

# Contemplative Pedagogies in Asynchronous Online and Hybrid Undergraduate Management of Aging Services Courses

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## Abstract

Since contemplative pedagogies provide ways for integrating first-, second-, and third-person ways of knowing, they have the potential to help students challenge their habitual, stereotyped ways of seeing to view older adults in fresh, non-ageist ways. Also, contemplative pedagogies may be able to enrich gerontology/aging services by encouraging students to fully engage in their learning and encourage the development of skills needed for a rich, nuanced understanding of older adults and those who work with them (Majeski and Stover, 2016).

This poster will describe the integration and evaluation of various contemplative pedagogies in one asynchronous online and one hybrid undergraduate management of aging services courses, *Aging People, Management, and Policy* and *The Art of Aging*. The session will describe how each course incorporates and organizes various contemplative pedagogies in written assignments, online discussion board forums, and other learning activities. Also, the session will present a plan for evaluating the use of contemplative pedagogies in these online courses.

## Aging People, Management, and Policy (Completely Online Course)

## The Art of Aging (Hybrid Course)

Activity	Contemplative Pedagogy Used	Way(s) of Knowing
Introducing Students to Contemplative Pedagogy and Mindfulness	Statement in syllabus regarding the learner and mindfulness oriented approach of the course with introductory reading material and/or material and/or YouTube on mindfulness and the importance of mindfulness for learning about aging.	Third person way of knowing
Discussion Board Forum Regarding Introduction to the Life Course and Aging	Guided mindfulness meditation  Storytelling: Story of older adult Holocaust survivor and human rights advocate; movie, <i>Iris</i> , about Iris Murdoch's journey with Alzheimer's disease.  Reflective questions regarding students' experience of a case study or other forum exercise focusing on life course and aging issues, issues, synthesis, analysis, and application of concepts related to the life course and aging; and responses to other students' forum posts.	First-person way of knowing Second-person way of knowing  First-, second-, and third-person ways of knowing
Five Mindfulness Journal Entries	Guided mindfulness meditation  Viewing of film or other experiential exercise on an aging-related topic.  Reflective questions which require students to share their personal reactions to a film or other experiential exercise, analysis, application, application, and evaluation of aging-related concepts.  For Mindfulness Journal Entry 1, after completing a guided mindfulness meditation exercise, students are to complete an experiential experiential learning exercise in which they calculate their approximate life expectancy. Then they respond to reflective questions., questions.,	First- and second-person ways of knowing
Reflective Journal Entries Based on Mindful Listening Exercises: Mindful Listening to Oneself and and Another	Purpose: Prepare students to mindfulness interview an older adult. Three short reflective reports in which students shared their experiences with listening to themselves, listening to sound, and listening to listening to another person.	First and third person ways of knowing

Activity	Contemplative Pedagogy Pedagogy Used	Way(s) of Knowing
Introducing Students to Contemplative Pedagogy and Mindfulness	Statement in syllabus regarding the learner and mindfulness oriented approach of the course with introductory introductory reading material and/or YouTube on mindfulness mindfulness and the importance of mindfulness to learning about aging.	Third Person
Introductory Learning How to Look at Art, especially as it Relates to Aging (in face-to- face classroom session)	*First Beholding practice Online guided mindfulness meditation.	First-person way of knowing
Examples of art showing aging in different cultures and different eras presented	*Second Beholding practice.  *Class discussion of students' experience of the difference between the first and second beholding practices.	First person way of knowing  Second-person way of knowing
Reflective Journal Entries (online)	<ul style="list-style-type: none"> <li>Select a work of art to view</li> <li>Beholding practice to view the work of art related to aspects of aging.</li> <li>Reflective journaling with questions</li> </ul>	<ul style="list-style-type: none"> <li>First-person way of knowing</li> <li>First-person way of knowing</li> <li>First- and third-person ways of knowing</li> </ul>
Discussion Board Forums (online)	<ul style="list-style-type: none"> <li>Online guided mindfulness meditation</li> <li>Beholding practice with viewing art or film related to aging</li> <li>Response to reflective questions tapping application and critical analysis of art and aging themes, responses to other students' forum posts.</li> </ul>	<ul style="list-style-type: none"> <li>First-person knowing</li> <li>First-person knowing</li> <li>First-, second-, and third-person knowing</li> </ul>