

ACRL's Contemplative Pedagogy Interest Group (CPIG)

Madeleine Charney - current

Sarah Morris - incoming

Nancy Gibson - outgoing

Nov. 8, 2021



<http://www.ala.org/acrl/aboutacrl/directoryofleadership/interestgroups/acr-igcp>

Opening practice



Our roots and leaders

Founded in 2016

800+ CPIG members

Not an ACRL Member?

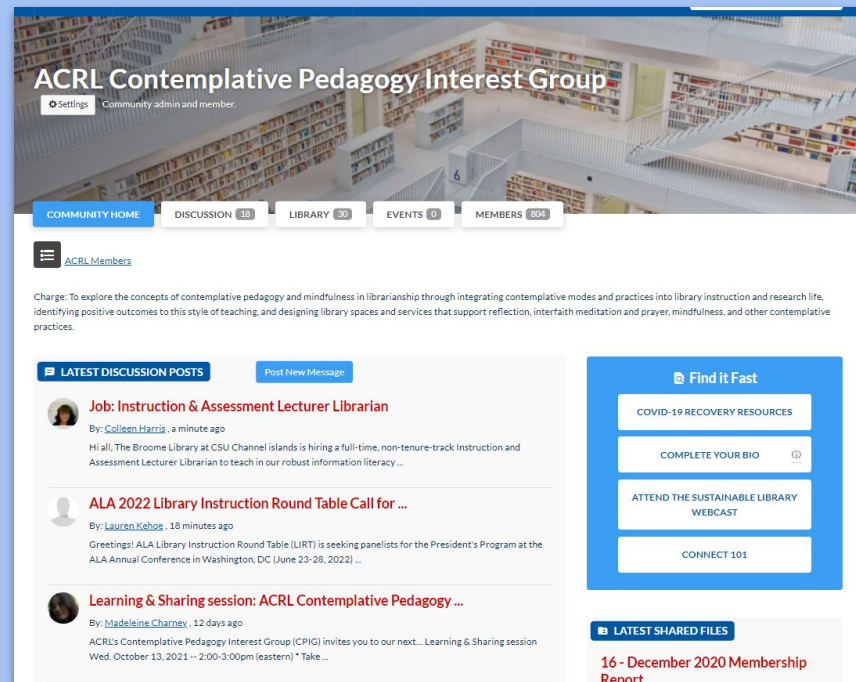
Membership is **\$68/year**

Adding CPIG is **FREE!!**

CPIG on ALA CONNECT

Send posts or announcements to
ALA-acrlcpig@ConnectedCommunity.org

How to use Connect like an e-list
<https://connect.ala.org/faq/home#listserv>

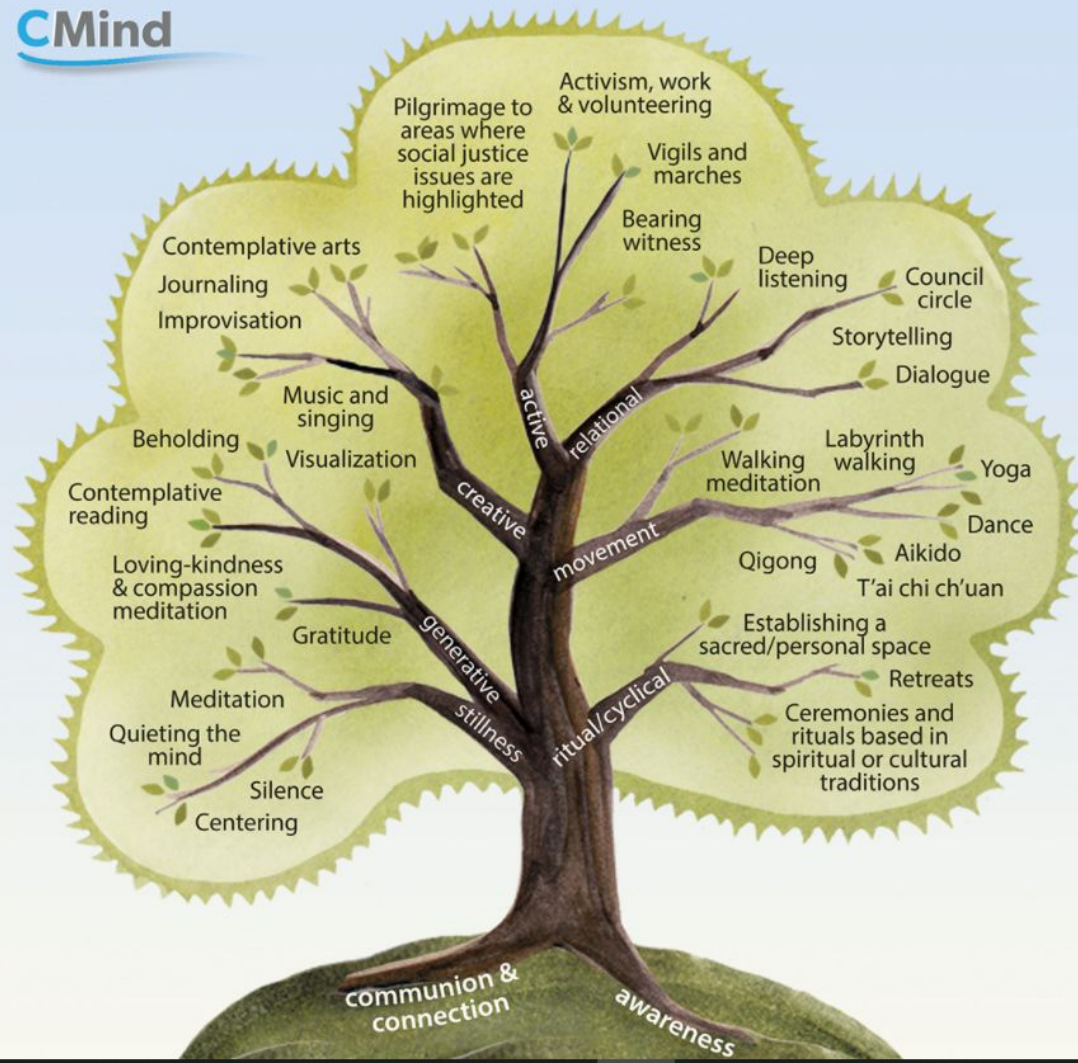


Mark your calendar!

CPIG program -- a particularly fun one!

Dec. 1st. 2-3pm eastern





“Contemplative pedagogy invites students to actively situate themselves within the content of their courses and apply the concepts to their own lives.”

