

What is contemplative education and what are some ways to introduce it into higher education in Mexico?

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[no abstract]

“When teaching, three important paths must be taken -intellectual, emotional and spiritual - and none can be ignored. Reduce teaching to *intellect*, and it becomes a *cold abstraction*; reduce it to *emotions*, and it becomes *narcissistic*; reduce it to the *spiritual*, and it *loses its anchor to the world*. Intellect, emotion, and spirit depend on one another for wholeness. They are interwoven in the human self and in education (at its best).” (Palmer, 1998, p. 4)

In other words, intellect, emotions and spirit are essential elements in the process of becoming the best teacher, student and human being one can be. It is not just about the content of the subject and the teaching methods or strategies, but also about the people with whom we are working and the academic components. This philosophy of education supports the notion that teaching and learning is a never-ending process of transforming human potential into human performance. How can it be done? What means might be used to reach this final goal?

Meaningful teaching and learning implies being truly present and engaged with people and with the subject. In order *to be present here and now* one has to concentrate and be as focused and relaxed as possible in any context, at any time. To accomplish this, one has to cultivate *mindfulness*, a term that has been defined by various authors.

An enlightening definition is provided by Elizabeth Winders who states that



“Mindfulness, being present in the moment and being aware of one's physical and mental experience in the moment, is a core concept in much of eastern philosophy.... Mindfulness training develops conscious awareness and focused attention. This enables us to become more aware of our behaviour and interaction, and to respond skillfully to events in our lives and to past patterns of behaviour.”

<http://www.nurturingpotential.net/Issue6/Mindfulness.htm>

Thich Nhat Hanh, a Buddhist monk and well-renowned teacher and author in the area of mindfulness, defines mindfulness as “our ability to be aware of what is going on both inside us and around us. It is the continuous awareness of our bodies, emotions, and thoughts...” (Hahn, 2008, p.6) When mindfulness is applied to education, it becomes what today is called *contemplative education*. Mindfulness and contemplative education are paired concepts in this innovative educational approach. Contemplative education, however, tends to be a confusing notion due to the religious implication the verb *to contemplate* has always conveyed. Nevertheless, according to the WordReference dictionary “to contemplate” is to *look at thoughtfully; observe deep in thought*, this definition having the closest connection to education.

For this research project, contemplative education is described as *a mixture of eastern and western techniques which when applied in educational contexts promote deeper and more enlightening learning experiences*. This approach to education can activate lifelong learning for students because it touches various aspects of their consciousness. To sum up, it is about bringing the heart and the mind together to make the learning process more significant.

Humanistic psychology, as well as Buddhist traditions, has influenced contemplative education techniques which decrease stress, deepen learning, enhance academic performance, and promote emotional and social well-being. These powerful tools have been recognized throughout developed countries as essential in creating receptive teaching/learning atmospheres at all levels.

Mindfulness and contemplative education emerged and developed in the United States in the early 1970's and have steadily gained popularity in education from elementary school to the university level, as well as in medical schools. Prestigious institutions including Stanford, the University of California at Los



