

WHEN KNOWING BECOMES LOVE

# MEDITATION AS CONTEMPLATIVE INQUIRY

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Arthur Zajonc

## Meditation As Contemplative Inquiry When Knowing Becomes Love

Jeffery W. Galle, Rebecca L. Harrison

#### **Meditation As Contemplative Inquiry When Knowing Becomes Love:**

Meditation as Contemplative Inquiry Arthur Zajonc, 2008-09-01 7 lectures various cities April 17 May 26 1914 CW 154 What is the relationship between those who have died and those who remain alive on Earth Can we help those now in the spiritual world Can they help us In these talks Rudolf Steiner deals with the spiritual relationships that the living can have with those who have crossed over the threshold between life and death In a realistic practical way he shows how an understanding of our spiritual nature reveals ways of knowing a world undreamed of by materialists. The tone of these talks is warm and moving clearly drawn from Steiner's own experience and the lives of those who had died and who were personally known to him Robert Hamerling Christian Morgenstern and others This important work is for those who are coming to terms with the death of a love one This book is a translation from German of Wie erwirbt man sich Verst ndnis f r die geistige Welt Das Einflie en geistiger Impulse aus der Welt der Verstorbenen GA 154 Achtsamkeit und pädagogische Professionalität in der Lehrer\*innenbildung Dominik Weghaupt, 2024-05-06 Achtsamkeit ist als Gesundheitsf rderung in Schule und Lehrer innenbildung angekommen ihr p dagogisches Potential geht aber weit dar ber hinaus Dieses nimmt Dominik Weghaupt in den Blick und erforscht Achtsamkeit als bungsform sowie als psychologische Variable in bildungswissenschaftlicher Hinsicht Er zeigt ph nomenologisch die Charakteristika achtsamkeitsbasierter Lehrveranstaltungen auf analysiert Achtsamkeits bungen als p dagogische Praxis und diskutiert den personalen Aspekt p dagogischer Professionalit t Ebenfalls Gegenstand der Analyse sind die Prozesse von Selbstregulation und Selbstkenntnis in Verbindung zu Achtsamkeit wodurch diese als ein moderierender Faktor f r gelingendes p dagogisches Handeln hervortritt Engaging with Meditative Inquiry in Teaching, Learning, and Research Ashwani Kumar, 2022-05-30 This collection of multi inter disciplinary essays explores the transformative potential of Ashwani Kumar's work on meditative inquiry a holistic approach to teaching learning researching creating and living in diverse educational contexts Aspiring to awaken awareness intelligence compassion collaboration and aesthetic sensibility among students and their teachers through self reflection critique dialogue and creative exploration this volume Showcases unique ways in which scholars from diverse disciplinary cultural and geographic contexts have engaged with meditative inquiry in their own fields Provides a space where African Asian Buddhist Indigenous and Western scholars engage with the idea of meditative inquiry from their own cultural philosophical and spiritual traditions perspectives and practices Explores a variety of themes in relation to meditative inquiry including arts based research poetic inquiry Africentricity Indigenous thinking martial arts positive psychology trauma dispute resolution and critical discourse analysis Offers insights into how the principles of meditative inquiry can be incorporated in classrooms and thereby contributes to the growing interest in mindfulness meditation and other holistic approaches in schools and academia The diverse and rich contributions contained in this volume offer valuable perspectives and practices for scholars students and educators interested in exploring and adopting the principles of meditative inquiry in their specific fields and contexts Storying our

