Mindful Learning Assignment:

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Chapter 1 Questions:

1. What is mindful learning?

Answer :-  By definition “mindfulness is a flexible state of mind in which we are actively engaged in the present, noticing new things and sensitive to context”.  It implies that rather rather than using the the existing system of knowledge, we should always try to focus on the the present context and remain flexible enough to grasp on the basis of it.

2. What is sideways learning?

Answer :- Sideways learning is an aim to maintaining a mindful state. As we saw, the concept of mindfulness revolves around certain psychological states that are really different versions of the same thing: (1) openness to novelty; (2) alertness to distinction; (3) sensitivity to different contexts; (4) implicit, if not explicit, awareness of multiple perspectives; and (5) orientation in the present. So sideways are the path to attain this state of being mindful. Where, each leads to the others and back to itself. Learning a subject or skill with an openness to novelty and actively noticing differences, contexts, and perspectives-sideways learning makes us receptive to changes in an ongoing situation. In such a state of mind, basic skills and information guide our behavior in the present, rather than run it like a computer program.

3. What are JR Anderson’s three stages of experience?

Answer :-

1> **Cognitive stage** :- Which involves first taking in enough information about the skill to permit the learner to perform the desired behavior in at least some crude approximation. This stage often involves self-talk, in which the learner rehearses information required to carry out the skill.

2> **Associative stage** :- Which involves smoothing out performance. Any errors in the initial understanding of the skill are gradually identified and eliminated in this stage, and at the same time there is a drop in self-talk.

3> **Autonomous stage** :- Which is one of ongoing gradual improvement in performance. In this stage improvement can continue indefinitely.

Chapter 2 Questions:

1. What is the significance of novelty when paying attention?

Answer :- As a matter of fact, human nature have certain significance of the involvement  of novelty in different subjects. While paying attention, if there are certain novel things happening, individuals are drawn towards it. It basically means there is significant importance of novelty for the individuals to pay attention on certain subjects. So, if we want people to draw  / pay their attention , we should incorporate certain degree of novelty in it , which cause to increase their interest and eventually people pay attention.

2. Can you provide me with an example?

Answer :-

1> One such example can be cited as “Macbook Pro Laptop” while doing “Higher Education”. It certainly helps student and pushes them to work in a brand new top notch laptop, which basically allows them to learn new stuffs. They will connect with new technology and pay attention to it.

2> Another one can be “Job Perks”. Often organisation awards certain things to top performing individuals. by doing so they not only create a beautiful atmosphere / work environment but also get the work done from the individuals efficiently.

Chapter 3 Question: What does the author mean when talking about “turning work into play”

Answer :- He basically wanted to convey the meaning to focus on one goal in mind at a time and enjoy it which doing so. He phrases perfectly by quoting “ even play can lose its intrinsic value if it is done with another goal in mind.”

This is a very powerful concept and it always have a profound impact in leading successful life.

Chapter 6 Question: What are some key differences between intelligence and mindfulness?

Answer :- The mindfulness approach to cognitive flexibility differs from the intelligence approach in its conception of the relation between individuals and their environment. Intelligence theory employs a criterion of optimal fit between individual and environment. Mindfulness theory emphasizes that individuals may always define their relation to their environment in several ways. We examine the historical background of this difference between mindfulness and intelligence and find that (a) the concept of intelligence is embedded in a theory of correspondence that has been inherited from the 19th century; (b) current intelligence theories continue to focus on thought as adaptively corresponding to external reality; (c) despite apparent differences between unidimensional and multidimensional approaches to intelligence, common reliance on a criterion of optimal fit engenders more similarity than difference; (d) this similarity prolongs the detrimental effects of intelligence theories on self-perception, perception of others, and the educational process. Mindfulness theory rejects an evaluative standard that is external to the individual's capacity to give meaning to experience. We examine mindful enhancement of personal control and the educational process, and contrast this with the limitations of an intelligence approach.