



The Effects of Classical Chinese Dance Movements on Personal Awareness and Emotion Regulation

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Abstract— This research aims to explore the effectiveness of a Chinese classical dance therapy group on college students' self-awareness and emotion regulation. A pretest and quasi-experimental design was used for this study, with 172 college students in China as the research object. The experimental group underwent Chinese classical dance therapy twice every week, three hours every time, until eighteen hours later; meanwhile, the control group did not handle or train. Members of the two groups were tested before and after the "Introspection Scale", "Body Awareness Scale" and "Emotional Regulation Scale", and statistical tests were performed by single-factor covariate analysis (ANOVA) to evaluate the effectiveness of experimental processing. The study found the following: 1. College students participating in the study of Chinese classical dance therapy groups are generally satisfied with or agree with the content of the Chinese classical dance therapy group scheme designed in this study. 2. The Chinese classical dance therapy group can enhance the daily life awareness of college students. 3. The Chinese classical dance therapy group can improve the overall physical awareness, physical use, muscle tension, and physical control of university students. 4. The Chinese classical dance therapy group can increase the awareness of college students that breathing can help relax the body. 5. The Chinese classical dance therapy group can improve the overall emotional regulation and emotional reflection of college students. 6. The Chinese classical dance therapy group can improve college students' emotion adjustment strategies and has a tracking effect on emotional awareness and emotional efficacy. The research results can provide references and suggestions for psychological counseling practitioners and future research.



Keywords— Chinese classical dance, Dance therapy, Group consultation, Self-awareness, Emotional regulation.

I. INTRODUCTION

A study by MacDermott, Gullone, Allen, King, and Tonge (2010) found that the better the emotion regulation ability, the lower the depression level. They pointed out the emotion regulation ability of teenagers [13]. It is negatively correlated with self-reported behavioral distress and melancholic emotions, showing that in the process of fighting stress, emotional regulation ability is an important factor affecting mental health [2]. However, a person's

emotional, cognitive, or behavioral response is often not just a response to the current situation. Past habits, experiences, and unresolved issues will automatically guide the individual to watch and understand the current situation and then form "explanation", "emotional instability", or even show a special behavior [3, 10], so you should be more aware and maintain the process of mere awareness, which leaves a buffer gap in the stimulus and response, making this process a conscious automatic navigation mode. This explains the importance of

"awareness" in emotional reactions [4-7, 9].

Individual emotion regulation is related to self-awareness. However, the current research on emotion regulation is focused on clarifying the process of emotion regulation, summarizing strategies for integrating emotion regulation, and examining the relationship between emotion regulation and other variables in three dimensions [8, 14, 17]. While practical empirical research is a minority and mostly targets young children, although the above research can help us understand the degree of association between emotion regulation and other variables and then understand emotion regulation and directly or indirectly affect the ability of individual emotion regulation through more diverse channels, how can we improve this with practical methods [11, 12, 15, 16]? The discourse and practice of capacity are still lacking.

This article uses the characteristics of Chinese classical dance movements to explore the relationship between body movements and inner states. Through breathing, relaxation, stretching, and rhythm, the subject is led to initiate self-awareness and explore the source of stress [18]. In the dance, the tester recognizes the inertia of his own emotional expression and the corresponding pressure, and then unblocks the inner emotion and releases the pressure. The existing traditional Chinese classical dances are divided into traditional costume dances, traditional folk dances, dances in national dramas, dances drawn from Chinese martial arts, and currently created dances. The basis of Chinese classical dance should be the dance steps that are evolved from traditional dances and followed together. Classical dance is the music and dance of ancient ceremonies, the happy dance of the court, or the performance of singing and dancing in classical opera. The performance, figure, and essence of ancient dance in drama are the foundation of classical dance. Chinese classical dance therapy has started to develop in foreign countries since the 1940s.

However, the research on Chinese classical dance therapy in China is still a minority, and it is mostly research on special ethnic groups such as mental disorders and physical and mental disorders. Therefore, according to the research motivation, this study will explore and discuss the following issues: The research questions are as follows:

1. The suitability of Chinese classical dance therapy for university students.
2. The effectiveness of counseling after the implementation of Chinese classical dance therapy.
3. Connotation factors of group therapy for a Chinese classical dance therapy chair for instructions.

