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# Dare to Share the Silence: Tools & Practices of Contemplative Pedagogy in a Library Brain Booth

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University Library

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Intentional  
Brain  
Breaks

Emotional  
Self-  
Regulation

Singular,  
Thoughtful  
Focus



Promoting  
Metacognition





Look Inside the Library Brain Booth

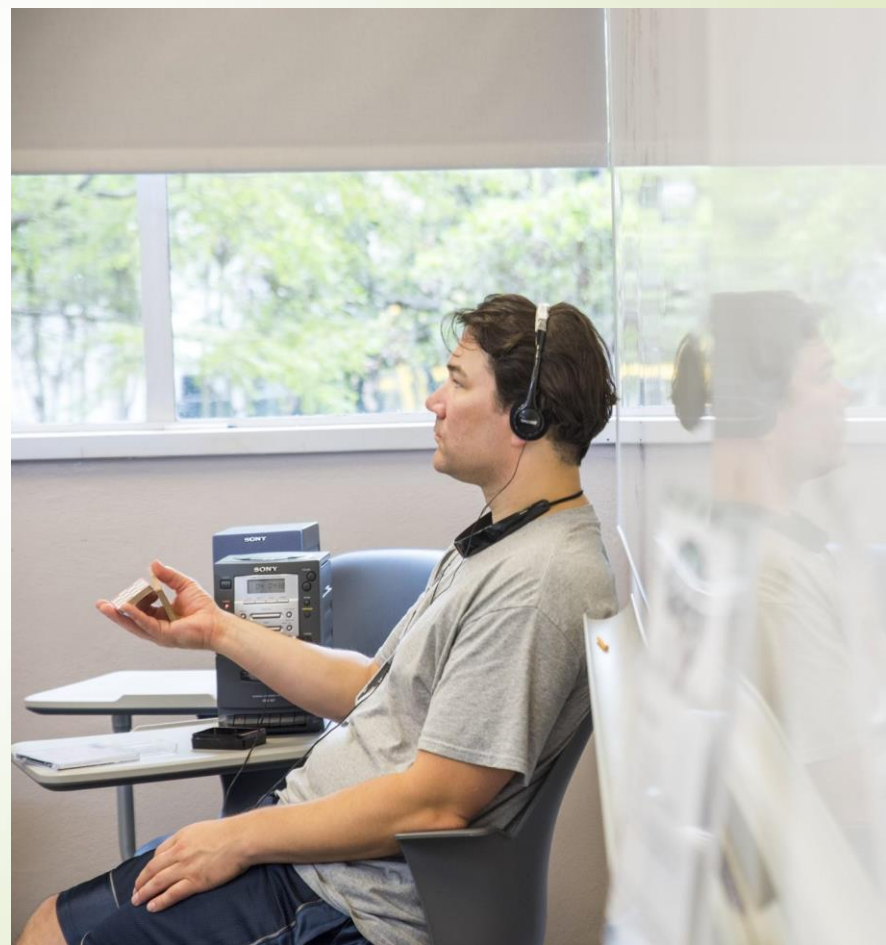


# TOOLS & ACTIVITIES

# Guided Meditation

✧ Cognitive Control  
Executive Function  
Hofmann, et al, 2010

✧ Self-Monitoring  
Hassad & Chambers,  
2015





# Biofeedback

- ✧ Understand & Embrace “Stress”

Homeostatic Capacity  
McGonigal, 2016

- ✧ Growth Mindset  
(neuroplasticity)

