Applying the science of social and emotional learning to our teaching

As educators, how can we ensure students' ability to thrive both intellectually and emotionally, not just during school but in perpetuity? Integrative education is a philosophy that reflects the interdependent real world, and incorporates the learner’s mind, body, and soul in learning experiences that coalesce knowledge. But how can you create the conditions for students to successfully integrate their educations, thus improving their learning?

This workshop will include theoretical and practical aspects related to integrative education. During the first day, participants will review the basics of the neurobiology of learning, and be introduced to the latest research on the science of mindfulness, empathy, and compassion. We will examine why a heart-centered education leads to harmony inside and between the people involved, ultimately enabling learners to thrive and engage in a meaningful and fulfilling learning in the classroom.

During the second session, participants will consider the latest research on holistic learning experiences that maximize student engagement and learning, including strategies for creating an equitable and inclusive classroom or laboratory.

Participants will explore these concepts and collaboratively develop strategies to incorporate them into their teaching. Participants will leave with a set of tools to help them (1) create a meaning-centered education which is grounded in love of knowledge; (2) empower their students to captain their own learning by becoming better self-advocates, as well as more self-aware and mindful; (3) foster a sense of belonging and community inside the classroom by cultivating a empathetic and compassionate atmosphere.

This two-day interactive workshop, conducted in English, will be facilitated by Dr. Mays Imad, a neurobiologist who teaches at Pima Community College and is a researcher at the University of Arizona, USA, and Dr. Michael Reder, who directs the Joy Shechtman Mankoff Faculty Center for Teaching & Learning at Connecticut College, USA.

Beyond the learning goals in the descriptions, participants will:

- Examine why an educator’s perception of what students want ought to align with what students, actually, want out of their higher education.
- Examine what it means to be a reflective teacher and why it is important.
- Relate students’ self-awareness and motivation to learning outcomes.
- Draw connections between students’ self-awareness and their ability to regulate their learning.
- Consider ways to encourage students’ self-awareness and self-advocacy.
• Explore research on how mindfulness has improved student behavior, focused attention, impacted kindness, calmed anxiety, and improved student achievement.
• Examine empathy, kindness, compassion, and a fulfilled life in the teaching and learning context.
• Learn about mindful self-compassion and how it can help students and teachers who are having difficulties in the classroom.
• Consider the most recent theories of student learning popular in the United States, and better understand some of the underlying principles related to meaningful teaching and learning, (including results from the Wabash National Study, effective practices from the National Survey of Student Engagement, and recent research on the neuropsychology of learning).
• Consider how relevant these theories are to your own teaching contexts and classrooms.
• Think together about possible ways to enact these ideas and principles in your own teaching to improve your students’ learning.

Thursday, June, 21th 2018 and Friday, June, 22th, 9:00 am – 5:00 pm
The seminar takes place at the University of Stuttgart.
Costs: 50 Euros
This workshop can be used for gaining 16 AE (subject area 2) for the Baden-Württemberg-Zertifikat für Hochschuldidaktik.
Online-application for the workshop S-18-17:
http://www.hdz-bawue.de/