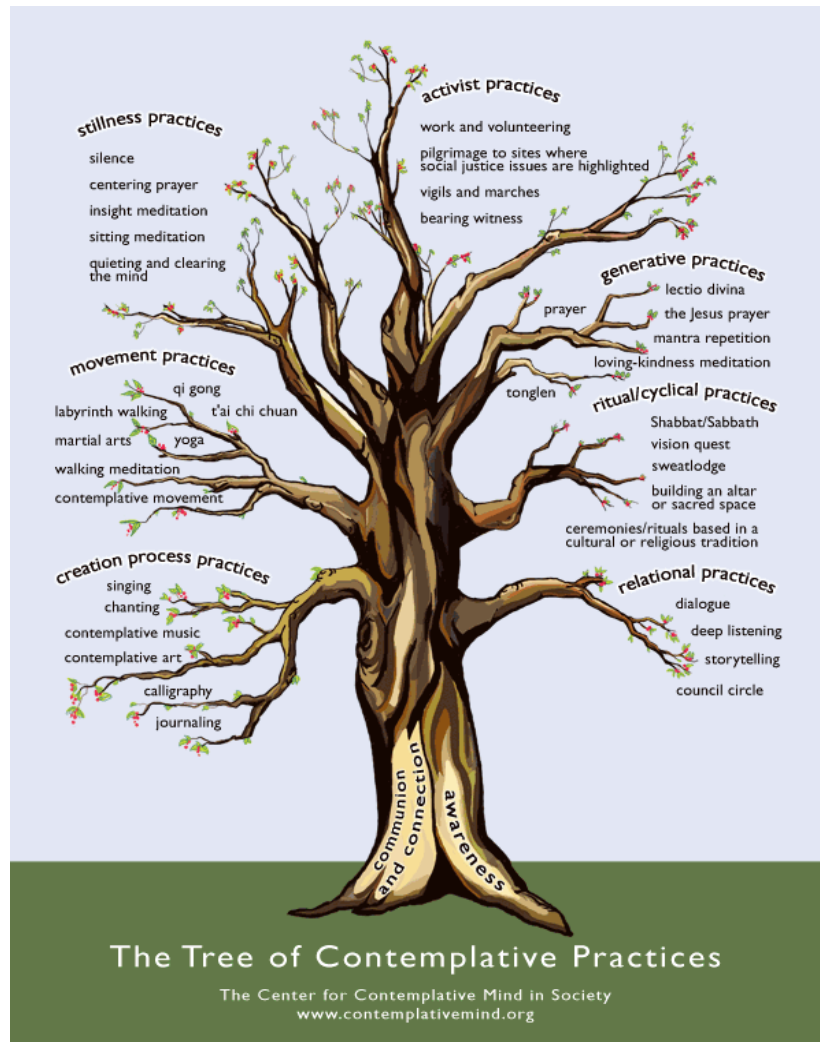
Angeles (UCLA), and the University of Massachusetts are promoting contemplative education and conducting research in the field. Naropa University in Boulder, Colorado has a contemplative education program which is well-known and highly respected throughout the country. Naropa is the leading university in this field, and in its website defines contemplative education as “....a philosophy of higher education that infuses learning with the experience of awareness, insight, and compassion for oneself and others through the practice of meditation and contemplative disciplines”, a description with strong Buddhist influence, the basis of all programs at Naropa University.

Contemplative pedagogy is a relatively new educational focus in the western world, and one which is rapidly gaining popularity. Due to an increased interest on the part of educators, more and more people are attending seminars and conferences to learn and share their knowledge and experience. “Over the last three decades an interest in the contemplative practices of world wisdom traditions, or "inner sciences," as they are often called, has been steadily expanding in Western culture. There is a burgeoning literature (both academic and popular) on these practices, and an unprecedented number of Western teachers, scholars, and students are exploring how they might be incorporated into the academy.” (Contemplative Practices in Foreign Language Education at the Postsecondary Level by Victoria P. Smith, Brown University). Through the reading and research the group *Contemplative Education and Learning* has done, it seems that there are no universities in Mexico doing research in this field. Nonetheless, educators in the country are becoming aware of this movement in education and are starting to take training courses outside the nation.

How do we define contemplative education at the Universidad de Quintana Roo? A simple definition developed by the research group, *Contemplative Education and Learning*, sees contemplative education as “the use of a mix of eastern and western techniques in the classroom which can provide an increase in relaxation, concentration and self-esteem”. This mix of techniques includes breathing exercises, use of a gong or bells in the classroom, relaxing music, stretching, guided imagery, brain gym, aromatherapy, yoga, visualizations,

affirmations, reflective journals, and anything that fits into the category of "friendly atmosphere learning techniques". Some of the exercises taught to students can be used outside of class as personal relaxation tools. This approach to education helps students and teachers be more focused, more self-confident, and more relaxed during the learning process, with these characteristics carrying over into all areas of life.

In the image below, (taken from the website of the Contemplative Mind in Society), a variety of contemplative practices are separated and organized in branches of a tree. They include some of the vast options that may be used in this kind of pedagogy.



Source: www.contemplativemind.org



In the development of the research project described below, the authors used some of these techniques as well as some others which are not included in the tree above, such as aromatherapy, background music, affirmations, and brain gym.

