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Teaching from the Heart: Using Techniques of Kindfulness in Teaching to Build a More Empathic and Compassionate Campus

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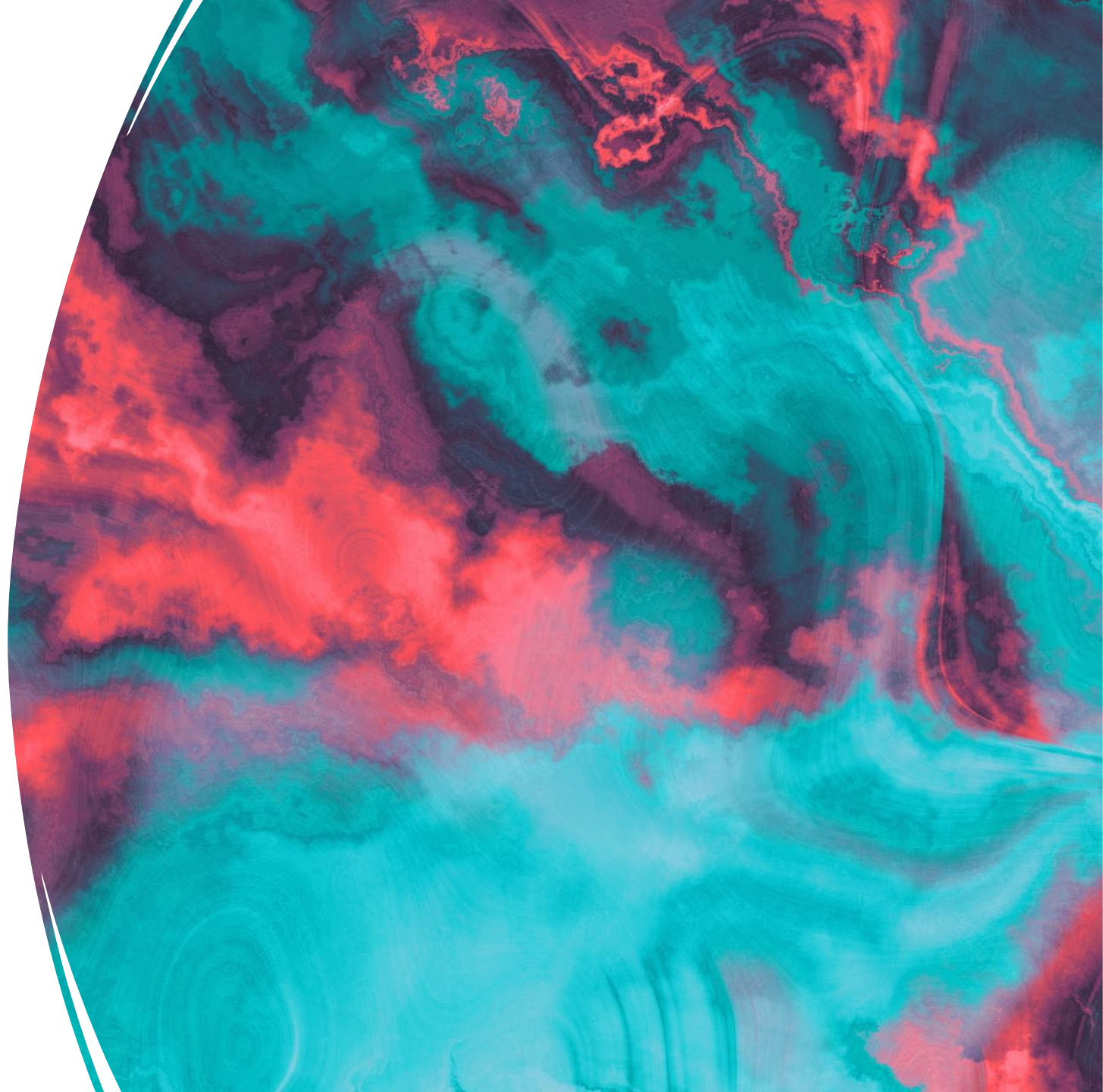
Citation

Butcher, M. (2022). Teaching from the Heart: Using Techniques of Kindfulness in Teaching to Build a More Empathic and Compassionate Campus. *Publications and Presentations*. Retrieved from <https://scholarworks.uark.edu/wctfscpub/57>

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Teaching from the heart

Using techniques of kindness in your classes to build a more empathic and compassionate campus community



Kindfulness is Irrational Giving

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 - Fostering positive and intentional behavioral and academic outcomes through empathy and engagement

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- This reflection looks at the realization of the need for kindness in our curriculum and the journey in the creation of the Communicating with Kindness course.