II. METHOD

1. Chinese Classical Dance

Chinese classical dance is the music and dance of ancient ceremonies, the dance of joy at the palace banquet, or the performance of singing and dancing in classical opera. The essence of doing, playing, body, etc. is the foundation of Chinese classical dance. Chinese classical dance is mainly reflected in six aspects: "sleeve", "hand", "foot", "leg", "arm" and "waist". There are as many as 54 gestures for "hands". Among them, there are 26 outward fingerings, 14 inward fingerings, ten fingerings, and four fingerings. Regarding the dance style of "foot", that is, footwork,

It contains 53 kinds, including forward walking, running, walking, short walking, lame walking, knee walking, soul walking, etc. Regarding the posture of the legs and arms, there are also twelve kinds of "leg" movements and eight kinds of arm movements, including squatting, bending, spanning, cross legs, holding arms, hanging arms, pulling arms, cloud hands, etc. The Chinese classical dance system was developed on the basis of Han Tang music, dance, and opera body movements and has the following characteristics:

(1) In the dance vocabulary, it must be able to express the delicate changes and narrative of the characters' thoughts and feelings, and it must be lyrical, with a double artwork style of "expression" and "reproduction".

(2) In terms of dance posture, the arm extension form of Chinese classical dance requires a "circle", and the transition line of the movement also requires a "circular" shape line. Even for some very small life movements, you must do "round" on the stage, make "action" into "body," and form the special rhythmic beauty of Chinese classical dance.

(3) In terms of dance rhythm, dance movements are mainly produced by performing stories or local characteristics, so the limbs convey natural richness and more dramatic tension. It is an irregular elastic change.

(4) In terms of inner strength of dance, Chinese classical dance uses the waist as the axis, and all parts of the body move in a "round" manner. Starting from the waist, it always belongs to the waist. That is, the body's strength first relaxes and then contracts and the movements expand and then contract. Unlike the jumping and rotating movements of Western dance, the strength diverges outward.

2. Chinese Classical Dance Therapy

Chinese classical dance therapy is a kind of psychological therapy that uses body movements as a medium to promote the integration of individual emotions,

cognition, and physiology. Chinese classical dance therapy groups are groups based on Chinese classical dance therapy theory. According to different theories, the treatment method and the focus of the treatment are different. The Chinese classical dance therapy group implemented in this study is based on dance Labang movement analysis and real movement theory. It designs a 3-hour, 6-unit, 18-hour Chinese classical dance therapy group program per unit; after the approval of the supervisor, the researcher acts as a group leader in the form of group consultation. By creating a fusion environment that does not criticize, evaluate, or give advice, the researchers lead the members to put themselves into physical experience in the form of physical work and discuss and share the experience after the end of the activity. The connected parts enable members to have more awareness and understanding of their own thoughts, emotions, and feelings.

According to the definition of the American Chinese Classical Dance Therapy Association (ADTA) in 1995, Chinese classical dance therapy is a kind of psychological therapy that uses actions as a medium to promote the integration of personal emotions, cognition, and physiology. ADTA redefined Chinese classical dance therapy in 2010 to faithfully present motor behaviors in treatment relationships to enhance emotional, cognitive, physical, and social functions [1]. All believe that Chinese classical dance therapy connects psychotherapy, expressiveness, and creativity in dance art, allowing individuals to perceive themselves, the relationship between others, and the course of revision. And pointed out that Chinese classical dance therapy returned the participant's body to its most natural state. It is a dialogue between the body, the mind, and the soul. The experience brought about by the change and development of the body movement makes the individual have a deeper understanding of the self, experience the feelings brought by the movement experience, and make the physical and mental integration ability more complete. However, no matter what angle the scholar interprets Chinese classical dance therapy, it is nothing more than hoping that the individual can perceive the message conveyed by the body and achieve the process of resonance between body, mind, and spirit.

3. Self-awareness

Self-awareness refers to the ability to perceive oneself from a relatively objective angle while maintaining the state of feeling the subject. The self-awareness in this study includes two parts: daily introspective awareness and body awareness [3]. The former refers to the ability of individuals to reflect inwardly on their own thoughts,

feelings, and behaviors to promote self-understanding; the latter refers to contact, experience, attention, and understanding of themselves. The process of physical condition, sensation, and reaction includes five levels of physical use: physical abnormalities, muscle tone, physical control, and breathing. In this study, the higher the score on the table, the better the daily introspective awareness and physical awareness.

The concept of self-awareness has different views, so it has formed multiple theoretical frameworks, including self-focus attention, the cybernetic theory of self-regulation, objective self-awareness, self-consciousness, the looking-glass self, etc. This study focuses on the definition of self-awareness in two parts: daily introspective awareness and body awareness.