In a report from the Garrison Institute (2005) various contemplative techniques are mentioned“. . . These techniques include attention training and refinement practices, secular meditation and yoga. Increased self-awareness, mindfulness, self-reflection, emotional intelligence and social skills are among the outcomes associated with these techniques”.

At the UQROO, we recognize the importance of forming positive members of society, not just educating students for their university years; we are preparing our students for life. In addition, in the English Language major, we are training students to be teachers, to teach and lead others on an educational path. We want to help our students to be all that they can be as independent learners and as members of society who can work well together in groups in a positive and focused way. Contemplative education has qualities such as personal growth and positive interpersonal relations at its core. If this can be carried into a family context, some benefits would be easily felt by its members. “In a family, if there is one person who practices mindfulness, the entire family will be more mindful. Because of the presence of one member who lives in mindfulness, the entire family is reminded to live in mindfulness. If in one class, one student lives in mindfulness, the entire class is influenced” (Thich Naht Hahn, 1998? The Miracle of Mindfulness P.64)

The three members of the research group, *Contemplative Education and Learning*, have already begun the process of using contemplative techniques in classes, as well as beginning the creation of a contemplative education center at the university. The group looks forward to sharing this information with others and to not only expand the use of contemplative techniques at the University of Quintana Roo and in the community, but also throughout Mexico through seminars and training sessions.

The professor/researchers in the group, *Contemplative Education and Learning*, Jane Mackler, Argelia Peña and Karina Camacho are all very dedicated



to bringing this approach of contemplative education and mindful awareness into the lives of students and teachers. With their mix of talents and experiences, the group is very dynamic and has been able to accomplish a great deal in a short time. A description of each of the members' profile follows:

Jane Mackler has a Master's degree in Teaching English as a Second Language (MATESL) from St. Michael's College in Vermont, USA and has taught English in the United States to immigrants from over 50 countries, in Belize to Central American refugees living near the Guatemalan border, and in Mexico at several universities. Her bachelor's degree is in Psychology from Tufts University in Massachusetts where her studies included exposure to both Eastern and Western approaches and methodologies. While living in New England, Jane spent many years working as a counselor in private practice; in her counseling work she used many stress reduction techniques, including hypnotherapy.

One of the courses she regularly teaches is *Práctica Docente* (Teaching Practicum). Some of the obstacles students face when training to be teachers are nervousness about public speaking, lack of self-confidence in general, and difficulty focusing and organizing their time and their lessons. Jane has taught her students progressive relaxation and guided imagery techniques and has found that they really enjoyed this and appeared to be more relaxed and better able to focus as a result. A technique she has also found useful is for students to write a reflective journal after each micro-teaching presentation as a way to reflect on how they felt.

Argelia Peña Aguilar has been teaching English language and translation/interpretation at the Universidad de Quintana Roo for six years in the bachelor's degree English language program in the Language and Education department. The interpretation classes for future translators/interpreters tend to be stressful for students as they have to perform consecutive interpretations (Spanish-English, English-Spanish) in class, and this requires intense concentration, focus, and active attention in the moment. This is one of the main reasons she has had a special interest in adding contemplative dimensions to the translation/interpretation courses. Argelia has always been interested in contemplative and meditative



practices and has lately been including this type of philosophy into her English language classes as well as her interpretation ones.

On a personal level, Argelia has taken a variety of courses with mindful focuses over the years. Her first experience was through an aromatherapy course which helped her learn about herbs and healing. Then she became interested in *Brain Gym* which uses physical movements to integrate body and mind to enhance learning and performance. Because she found these techniques very useful in her classes, she decided to take a course in Mexico City; the main focus of the course was stress reduction in all areas of life. In addition, she has been attending some classes at a small Buddhist center in Chetumal; these have inspired her to incorporate some of the teachings into her life and her work as a professor.

In the spring semester of 2007, she began using some Brain Gym techniques to help her interpretation students be focused and relaxed while interpreting. Students have loved this and she has seen improvement in their work and how they feel emotionally. The students' self-confidence has increased, they seem more relaxed and focused, and they have been able to do outstanding work. For the research project, she implemented other techniques such as background music and aromatherapy during class sessions to complement the ones she had already been using.