CSU Graduation  
Initiative 2025  
Dweck, 2006

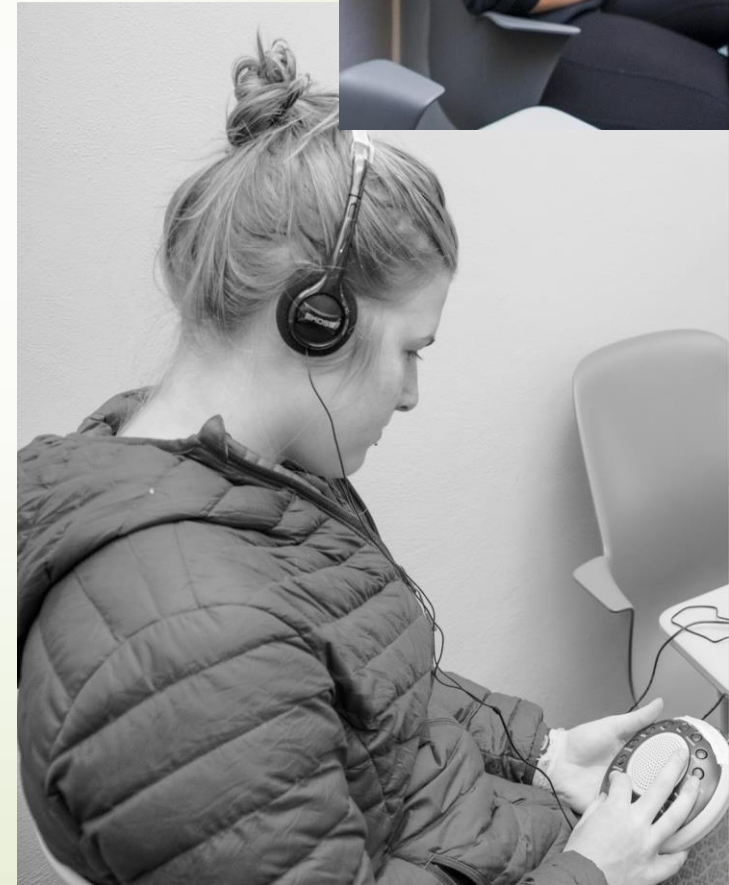




# Sound-Relax & Light-Relax

✧ System 1 and 2 Thinking

[Kahneman, 2011](#)