Beth Barila,

Integrating Mindfulness into Anti-oppression Pedagogy

Goals of CP

- Focus and attention building
- Contemplation and introspection integrated into course content; students discover the material in themselves and thus deepen their understanding of the material
- Compassion, connection to others and deepening sense of the moral and spiritual aspect of education
- Inquiry into the nature of their [own] minds, personal meaning, creativity, and insight

Daniel P. Barbezat and Mirabai Bush,
Contemplative Practices in Higher Education

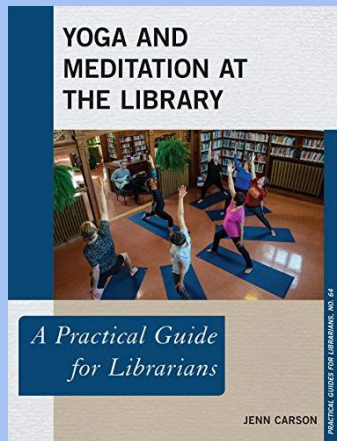
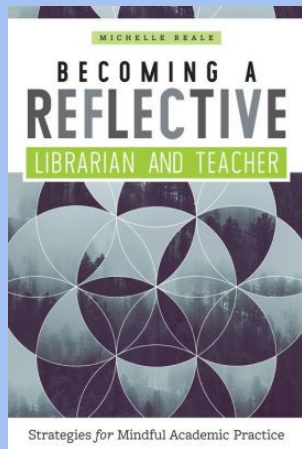
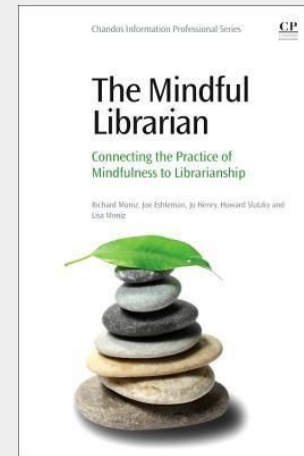
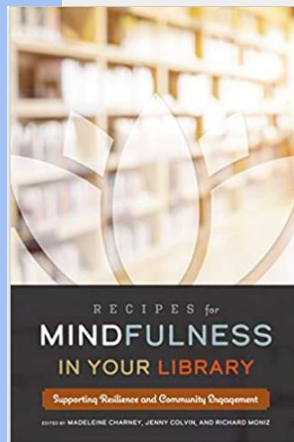
Contemplative Pedagogy in the library classroom

