonomic or psych/spiritual responses with mind-body methods
- Cognitive Load
- Empirical peer-reviewed evidence

What did you like least about the webinar?

What did you like most about the webinar?

How could the webinar be improved?

Are there any questions you think should have been included in this evaluation form? If so, what are they?

Based on your area(s) of expertise, what else would you like to say about the webinar?

#### Evaluation Format

The beta evaluation focuses on the webinar's content. It considers the question:

Is the webinar content aligned with stated goal, audience and outcomes?

The evaluation will ask 11 questions (3 Likert-type, 1 multiple choice, and 7 open-ended) and will take approximately 20 minutes to complete. Below is an example of the main question type used in the online form.

Thinking about the presenter's performance, please respond to the following statements:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
The greeting was friendly and motivating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presenter spoke clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tone was easy to listen to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0%  100%

◀ ▶

#### Questions

You can contact me (via the cell or email listed below), if you have questions about the presentation or any questions or difficulties while completing the evaluation. If needed, you can quit and return to the evaluation form anytime before submitting. Your answers will be saved automatically. To return and start where you left off, just use the same email link.

Thank you for your willingness to share your time and expertise. I hope that you enjoy the webinar.

Best,

Kai Dalley,  
Graduate Student, MSIDT  
California State University Fullerton

## Appendix E

## IRB Waiver Request Letter

From: Kai Dailey

Date: February 7, 2018

To: MSIDT Faculty  
California State University, Fullerton

The purpose of this letter is to request that my project titled, *Designing Courses with Contemplative Pedagogy*, be given exempt status from review by the CSUF institutional review board (IRB). I am submitting this letter so as to expedite the IRB process.

As a student in the Master of Science in Instructional Design and Technology Program at CSUF, I am required to submit a digital learning product that demonstrates the knowledge and skills that I have acquired in the program. The MSIDT program focuses on the application of technology for teaching, learning and curriculum development used by professionals. A requirement for completion of the program is the development and evaluation of a digital learning product that can be used to meet an instructional need.

Along with this letter, I am submitting an abstract that describes my digital learning product in detail. Once this digital learning product has been developed, I will need to conduct an evaluation that will evaluate the digital learning product's effectiveness with a group of Subject Matter Experts. This evaluation will also provide me with information that will help me improve the instructional product. The evaluation is mixed methods (qualitative and quantitative data) with convenience sampling of a small number of Subject Matter Experts and as such will not be generalizable to other situations. The results of the evaluation will only appear in my Master's project.

THE CALIFORNIA STATE UNIVERSITY

*Bakersfield / Channel Islands / Chico / Dominguez Hills / East Bay / Fresno / Fullerton / Humboldt / Long Beach / Los Angeles / Maritime Academy / Monterey Bay / Northridge / Pomona / Sacramento / San Bernardino / San Diego / San Francisco / San Jose / San Luis Obispo / San Marcos / Sonoma / Stanislaus*

If you have any questions or concerns please do not hesitate to contact me at the following address:

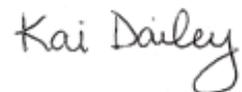
Kai Dailey

kldailey@csu.fullerton.edu

Cohort# 15

I appreciate your help with this matter, as this will facilitate the completion of my final digital learning product for the MSIDT program.

Sincerely

A handwritten signature in black ink that reads "Kai Dailey". The signature is written in a cursive, flowing style.

Kai Dailey

Attachment

*1/18 revised*

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**Appendix F**

## IRB Waiver Approval



Master of Science  
Instructional Design & Technology  
College of Education  
2600 Nutwood Avenue  
Fullerton, CA 92831  
657-278-3786

February 23, 2018

Kai Dailey,

Your MS proposal letter has been received and reviewed. Your Master of Science in Instructional Design and Technology project titled *Designing Courses with Contemplative Pedagogy* qualifies for an IRB waiver. Your project is not designed to develop or contribute to generalizable knowledge as described in CFR 46.102(d). The primary focus of your project is based on the production and evaluation of an instructional product that does not involve human participants. A formal IRB review is not required and you may commence the development and evaluation of your instructional product.

A handwritten signature in cursive script that reads "Cynthia Gautreau".

