Contemplative Pedagogy and Revitalization of Teacher Education

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Abstract

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

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Contemplative education is a philosophy of higher education that integrates introspection and experiential learning into academic study in order to support academic and social engagement, develop self-understanding as well as analytical and critical capacities, and cultivate skills for engaging constructively with others. The inclusion of contemplative and introspective practices in academia addresses an increasingly recognized imbalance in higher education: a lack of support for developing purpose Fundamental Pedagogy is a discipline which is set to provide an introduction to and prepare the student for the academic study of education. Its aim is to explain the basic terms and contribute to an understanding of processes in education and to guide the student toward thinking about these processes. Objectives. · To learn the basic terms and relations between different phenomena in education and to understand them. · To understand the complexity and multi-dimensionality of upbringing and its theory – education. Objectives of Individual Parts. · The aim of the first part, Introduction to Edu...
examination of practice to push beyond the technical while still responding to the need to develop and display appropriate attitudes, knowledge, and skills of teaching itself. Understanding learning about teaching is also crucial to a pedagogy of teacher education because teacher educators need to be sensitive and responsive to the two competing agendas the student-teachers face. The first is their need to be comfortable with, and capable of, handling par