4. Emotion regulation

Emotion regulation refers to the process and ability of individuals to monitor, evaluate, and correct emotions so that they have an appropriate response to emotions and situations in order to achieve personal inner emotional balance and appropriate social interaction [4]. This study uses the emotion regulation scale to measure the level of participants' emotion regulation ability. The full scale includes five subscales of emotion awareness, emotion expression, adjustment strategies, emotion reflection, and emotion efficacy. A higher score indicates the individual's ability to adjust emotions.

5. Hypothesis

(1) The experimental group has an immediate positive counseling effect after receiving the Chinese classical dance therapy group.

- a. After receiving the Chinese classical dance therapy group in the experimental group, the post-test score on the "Introspection Scale" was significantly higher than that in the control group on the "Introspection Scale".
- b. After receiving the Chinese classical dance therapy group, the experimental group scored on the post-test of the "Body Awareness Scale". Significantly higher than the control group's post-test score on the "Body Awareness Scale".
- c. After the experimental group received the Chinese classical dance therapy group, the post-test score on the "Emotion Regulation Scale" showed that it is higher than the post-test score of the control group on the "emotional regulation scale".

(2). The experimental group has a long-term positive coaching effect after receiving Chinese classical dance therapy groups.

- a. Three weeks after the experimental group received the Chinese classical dance therapy group, the score was tracked on the "Introspection Scale". Significantly higher than the tracking score of the control group in the "Introspection Scale".
- b. Three weeks after the experimental group received the Chinese classical dance therapy group, it was tracked on the "Body Awareness Scale." The test score is significantly higher than the tracking score of the control group on the "Body Awareness Scale".
- c. Three weeks after the experimental group received the Chinese classical dance therapy group, it was measured on the "Emotion Regulation Scale". The score is significantly higher than the tracking score of the control group on the "emotional regulation scale".

6. Object

Students who are at least 18 years of age and are enrolled in colleges and universities that are interested in understanding the relationship between body, emotions, and self-state. They are willing to further understand themselves and improve their ability to adjust their emotions through experience. There are 172 subjects in total.

7. Design

According to the research purpose, this experiment adopts a quasi-experimental design and a single-factor experiment with an unequal group pre- and post-test design. Before the experimental treatment, the two groups of recipients in the experimental group and the control group were subjected to the tests of the "Introspection Scale", "Physical Perception Ability Scale" and "Emotion Regulation Scale", and then the subjects of the experimental group were tested. The experimental treatment of the "Chinese classical dance therapy group" tested its effect on self-awareness and emotional regulation; the subjects in the control group did not receive the experimental treatment of this study. After the experimental treatment is completed, the two groups of subjects will be subjected to a post-test of the "Introspection Scale", "Physical Perception Scale," and "Emotion Regulation Scale" and a follow-up test three weeks after the experimental treatment. Statistical analysis of the scores of the two groups is used as the basis for quantifying the scores. In addition, after the experimental

treatment, the "group benefit scale" will be implemented for the experimental group subjects to conduct immediate group evaluations after the group ends, as auxiliary data for the experimental effect.

8. Tools

According to the research purpose, the research tools of this research include a Chinese classical dance therapy group plan, scale, and feedback sheet, which have three parts. Use "Introspection Scale", "Physical Perception Ability Scale," and "Emotion Regulation Scale" as research tools to quantify the effect of experimental processing, and add "Unit Feedback Sheet" and "Total Feedback Sheet" to the experimental treatment to give back. The singles are divided into two parts: closed-ended items and open-ended items to understand the unique experiences of the subjects in the research process.

III. RESULTS

1. The effect of Chinese classical dance therapy groups on the immediate tutoring of university students

(1) The effect of immediate counseling by university students on the "Introspection Scale".

- a. The average number of members of the experimental group immediately after the scale has an upward trend, while the members of the control group have slightly decreased and reached a significant difference.
- b. In the test of regression coefficient homogeneity between the experimental group and the control group, the F value = .105 ($p > .05$), indicating that the experimental group and the control group conform to the basic assumption of regression coefficient homogeneity, so covariance analysis can be performed.
- c. The main effects of the experimental group and the control group after the "Introspection Scale" were significant ($F = 6.734, p < .05$), that is, after the experimental group members received the experimental treatment, there was an immediate effect on improving self-awareness, the "introspection" counseling effect.

(2) The effect of immediate counseling by university students on the "Perception Ability Scale".

- a. The average score of the members of the experimental group immediately after the scale showed a rise in the score, while the average score of the members of the control group immediately after the scale showed a decline in

the score. Between the two groups of subjects, there are significant differences.

