The Science of Mindfulness and Meditation
Lessons for Teaching and Learning

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Friday, April 17, 3:30 – 5:00 PM
Duckpond Room
The Inn and Skelton Conference Center

Description
This presentation highlights recent research findings relevant to learning and teaching from scientific research on mindfulness and meditation. Training of contemplative skills through meditation and mindfulness exercises can improve cognitive functions involved in attention, perception, metacognition, learning, and communication. In a now growing trend, contemplative education takes a particular approach to holistic education that directly engages mindfulness and awareness. Rather than comprising a domain of content to learn, mindfulness-based pedagogy can regulate brain activity, improve mental skills, and thereby influence how learning occurs.

Bio: As Professor in Contemplative Psychology and Contemplative Education at Naropa University, Dr. Grossenbacher teaches and conducts original research. His training and expertise integrate the fields of meditation, education, and scientific research. After training in mathematics and cognitive science at U.C. Berkeley, his experimental psychology doctorate at the University of Oregon focused on electrophysiology and attention to vision and touch. Peter continued conducting empirical research on multisensory attention, as well as synesthesia, at the University of Cambridge and the National Institute of Mental Health. His book, Finding Consciousness in the Brain: A Neurocognitive Approach, offers insights into the brain’s involvement in conscious experience. A meditator since 1980, Dr. Grossenbacher teaches meditation and trains teachers at Naropa U and in a variety of settings in contemplative teaching methods.

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