

ABSTRACT

DISSERTATION: Mindfulness: An Autoethnographic Teacher Research Study

STUDENT: Sarah Elizabeth Sandman

DEGREE: Doctor of Philosophy

COLLEGE: Sciences and Humanities

DATE: July, 2014

PAGES: 291

This dissertation outlines the emergence of a mindfulness pedagogy based on a mixed methods approach. The study uses both qualitative and quantitative methods, and is informed by autoethnography and teacher research. The data comes from a semester-long study of the writer's classroom as she collected field notes, student artifacts, her own teacher comments, and her own reflections on her process. Specifically, the dissertation analyzes the data in order to outline a pedagogy based on mindfulness practices. Ultimately, the dissertation illustrates the pedagogy in action, and concludes with a movement toward *teacher as witness*.

