**Method**

**Categories derived from grounded theory analysis:**

1. Reactions
   a. Positive
   i. Texts
   ii. Ideas
   b. Negative
   i. Texts
   ii. Ideas

2. Feelings
   i. Initial
   ii. During
   iii. After

3. Problems
   a. Beliefs (internal, before and after)
   b. Language (external)

4. Desires for more
   a. Disappointed
   b. Class is ending

5. Insights
   a. Realization (generates change)
   b. Refusal (from material)

6. Personal Journey
   a. Transformation
   b. Rejection

7. Problems
   a. Turning point
   b. Resistance

**Findings**

In using these categories for analysis, we found that:

- Students responded positively and found the experimental evidence compelling and convincing.
- Many felt that the class helped them develop a deeper, more holistic understanding of their own lives.
- Certain concepts resonated with most students and inspired further discussion about real-life implications.
- Initially, the majority of students felt positive and resistant. During and after, however, feelings were overwhelmingly positive.
- The majority of problems students encountered were external in nature (belief systems, religious community, societal values).
- Most students had extremely positive reactions to the course material and explicitly requested more opportunities to explore these ideas.
- Students were shocked by the conflict between the experimental evidence and the closed-minded reactions of many members of the scientific community and/or traditional religious communities.
- The vast majority of students experienced change and transformation from course material and ideas both within and beyond the academic setting.
- Most students (more than half) said that studying consciousness dramatically enhanced their appreciation for the mysteries and complexity of the mind.

**Overview**

To date, several hundred students at the University of Washington (Bothell and Seattle campuses) have taken a course about consciousness with the majority reporting powerful and transformative effects. This project explores the breadth of their experiences in an effort to understand more fully the impact of studying consciousness on undergraduates’ intellectual and psychological growth.

**Conclusion**

- The study of consciousness reinvigorates students with a sense of excitement and curiosity that they rarely experienced before in their academic or personal lives.
- The study of consciousness was a way for students to explore aspects of themselves and of life that were otherwise neglected in higher education.
- The course material was critical to the student’s realization of the importance of studying the emerging discipline of consciousness through open-minded and non-dogmatic methodology.
- Consciousness Studies illuminated for students the biases of the current scientific and social paradigms. Further, students expressed frustration at the lack of conversation surrounding the study of the mind.

**Outlook**

- Develop a survey that can be given to students in order to more rigorously assess the results from this pilot study and collect a more robust data set.
- Explore further research topics.
- Support the Consciousness Club so it can continue to engage UWB students and create a community for further exploration in the field of consciousness.
- Continue support for the Consciousness minor.
- Develop the Center for Education and Research in Consciousness (CERC) in order to pursue long-term research goals, community outreach, and expand the Consciousness program.