



Contemplative Learning and Inquiry across Disciplines

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A wide-ranging consideration of the emerging field of contemplative education.

Contemplative approaches to higher education have been gaining in popularity and application across a wide range of disciplines. Spurring conferences, a growing body of literature, and several academic programs or centers, these approaches promise to contribute significantly to higher education in the years to come. This volume provides an overview of the current landscape of contemplative instruction, pedagogy, philosophy, and curriculum from the perspectives of leading researchers and scholar-practitioners. Contributors come from a variety of disciplines, including education, management and leadership studies, humanities, social sciences, the arts, and information science. Drawing on diverse contexts, the essays reveal the applicability of contemplative studies as a watershed field, capable of informing, enriching, and sustaining the many disciplines and instructional contexts that comprise higher education. Chapters discuss the theoretical aspects of the field; the details, experiences, and challenges of contemplative approaches; and the hopes and concerns for the future of this field.

“This volume will educate the simply curious, inspire the deeply committed, and advance the conversation among proponents and skeptics of contemplative inquiry, which is all to the good for the larger discussion of why we teach.” — *Teaching Theology and Religion*

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