

So my name is Anne Archambault. I have been teaching part-time at Concordia for the last 25 years in the Applied Human Science department. My background is therapeutic recreation.

I have graduated from UBC with a degree in recreation education, worked as a recreation therapist in the healthcare system, mostly in Western Canada, and then came back to Montreal, did a master's in adult education, hoping to continue working in healthcare, ended up working in a different career for a while, and I had the opportunity to start teaching what I'm truly, truly passionate about is therapeutic recreation at Concordia in 2001.

So defining contemplative pedagogy, I mean there's a lot, a lot of literature about this.

My summary would be it's a means to really invite the students to, and I see the students and the instructor to create a space of safety, create a space of trustworthiness, and create a space where the group really comes together to be even more ready for learning.

So it's something, and how I came to it, part of my personal life I've had a number of tools that have helped me deal with the ups and downs of lives that we all have, and because I teach in a field that's called therapeutic recreation, and because I have these tools in my life, for me even many years ago before we talked about using contemplative practice in the classroom, I was inviting my students in some of those moments of pause to live what I called a little bit of therapeutic recreation. So taking a moment away from the content of the class and experiencing moments of togetherness through play, through something joyful, to something different than the pure theory in academic part of the class. So when Concordia invited faculty during COVID to focus even more on contemplative pedagogy, I was like, wow, now I'm given not only more liberty to do this, but it can really become an integral part of my curriculum. So for me it was like, this is wonderful, because I already believe in this, because I already use it, because it's part of the field also that I'm teaching. Point of view, aside from my observation and also the feedback I have received from the students, they will come after class and chat with me, or before class, or I've also, as you know, I've invited them to write journals every time we're doing these contemplative pedagogy. It has brought what I have witnessed and what I have read and what they've told me, which to me are evidence.

My students' experience and what they share with me, and I know I'm the instructor, but I know what they've shared with each other, is that it has brought the group together a lot more.

It's created a better setting in terms of creating space to take a pause for a moment and then come back to the material.

They feel more fresh. While the content we share is important and we want students to learn content and abilities and be able to go to start a career and have the ability to perform, it's very much about human connection.

The need for that human connection has to be really well balanced these days with the content that we share. Most of us that I've been teaching for the last five, ten years, I've seen a tremendous amount of distress and the anxiety level in students that are now formally diagnosed or not formally diagnosed, doesn't matter, but there's a whole lot more distress in the classroom. So while we still want to prepare them for work, prepare them for what they most desire to be accomplishing career-wise, we want to prepare them as human to be able to connect with each other and that ability to create that space in the classroom, even in a formal setting like a university, for human connection and safe human connection and for them to

feel more at ease just being there is tremendously important. So when the student said, I met my best friend and I know for a fact there's other students that have made important personal connection, to me that's extremely important nowadays.

So it's been a real gift to be able and to have the practice of contemplative pedagogy, I'll call it legitimized by the university, not only legitimized but greatly supported.

I mean this group and the fact now that we are doing an open education resource for everybody is very precious. From the student impact point of view,