Karina Camacho Serena is a professor-researcher at the University of Quintana Roo. She received both her bachelor's degree in English Language Teaching and her Master's degree in Language Arts from the Universidad Veracruzana (University of Veracruz). A turning point in Karina's life was when she began teaching English to young children while studying her bachelor's degree. Since that time, she has been exploring readings about how children learn, think and feel.

Karina has been teaching English for almost thirteen years. She has had the opportunity to work with children, teenagers and adults at basic, intermediate and advanced levels. She has also trained teachers at all levels, from elementary to university. Through her varied teaching roles, she has become keenly aware of the huge commitment that education is. She considers teaching to be a very mindful



profession and a way of life which combines body, mind and spirit. Keen on regarding teacher and students' academic and personal development as a life-long process, Karina has taken courses related to psychology, brain gym, brain hemisphericity, and humanistic learning approaches. She has used these mindful techniques in class as a way to encourage learners to acquire the language in an easy and enjoyable way and has seen firsthand how well these techniques have increased her students' self-esteem and motivation.

Currently utilizing a contemplative education philosophy, Karina has been working with a mindful learning approach including important learning premises which combine psychology, meditation, and learning strategies that she has been working with over her teaching life.

The contemplative education group began their first research project during the spring semester of 2008.

Background

The failure rate, drop-out rate, and stress level of students in the bachelor degree English language program has been an ongoing concern for the professors in the department. In the constant search for solutions, many approaches have been tried such as remedial courses, tutoring sessions, and workshops, in addition to other types of activities. Our research group was interested in introducing the use of contemplative techniques as a way to deal with this problem.

According to reports from the psycho-pedagogy department at the UQROO, 60% of their consultations are directly related to psycho-emotional issues such as anxiety, stress, and depression. Although there are no exact numbers which directly relate such problems to the academic load of the students, there most likely is a connection. As university professors we are responsible for helping our students to be more centered and balanced so that they can properly focus on their academic work.

The professors involved in this project have experimented with and studied contemplative techniques on a personal level and could see very clearly how valuable they would be in a classroom setting. Prior to officially beginning this



project, the professors had gradually been including these types of activities into their classes and had noticed positive changes in the attitude of their students.

Contemplative education increases focused attention and is a helpful tool for interpersonal and intrapersonal growth. This type of focus is a tool to diminish stress, deepen learning, augment academic performance and enhance personal well-being. The use of these kinds of techniques and creation of an open and positive atmosphere enhances the learning environment so that students become more receptive to learning, knowing and sharing. Promoting creativity through new educational experiences, as well as promoting a more personal involvement with inner growth and satisfaction is critical for positive development and an attitude towards lifelong learning.

Mindful Awareness Techniques to Promote English Language Learning and Enhance Teacher Training

Objective

The overall objective of the project was to demonstrate that through contemplative education techniques such as visualization, affirmations, aromatherapy, relaxation exercises, mindful stretching exercises, brain gym, and using relaxing music in the classroom, we are able to raise students' self-esteem, lower their anxiety while in front of a group, encourage their risk-taking, and reinforce teaching skills and techniques on a subconscious level. The objective of the research was to prove that contemplative education and emotional awareness training can positively impact students' affective domain and will 1) assist students in learning English more quickly and comfortably, 2) enhance the development of their teaching skills, 3) augment the focus and accuracy of interpretation students, and 4) help students to be more relaxed and self-confident in general. The goal is that our English students will feel more comfortable speaking in English, our student teachers will experience less anxiety and "stage fright" in front of a group, and our interpreters will be more attentive, focused, and alert.

The following groups at the Universidad de Quintana Roo were targeted:

- 1) Students in one group of English V



- 2) Práctica Docente students (2 groups)
- 3) Students learning interpretation skills in Translation IV (2 groups)

Research question

What impact does using contemplative education and mindful awareness techniques have in assisting students to learn English more quickly and comfortably, enhancing the development of teaching skills for student teachers, augmenting the focus and accuracy of interpretation students, and forming more relaxed and self-confident individuals? To what extent, and in what ways, do these techniques make a difference?