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- Make deliberate connections

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- Encourage dialogue and feedback

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- Build in flexibility
- Give choices
- Reframe failure

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- Encourage dialogue and feedback
- Model empathy
- Inclusive language (syllabus and daily)
- Give students choices
- Build in flexibility
- Give choices
- Reframe failure
- Regular reflections

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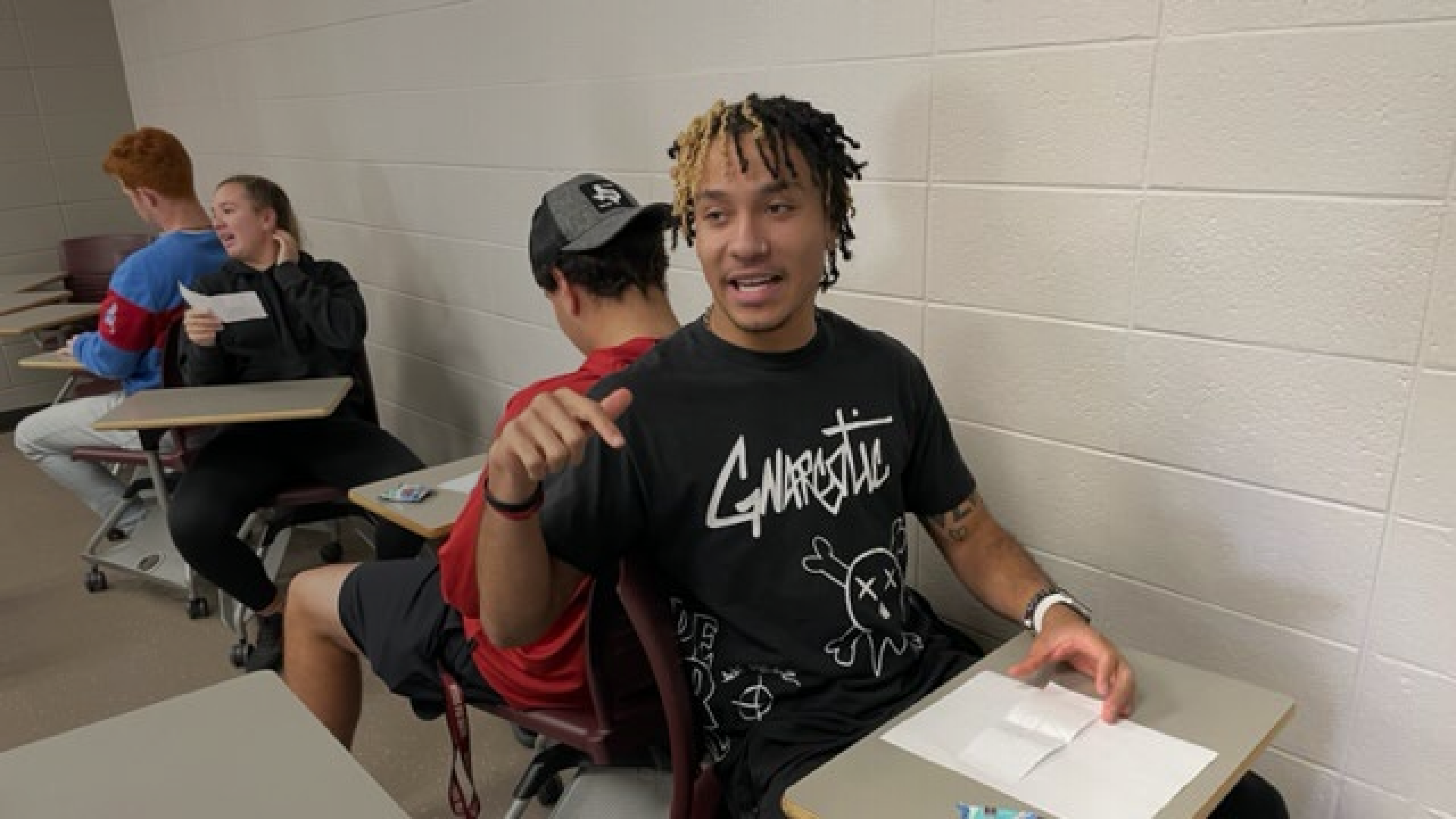
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- Students come from communities of contrasting beliefs and hold vastly different life philosophies, with hot-button topics, so why can't faculty and admin and staff find common ground?
- Topics may not matter--focus on learning how to speak with an open heart, listen to others, support one another, share what matters, and behave like people who care (John Bartelt, La Verne U top 10 highest ranked professor on RateMyProfessors)













Teaching from the heart

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My notes

- The Kindness Effect
- <https://www.timeshighereducation.com/campus/pedagogy-kindness-cornerstone-student-learning-and-wellness>
- <https://ggie.berkeley.edu/student-well-being/kindness-and-compassion-for-students/>
- Teaching from the heart: Using techniques of kindness in teaching to build a more empathic and compassionate campus
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- In today's world of self-absorption and social and political division, we all need a space that is welcoming and inviting. Teaching with just intellect and without heart may be 'safe' but can lead to passionless learning. Creating a classroom that honors space for everyone in the room with a trusting environment can help students find the "So what?" and "Who cares?" that may lurk within the course content. Teachers who view themselves simply as a delivery mechanism for content is missing the opportunity to turn on kindness and compassion in their students. This reflection looks at the realization of the need for kindness in our curriculum and the journey in the creation of the Communicating with Kindness course.
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