

Re-envisioning contemplative pedagogy through self-study

Summary of article

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Contemplative pedagogy focuses on creating a sense of presence within educators to effectively educate the whole person through mindfulness in teaching. As I engage in a self-study, I develop initial components for the way I employ contemplative pedagogy. I aim to understand myself as an educator in order to teach effectively. One way to enable particular kinds of understandings is through self-study methodology. The foundational framework that develops through my ongoing self-study may interest those who are unfamiliar with the terrain of contemplative pedagogy. For the purposes of this article, I place an emphasis on the philosophy and ethics classes that I taught at Middlesex County College in New Jersey, although I teach several classes on many campuses.

My philosophical method requires me to engage in a self-study of my teaching practices. My project involves self-study as a philosophical research methodology that aims to inform educators and rethink the theories and praxis of teaching. As I work towards improvement-aimed pedagogy, I make myself vulnerable as I share my experiences with my Peer Scholar. My Peer Scholar, which some researchers call a “critical friend”, deliberates with me to challenge epistemological assumptions along with suspicions.

The self-study dialogue with my Peer Scholar causes me to define initial components of how I engage in an improvement-aimed contemplative pedagogy. My hope is to support those who wish to implement contemplative pedagogy in higher education as I relate my working framework based on the themes that developed from the deliberation. The components in the article that convey how I engage in contemplative pedagogy are not meant to serve as a checklist or stern procedure for classroom activities. I share these components as aspects of my contemplative pedagogy, with suggestive scripts, not as a rigid structure but rather as a work in progress that is always under construction.