Relationship with Nature Amanda Fiore, Jing Lin, 2024-03-07 This book takes readers on a journey that is part storytelling part academic analysis and part spiritual exploration The authors identify the climate emergency as a breakdown in spiritual consciousness which fails to recognize our deep interconnection with Nature To meet this crisis of spirit Storying Our Relationship with Nature serves as a guide for transforming ourselves and our lives through story and highlights the importance of social and emotional aspects of environmental education The authors introduce the philosophical and historical foundations of our objectification of Nature as a commodity and describe the effect this view has on our lives They detail a path forward through storytelling contemplative practice Eastern philosophy and the transformative power of education Throughout the book reflective activities provide a space for the reader to personalize their learning leading the reader towards the book s central message once we learn to consciously re story our relationship with Nature we can transform our cultural narrative of fatalism and greed into one of love determination and possibility helping us move towards a sustainable future Contemplative Pedagogies for Transformative Teaching, Learning, and Being Jing Lin, Tom E. Culham, Sachi Edwards, 2019-11-01 In our current systems of education there is a trend toward compartmentalizing knowledge standardizing assessments of learning and focusing primarily on quantifiable and positivist forms of inquiry Contemplative inquiry on the other hand takes us on a transformative pathway toward wisdom morality integrity equanimity and joy Zajonc 2009 These holistic learning practices are needed as a counterbalance to the over emphasis on positivism that we see today In addition to learning quantifiable information we also need to learn to be calmer wiser kinder and happier This book aims to find and share various pathways leading to these ends This book will describe educational endeavors in various settings that use contemplative pedagogies to enable students to achieve deep learning peace tranquility equanimity and wisdom to gain new understanding about self and life and to grow holistically Embodiment is a central concept in this book We hope to highlight strategies for exploring internal wisdoms through engaging ourselves beyond simply the rational mind Contemplative pedagogies such as meditation yoga tai chi dance arts poetry reflective writing and movements can help students embody what they learn by integrating their body heart mind and spirit Mindfulness and Contemplative Interaction for Higher Education David N. Sable, 2025-12-17 This book situates mindfulness and contemplative interaction at the heart of transformative learning for a more sustainable and compassionate world Drawing on a mixed methods study of a specific set of reflective learning activities introduced to undergraduates in Canada the book highlights the importance of critical thinking and the necessity of the underlying affective dispositions to transformative learning It argues that contemplative practices can play a central role in creating an unexpected sense of connectedness even among students who do not agree with each other who may come from widely different backgrounds and who may not speak English as a first language These practices encourage students to improve their listening skills suspend judgments and explore multiple points of view without confirmation bias or rigidity Mindfulness and contemplative interaction are further discussed in the context

of the growing use of generative AI in higher education and the practical issues of student evaluation and feedback This forward thinking volume will appeal to contemplative practice scholars in the field of higher education as well as educators and researchers with interests in transformative learning critical thinking and applied mindfulness Contemplative Pedagogy Mary Keator, 2017-12-14 Offering an original application of the ancient monastic practice of lectio diving to the humanities this book demonstrates the need for further emphasis on deep reading reflection and contemplation in contemporary university classrooms Each chapter provides readers with an historical overview of the four movements of this monastic method lectio reading meditatio interpreting oratio responding and contemplatio experiencing wisdom and suggests ways to incorporate these practices in humanites courses Keator demonstrates that the lectio divina method is a viable pedagogical tool to guide students slowly and methodically through literary texts and into a subjective experience of wisdom and meaning Teaching Gloria E. Anzaldúa Margaret Cantú-Sánchez, Candace de León-Zepeda, Norma Elia Cantú, 2020-09-29 Gloria Evangelina Anzald a theorist Chicana feminist famously called on scholars to do work that matters This pronouncement was a rallying call inspiring scholars across disciplines to become scholar activists and to channel their intellectual energy and labor toward the betterment of society Scholars and activists alike have encountered and expanded on these pathbreaking theories and concepts first introduced by Anzald a in Borderlands La frontera and other texts Teaching Gloria E Anzald a is a pragmatic and inspiring offering of how to apply Anzald a s ideas to the classroom and in the community rather than simply discussing them as theory The book gathers nineteen essays by scholars activists teachers and professors who share how their first hand use of Anzald a s theories in their classrooms and community environments The collection is divided into three main parts according to the ways the text has been used Curriculum Design Pedagogy and Praxis and Decolonizing Pedagogies As a pedagogical text Teaching Gloria E Anzald a also offers practical advice in the form of lesson plans activities and other suggested resources for the classroom This volume offers practical and inspiring ways to deploy Anzald a s transformative theories with real and meaningful action Contributors Carolina E Alonso Cordelia Barrera Christina Bleyer Altheria Caldera Norma E Cant Margaret Cant S nchez Freyca Calderon Berumen Stephanie Cariaga Dylan Marie Colvin Candace de Le n Zepeda Miryam Espinosa Dulanto Alma Itz Flores Christine Garcia Patricia M Garc a Patricia Pedroza Gonz lez Mar a del Socorro Guti rrez Magallanes Leandra H Hern ndez Nina Hoechtl R an Lozano Socorro Morales Anthony Nu o Karla O Donald Christina Puntasecca Dagoberto Eli Ramirez Jos L Sald var Tanya J Gaxiola Serrano Ver nica Sol s Alexander V Stehn Carlos A Tarin Sarah De Los Santos Upton Carla Wilson Kelli Zaytoun Crafting a Curriculum of Coherence Martyn Rawson, Kath Bransby, 2025-10-09 Crafting a Curriculum of Coherence is a transformative guide that equips educators with the knowledge and tools to create a new kind of educational journey for children and young people informed by the unique insights of Steiner Waldorf education Drawing upon years of experience expertise and research the authors present a step by step guide for curriculum renewal design and delivery to create meaningful coherent learning