# Color-Relax

✧ Response to Novelty

Olson, 2014







# Virtual Reality-Immerse

- ✧ Potential of Immersive Experience

Marchant, 2016

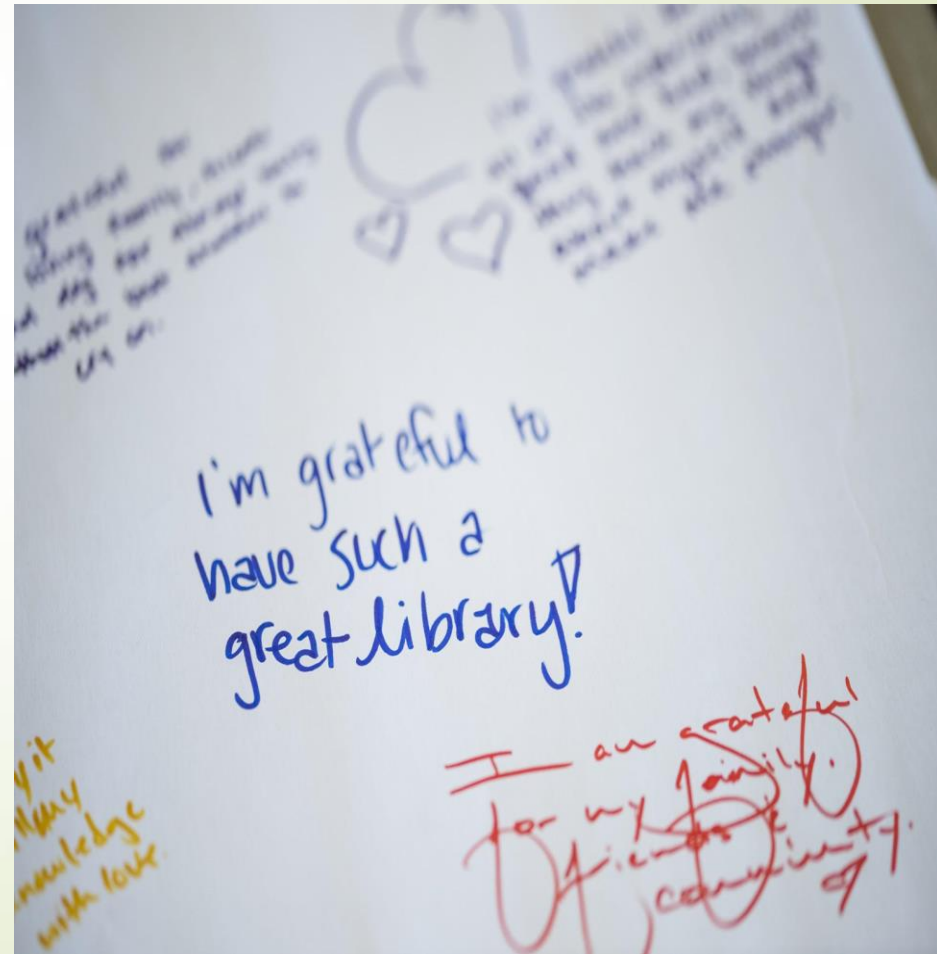
- ✧ Embodied Cognition

Lakoff, 1980



# Gratitude-Express

- ✧ Negativity Bias + Habituation  
Seppala, 2016
- ✧ Social caregiving system  
Newberg & Waldman, 2016



# FitDesks

- ✧ Kinesthetic Awareness  
[Levine, 2014](#)
- ✧ Disconfirming Experience  
[Olson, 2014](#)







# Curated Collection

- ✧ Books, DVDs, and CDs circulating
  - Cataloged by Library Brain Booth for easy searching
- ✧ List of scholarly articles
  - Quick reference to encourage students to look for more research.





# Methodology

- **Research question:** Among the campus community is there interest and willingness to engage in mindful practices within the library's academic setting?
- **Quantitative Approach:**
  - Brain Booth LibGuide: - Sept-Dec 2016 = 1,191 views.
  - Email exchange - 32 students, 16 staff, and 51 faculty.
  - Visits to the Library Brain Booth over one semester.
- **Qualitative Approach:** We designed a moderate participant observation study (Wolcott, 2005), influenced by focused ethnography (Knoblauch, 2005), where the primary data collection format was video recordings of each session.



# Use of Library Brain Booth: Mindfulness Space

- ❖ Open 4 Hours Weekly Fall 2016
- ❖ Classroom space, open, individual or collaborative use - Can be used for mindfulness and contemplation activities
- ❖ Fall 2016
  - 240 visits, in 10 weeks
- ❖ Spring 2017
  - Pop up events





# Participant Observations

- An anonymous comment card was available for participants to voluntarily provide written comments while in the Library Brain Booth. A total of 74 comments were received. ]
- *“It was cool although I didn’t stay long, felt more relax [sic] & at peace.”*
- *“I feel a lot lighter, not as tight, I don’t feel that tension, however slight, in my head or body. It’s great to get my mind off of everything, even just for a few mins. Biofeedback was my favorite! :)”*



# Conclusions/Discussions

- The overall goal of providing mindfulness activities within the university library setting is to introduce metacognition more explicitly, particularly to college students as part of the academic process and to faculty and staff in the workplace. We established that the number of participants for one semester (n=240) demonstrated significant interest among college students and faculty (n=52).
- The study also showed an existing gap between engagement with digital tools centered on contemplative pedagogy and in-person faculty participation.
- We believe that librarians are well-positioned to adopt contemplative pedagogy in their information literacy instruction and to serve as resources for departmental faculty, who may be willing to explore its use in their courses.



Visit the Brain Booth LibGuide for more  
information & resources at  
[libguides.humboldt.edu/brainbooth](http://libguides.humboldt.edu/brainbooth)



Thank you for attending!

Questions?



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