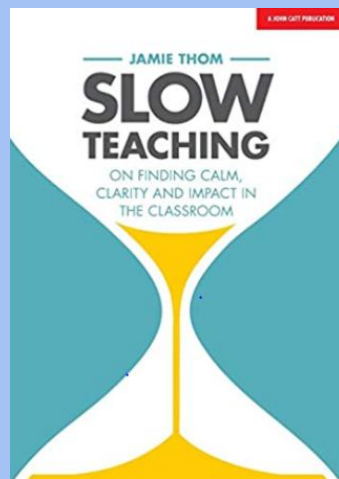
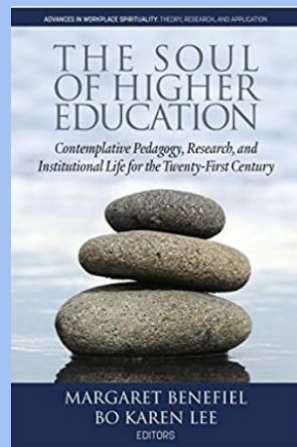
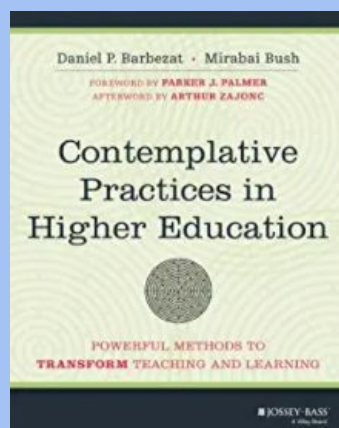
- Start with a grounding exercise, such as a communal deep breath, a moment of silence to reflect on the themes of the course or their topics of research, or freewriting on what students are thinking about research in this first moment of the class
- Mind/concept mapping
- Open-ended discussion/Leaving space for student sharing
- Attentive listening/silent listening/reflecting back
- Visualize future state (hopefully positive)
- Create opportunities for students to reflect on who may be involved in the conversation around their subject, and whose perspectives they have not yet considered
- Ask about feelings
- Calming visual image or audio
- Finger labyrinth
- Movement

ACRL Contemplative Pedagogy (~800 members)

Mindfulness for Librarians (~ 3K members)

Library movement





Learning with the Labyrinth

Creating Reflective Space in Higher Education

Edited by Jan Sellers
& Bernard Moss

macmillan
teaching
& learning

Recent CPIG programs

Slow Teaching: On Finding Calm Clarity and Impact in the Classroom

Librarians as Koru Mindfulness Teachers

Association of Mental Health Librarians

Imagining the Contemplative Library

Healing Information Disorder

Questions, ideas,
epiphanies?





Nine Whys

Liberating Structures Practice



What are Liberating Structures?

Techniques and practices used to encourage open communication and contributions from diverse groups

Encourage reflection, brainstorming, active listening, and other practices

Can be adapted for instruction scenarios and used effectively in meetings as well



Nine Whys - Background

See the full invitation at -

<https://www.liberatingstructures.com/3-nine-whys/>

Practice aimed at clarifying what is important or critical about an issue

Practice aimed at uncovering purpose and meaning in our work



Powerful Purpose

A powerful purpose attracts participation and has two essential attributes.

1. A personal touchstone for you as an individual

2. Fundamental justification for the existence of your work to the larger community



Nine Whys - Steps

1. Reflect on a current challenge or issues
2. Divide into pairs and interview each other for 5 minutes (10 minutes total)
3. Ask “What do you do when working on...” and keep asking “why” questions to elicit deeper responses and reflection
4. Get into groups of 4 and debrief about the experience (5 minutes total)
5. Entire group comes back together to reflect (5 minutes total). Final reflection prompt: “How do our purposes influence the next steps we take?”