Abstract
Mindfulness is a mental state achieved by being fully aware of one's thoughts, feelings, and surroundings in the present moment. This study used a case study methodology to investigate how one teaching artist incorporated mindfulness in studio and teaching practices. To answer the central research question, the researcher collected data through a semi-structured interview, participant-observation, and questionnaire. The researcher first conducted an interview with one teaching artist actively using mindfulness-based art making through her professional art work, personal practice, and teaching. The researcher then participated in and observed a meditative drawing class given by the aforementioned teaching artist. The researcher administered a short 11 question survey to four adult female students in the teaching artist’s meditative drawing class. In vivo coding was used to analyze the data collected from the interview, participant-observations, and the surveys. Mind mapping was also used in analyzing the themes that emerged from all three sets of data collected. The results of this study indicate that the teaching artist in this study incorporates mindfulness in her studio practice by creating time and space for the practice, separating her professional artwork from her meditative drawing practice, and allowing the practice to grow. She integrates mindfulness in her teaching through setting clear guidelines for her students, maintaining a mindful tone and environment for students, and by using reminders from her own personal experience with mindful-based art making. The hopes of the researcher are that this study will encourage others in the field of art education to pursue the exploration of mindfulness-based art making as a practice for personal and professional use, as well as the use of mindfulness-based art making within future studies.
For example, a study in the journal Education focused on teaching meditation to at-risk youth. It found that incorporating daily meditation was a feasible method of stress reduction, and it may help improve learning. And while the idea of yoga or meditation in schools may bring to mind a bunch of Zen little people in full lotus pose, there are a number of age-appropriate beginner strategies that can be implemented at any level. Here are a few quick ideas. 1. For Elementary School, Try Guided Meditation. How do you sell middle school students on mindfulness? How about a little chocolate? Give each student in the class a Hershey's Kiss or small piece of chocolate. What is mindfulness? Here's why being mindful matters and how to practice the art of mindfulness at home - with some easy, inspiring exercises! Mindfulness-Based Stress Reduction (MBSR) is becoming an increasingly popular form of treatment. This type of therapy can help to reduce stress and achieve a sense of relaxation. You see, we're often worried about what could happen tomorrow – or ruminating on problems from the past. Mindfulness can also make us more compassionate. In a study by Northeastern University, half the participants were given an 8 week meditation program, whilst the others didn't do any meditating at all. They then conducted an interesting social experiment. Mindfulness and meditation can have some big benefits for college students. Find out how they can help you and how to easily add them into your routine. By incorporating mindfulness and meditation into daily routines, students can not only relieve the pressure, but also improve their memory, focus and ultimately their grades. He is currently teaching a course for college freshman on “Mindfulness: Science and Practice.” Joseph Croskey Director, University Advising Services Center, Clarion University. Meet the Expert.