experiences that inspire and empower learners The chapters offer a new way of conceiving skills as knowledgeable action with purpose They cover a potentialities and competencies approach which makes learning truly holistic and a layered curriculum model that moves from philosophy to classroom practice enabling the development of coherent curriculum in any social or cultural setting Featuring real life examples case studies and thought provoking exercises the book encourages readers to think critically and creatively about education Exploring the interplay between curriculum design pedagogy and assessment this is an indispensable resource for educators who are dedicated to shaping a world where every child and voung person can flourish Reconstructing 'Education' through Mindful Attention Oren Ergas, 2017-01-21 This book reconstructs the idea and practice of education Rather than conceiving of education as a process we undergo in which our minds are shaped by a social vision Oren Ergas turns this notion of education on its head arguing instead that we ourselves construct education The multitude of problems with formal education and schooling such as violence inequality and low achievements are then seen as reflections of problems of the mind meaning that close study of the mind is necessary if these problems are to be successfully tackled Through philosophy neuroscience and psychology this book proposes a new perspective on educational theory practice and research It will be of great interest to students and teachers scholars of education and educational policy makers **Humanity's Last Stand** Nicanor Perlas, 2018-07-25 Although still in its earliest stages artificial intelligence AI is radically transforming all aspects of society With the immanent emergence of Artificial Super Intelligence ASI and the illusory temptations of transhumanism mankind stands at a crossroads In Humanity's Last Stand Nicanor Perlas makes an urgent plea It is imperative he says that we take immediate steps to ensure that digitized technology is aligned to human values and priorities Otherwise ASI will kill the essence of our humanity Further if we do not master it now ASI will transform mankind into its own image Ultimately it will destroy the human race AI experts have not offered a single cogent solution to this existential threat Rudolf Steiner however not only foresaw these developments but gave clear alternatives Steiner the founder of a contemporary scientific approach to spirituality provided philosophical ontological and social innovations to save humanity from the abyss It is the task of the global anthroposophical movement to pioneer this civilization saving work to establish spiritual scientific ideas in mainstream culture that would allow AI to emerge in a healthier societal context Perlas gives an overview of the phenomenon of AI together with its related transhuman concepts of perfecting humanity and outlines the critical internal and external responses required to meet them with consciousness In particular he addresses the movement connected to the work of Rudolf Steiner indicating its all important tasks to cooperate with progressive individuals and movements including scientists and civil society activists to mobilize its daughter movements for action and ultimately to cooperate with the spiritual powers that have guided and served humanity since the dawn of time This says the author is humanity s last stand and failure is not an option Applied Language Learning ,2015 Mindful Social Studies Tori K. Flint, Natalie Keefer, 2022-08-16 Mindful Social Studies Frameworks for