Research instrument

Based on the prestigious Kentucky Inventory of Mindfulness we designed localized instruments appropriate to our three target groups, an intake and a corresponding final questionnaire (Appendix 1 and Appendix 2).

Rationale

As a result of beginning to use some of these techniques on a personal level and in some of our classes, the members of this committee have noticed improvement in the areas of increased self-confidence, increased relaxation, and a better ability to focus more clearly. For this reason, we felt that we could help our students achieve faster success in their language learning and teaching endeavors as they learn to work more comfortably, appropriately, and correctly through the aid of mindful awareness techniques and a contemplative education approach.

Methodology

We compared students' answers in intake and final questionnaires before and after being taught mindful awareness techniques. Through the use of these questionnaires, developed specifically for students at the UQROO, we measured the difference in their performance in terms of contemplative competencies such as attentiveness, concentration, performance, and stress reduction. The intake questionnaire and the final questionnaire consist of 23 and 30 questions



respectively, with the first 23 questions in each correlating so as to address the same issues. Questions 24-30 in the final questionnaire relate to students' opinions about the use of such techniques in the classroom.

Results

Through the comparison of said intake and final questionnaires, we could see a very positive reaction to the use of contemplative practices in our English V, Práctica Docente II, and Translation IV (Interpretation) students. There was significant difference in our data as is evident in two different analyses we performed with the following conclusions:

- 1) Two-proportions test: Almost all questions show significant improvement, this at the 99% confidence level, with the exception of questions 1, 2, 3, 5, 16, 22. Question 21 is significant at the 90% confidence level.
- 2) The Paired T-test shows a statistical reduction in the proportion of "bad" responses, this at the 99% confidence level.

(See radar chart (Appendix 3), Two proportions test (Appendix 4), Paired T test (Appendix 5) and students' qualitative answers (Appendix 6).

Conclusions

The results of this research project indicate that students in the English language department at the Universidad de Quintana Roo were positively impacted by the use of contemplative techniques in the classroom. Significant changes were recorded in the following areas: English V students exhibited greater comfort in speaking the target language, student teachers in Práctica Docente II were less anxious while doing microteaching, and interpretation students in Translation IV experienced a higher level of attention and focus during interpretation activities. Although the study group consisted of only 43 students and was done over a relatively short time period (4 months), the results yield evidence of a positive effect on such contemplative competencies as attentiveness, concentration, performance, and stress reduction. According to the paired T test and the two-proportion test, almost all questions show that there was significant improvement



from the intake questionnaire to the final one. The areas recording the most positive changes were those of increased energy level, reduced muscle tension, less performance anxiety, increased self-confidence, stress reduction, improved concentration and attentiveness. Those least affected were eating and sleeping habits, as well as general health status. Additional questions in the final questionnaire indicate that all of the students involved in the project enjoyed learning contemplative techniques and think it's an excellent idea to teach and use them in the classroom. Many indicated an interest in learning more and taking further training courses.

Results of this first research project by the Contemplative Education and Learning group are very encouraging on both a qualitative and quantitative level. The mix of techniques used by the three professors was extremely well-received, and their effect is obvious from the intake and final questionnaire comparison. Future research goals would be to amplify the number of participating students and to more specifically measure before-and-after differences, perhaps through some changes in the questionnaires themselves.

The potential areas for research in contemplative education are broad and could include the following: measuring the use of individual techniques, seeing which techniques were most successful, expanding the student population tested, involving different levels and types of classes of all subjects, not just English language, and working with teachers as well. Gender receptivity could be compared as could time of day, place, course subject, and so forth. Psychological and social changes, as well as learning and concentration improvement, could be broken down more specifically to further identify contemplative educational benefits.

In the future, we also plan to educate colleagues in mindfulness practices and contemplative pedagogy so as to provide them with a means of reducing teacher stress and burn-out. Through the cultivation of contemplative competencies, we will provide them with personal tools which they can also pass along to their students.



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Appendix 1

Intake Questionnaire

Participating students filled out this questionnaire at the beginning of the semester before teachers began using contemplative education techniques in the classroom. The questionnaire established a baseline measurement of students' stress levels, ability to focus, and feelings of self-confidence.

