Meta-reflection: Integrating Technology in a Mindful Manner

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Room 335 Sargent Hall (Law School)

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Research shows that switching between tasks wastes time. Yet tools meant to save us time often make us shift our attention excessively. If we obey only what a teaching technology “wants,” we may let the important but easily delayable (e.g. planning) be pushed aside by the urgent and important (e.g. pings), habitually. Conversely, starting from what *we* want, we can pursue less and more deeply, plan how to minimize pings, and create systems and build relationships before we need them. Join this session to:

- Experience methods for consciously using, and moderating the use of, technologies (for yourself and those you teach or lead)
- Choose a tool you want to most “go big on” in teaching or leadership, for the best tradeoffs of learning and efficiency
- Identify technology uses that create barriers (for you or those you teach or lead)
- Plan takeaways to manage barriers and increase focus

"Men have become the tools of their tools."
- Henry David Thoreau

Just because something doesn’t do what you planned it to do doesn’t mean it’s useless.
– Thomas Edison

“Mindful” here may mean:

- conscious not just reactive (Langer)
- focused in the present moment (J K Zinn), or
- aligned with a unifying or global sense of ethics (Wallace)

Mind training, neuroscience of mindfulness: First, shift from brain’s dopamine reward-driven response to pause & plan response. Mindful silence alters neural patterns to decrease reactivity & unthinking actions (like habitual checking phone, email, websites, or other use of tools); increases state of ready alertness, to consciously choose actions more in line with your goals and values.
To plan more mindfully for your teaching, and personal life:
- First from a calm mind comes conscious action
- So you can “shift your spotlight” as you will (Lehrer)
- Know your end in mind

Noticing:
Notice when you have to endure discomfort or boredom to stay present in the moment

**Strategies in Sum**
- **To choose** what to “go big on”: start from your end in mind, most important goal or two (e.g. self-control, connections, critical reflection, taking on challenges, finding answers themselves)
- To manage your barriers and increase your focus: control environment (timers, screens, alerts); keep it simple; keep coming back to end in mind, and realistically know, do or care about 5 years later; build your capacity for focus (meditation, practice shifting attention, keep starting, restarting)
- To manage student barriers and increase their focus: group guidelines, complain less and instead get them doing, give them practice at focusing on reading, solving problems, etc.; student partnerships

**Resources for your use**

Churches, A. Bloom’s digital taxonomy. goo.gl/CkTUFZ


Felten, P. Crossing Thresholds Together. From Teaching & Learning Together in Higher Education. goo.gl/7xC5gP (threshold concepts)


Mindful Living articles (Brain & Mind, Change strategies, Happiness) goo.gl/DNQdcn (top resource)

Torosyan, R. et al. (2015) List of Sample Learning Levels, Verbs & Activities plus Bloom’s digital taxonomy, and Bloom & Krathwohl’s taxonomy in 3-D goo.gl/CkTUFZ (top resource)


Torosyan, R. Giving Peer Feedback on Teaching. goo.gl/vjUwDn
**Applying and Digital Activities**

<table>
<thead>
<tr>
<th>Applying</th>
<th>Possible activities</th>
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<tr>
<td>Using information, concepts and ideas in another familiar situation (Using strategies, concepts, principles and theories in new situations).</td>
<td><strong>Illustration</strong> (Corel, inkscape, GIMP, Paint, online tools, Comic creation tools - comic life, historic tale construction kit, hyper comic)</td>
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<td>Implementing, carrying out, using, executing, doing, running, loading, playing, operating, hacking, uploading, sharing, editing.</td>
<td><strong>Simulation</strong> (Floor map, graphic tools, google sketchup, Crocodile software simulating science experiments, Global conflict - Palestine)</td>
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<td><strong>Bloom's &amp; Desktop Publishing</strong></td>
<td><strong>Sculpture or Demonstration</strong> (Presentation, graphics, screen capture, audio and video conferencing)</td>
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<td>Creating</td>
<td><strong>Presentation</strong> - impress, Simple DTP product, powerpoint, google presentation, Zoho presentation, skype, interactive whiteboard collaboration using etools, audio and video conferencing</td>
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<td>Evaluating</td>
<td><strong>Interview</strong> (Word Processing, mind mapper, podcast, vodcast, audacity, sound recorder, collaboration using etools, skype)</td>
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<td>Analysing</td>
<td><strong>Performance</strong> (Podcast, vodcast, film, audio and video conferencing, VoIP, audio recording, speech, Powerpoint Show, collaboration using etools)</td>
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<td>Applying</td>
<td><strong>Editing</strong> - video and sound tools, Wiki editing, Simple DTP product. Developing a shared document</td>
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<td>Understanding</td>
<td><strong>Playing</strong> - mmorpg’s online games, simulations like Global Conflicts Palestine</td>
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<td>Remembering</td>
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*A screenshot from Global Conflicts – Palestine. This is an 3D interactive game or simulation produced by serious games.*

Source: [http://www.seriousgames.dk/img/golden.jpg](http://www.seriousgames.dk/img/golden.jpg)