- b. The experimental group and the control group failed to reach the "body perception ability scale", "body use subscale", "muscle tension subscale", "body control subscale", "body abnormality subscale," and "breathing subscale." Significantly, this is consistent with the basic assumption of homogeneity of regression coefficients within the group.
 - c. The experimental group and the control group measured the main effect after the "body awareness ability scale" ($F = 18.237, p < .05$), that is, after receiving the experimental treatment, the members of the experimental group had immediate counseling to improve their body awareness ability effect; it also has immediate tutoring effect in improving the awareness of body use, muscle tone, body control, and breathing; the main effect ($F = 1.006, p > .05$) measured after the "body abnormality" subscale is not significant. That is, after the experimental treatment, the members of the experimental group have no immediate counseling effect on increasing their awareness of physical abnormalities.
- (3) The effect of immediate counseling by university students on the "Emotion Regulation Scale".
- a. Most of the average scores of the experimental group members and control group members immediately after the scale showed an increase in scores, and there were significant differences between the two groups of subjects.
 - b. The F value of "Emotional Adjustment Scale" = .486 ($p > .05$), F value of "Emotional Awareness Scale" = 3.400 ($p > .05$), F value of "Emotional Expression Scale" = .453 ($p > .05$), "Adjustment Strategy Subscale" = 1.751 ($p > .05$), "Emotional Effectiveness Subscale" = .075 ($p > .05$), and "Emotional Introspection Subscale" F value = 1.915 ($p > .05$) did not reach a significant level, indicating that the assumption of homogeneity of regression within the group was not violated, so covariate analysis can be performed.
 - c. After receiving the experimental treatment, the members of the experimental group had an immediate counseling effect on improving the overall emotion regulation ability; after receiving the experimental treatment, the members of the experimental group had an immediate counseling effect on improving emotional adjustment

strategies and emotional reflection; after receiving the experimental treatment, there was no immediate tutoring effect on increasing emotional awareness, emotional expression, or emotional efficacy.

2. Effect of long-term tutoring by Chinese classical dance therapy groups on university students

(1) The effect of long-term tutoring of university students on the "Introspection Scale".

- a. The average number of members of the experimental group on the scale has an upward trend, while the members of the control group have slightly decreased. There are significant differences between the two groups of subjects.
- b. In the test of regression coefficient homogeneity between the experimental group and the control group, the F value = .002 ($p > .05$), indicating that the experimental group and the control group conform to the basic assumption of regression coefficient homogeneity, so covariance analysis can be performed.
- c. The main effect of the experimental group and the control group in the "Introspection Scale" tracking measurement reached significance ($F = .984, p < .05$), that is, the members of the experimental group received self-awareness "introspection" in the third week after receiving the experimental treatment. There is a long-term counseling effect.

(2) The effect of long-term tutoring of university students on the "Physical Awareness Scale".

- a. The average scores of the two groups—the experimental group and the control group—on the scale mostly showed an increase in the score, and there were significant differences between the two groups of subjects.
- b. In the test of the homogeneity of the regression coefficients of the two groups of subjects, the F value of the "body perception ability scale" = .081 ($p > .05$), and the F value of the "body use subscale" = .482 ($p > .05$), F value of "muscle tension subscale" = .157 ($p > .05$), F value of "body control subscale" = .020 ($p > .05$), F value of "body abnormality scale" = .402 ($p > .05$) and F value of "Respiratory Subscale" = 3.023 ($p > .05$). It means that the experimental group and the control group are not in the "body perception ability scale", "body use subscale", "muscle tension subscale", "body control subscale", "body abnormality subscale" or "breathing subscale".

Remarkable, consistent with the basic assumption of homogeneity of regression coefficients within the group.

- c. The main effect of tracking measurement of the "body use" subscale ($F = .359, p < .05$), the main effect of tracking measurement of the "muscle tension" subscale ($F = 3.906, p < .05$), and the "body control" The main effect of the tracking measurement of the table ($F = 5.816, p < .05$) is significant, and the main effect of the tracking measurement of the "body abnormal" subscale ($F = 1.772, p > .05$) and the tracking of the "breathing" subscale The main effect ($F = 2.952, p = .05$) was not significant; that is, three weeks after the experimental group members received the experimental treatment, they improved body use, muscle tone, and awareness of body control. This has a long-term counseling effect; there is no long-term counseling effect on increasing awareness of physical abnormalities and breathing.

