

Education for Awakening

*An Eastern Approach to
Holistic Education
Volume Two of the
Foundations of Holistic Education Series*



見跡

by Yoshiharu Nakagawa

Education For Awakening An Eastern Approach To Holistic Education Foundations Of Holistic Education Series

**Marian de Souza, Gloria
Durka, Kathleen Engebretson, Robert
Jackson, Andrew McGrady**

Education For Awakening An Eastern Approach To Holistic Education Foundations Of Holistic Education Series:

Education for Awakening Yoshiharu Nakagawa,2000-01-01 **Holistic Education and Embodied Learning** John P. Miller,Kelli Nigh,2017-03-01 Learning often begins with an experience in the body Our body can tighten or feel expansive depending on different learning contexts This experience of learning in the body is crucial to holistic education This book explores embodied learning from several perspectives This first section explores how psychology can inform us about embodied learning for example the work of Carl Jung and Wilhelm Reich devoted much of their thinking to how energy manifests itself in the body Meditation and movement are also examined as ways of embodied learning for example Dalcroze a form of movement education is presented within the context of whole person education The book also presents schools where embodied learning is nurtured Waldorf education is discussed as well as a public school in Toronto where the body is central to holistic education The book also presents visions of embodied learning John Miller presents a holistic vision of teacher education and Tobin Hart who has written extensively in this field writes about the embodied mind Embodied learning is an emerging area of inquiry in holistic education and this book presents a variety of perspectives and practices that should be helpful to both scholars and practitioners

Educating for Humanity Neil Tucker,2025-03-11 This book explores the international landscape of educational scholarship policy and practice Tucker argues there is a fundamental aim for world education It is to educate complete human beings in all their dimensions such that they become the best persons they can be and participate fully in the human story Tucker asks What is the world of education for What is it that early childhood centers schools and local communities are meant to do for children and their learning Representing a decade of research the text examines the most common concepts of the purposes of education human nature and learning offered by scholars international authorities and pedagogies nations education organizations neuroscience early childhood educators and individual schools To educate for humanity Tucker provides a complete concept of holistic education of whole child and holistic learning for a whole world The book is an essential resource for those involved in the world of education teachers university administrators school authorities policy makers and educational organizations Parents and community members with a strong interest in the education of all children will also find much that is informative and challenging to think about

A Holistic Educator's Journey John P. Miller,2021-08-01 This memoir describes the journey of John Jack Miller The book explores how his personal journey is related to the work he has done in holistic education contemplative education and spirituality in education In holistic education the personal and professional are connected Professor Miller s journey includes events books teachers and the many factors in his life that have contributed to his work which includes more than 20 books and extensive travel around the world An example of the relationship between the personal and the professional is that Jack began meditating in 1974 and this practice has provided the foundation for much of his teaching and writing Professor Miller s book *The Holistic Curriculum* first published in 1988 along with the publication of the *Holistic Education Review* have been

seen as the beginning of holistic education as a field of study Since his journey has been connected with so many other holistic educators this book can serve as one perspective on how the field has unfolded over the past 35 years Besides this historical perspective the book includes a chapter on his meditation practice as well his beliefs There is also a chapter on his teaching and how he attempts to embody holistic education in his classroom Praise for A Holistic Educator's Journey Rarely does a field builder allow us the opportunity to journey into the life long journey leading to the formation of the work With bold transparency Miller shares his enormously rich professional and personal journey of seven decades with an open hand He shows us the terrain of his inner and outer life Lisa Miller Author The Spiritual Child Teachers College Columbia University Whether in the classroom writing books keynoting or being a friend Jack Miller's life journey exemplifies his multidimensional embracing of the way of nature and accepting of the mysterious Always acknowledging the Indigenous roots of holistic education he managed to bring parts of the Indigenous worldview into schools in ways that accommodated all cultures This book gives testimony to his great contribution to understanding why we must return to our interconnected way of being Four Arrows Author Sitting Bull's Words for a World in Crises

Educating for Wisdom and Compassion John P. Miller, 2005-07-20 Essential principles of timeless learning include attention contemplation connection participation and responsibility helping students achieve a sense of purpose and improving alertness and mental health

The Social Movement of Spiritually Engaged Alternative Education in Thailand Against the Background of Reform and Globalization Michael Ernest Jones, 2010-10-13 The establishment of alternative education private foundations and networks linked to socio political and spiritual advocacies distinguishes the Thai social movement in this research This research is a qualitative study that has made use of historical accounts to associate with data gathered from extensive interviews and case studies in order to inquire as to whether alternative education represents an historical spiritual tradition of opposition to reform hegemony and whether it has had an impact on state reform efforts Also investigated was whether there are some historical patterns associated with the manner in which the state of Thailand has dealt with the forces of globalization and whether the collective action by informal movements of Thai people also has the same predictable pattern of response to the global Analysis and comparison of these issues contribute in determining the values associated with people in the alternative education movement and the motives and intentions associated with state initiated reforms A further related aspect explored is the degree of Thai-ness and the embedded historical pattern of both the alternative education movement and education reform These inquiries were answered through the collection of data from three different trips to Thailand over a four year period the last trip a one year stay that permitted case studies and observations at three alternative schools and the interview of a host of participants from home school parents and students to Ministry of Education staff and officers In examining the data a clearer notion of what lies underneath the idea of Buddhist education and spirituality became clearer and how educational reform based on Western ideals and notions has not taken into account Buddhism and

culture as education This illumination brings new insight and also raises a new question as to the difference between social movements in a Buddhist nation such as Thailand and social movements in the West *Conference proceedings. New perspectives in science education* Pixel,2014

