

# 'NOT KNOWING' IN AOTEAROA NEW ZEALAND

HEATHER THOMAS

Massey University, Palmerston North, New Zealand H.G.Thomas@massey.ac.nz



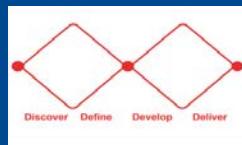
This poster reports on one aspect of a mixed methods Education Doctorate (EdD) study, entitled *Pedagogies of Presence: Contemplative Education and Mindfulness in Universities in Aotearoa New Zealand*, which has involved a nation-wide survey followed by in-depth interviews with over 20 university educators on their use of contemplative pedagogies and practices. One emerging theme is “not knowing”, that place of possibility and emergence, from which awareness, insight, creativity and compassion may arise. Participants in this study discussed overall approaches that may foster “not knowing”, such as creating a safe space, using discrepant events, and incorporating Socratic questioning. They also identified gateways to “not knowing” in the existing pedagogies, practices, and theoretical frameworks of their academic disciplines.



## EXAMPLES OF FRAMEWORKS USING “NOT KNOWING”



**THEATRE GAMES TO BUILD SOMATIC AWARENESS OF OTHERS IN APPLIED DRAMA**  
Theatre Game #5 - Energy Circle.  
<http://dramamenu.com/>



**USING THE DOUBLE DIAMOND DESIGN PROCESS TO CREATE NEW MATERIALS**  
[\(designcouncil.org.uk\)](http://www.menadrc.org.uk/) Image:  
<http://www.menadrc.org/research>



**DEEPENING REFLECTIVE CYCLES TO MAKE THEM MORE CONTEMPLATIVE**

(Gibbs, 1988) Image:  
<http://practiceresearch.edu/?p=1550>

Known Knowns	Known Unknowns
Unknown Knowns	Unknown Unknowns

**MOVING FROM UNKNOWN UNKNOWN**

THE ENGINE OF THE NEW NEW ZEALAND

**REFERENCE TO THIS POSTER:**  
Thomas, H. G. (2016). “Not knowing” in Aotearoa New Zealand. Poster presented at the Transforming Higher Education: Fostering Contemplative Inquiry, Community, and Social Action, 8th Annual ACMHE Conference at the University of Massachusetts Amherst.