Dr. Cynthia Gautreau, Director

MS Instructional Design and Technology

College of Education

California State University Fullerton

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## Appendix G

## Announcement for USC Contemplative Pedagogy Initiative Talk



### CONTEMPLATIVE PEDAGOGY INITIATIVE [MINDFUL.USC.EDU](http://MINDFUL.USC.EDU)

*A gathering for all who teach at USC*

SHARING BEST PRACTICES  
in contemplative and meditative methods of teaching and learning

### SPIRITUAL PEDAGOGIES IN INSTRUCTIONAL DESIGN

PRESENTER: KAI DAILEY, graduate student in instructional design, Cal State Fullerton

**Wed Jan 24, 12-1:30**

**URC 104**

Lunch provided

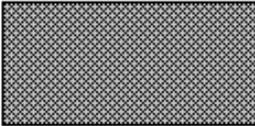
**RSVP**

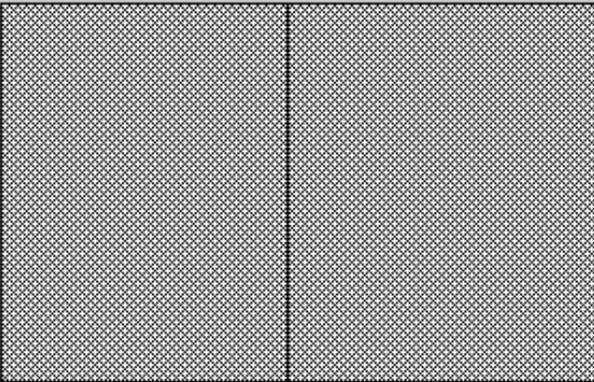
**Spread the word to other instructors/professors at USC!**

Resources on contemplative pedagogy:

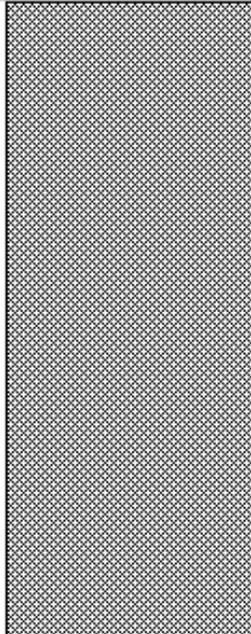
## Appendix H

## Beta-2 Evaluation Data

QUESTION	SME1	SME2	IDE1
Thinking about the presenter's performance, please respond to the following statements:			
<b>The greeting was friendly and motivating.</b>	Strongly Agree	Somewhat Agree	Strongly Agree
<b>The presenter spoke clearly.</b>	Strongly Agree	Strongly Agree	Strongly Agree
<b>The tone was easy to listen to.</b>	Strongly Agree	Strongly Agree	Strongly Agree
Thinking about the stated goal, audience, and outcomes for the webinar, please evaluate the following statements.			
<b>The content supported the stated goal for the webinar</b>	Strongly Agree	Somewhat Agree	Strongly Agree
<b>The instructional methods facilitated a beneficial learning experience for higher education professionals.</b>	Strongly Agree	Strongly agree	Somewhat Agree
<b>Technical terms and jargon were adequately explained.</b>	Strongly Agree	Somewhat Agree	Somewhat Agree
<b>The content was presented in a logical sequence.</b>	Strongly Agree	Strongly Agree	Strongly Agree
<b>The amount of information (ideas, text, visuals and audio) presented was easy to learn and remember.</b>	Strongly Agree	Somewhat Disagree	Somewhat Agree
<b>The instructional methods encouraged personal reflection.</b>	Strongly Agree	Somewhat Disagree	Strongly Agree
<b>The content supported the stated learning outcomes.</b>	Strongly Agree	Somewhat Agree	Strongly Agree
<b>The research strategies and collaborative resources recommended encouraged collaborative effort on the topic of contemplative pedagogy.</b>	Strongly Agree	Strongly Agree	Strongly Agree
<b>The webinar accurately represented current issues relevant to the use of contemplative methods in higher education.</b>	Strongly Agree	Strongly Agree	

QUESTION	SME1	SME2	IDE1
Please add your comments regarding any of the answers you've shared above.			
	The entire presentation was evidently researched with care on the subjective side through her research and from living the principles and practices in her personal, private, and professional life.	Not Answered	Not Answered
Thinking about the webinar length, please evaluate the statement below.			
<b>The duration was adequate to cover the material presented and did not feel rushed.</b>	Strongly Agree	Somewhat Agree	Strongly Agree
Thinking about the slides used during the webinar, please respond to the following statements:			
<b>The text was easy to read.</b>			Strongly Agree
<b>The fonts, colors, images and graphics were appropriate for the subject matter.</b>			Strongly Agree
<b>The graphic design elements were arranged effectively.</b>			Strongly Agree
<b>The slides illustrated key ideas.</b>			Strongly Agree
<b>The slides were free of spelling, grammar, and punctuation errors.</b>			Strongly Agree
After viewing the webinar, what remains the key takeaway for you?			
	Kai has not only studied and learned about the topic but as she describes the "presence" in her research she appears to have practiced the presence in her personal life and shared her techniques and ideas with others.	CP as pedagogy is worthwhile, but should not be undertaken lightly. I believe you are encouraging your viewers to adopt a teacher-scholar orientation, without being heavy handed to this end.	The ways in which the cultures originated these contemplative pursuits practice them and the way we in the West do are enough different... That we in the West should consider developing our own way of teaching the practice, for the outcomes the West desires of them.
What are the four research areas the presenter recommended to develop a contextualized understanding of contemplative practices as pedagogy?			
	1. Map contemplative pedagogues to realistic and measurable learning outcomes. 2. Deepen integration of contemplative exercises into courses. 3. Development of testable direct instructional strategies. 4. Kindle theoretical insight related to contemplative teaching and learning.	<ul style="list-style-type: none"> <li>• Contributing to instructional design in the literature</li> <li>• Collaboration on course design, scholarship of teaching &amp; learning projects, experimental design</li> <li>• Engaging in interdisciplinary research</li> <li>• Theoretical development for CP as pedagogy</li> </ul>	I forget.

