



Further Exploration into Mindfulness in any Classroom

EDUO 9769 1 Semester Credit/Unit

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Public Course Syllabus. Please email the instructor for a full syllabus

Course Overview

Collaborate with fellow educators who are interested in bringing mindfulness practices into their classrooms to enhance the techniques you are already using as well as learning new practices to use. There is also an opportunity to examine and explore current trends in research on various mindfulness topics. EDUO 9702 is prerequisite for this course.

Course Objectives:

In this course participants will have opportunity:

1. To revisit your intent with your own practice of mindfulness
2. Learn and collaborate with others about techniques that can be used with the classroom
3. Become familiar with the current research about mindfulness and meditation

Course Relation to CCS or other Professional Standards

This course aligns to the standards for the National Health Education Standards

Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.

Course Assignments

Topic 1: Sharing Your Experience

One of the things most often given in the feedback from the first course was the desire to share and discuss with other teachers. In this section the purpose is to share with each other your successes and challenges in presenting mindfulness practices in your classroom. Please keep the discussion to just the practices introduced in the first course. There will be opportunity to expand and explore other practices in a later unit.

Topic 2: Revisiting Mindfulness/Awareness Practice

As we covered in the previous course, there are many different types and styles of "meditation". In this topic, there are a few videos to watch to help clarify the tradition of mindfulness practices that are being presented in this course, which comes from the Tibetan Buddhist tradition. After watching the videos, there is a writing assignment.

Topic 3: Research

In the first course, we covered a variety of research that has been done on meditation. In this section, you will expand on that knowledge base, as research and studies on this topic is becoming increasingly popular. There are several articles that are required reading. Then there are optional links for continued research. The assignment for this topic is to write a discussion post after researching one article or source. You will then respond to at least one post by a classmate.

Topic 4: Practices for the Classroom

Teaching students about Mindfulness using specific techniques is certainly a great way to get started and to introduce the topic to them. I also personally believe that for individuals that want to really develop and pursue this, that daily practice is essential. The main goal of "being mindful" doesn't require specific practices though. It can be done moment-by-moment, doing whatever it is that we are doing (or not doing) right now.

In this section, I have provided a few different practices and links to resources for different ideas of activities to do within your classroom. The assignment for this section is to just share and learn from each other by participating in a discussion.

Topic 5: Final Project

For the final project, you have three possibilities. If you are more interested in exploring the research that is out there, then that is one option. The second and third options are to enhance or share what you have already been doing in your classroom with the mindfulness practices.

Topic 6: Summary and Evaluation

Course Assessment Rubric

<p style="text-align: center;">EXCELLENT</p> <p>Meets or Exceeds Course Objectives: A to A-</p>	<p style="text-align: center;">ACCEPTABLE</p> <p>Majority of Work Meets Course Objectives; B+ to B-</p>	<p style="text-align: center;">NOT ACCEPTABLE</p> <p>Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
Shows exemplary understanding of the different types and goals of meditation along with concerns associated with bringing these into the classroom.	Shows basic understanding of the different types and goals of meditation along with concerns associated with bringing these into the classroom.	Needs more time to develop an understanding of the different types and goals of meditation along with concerns associated with bringing these into the classroom.
Shows exemplary application of new knowledge evidenced by written assignments and final project.	Shows basic application of new knowledge evidenced by written assignments and final project.	Needs more time to develop the application of new knowledge evidenced by written assignments and final project.
Organized very well. Work is original. Supporting material easy to locate, clearly labeled and related to the corresponding assignment.	Organized fairly well. Work is original. Supporting material somewhat hard to locate and loosely related to corresponding assignment. Is generally organized and labeled.	Organized poorly. Not all work is original. Supporting material difficult to locate or not present and/or not related to corresponding assignment. Shows little or no organization and assignments are poorly labeled
Assignment content and projects are original.	Assignment content and projects are original.	Assignment content and projects may not be original.
Free of spelling and grammatical errors. Assignments are word processed using standard 12pt font. Presentation is neat with good use of white space and margins.	Organized fairly well. Supporting material somewhat hard to locate and loosely related to corresponding assignment. Is generally organized and labeled.	Organized poorly. Supporting material difficult to locate or not present and/or not related to corresponding assignment. Shows little or no organization and assignments are poorly labeled.