CONTEMPLATIVE EDUCATION PROJECT
UNIVERSIDAD DE QUINTANA ROO
INTAKE QUESTIONNAIRE

	YES	NO
1. I get sick a lot without explanation (colds, flu, stomach problems).		
2. My appetite changes frequently. I either eat too much or forget to eat.		
3. I have sleeping problems (insomnia, waking up in the middle of the night, difficulty falling asleep).		
4. I get tired easily. I often feel exhausted and don't have energy to do things.		
5. I often feel depressed and without motivation.		
6. I have headaches, migraines, neck tension, or shoulder pain.		
7. When I have to speak in public or give a presentation, I feel very nervous (my mouth gets dry, I sweat a lot, my heart beats rapidly etc.)		
8. I don't feel confident about trying or doing new things.		
9. I don't feel comfortable striking up conversations with strangers.		
10. I can't easily put my beliefs, opinions, and expectations into words (in Spanish). It's hard for me to find the words to describe what I'm thinking or feeling.		
11. When I have to make a decision, I don't trust my own judgment; I feel like I have to rely on other peoples' advice too much.		
12. I have trouble relaxing.		
13. I don't know any techniques or strategies to help me relax..		
14. I know some techniques or strategies to help me relax, but I don't use them.		
15. I don't pay attention to whether my muscles are tense or relaxed.		
16. To manage stress, I use alcohol, drugs, antidepressants, or cigarettes.		
17. I worry too much in general.		
18. I lose concentration easily.		
19. I often procrastinate (do unimportant things before doing what is most important or necessary).		
20. I don't pay attention to how my emotions affect my thoughts and behavior.		
21. I don't notice the smells and aromas of what is around me.		
22. I don't pay attention to what I'm doing because I'm daydreaming, worrying, or distracted.		
23. I rush through activities without really being attentive to them.		

Add up the number of "yes" answers you have. Look at the totals below to learn about your level of stress, your ability to focus and your feelings of self-confidence.

- 23-16 high level of stress; you need to take action in order to become more relaxed and more focused. With more focus and stress management, you will see an increase in your self-confidence
- 15-10 moderate level of stress; some changes would help, and as a result of these changes you can become more focused and self-confident
- 9-5 able to manage stress, good level of self-confidence and focus
- 4-1 very good attention to stress control; very self-confident and well-focused