International Handbook of the Religious, Moral and Spiritual Dimensions in Education Marian de Souza,Gloria Durka,Kathleen Engebretson,Robert Jackson,Andrew

McGrady,2007-06-04 Traditionally spirituality has resided and been contained within religious frameworks but while the links between the two areas are still acknowledged by many in the contemporary world spirituality is perceived by some as an aspect of human life that is distinct from religion Consequently many are searching for meaning within and without religious traditions today and seeking answers to ethical and moral questions that have been generated by the knowledge and technological explosion One outcome is the renewed interest in the religious spiritual and moral dimensions of education throughout the life cycle This International Handbook presents the research and professional practice of scholars who are daily engaged in the consideration of these dimensions in education The result is a collection of essays which reflects the discipline in all of its internationality as it is today Embedded within the chapters is also an agenda for the future where the religious moral and spiritual dimensions in education are proposed as an exciting and challenging way forward for educators at all levels in society As well it offers a vision for the emergence of a peaceful and just world **Gateway to the Dao-field**

Avraham Cohen,2009 This book evolved from Avraham Cohen's doctoral dissertation for which he received the 2006 2007 Ted Aoki Prize for the Outstanding Dissertation in Curriculum Studies from the University of British Columbia Cohen who has an extensive background as a humanistic existential therapist and as a mindfulness meditator believes that these two fields have much to offer in the field of education His work in this book supplies a rich resource and shows that indeed the practice and philosophy of mindfulness and humanistic existential practices is a gold mine waiting to be fully mined and applied in education These ideas and practices come alive in his writings This collection of provocative and evocative essays written for both educational theorists and classroom practitioners addresses very directly the much neglected human dimension and community development potential within classrooms His groundbreaking work describes what most of us know intuitively to be important in classrooms and which is rarely adequately addressed how to be authentically and fully human and how this pedagogy of being human is central to becoming a great educator He points towards the practical implementation of pedagogic practices that integrate the personal inner work of the educator classroom practice and curriculum learning

International Handbook of Inter-religious Education Kath Engebretson,Marian de Souza,Gloria Durka,Liam Gearon,2010-08-17 This Handbook is based on the conviction of its editors and contributing authors that understanding and acceptance of as well as collaboration between religions has essential educational value The development of this Handbook rests on the further assumption that interreligious education has an important role in elucidating the global demand for human rights justice and peace Interreligious education reveals that the creeds and holy books of the world's religions teach about

spiritual systems that reject violence and the individualistic pursuit of economic and political gain and call their followers to compassion for every human being. It also seeks to lead students to an awareness that the followers of religions across the world need to be and to grow in dialogical relationships of respect and understanding. An essential aim of interreligious education is the promotion of understanding and engagement between people of different religions and therefore it has great potential to contribute to the common good of the global community. Interreligious education has grown from the interfaith movement whose beginning is usually identified with the World Parliament of Religions held in Chicago in 1893. This was the first time in history that leaders of the eastern and western religions had come together for dialogue and to consider working together for global unity. **International Handbook of Holistic Education** John P. Miller, Kelli Nigh, Marni J.

Binder, Bruce Novak, Sam Crowell, 2018-09-14 Providing a comprehensive overview of holistic education's history, conceptions, practices, and research, this Handbook presents an up-to-date global picture of the field. Organized in five sections, the Handbook lays out the field's theoretical and historical foundations, offers examples of holistic education in practice with regard to schools, programs, and pedagogies at all levels, presents research methods used in holistic education, outlines the growing effort among holistic educators to connect holistic teaching and learning with research practice, and examines present trends and future areas of interest in program development, inquiry, and research. This volume is a must-have resource for researchers and practitioners and serves as an essential foundational text for courses in the field. **Nurturing Child and Adolescent Spirituality** Karen-Marie Yust, 2006 *Nurturing Child and Adolescent Spirituality: Perspectives from the World's Religious Traditions* provides a forum for prominent religious scholars to examine the state of religious knowledge and theological reflection on spiritual development in childhood and adolescence. Featuring essays from thinkers representing the world's major religious traditions, the book introduces new voices, challenges assumptions, raises new questions, and broadens the base of knowledge and investment in this important domain of life. It specifically and intentionally focuses on theological and philosophical perspectives from within religious traditions, creating space for the religious traditions to find their voices. *Nurturing Child and Adolescent Spirituality* is firmly grounded in the language and priorities of religious studies and helps stimulate explorations of whether and how religious communities are tapping their own wisdom and strengths in nurturing today's young people in a complex and changing world. *Nurturing Child and Adolescent Spirituality* will set the stage for new waves of scholarship and dialogue within and across traditions, disciplines, and cultures that will enrich understanding and strengthen how the world's religious traditions and others understand and cultivate the spiritual lives of children and adolescents around the globe. *Global Perspectives on Spirituality and Education* Jacqueline Watson, Marian de Souza, Ann Trousdale, 2013-12-04 In recent decades and around the world, much attention has been given to the role of spirituality in the education of children and young people. While educationalists share many common goals and values in nurturing the spiritual lives of children and young people, national and regional cultures, religions, and politics have