(3) The effect of long-term tutoring of university students on the "emotional regulation scale".

- a. The average scores of the experimental group members and the control group members tracked on the scale mostly showed an increase in scores, and there were significant differences between the two groups of subjects.
- b. In the test of the homogeneity of the regression coefficients of the two groups of subjects, the F value of the "emotional regulation scale" = 1.089 ($p > .05$), the F value of the "emotional awareness subscale" = 2.869 ($p > .05$), the F value of the "expression scale" = .051 ($p > .05$), the F value of the "regulation strategy scale" = 1.221 ($p > .05$), and the F value of the "emotional performance scale" = 2.630 ($p > .05$) Neither F value = .898 ($p > .05$) of the "Emotional Introspection Scale" reached the significant level, indicating that the covariate analysis mode did not violate the assumption of homogeneity of regression within the group, so covariate analysis was possible.
- c. The main effect of the experimental group and the control group on the "emotional regulation scale" tracking test was significant ($F = 5.825, p < .05$), that is, the experimental group members had three weeks to improve their overall emotional regulation ability after receiving the experimental treatment. Long-term counseling effect: the main effect of tracking measurement of the "emotion awareness" subscale ($F = 4.953, p < .05$), the main

effect of tracking measurement of the "emotional effectiveness" subscale ($F = 3.067, p < .05$), and "The main effect of the tracking test of the emotional reflection subscale ($F = 9.389, p < .05$) is significant, while the main effect of the tracking test of the "emotional expression" subscale ($F = .454, p > .05$), and the adjustment strategy". The main effect of the subscale tracking test ($F = 1.567, p > .05$) did not reach a significant level. That is, the members of the experimental group had a long-term counseling effect on improving emotional awareness, emotional efficiency and emotional reflection three weeks after receiving the experimental treatment; the main effect of the tracking measurement of the "emotional awareness" subscale ($F = 4.953, p < .05$) The main effect of the tracking measurement of the "emotional efficiency" subscale ($F = 3.067, p < .05$) and the main effect of the tracking measurement of the "emotional reflection" subscale ($F = 9.389, p < .05$), and the "emotional The main effect of "expression" subscale tracking ($F = .454, p > .05$) and the main effect of "adjustment strategy" subscale ($F = 1.567, p > .05$) did not reach a significant level. That is, three weeks after receiving the experimental treatment, the members of the experimental group have long-term counseling effects on improving emotional awareness, emotional efficiency and emotional reflection; there is no long-term counseling effect on increasing emotional expression and emotional adjustment strategies.

IV. CONCLUSION AND DISCUSSION

1. Conclusion

The purpose of this study is to explore the path of self-awareness and emotional regulation of university students for self-consciousness and immediate counseling by Chinese classical dance therapy groups, to understand the group therapeutic factors with the group beneficial scale, and to understand the members of Chinese classical dance therapy through unit feedback sheets. Subjective and objective substantive assistance in the group will provide references for psychological counseling practitioners and related research in the future. According to the results of this study, the following indicators were obtained:

- (1) University students participating in the Chinese classical dance therapy group in this study are generally satisfied or agree with the content of the

Chinese classical dance therapy group program designed in this study.

- (2) Chinese classical dance therapy groups can immediately and continuously improve college students' awareness of daily life.
- (3) Chinese classical dance therapy groups can immediately and continuously improve university students' overall body awareness, body use, muscle tone, and body control.
- (4) A Chinese classical dance therapy group can immediately increase the awareness of college students that breathing helps to relax the body.
- (5) The Chinese classical dance therapy group can immediately and continuously improve the overall emotional regulation ability and emotional reflection of university students.
- (6) The Chinese Classical Dance Therapy Group can immediately improve the emotional adjustment strategies of university students and has a tracking effect on emotional awareness and emotional effectiveness.
- (7) The acquisition of cognition, the positive sense of the group, and the initiation of mobility are the main therapeutic factors of the group.

2. Discussion

- (1) Group consultation for university students to perform Chinese classical dance therapy This study uses group consultation of Chinese classical dance therapy, which has an immediate counseling effect on enhancing the overall self-awareness and emotional regulation of university students. According to the feedback of the experimental group members, it can be seen that participating in the Chinese classical dance therapy group can increase the degree of self-understanding, discover the connection between emotion and body, and provide members with different angles of thinking. Members also expressed a strong sense of participation in the group. Through discussion and sharing with other members, they can stir up different ideas: learn from the experience of others.
- (2) The workshops will allow more university students to improve their physical awareness and self-understanding in a short time.

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