

Abstract

THE MOMENT OF CREATION: A META-MODEL FOR OPENING TO EMERGENT
KNOWING IN SCIENCE

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The purpose of this theoretical study is to identify a potential approach to science that arises from an awareness of the co-arising of matter and mind and which is based in change rather than proofs. The theory proposes that by learning to access subtle levels of consciousness, one can access experience before conditioned responses set in. By intentionally turning toward uncertainty one can foster a quality of consciousness that is receptive and open and from which fresh perspectives may arise. The focus is on the importance of the philosophy behind research and the consciousness of the researcher rather than on participants.

When one is able to set aside the natural attitude, assumed or established knowledge, space opens for new insights. Means for doing so are identified in this study. The suggestion for science is to accept the limitations of objectivity and to expand and enrich scientific methods and outcomes by incorporating lived experience. My purpose is theory development, which itself will benefit from investigation by others, inclusion of additional domains of study, and application of the proposed processes of a phenomenological approach in varied domains.

The study involved a number of qualitative processes for developing and clarifying the proposed theory. The structure on which the content is developed is a transdisciplinary systemic theoretical process. Data from the following domains and some primary proponents include: phenomenology (Edmund Husserl), micro-phenomenology (Claire Petitmengin), generic

contemplative practice, Buddhist philosophy (Early Buddhism, as per Anālayo, Nyanananda, Mu Soeng, and Andy Olendzki), human science (Gregory Bateson), theoretical physics (David Bohm, as well as Michel Bitbol), theoretical biology (Humberto Maturana, Francisco Varela, Evan Thompson, and Eleanor Rosch), and creativity studies.

The meta-model revealed philosophical/theoretical science as constant change, normative levels of science as systemic, and methodological/technological science as first-person experience, especially previously unnoticed experience. It offers practical means for discovering subtle emergent experience. Further development of the model can occur through application of the theoretical methods of research used in this dissertation, while application of the developed model may lead to discovery of the quality of its tenants and methods with different populations and for varied purposes.