

マインドフルネスを用いた国際教育の再考—原典、哲学とその応用

Re-envisioning International Education with Mindfulness:
Sources, Potentialities, and Applications of an Asian Philosophy of Education

M22海人2

派遣先 ブラウン大学(アメリカ合衆国・プロビデンス)

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海外における研究活動状況

研究目的

マインドフルネスやその他「観想的な実践」(contemplative practices)を授業の一環として取り入れているブラウン大学のプログラムの具体的な教育方法やカリキュラムを論理・実践双方の側面から研究する。さらに、学生に対してインタビューを行うことで、学生自身の視点からこの教育方法の効果について検証する。この教育方法のパイオニアであるブラン大学でこの研究をすることで、日本におけるマインドフルネスを取り入れた教育プログラムの作成の参考とする。

海外における研究活動報告

In my research, I am investigating a Buddhist philosophical foundation and its application of mindful education. Studies on mindfulness have increased exponentially in the past decade or two with the spread of evidence-based mindfulness programs, and it has also led to key developments of insights on integration of mindfulness into modern education, especially higher education.

My purpose of visiting Brown University was to examine and integrate myself into their mindfulness and contemplative program to learn their pedagogy and study the educative effect it has on the students.

Brown University's Contemplative Studies Initiative (CSI) is a unique initiative that includes a concentration program aimed for undergraduate students at Brown. In the program, students study "the full range of human contemplative experiences in an effort to catalogue them, to understand their phenomenology, and to comprehend their scientific basis."¹ Most importantly, the concentration at CSI employs an approach called the Integrative Contemplative Pedagogy, which integrates the traditional "third-person" study of the content and critical "first-person" study based on inner experience, explored by trying out the contemplative exercises themselves. Most education in the past has focused on simply teaching the content in a top-down manner; however, there are compiling evidence from studies in psychology/psychiatry that points towards the critical role of emotion regulation in

1: "Our History and Mission," Brown University Contemplative Studies and Initiative, <https://www.brown.edu/academics/contemplative-studies/about>.

terms of memory and learning. The education at CSI is a unique unification of both external and internal (conceptual and experiential) learning, with potential of deepening learning with its use of educative experiences.

To gain a first-hand experience on the curriculum and pedagogies at CSI, one of the most integral aspects of this visit was to work as a TA for a class by Professor Harold Roth, the founder and director of CSI. There are three main aspects of the pedagogy employed in this course: lecture, discussions, and contemplative practices. The unique aspect is what they call the “meditation lab,” which is a specialized time of the week dedicated to practicing. The type of practice used in the week is coordinated with the readings and lecture of the week. For example, when students read befriending and compassion, they will be doing befriending practices in the meditation labs. They are then expected to reflect on their first-person experiences in their weekly journals. On the day of the lecture, the students are allocated about 30-40 minutes of reflections in groups, in which they are expected to reflect on their readings, the lecture, and their personal experiences.

Another interesting discovery during this visit was made through a semi-structured interview I conducted with 10 students who concentrate on contemplative studies. Each interview lasted

40-60 minutes, and the questions centered around their first-person educative experiences at CSI. Although the formal analysis of the interview is not yet completed, but the interview seemed to support the proposed purpose of the pedagogy at CSI: the contemplative practices employed in the classes seemed to cultivate deeper understanding of the conceptual study of the courses, especially if the practices were coordinated with the content of the course. Also, most students had a refreshed perspective on their own meaning in life. Students either had a change in career path due to the reframed view on what was important in life (for example from academic success to pursuing what is most of important to him/her, even if it may seem to bring monetary success) or they were simply more aware of what they were most motivated for. In other words, they were more in control of their learning. This perspective of student-directed education was incorporated in my ongoing research, which was presented in February 2023 at an international conference.

この派遣の研究成果等を発表した
著書、論文、報告書の書名・講演題目

[学会発表]

Kusumoto, Ryotaro. “Re-envisioning Student Centered Learning (SCL) : A Dialogue Between John Dewey and Buddhist Philosophy,” Comparative and International Education Society 2023, February 22nd, 2023.