March 2024

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Jing Lin
University of Maryland, College Park, jinglin@umd.edu

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Recommended Citation
Lin, Jing (2024) "Book Review: Meditation in the College Classroom by Steve Haberlin," Journal of Contemplative and Holistic Education: Vol. 2: Iss. 1, Article 5.
DOI: https://doi.org/10.25035/jche.02.01.05
Available at: https://scholarworks.bgsu.edu/jche/vol2/iss1/5

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Book Review: Meditation in the College Classroom by Steve Haberlin
Reviewed by Jing Lin
University of Maryland, College Park

Meditation in the College Classroom: A Pedagogical Tool to Enhance Student Well-being and Focus by Steve Haberlin, published in 2023 by Rowman and Littlefield, offers a comprehensive exploration of integrating meditation practices into higher education settings. Drawing from the author's extensive experience in Transcendental Meditation and vipassana, the book presents valuable insights and a framework for faculty seeking to introduce meditation into their classrooms.

Haberlin addresses the pressing issue of student stress and proposes meditation as a powerful tool for alleviating stress, enhancing focus, and fostering connections. The book serves as a guide, providing a literature review on the cognitive benefits of meditation and offering practical instructions for faculty members to incorporate meditation into their teaching.

The author's field-tested methods include detailed guidance on creating a conducive environment for meditation, covering aspects such as lighting, language usage, and other tools to engage students effectively. The book outlines the benefits of meditation and provides specific tips on introducing meditation to college students, citing recent research findings.

Haberlin emphasizes the potential impact of meditation on students' mental wellness, envisioning a generation of college students with reduced stress, anxiety, depression, and improved overall well-being. Furthermore, the book explores the broader meditation landscape, discussing meditation’s role in cultivating compassion and nonjudgmental perspectives.

One of the book's strengths is its focus on practical and field-tested methods, expanding the pedagogical toolbox for educators aiming to address the stress levels of contemporary students. It advocates for a holistic approach to education, emphasizing the importance of deepening and inviting in rather than simply pouring information into students.
While the author predominantly discusses vipassana mindfulness meditation, providing detailed instructions on techniques such as working with the breath, body scan, open awareness, and listening meditation, there is room in the book for a broader exploration of various meditation methods that can enrich our understanding of self, the world, and the universe.

The book recognizes faculty members' challenges and underscores the importance of personal experience by recommending that educators become meditators themselves. It outlines common practices for faculty engagement, presents a step-by-step meditation facilitation guide, and suggests creating a meditation faculty circle to promote meditation across campus.

In conclusion, Meditation in the College Classroom is a valuable guidebook for faculty considering the integration of meditation into their teaching practices. Timely in the face of current crises related to mental stress and depression, the book provides practical insights that can benefit both educators and students in higher education settings.