



ORIGINAL COURSE IMPLEMENTATION DATE: September 2019
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: (six years after GSC approval) December 2024
 Course outline form version: 09/15/14

OFFICIAL GRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: MBTL 708		Number of Credits: 3 Course credit policy (105)																	
Course Full Title: Mindfulness-Based Teaching, Learning and Leading																			
Course Short Title (if title exceeds 30 characters): Mindful Teach, Learn, Lead																			
Faculty: Faculty of Professional Studies		Department/School (or program if no department): Adult Education																	
Calendar Description: (40 words maximum) Students explore mindfulness as an experiential learning approach that fosters attention, social-emotional learning, self-regulation, compassion, and reflection. Students critique a range of learning, teaching, and leadership theories and methods used with their respective professions, clients, and communities of practice.																			
Prerequisites (or NONE):		Admission to the Graduate certificate in Mindfulness-Based Teaching and Learning or department permission.																	
Corequisites (if applicable, or NONE):		NONE																	
Pre/corequisites (if applicable, or NONE):		NONE																	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>																			
Total Hours: 45		Special Topics																	
Typical structure of instructional hours:		Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td style="text-align: center;">30</td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;">Total</td><td style="text-align: center;">45</td></tr> </table>		Lecture hours		Seminars/tutorials/workshops	15	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities	30	Other contact hours:		Total	45	If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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Total	45																		
		Maximum enrolment (for information only): 36																	
		Expected frequency of course offerings (every semester, annually, every other year, etc.): annual																	
Graduate Program Committee:		Date approved: June 2018																	
Campus-Wide Consultation (CWC)		Date of posting: October 2018																	
Faculty Council approval		Date approved: October 2018																	
Dean(s): Tracy RyderGlass		Date approved: June 2018																	
Associate VP Graduate Studies: Adrienne Chan		Date approved: June 2018																	
Senate Graduate Studies Committee		Date of meeting: December 13, 2018																	

Course Objective

The overall purpose / rationale for this course is:

To engage students in a deep study of mindfulness as an approach to lifelong learning and wellbeing, with impacts on the education of attention, social-emotional learning, self-regulation, compassion, and reflective practice.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Relate mindfulness practices to lifelong learning and well-being across cultures and history with respect to their impact on: a) the education of attention; b) social-emotional learning; c) self-regulation; and d) contemplation or reflective practice.
2. Review research concerning the methods and efficacy of mindfulness as applied in teaching and learning in professional contexts.
3. Appraise contemporary mindfulness-based learning and teaching methods and approaches as: a) experiential learning and teaching; b) inquiry-based learning and teaching; c) apprenticeship learning and teaching; d) intercultural and diversity education; and d) embodied learning and teaching.
4. Examine a variety of mindfulness programs and curricula design to serve a range of learners and learner needs.
5. Design mindfulness lessons and/or programs that model mindfulness-based experiential learning and inquiry, appropriate assessment strategies, AND constructive alignment.
6. Instruct others in mindfulness practices using key mindfulness-based teaching and learning skills and strategies, focusing on the development of intention, attitudes, and attention.
7. Demonstrate competence in meditative, contemplative, reflective, and critical inquiry and in didactic teaching – relying on sources such as Kolb's experiential learning theory, including: a) creating a safe space for mindful inquiry; b) noticing – direct and experiential; c) dialoguing – exploring the effects of bringing mindful awareness to experience; and d) linking – exploring how this learning impacts experiences in daily life.
8. Model mindful presence through awareness, compassion, and focused attention. This could include making explicit processes of self-observation, self-awareness, intrapersonal awareness, a commitment to personal practice, mindful (reflective) listening, and interpersonal responsiveness while facilitating or teaching mindfulness. Employ group process skills as they relate to mindfulness-based teaching, as demonstrated by: a) facilitating group cohesion, trust and a sense of safety; b) working with the stages of group development; c) showing an understanding of group processes that support group participation, validation and normalization of participant experience.
9. Develop adaptive expertise in using or developing a range of learning, teaching and leading strategies that accord with culturally appropriate protocols, traditions, and practices to serve diverse groups of learners currently underrepresented in mindfulness intervention programs, including vulnerable and Indigenous populations.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course because

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

This course will examine the applications of mindfulness in a range of educational contexts, including K-12, higher education, and community or health promotion contexts. A range of approaches to mindfulness teaching, learning, and curriculum will be considered, critiqued, modelled, and practiced, including methods of inquiry. Instruction will combine F2F (with videoconferencing access for distance students) and online classes.

Grading system: Letter Grades: Credit/No Credit: Labs to be scheduled independent of lecture hours: Yes No

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Hyland, T.	Mindfulness and learning: Celebrating the affective dimension of education	<input type="checkbox"/>	Springer	2011
2. Barbezat, D. & Bush, M.	Contemplative practices in higher education	<input type="checkbox"/>	Jossey-Bass	2014
3. Berila, B.	Integrating mindfulness into anti-oppressive pedagogy: Social justice in higher education.	<input type="checkbox"/>	Routledge	2016
4. McCown, D, Reibel, D., & Micozzi, M.	Teaching mindfulness: A practical guide for clinicians and educators.	<input type="checkbox"/>	Springer	2011
5. Schonert-Reichl, K., & Roeser, R. (Eds.)	Handbook of mindfulness in education: Integrating theory and research into practice.	<input type="checkbox"/>	Springer	2016

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

Equipment to maintain a home practice and for class, such as yoga mats, meditation cushions, etc. Will vary with preferences of students.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	75%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	25%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary): This course will require volunteer experiences, including an observational task, in a mindfulness class or workshop with an experienced facilitator or teacher.

Typical Course Content and Topics

Week 1: Introduction to the distinct purposes of mindfulness in education.

Week 2: Mindfulness as the education of attention

Week 3: Mindfulness in social-emotional learning and self-regulation

Week 4: Mindfulness as experiential learning and teaching

Week 5: Mindfulness in inquiry and reflective practice

Week 6: Apprenticeship and embodiment in mindfulness-based teaching and learning

Week 7: Research on the applications of mindfulness in professional education

Week 8: Mindfulness practices and principles in teaching and learning

Week 9: Lesson and unit planning for mindfulness-based teaching and learning

Week 10: Mindful practices in working with group dynamics

Week 11: Teaching diverse learners and groups of learners

Week 12: Ethics in teaching and learning mindfulness

Week 13: Practice teaching

Week 14: Personal roadmaps for teaching mindfulness