QUESTION	BETA-2 (SME1)	BETA-2 (SME2)	BETA-2 (IDE1)
The presenter recommended consideration of which of the following when selecting contemplative methods for a course? (Select all that apply)	<ul style="list-style-type: none"> <li>• Direct Instruction versus Learning Support</li> <li>• Students' emotional safety</li> <li>• Instructor experience with a contemplative method</li> <li>• Cognitive Load</li> <li>• Empirical peer-reviewed evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Instruction versus Learning Support</li> <li>• Students' emotional safety</li> <li>• Instructor experience with a contemplative method</li> <li>• Cognitive Load</li> <li>• Empirical peer-reviewed evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Students' emotional safety</li> <li>• Instructor experience with a contemplative method,</li> <li>• Risk of triggering autonomic/psychospiritual responses with mind-body methods,</li> <li>• Cognitive Load</li> </ul>
What did you like least about the webinar?	Not a thing, I enjoyed all of the information and ideas presented.	The slides were rather text heavy.	I wish the webinar had used a mnemonic of some sort to aid in retaining key information.
What did you like most about the webinar?	The information on the risks is important when creating a process for the students most of which have no meditation practice or experience in this area and might find it challenging and even upsetting if they are suffering with things like PTSD or traumatic experiences in childhood that they have submerged as a way of dealing with them.	The presenters' enthusiasm for the topic and thoughtful design of the webinar.	The subject matter was fascinating.
How could the webinar be improved?	Depending upon the audience of course you might want to limit some information for prospective teachers interested in learning more about using these techniques in their classes and less about the students in Tibetan Nun Project section and replace it with information from courses led by the members ACMHE and the like.	The photos in the beginning were engaging; it would be great to have more content other than bullet points and text.	The aforementioned use of mnemonics. Perhaps making the webinar shorter.
Are there any questions you think should have been included in this evaluation form? If so, what are they?	Not that I can think of.	Nothing comes to mind.	No.
Based on your instructional design expertise, what else would you like to say about the webinar?	Well done.		

QUESTION	BETA-2 (SME1)	BETA-2 (SME2)	BETA-2 (IDE1)
Based on your expertise with contemplative pedagogy, what else would you like to say about the webinar?	<p>I would suggest that showing some simple examples of faculty who are already using some things in their classes that could be replicated easily by novices such as a simple breath exercise in the beginning of the class to get the students relaxed and ready to learn. When that happens the students often begin to do research on their own into things like mindfulness, meditation, yoga, Tia Chi and the like. At least that is what I have experienced in my classes over the 12 years that I have been adding these techniques into my teaching and training. Additionally, I always have other students who are either teaching classes such as yoga and Tia Chi and are excited to share tips with their classmates and offer help and support.</p>	<p>I agree that single pointed meditation is a superb starting point for Westerners for all of the reasons you brought to light. The challenge that I have encountered is a lack of social modeling for those who do not have a contemplative lineage, sangha, etc. (beyond the instructor in the classroom), and once the semester ends, there is no one. Perhaps another pedagogical realm is to convey that learning must continue (intrinsic motivation), and it is up to the student to find the next teacher.</p>	

**Appendix I**

### Tasks Completed Listed By Personnel

<b>Task</b>	<b>Personnel</b>	<b>Start</b>	<b>Completed</b>
Project Proposal	Instructional Designer	11/15/17	12/15/18
IRB Approval Request	Instructional Designer	2/17/18	2/23/18
Content Research	Instructional Designer	11/30/17	2/20/18
Learner Analysis	Instructional Designer	11/15/17	1/30/18
Planning Documents	Instructional Designer	12/30/17	2/10/18
Practice and Delivery	Presenter	2/6/18	5/20/18
Alpha	Instructional Designer	1/10/18	2/16/18
Beta-1	Instructional Designer	2/17/18	3/16/18
Beta-2	Instructional Designer	3/17/18	4/19/18