impacted on the approaches scholars and practitioners have adopted in their investigations and practices The different contexts across nations and regions mean that educators face quite distinct conditions in which to frame their approaches to spiritual education and research and the nature and impact of these differences is not yet understood This book brings together thinkers from around the globe and sets them the task of explaining how their research on children s spirituality and education has been shaped by the historical cultural religious and political contexts of the geographic region in which they work The book presents contributions in three sections Europe and Israel Australasia and The Americas and concludes with a chapter highlighting what is common and what is contextually unique about global approaches to spirituality and education

The Routledge International Handbook of Creative Learning Julian Sefton-Green,Pat Thomson,Ken Jones,Liora Bresler,2011-07-15 The concept of creative learning extends far beyond Arts based learning or the development of individual creativity It covers a range of processes and initiatives throughout the world that share common values systems and practices aimed at making learning more creative This applies at individual classroom or whole school level always with the aim of fully realising young people s potential Until now there has been no single text bringing together the significant literature that explores the dimensions of creative learning despite the work of artists in schools and the development of a cadre of creative teaching and learning specialists Containing a mixture of newly commissioned chapters reprints and updated versions of previous publications this book brings together major theorists and current research Comprising of key readings in creative education it will stand as a uniquely authoritative text that will appeal to those involved in initial and continuing teacher education as well as research academics and policy specialists Sections include a general introduction to the field of creative learning arts learning traditions with sub sections on discrete art forms such as drama and visual art accounts of practice from artist teacher partnerships whole school change and reforms curriculum change assessment evaluative case studies of impact and effect global studies of policy change around creative learning

Catalyzing the Field Olen Gunnlaugson,Charles Scott,Heesoon Bai,Edward W. Sarath,2019-02-01 Catalyzing the Field presents a diverse series of applied case studies about the second person dimension of contemplative learning in higher education As a companion volume to the editors previous book The Intersubjective Turn the contributors to this book explore various pedagogical scenarios in which intentional forms of practice create and guide consciousness Their essays demonstrate that practice is not only intellectual but somatic phenomenological emotional and spiritual as well Along with their first book Contemplative Learning and Inquiry across Disciplines the editors craft an essential body of work that affirms the fundamental importance of contemplative practice in institutions of higher learning

Cross-cultural Studies in Curriculum Claudia Eppert,Hongyu Wang,2008 This volume broadens the horizon of educational research in North America by introducing a comprehensive dialogue between Eastern and Western philosophies and perspectives on the subject of curriculum theory and practice It is a very timely work in light of the progressively globalized nature of education and

educational studies and the increasingly widespread attunement to Eastern educational theories in the West By introducing Eastern perspectives this book questions taken for granted thinking in Western educational thought about the foundations of teaching and learning curriculum theory educational policy and educational issues such as teaching for social justice service learning initiatives human rights and environmental education and the teaching of content area subjects It provides an important opportunity for scholars from different countries and different disciplines to establish a solid yet accessible foundation of East West inquiry that furthers the scope and depth of curriculum studies and to disseminate the insights from this book in the venues in which they work Researchers faculty and graduate students in the fields of curriculum theory curriculum and instruction educational foundations philosophy of education international comparative education and multicultural educational studies will welcome this book It is appropriate as a text for upper level courses in these areas

Encounter ,2007 *Shambhala Sun* ,2000 **Whole Person Education in East Asian Universities** Benedict S. B. Chan,Victor C. M. Chan,2021-09-08 This book provides much new thinking on the phenomenon of whole person education a phenomenon which features strongly in East Asian universities and which aims to develop students intellectually spiritually and ethically to master critical thinking skills to explore ethical challenges in the surrounding community and to acquire a broad based foundation of knowledge in humanities society and nature The book considers different approaches to whole person education including Confucian Buddhist and Chinese perspectives Western philosophy and religion and interdisciplinary approaches Overall the book provides a comprehensive overview of whole person education why it matters and how to implement it Moreover although the examples in the book are from East Asia the discussion and the values involved are universal important for the whole world **Tikkun** ,2004

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