



The Hebrew University of Jerusalem

Syllabus

Mindfulness Contemplative practices and Social-Emotional learning in Education - 34223

Last update 26-07-2021

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Education

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Oren Ergas

Coordinator Email: oren.ergas@mail.huji.ac.il

Coordinator Office Hours:

Teaching Staff:

Dr. Oren Ergas

Course/Module description:

In recent years there is a clear rise in the incorporation of contemplative practice in education. Mindfulness practice leads in this phenomenon being incorporated in medicine, therapy and education. Contemplative practice are based on the turning of attention to embodied experience in a deliberate way. They are incorporated in education based on two paths that will be discussed in the course: one path emerges from the scientific approach showing the effects of the practice on social-emotional learning and stress reduction; the other path emerges from the origins of these practices in wisdom traditions, such as Buddhism.

Throughout the course we will become familiar with the broad concept of contemplative education that focuses on practices, such as mindfulness, yoga and taichi, examining their relation to education based on the above two paths. The focus of the course will be on mindfulness that we will learn both based on its academic discourse and based on learning to practice. We will be learning about the origins of the practice as well as neuropsychological theories that support its inclusion in education toward social emotional learning. The course requires a daily practice of mindfulness and journaling about its effects. This requirement will allow us to critically examine the merit of the practice and its incorporation in education.

Course/Module aims:

Expanding the understanding of the concept of "education"

Academic and experiential familiarity with mindfulness practice and personal inquiry into its merit.

Analytical and experimental examination of concepts such as "self-&eq;awareness".

Enhancing awareness to our inner experience.

Enhancing student resilience.

Learning outcomes - On successful completion of this module, students should be able to:

By the end of this course students will

Be able to practice mindfulness.

Enhance their resilience.

Be able to explain some of the origins of mindfulness practice and its relations to education.

Be able to explain some brain theories behind the practice and its effects.

Attendance requirements(%):

80

Teaching arrangement and method of instruction: This course is studied online a-synchronously. It includes recorded lectures, readings and quizzes.

Course/Module Content:

- 1-2 The concept education and mindfulness
- 3-4 mindfulness, the scientific discourse and the wisdom traditions discourse.
- 5-6 The discourse of social emotional learning
- 7-9 neuropsychological theories in the understanding of mindfulness
- 10-11 the origins of mindfulness
- 12-13 neurphenomenological theories in the understanding of the practice and their educational implications.
- 14. Recap

Required Reading:

קריאת חובה: (המשך קריאה יינתן לגופן של העבודות הסמינריות)
ארגז, א' (2016א). החזון וההיגיון של חינוך קונטמפלטיבי ושל פדגוגיות התבוננות. מגמות, נא) 1, 125-101.
ארגז, א' (2016ב). חינוך קונטמפלטיבי, מודעות קשובה ופדגוגיות התבוננות: מבט-על. גילוי דעת 9, 104-71.
ברק, ד' (2015). אותנטיות חינוכית. בתוך תדמור, י', ופריימן, (עורכים). חינוך – שאלות האדם. (עמ' 179-172) ת"א: מופ"ת.

לויט בן-נון, נ' וארגז, א' (2016) מיינדפולנס והמוח הפלסטי. הד החינוך, צ(3), 50-53.
פדרמן א' (2017). מודעות קשובה. פרקים א-ג. ת"א: פרס

Durlak, J. A., Domitovich, C. E., Weissberg, R. P., & Gullotta, T. P. (2015). *Handbook of social and emotional learning: Research and practice*. New York: The Guilford Press. (Selected chapters) (introduction)

Killingsworth, M. A., & Gilbert, D. T. (2010). A wandering mind is an unhappy mind. *Science*, 330(6006), 932-932.

Mind and Life Education Research Network (MLERN): Davidson R.J., Dunne J., Eccles J.S., Engle A., Greenberg M., Jennings P., Jha A., Jinpa T., Lantieri L., Meyer D., Roeser R.W., and Vago D. (2012) *Contemplative Practices and Mental Training: Prospects for American Education*. *Child Development Perspectives*, (6)2, 146-153.
Schonert-Reichl, K. and Roeser, R. (Eds.) (2016). *Handbook of mindfulness in education*. New York: Springer. Pp. 3-16

Additional Reading Material:

Grading Scheme:

Additional information:

The moodle of the course provides a full account of the scope and requirements of the course