**Appendix J**

### Hours to Complete Design Tasks By Iteration

<b>Task</b>	<b>Estimated Hours</b>
<b>Background Research and Analysis</b>	<b>45</b>
Needs analysis	4
Scope, goal, and objectives	3
Learner analysis	3
Content research	30
Project proposal (with storyboard and flowchart)	5
<b>Iteration 1: Live meeting room presentation of script content to SMEs</b>	<b>25</b>
Write script	12
Practice script out loud	5
Live Presentation	2
Post-presentation audio note taking, transcribing, and analysis of feedback	4
Update learner analysis	2
<b>Iteration 2: Alpha Webinar</b>	<b>43</b>
Content research	10
Revise script	1
Develop style guide	1
Microsoft PowerPoint slide design	7
Select/edit photographs	3

Task	Estimated Hours
Development of combined IDE/SME evaluation form and evaluator packet	6
Schedule webinar meeting in Zoom Video Conferencing software	1
Setting up Eventbrite page for Alpha webinar registration	2
Recruitment of IDE/SMEs via social media	1
Invitation and instruction emails to IDE/SMEs	1
Write and send webinar registration confirmation, invitation, and reminder emails	2
Practice webinar delivery	3
Live webinar delivery	1
Upload/trim webinar video recording in YouTube for IDE/SME evaluation	1
Collect and review evaluations	2
Purchase and send thank you gift cards	1
<b>Iteration 3: Beta-1 webinar delivered to IDEs Only and California State University Fullerton faculty</b>	<b>31</b>
Revise webinar script and slides	7
Schedule webinar meeting in Zoom Video Conferencing software	1
Update Eventbrite page for Beta-1 webinar registration	2
Design, create/add content, and publish webinar resources webpage	10

<b>Task</b>	<b>Estimated Hours</b>
	2
Write and send webinar registration confirmation, invitation, and reminder emails	
Practice webinar delivery	3
Live webinar delivery	1
Upload/trim webinar video recording in YouTube for IDE/SME reference (no formal evaluation collected)	1
Update Eventbrite page for Beta-1 webinar registration	1
Post-presentation review of webinar recording and analysis of participant comments, questions and feedback	3
<b>Iteration 4: TCC 2018 Online Conference Presentation (20 minute version of content)</b>	<b>15</b>
	5
Revise webinar script for short presentation	5
Update Microsoft PowerPoint slide design	3
Create visuals and select/edit photographs	2
Practice shorter updated presentation	
<b>Iteration 5: Beta-2 Webinar Recording for IDE/SMEs</b>	<b>19</b>
	2
Revise script to include updated content from 20 minute version	3
Integrate updated slide sequences from 20 minute version	
Update/create separate IDE and SME evaluation forms and evaluator packets	3
Research SME candidates	2
Practice webinar delivery	2
Record webinar delivery	1

<b>Task</b>	<b>Estimated Hours</b>
Upload/trim webinar video recording in YouTube for IDE/SME evaluation	1
Add content to webinar resources webpage	1
Write and send IDE/SME evaluator emails (with links to recording, evaluation form and attached evaluator packet)	2
Collect and review evaluations	2
<b>Total Hours</b>	<b>178</b>

**Appendix K**

### Estimated Budget

<b>Element</b>	<b>Estimated Hours</b>	<b>Personnel</b>	<b>Cost Per Hour*</b>	<b>Total Cost</b>
Background Research and Analysis	40	Instructional Designer	\$32	\$1280
Planning Documents	6	Instructional Designer	\$32	\$192
Iteration 1	24	Instructional Designer/ Presenter	\$32	\$768
Iteration 2	44	Instructional Designer/ Presenter	\$32	\$1408
Iteration 3	30	Instructional Designer/ Presenter	\$32	\$960
Iteration 4	15	Instructional Designer/ Presenter	\$32	\$480
Iteration 5	19	Instructional Designer/ Presenter	\$32	\$608
Thank You Gift Cards for IDEs and SMEs		Alpha - 3 cards x \$25 Beta-2 - 3 cards x \$15		\$75 \$45
<b>Total</b>	<b>178</b>			<b>\$5816</b>

\*Hourly rate based on average academic instructional designer yearly salary of \$67,047 calculated from 3,091 salaries anonymously reported to Glassdoor (2014). The average salary was converted to hourly by dividing by a standard 40-hour workweek or 2080 hours per year.