

Chapter 5

Mindfulness as a Way to Enhance Academic Resilience

Meral Ceylan Çapar
Anadolu University, Turkey

ABSTRACT

Mindfulness is defined as ‘awareness that arises through paying attention, on purpose, in the present moment, nonjudgmentally’ (Kabat-Zinn, 2013). Mindfulness-based interventions are common in the field of health because they can have a key role in decreasing the level of stress and anxiety. Education has become more competitive in the new world, and teachers and learners can sometimes experience challenges adapting to this new academic world. Mindfulness can be one of the ways to enhance the resilience that the students and teachers experience. The current chapter explores mindfulness and its origins, its relation to science, mindfulness attitudes, academic resilience in students, and the relationship between mindfulness and stress. Then, the chapter offers several mindful practices for both adults and young learners. Finally, it suggests some digital tools for mindful practices

INTRODUCTION

“Smile, breathe, and go slowly.”

Thich Nhat Hanh

“The present moment is filled with joy and happiness. If you are attentive, you will see it,” said Thich Nhat Hanh once. Mindfulness tells us to be more attentive and to slow down in this hectic and digital world. Today, technology and multi-tasking cause us to run from one task to another. Thus, sometimes, we miss the

DOI: 10.4018/979-8-3693-6040-8.ch005

moment and focus more on the tasks, and as a consequence, we may experience stress and anxiety. This characteristic of mindfulness, mentioned by Thich Nhat Hanh, is a powerful tool in education, especially for improving academic resilience. Academic resilience has garnered pivotal attention as students may experience difficulty navigating the complexities of modern learning environments. By practicing mindfulness, students can better manage their stress, focus, and emotional stability by developing a non-judgmental acceptance of their experiences and a heightened awareness of the present moment. Studies have shown that practicing mindfulness techniques can effectively reduce anxiety, improve concentration, and cultivate an optimistic outlook - all critical components for success in the classroom. Therefore, this chapter provides information on mindfulness, its origins, mindfulness attitudes, its relation to science, academic resilience, mindful practices, mindful practices for young learners, and suggested digital tools for mindful practices.

MINDFULNESS AND ITS ORIGINS

The word “mindfulness” was first translated to English from the Sanskrit word *smrti* and Pāli word *sati* by Thomas William Rhys Davids in 1881 (Gethin, 2011). The words *Smrti* and *sati* have the meaning of “memory” (Rhys Davids & Stede, 1999). *Sati* is one of the Buddhist concepts that is used to define the practice of developing a sound mind. One of the main tenets of Buddhist meditation techniques is the training of *sati*, and with a broader meaning, it is “moment-to-moment awareness of present events” (Taivalmäki, 2020). Thus, the focus is on the mind and how to focus the mind on moment-to-moment awareness.

Buddhism sees suffering as a part of life and aims to train individuals to eliminate suffering and pursue happiness (Gethin, 1998; Lopez, 2001). Buddha repeatedly explained for years that he only teaches “how to suffer and transform suffering” (Thich, 2022, p. 11). Instead of rejecting suffering, he showed how to accept pain and move on. Buddha is the Sanskrit word for “enlightened one,” someone who is entirely devoid of flaws and mental filters and who sees things as they are without bringing any judgment (Gyatso, 1992). This is why Kabat-Zinn describes mindfulness as “...paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally” (Kabat-Zinn, 2001, p. 23).

Lee et al. (2021) effectively explain the historical development of mindfulness. At first, Western psychology was influenced by Zen Buddhism, which saw the notion as “a nonelaborative, nonjudgmental, present-centered awareness” (Bishop et al., 2004, p. 232). Between the 1930s and 1950s, the writings of D. T. Suzuki on Zen Buddhism had a significant impact on Carl Jung. According to Jung, mindfulness

34 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/mindfulness-as-a-way-to-enhance-academic-resilience/363199

Related Content

Improving Education in Values in a Spanish Primary Education Center

Antonio Daniel Juan Rubio and Isabel María García Conesa (2025). *Educational Philosophy and Sociological Foundation of Education* (pp. 133-158).

www.irma-international.org/chapter/improving-education-in-values-in-a-spanish-primary-education-center/358167

Effective Agile IT Governance Mechanisms in Higher Education Institutions

Gerald Stei, Sulejman Vejseli and Alexander Rossmann (2022). *Leadership and Management Strategies for Creating Agile Universities* (pp. 110-128).

www.irma-international.org/chapter/effective-agile-it-governance-mechanisms-in-higher-education-institutions/292565

Leadership and Cultural Factors for Student Success and Motivation in Transnational Higher Education

Philip James Allardice (2024). *Engaging Higher Education Teachers and Students With Transnational Leadership* (pp. 15-38).

www.irma-international.org/chapter/leadership-and-cultural-factors-for-student-success-and-motivation-in-transnational-higher-education/345632

Instructional Frameworks for Teaching Writing in the Age of AI

Elizabeth Thackeray Nelson and Margaret Osgood Opatz (2023). *Instructional Leadership Efforts and Evidence-Based Practices to Improve Writing Instruction* (pp. 214-237).

www.irma-international.org/chapter/instructional-frameworks-for-teaching-writing-in-the-age-of-ai/332264

Management Challenges and Training Needs in Transnational EAP Programmes: A Multi-Case Study

Jeanne O'Connell, Sarah Brewer, Elisabeth Wilding and Jane Robbins (2024).

Engaging Higher Education Teachers and Students With Transnational Leadership (pp. 39-63).

www.irma-international.org/chapter/management-challenges-and-training-needs-in-transnational-eap-programmes/345633