Social Emotional Learning and Critically Engaged Citizens situates the field of social studies education as uniquely poised to integrate anti racist equity and asset based pedagogies with contemplative mindfulness based strategies to promote the knowledge skills and dispositions students need to be effective citizens Students Social Emotional Learning SEL hinges upon their experience s engaging in authentic learning that strengthens cognitive skills including critical thinking self awareness reflection compassion empathy and perspective taking In this volume the co editors have curated reflective K 16 practitioner style research focused and theory based chapters that explore social justice orientated contemplative pedagogies as well as mindfulness related frameworks and strategies for teaching social studies and the social and behavioral sciences In this book chapter authors explore ways of cultivating specific mindfulness related social studies dispositions and transformative rationales and approaches for critical mindfulness and SEL based on compelling arguments for meeting the needs of students families and educators in a dynamic and increasingly diverse society Pedagogical Love in Adult Education Elisabeth Vanderheiden, Claude-Hélène Mayer, Ana Maria F. Barcelos, 2025-04-30 This volume explores the concept of pedagogical love highlighting its role as a transformative force across diverse educational contexts historical developments and its integration into educational systems It provides both theoretical insights and methodological approaches to pedagogical love The book opens with foundational chapters introducing the concept and progresses to situating it within frameworks such as decolonisation and critical pedagogy It further examines its potential in teacher education addressing specific pedagogical domains such as second language acquisition and literacy as well as cultural contexts spanning Asia Europe Africa and the Americas Moreover the book investigates the implications of pedagogical love in current transformations and digitalisation with particular attention to fully digital environments and artificial intelligence By offering a comprehensive overview and presenting innovative perspectives for research in adult education this book serves as an essential resource for researchers educators and practitioners. This edited collection delves into the transformative power of pedagogical love in adult education challenging conventional views of love as merely soft and personal By exploring critical and decolonial perspectives the book opens new avenues for research and practice advocating for love as a profound ethical and political force to confront social injustices and transform educational spaces Bridging critical and decolonial approaches this volume reimagines pedagogical love as a key to transformation in adult education It moves beyond sentimental notions to show how love can address challenges like violence colonialism and social inequity offering a renewed perspective on love s role in shaping the future of education Michalinos Zembylas Open University of Cyprus Pedagogical love is the root and foundation of all adult education The Routledge Companion to Decolonizing Art, Craft, and Visual Kaarina M tt Professor emerita University of Lapland Culture Education Manisha Sharma, Amanda Alexander, 2023-07-31 This companion demonstrates how art craft and visual culture education activate social imagination and action that is equity and justice driven Specifically this book provides arts engaged intersectional understandings of decolonization in the contemporary art world that cross disciplinary lines Visual

and traditional essays in this book combine current scholarship with pragmatic strategies and insights grounded in the reality of socio cultural political and economic communities across the globe Across three sections creative shorts enacted encounters and ruminative research a diverse group of authors address themes of histories space and land mind and body and the digital realm Chapters highlight and illustrate how artists educators and researchers grapple with decolonial methods theories and strategies in research artmaking and pedagogical practice Each chapter includes discursive questions and resources for further engagement with the topics at hand The book is targeted towards scholars and practitioners of art education studio art and art history K 12 art teachers as well as artist educators and teaching artists in museums and Camphill and the Future Dan McKanan, 2020-10-13 A free open access ebook is available upon publication Learn more at www luminosoa org The Camphill movement one of the world's largest and most enduring networks of intentional communities deserves both recognition and study Founded in Scotland at the beginning of the Second World War Campbill communities still thrive today encompassing thousands of people living in more than one hundred twenty schools villages and urban neighborhoods on four continents Camphillers of all abilities share daily work family life and festive celebrations with one another and their neighbors Unlike movements that reject mainstream society Camphill expressly seeks to be a seed of social renewal by evolving along with society to promote the full inclusion and empowerment of persons with disabilities who comprise nearly half of their residents In this multifaceted exploration of Camphill Dan McKanan traces the complexities of the movement s history envisions its possible future and invites ongoing dialogue between the fields of disability studies and communal studies <u>Peacebuilding in Language Education</u> Rebecca L. Oxford, María Matilde Olivero, Melinda Harrison, Tammy Gregersen, 2020-11-09 This innovative much needed book shares powerful wisdom and practical strategies to help language teachers teacher educators and peace educators communicate peace contribute to peace and weave peacebuilding into classrooms and daily life The clear six part Language of Peace Approach underlies more than 50 creative activities that can promote peacebuilding competence in secondary and post secondary students current and prospective educators and community members outside of academia Chapters span the spectrum from cross cultural peace education to the positive psychology of peace from nonverbal peace language to transformative language teaching for peace and from the needs of language learners to the needs of language educators. The book makes a unique and valuable contribution to the discussion of how we can live together peacefully in a changing world Teaching, Pedagogy, and **Learning** Jeffery W. Galle, Rebecca L. Harrison, 2017-05-01 Teaching Pedagogy and Learning Fertile Ground for Campus and Community Innovations brings together narratives of pedagogical innovation aimed at increasing student engagement and performance and bolstering faculty teaching effectiveness and satisfaction These trans disciplinary trans pedagogical essays all emerged from faculty experiences at the annual Institute for Pedagogy in the Liberal Arts IPLA offered by Oxford College of Emory University The book spotlights two significant points first faculty need pioneering supportive contexts within which

