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The Impact of Contemplative Pedagogies on Student Well-Being and Learning Abstract

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In today's world, students' academic and personal lives are severely surrounded by technology. Technology offers new opportunities for learning. It cannot be avoided by any means. On the other hand, it increases stress, anxiety, and attention problems among students. They constantly get exposed to social media and digital notifications on their phone screens. This exposure can negatively affect the overall well-being of our students. This overuse of technology can cause disrupted sleep, digital fatigue, and decreased academic focus. Contemplative pedagogies can be adopted as an effective approach to overcome these challenges. Teaching methods that include mindfulness, reflective writing, and deep listening are very effective in this case. Students can learn to pause for a moment, reflect, and engage deeply with the course materials. These methods also promote attention, self-awareness, and self-control. Research shows that students who participate in contemplative exercises face lower levels of stress. They improve in class and engagement can focus better on the course material. It also helps them develop empathy and stronger interpersonal skills. This paper explores how contemplative pedagogies can promote student well-being in the digital age. It also gives some practical examples that show how educators can design learning environments that support academic achievement. The paper further talks about incorporating short mindfulness exercises into class sessions and reflective journal assignments to promote a supportive classroom culture. Contemplative pedagogies offer a way to enhance student well-being in contemporary higher education by addressing the negative effects of technology. Moreover, it promotes reflective and mindful learning.