Appendix 2

Final Questionnaire

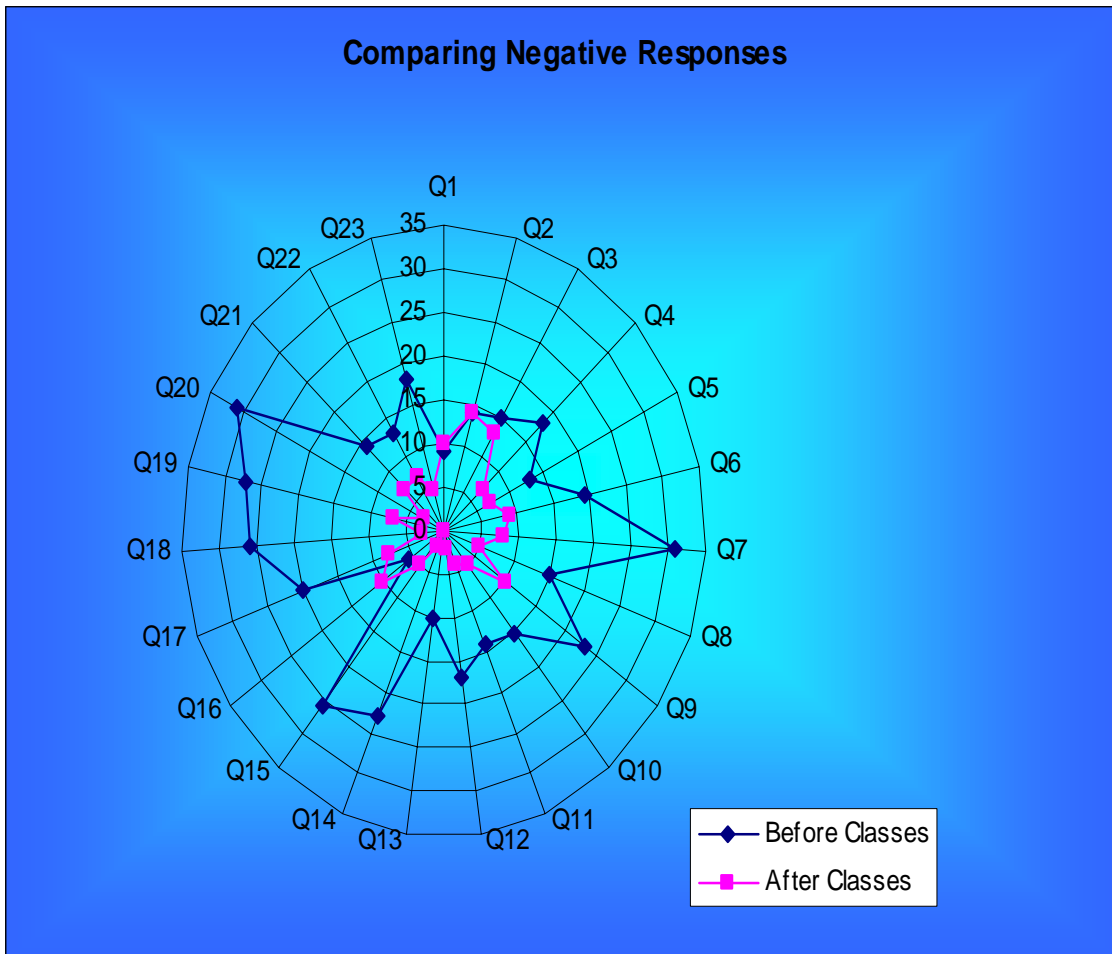
Students filled out this questionnaire at the end of the semester with directions to reflect on how they had been feeling during the semester. The first 23 questions correlate directly with those in the intake questionnaire. Questions 24-30 relate to the project itself and the idea of using contemplative educational techniques in the classroom.

	YES	NO
1. I have been healthier in general this semester.		
2. My appetite has been good. I have not been overeating or undereating, and I have been choosing healthier foods.		
3. I have been sleeping better lately.		
4. I have had more energy to do the things I need to do.		
5. My mood has been better and I feel more motivated.		
6. I have fewer headaches, migraines, neck tension, or shoulder pain.		
7. When I have to speak in public or give a presentation, I feel less nervous and more comfortable.		
8. I feel more confident about trying or doing new things.		
9. I feel comfortable striking up (starting) conversations with strangers.		
10. I can more easily put my beliefs, opinions, and expectations into words (in Spanish). It's easier for me to find the words to describe what I'm thinking or feeling.		
11. When I have to make a decision, I trust my own judgment more.		
12. It is becoming easier for me to relax myself when I feel nervous.		
13. I know more techniques and strategies to help me relax.		
14. I use some of the techniques or strategies I have learned to help me relax.		
15. I pay more attention to whether my muscles are tense or relaxed, and I do things to relax them.		
16. To manage stress, I use less alcohol, drugs, antidepressants, or cigarettes.		
17. I worry less.		
18. I am able to concentrate better.		
19. I don't procrastinate as much as I used to.		
20. I pay more attention to how my emotions affect my thoughts and behavior.		
21. I notice the smells and aromas of what is around me.		
22. I pay more attention to what I'm doing, and I am less distracted.		
23. I am more attentive to what is going on around me.		
24. I have enjoyed learning contemplative techniques.		
25. I think it's a good idea to teach and use contemplative techniques in courses.		
26. Contemplative techniques have helped me learn how to relax more.		

27. What contemplative techniques have been most helpful to you? Please be specific.
28. Are you interested in learning more about contemplative education? If yes, which aspects interest you the most?
29. Would you ever consider using these techniques if you are a teacher or interpreter? If yes, which ones?
30. Any additional comments about the project would be appreciated, so please feel free to write anything that you would like.

Appendix 3

Radar Chart



Appendix 4

Two Proportions Test

Almost all questions show significant improvement, this at the 99% confidence level, with the exception of questions 1, 2, 3, 5, 16, 22. Question 21 is significant at the 90% confidence level.