they can conceive develop revise and publish innovative teaching experiments using the same principles of experiential and active learning that have become the foundation of learning for student success and second strong institutional partnership with faculty development affords one way to achieve this outcome The seven essays in this book are written by seventeen diverse scholar teachers across eleven academic disciplines and nine institutions from K 12 schools to small liberal arts colleges to tier one research institutions for whom the IPLA experience at Oxford spring boarded significant pedagogical Learning to Breathe Patricia C. Broderick, 2013-06-01 Disruptive behavior in the classroom poor academic performance out of control emotions if you work with adolescents you are well aware of the challenges this age group presents What if there was a way to calm these students down and arm them with the mindfulness skills needed to really excel in school and life Written by mindfulness expert and licensed clinical psychologist Patricia C Broderick Learning to Breathe is a secular program that tailors the teaching of mindfulness to the developmental needs of adolescents to help them understand their thoughts and feelings and manage distressing emotions Students will be empowered by learning important mindfulness meditation skills that help them improve emotion regulation reduce stress improve overall performance and perhaps most importantly develop their attention. The book also includes a website link with student handouts and homework assignments making it an ideal classroom tool The book integrates certain themes of mindfulness based stress reduction MBSR developed by Jon Kabat Zinn into a program that is shorter more accessible to students and compatible with school curricula Students will learn to pay attention in the moment manage emotions as they are perceived and gain greater control over their own feelings and actions These mindfulness practices offer the opportunity to develop hardiness in the face of uncomfortable feelings that otherwise might provoke a response that could be harmful e g acting out by taking drugs displaying violent behavior or acting in by becoming more depressed This easy to use manual is designed to be used by teachers but can also be used by any mental health provider teaching adolescents emotion regulation stress reduction and mindfulness skills The author is a graduate of the MBSR advanced practicum at the Center for Mindfulness in Massachusetts led by Jon Kabat Zinn She is also a clinical psychologist and a certified school psychologist and counselor for grades K 12 In the book Broderick calls on her years of experience working with adolescents to outline the best strategies for dealing with disruption in the classroom and emotions that are out of hand The book is structured around six themes built upon the acronym BREATHE and each theme has a core message The program allows for themes to be delivered in 6 longer or 18 shorter sessions depending upon time and needs of students The 6 core lessons are Body Reflection Emotions Attention Tenderness and Healthy Mind Habits Learning to Breathe is the perfect tool for empowering students as they grapple with the psychological tasks of adolescence Mindful Teaching and Learning Karen Ragoonaden, 2015-07-22 Mindful Teaching and Learning Developing a Pedagogy of Well Being features a community of scholar practitioners from across disciplines methodologies and ideological perspectives exploring and examining contexts that support mindful teaching

mindful learning and a pedagogy of well being Collectively these chapters document and analyze the opportunities and challenges within pedagogical sites and discuss how the disposition of mindfulness can be nurtured and sustained in educational practice and praxis Bolstered by the positive evidence based standards emanating from clinical settings mindfulness based training has spread into a variety of other fields like psychology healthcare and more recently education Within pedagogical environments an emergent secular conception of mindfulness under the auspices of educational psychologists like Langer 1987 1997 Goleman 2008 Lantieri 2008 Roeser Skinner Beers and Jennings 2012 and Schonert Reichl and Lawlor 2010 is making headway Consequently Mindfulness Training MT resources have been applied to educational contexts in order to maximize the academic emotional physical and psychological benefits provided by this mind body approach to well being Acknowledging the increasing evidence base for the efficacy of mindfulness interventions as well as the elevated stress levels reported by many educators and their students this book discusses how mindful practices praxis and research can inform and support pedagogy curriculum and leadership initiatives in higher education in the twenty first century Alongside the multitude of recent studies in the area of Mindfulness contributors discuss their own experiences using Self study Contemplative pedagogy Living Educational Theory and Curriculum Inquiry The content of this book examines ways in which to develop habits of mind and courses of action as well as a curriculum of study that can support educators as they cultivate competencies for thriving and coping with the modern demands of being a teacher

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