1	Question	Before - bad	After - bad	Two proportions	Fisher's Exact test	Statistical Difference?
2	Q1	9	10	0.795		No
3	Q2	14	14	1.000		No
4	Q3	15	13	0.645		No
5	Q4	18	7	0.006		Yes
6	Q5	13	7	0.120		No
7	Q6	19	9	0.018		Yes
8	Q7	31	8	0.000		Yes
9	Q8	15	5	0.008		Yes
10	Q9	23	10	0.002		Yes
11	Q10	15	5	0.008		Yes
12	Q11	14	4	0.006	0.015	Yes
13	Q12	17	2	0.000	0.000	Yes
14	Q13	10	0	0.000	0.000	Yes
15	Q14	23	2	0.000	0.000	Yes
16	Q15	26	5	0.000		Yes
17	Q16	6	10	0.264		No
18	Q17	20	8	0.004		Yes
19	Q18	26	3	0.000	0.000	Yes
20	Q19	27	7	0.000		Yes
21	Q20	31	3	0.000	0.000	Yes
22	Q21	14	7	0.074		At the 90% confidence level, yes
23	Q22	13	7	0.120		No
24	Q23	18	5	0.001		Yes



Appendix 5

Paired T-test

Shows a statistical reduction in the proportion of "bad" responses, this at the 99% confidence level.

Question	Before				After				Difference Proportions Before - After
	Yes (bad)	No (good)	Proportion bad-to-good	Sample	Yes (good)	No (bad)	Proportion bad-to-good	Sample	
1	9	34	0.2647	43	33	10	0.3030	43	-0.0383
2	14	29	0.4828	43	29	14	0.4828	43	0.0000
3	15	28	0.5357	43	30	13	0.4333	43	0.1024
4	18	25	0.7200	43	36	7	0.1944	43	0.5256
5	13	30	0.4333	43	34	7	0.2059	41	0.2275
6	19	24	0.7917	43	34	9	0.2647	43	0.5270
7	31	12	2.5833	43	35	8	0.2286	43	2.3548
8	15	28	0.5357	43	38	5	0.1316	43	0.4041
9	23	20	1.1500	43	33	10	0.3030	43	0.8470
10	15	28	0.5357	43	38	5	0.1316	43	0.4041
11	14	29	0.4828	43	39	4	0.1026	43	0.3802
12	17	26	0.6539	43	41	2	0.0488	43	0.6051
13	10	33	0.3030	43	43	0	0.0000	43	0.3030
14	23	20	1.1500	43	41	2	0.0488	43	1.1012
15	26	17	1.5294	43	38	5	0.1316	43	1.3978
16	6	37	0.1622	43	33	10	0.3030	43	-0.1409
17	20	23	0.8696	43	35	8	0.2286	43	0.6410
18	26	17	1.5294	43	40	3	0.0750	43	1.4544
19	27	16	1.6875	43	36	7	0.1944	43	1.4931
20	31	12	2.5833	43	40	3	0.0750	43	2.5083
21	14	29	0.4828	43	36	7	0.1944	43	0.2883
22	13	30	0.4333	43	36	7	0.1944	43	0.2389
23	18	25	0.7200	43	38	5	0.1316	43	0.5884



Appendix 6

Students' comments

Additional comments (Translation IV)

- "It would be good that this Project doesn't stop."
- "I really enjoyed the exercises we did in class. I felt relaxed and I got more concentrated in the activities."
- "Son buenas técnicas para mejorar y la verdad son de gran uso"
- "It would be a good idea to have a special place to practice this contemplative classes"
- "I think that these exercises are very helpful when you are very stressed"

Additional comments (Práctica Docente)

- I'd like to have a course about contemplative techniques and learn what not to do when doing the techniques. I think that it will be helpful to spend more time learning these techniques. I really liked this project, many of the exercises really help to relax. Students should always have something to change the classroom atmosphere.
- It was a really helpful project for us to relax and concentrate better.
- This semester was hard for me due to family problems, and the breathing relaxation and peaceful fingers helped me a lot.
- I suggest it would be good for all teachers to take a course in these techniques.
- I have to admit that it is really hard for me to concentrate in a classroom, but I learned a lot with the help of these techniques.