

How to make Biodanza more visible?

External scientific communication through publications

Current IBFed list of review publications and doctoral theses – as of 2025



Created and reviewed by
IBFed subcommittee "Biodanza and Investigation"

c/o Marcus Stueck

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Abstract:

Critical observations show that empirical studies are hardly taken into account in training and practice, resulting in a loss of scientific depth and credibility of Biodanza. Pseudo-scientific explanations of the effects of Biodanza are given without evidence from studies to back them up. Evidence-based practice in Biodanza means ensuring that subjective experience is linked to verifiable data. Publications are crucial in this regard, as only published results create visibility and legitimacy. This article presents a list of research published worldwide, divided into the following categories:

- Peer-reviewed articles on Biodanza and Biodanza with children = 21 articles
- Doctoral theses and postdoctoral theses on Biodanza (2 doctoral theses, 1 postdoctoral thesis)
- Peer-reviewed articles on the biocentric principle and biocentric education (in general) = 3 articles
- Doctoral theses and postdoctoral theses on the biocentric principle and biocentric education (in general) = 3 doctoral theses
- Book chapters in scientific books with review system = 1 book chapter
- Reviewed books = 2 books with review system

In total, there are only 32 high-quality Biodanza publications. That is not enough. In other systems (e.g. body movement and dance therapy), there are an estimated 500 review articles. Due to the low quality of the publications, the visibility of Biodanza in institutions, organisations and the academic world is severely limited. But the biggest problem is that Biodanza representatives are unaware of this critical situation. Conclusion: Biodanza must integrate empirical research more strongly in order to remain scientifically recognised. Research is not a threat, but an act of love for life – it combines experience and evidence and leads Biodanza into a reflective, sustainable form. This makes it clear that only through the consistent combination of lived experience, methodological rigour and international research can Biodanza realise its original claim – to be a science of life that harmonises emotion, knowledge.

KEYWORDS: Publicationlist Biodanzaresearch, Research on biocentric principle

SOURCE: IBFed Subcommittee on Biodanza and Research. (n.d.). *IBFed Publication List on Biodanza Research* [free download]. Available at: www.bionet-research.com (material) and www.biodanza.org

IBFed Publication List "Biodanza and Science"



Created and reviewed by
IBFed Subcommittee "Biodanza and Investigation"

c/o Marcus Stueck
(BIONET database – www.bionet-research.com)

Scientific (peer-reviewed) journal publications on Biodanza and biocentric education (Biodanza with children)

Meta-analysis (0)

Systematic Biodanza study reviews

1. Stueck, M., & Tofts, P. (2016). *Biodanza effects on stress reduction and well-being – A review of study quality and outcome*. *Signum Temporis*, 8(1). — Peer review: Yes (review). DOI: 10.1515/sigtem-2016-0018. (Source: ([ResearchGate](#)))
Brief description: Systematic/narrative overview of study quality and findings regarding stress reduction and well-being through Biodanza.
2. Ferraro, F. V., Aruta, L., Ambra, F. I., Distaso, F. P., & Iavarone, M. L. (2021). *Pedagogic intervention for health: A narrative systematic review on Biodanza*. *Movimento (SciELO)*, 27, e27069. — Peer review: Yes. DOI: 10.22456/1982-8918.111547. (Source: ([SciELO](#)))
Brief description: Narrative systematic review of Biodanza interventions and health outcomes (SanRA/Kappa rated).

Review article (19)

1. Perche, F., Stueck, M., Villegas, A., & Balzer, H.-U. (2007). *New ways to reduce stress in the teaching profession: Biodanza and yoga as body-oriented methods for reducing psycho-vegetative tension*. *Ergomed*, 03/2007, 68–75. — Peer review: Yes. DOI: none found. (Source/review: ([ResearchGate](#)))
Brief description: Comparative presentation of biodanza and yoga as body-oriented methods for reducing stress in teachers; practical examples and case studies.

SOURCE: Stueck, M. (2025). *The role of empirical research in Biodanza: How much science is there in Biodanza?* (Biodanza Research — Introduction 1). BoD Publishing. Download [www.bionet-research.com/ Extensions](http://www.bionet-research.com/Extensions), Material

2. Stueck, M., Villegas, A., Mazzarella, L., Terren, R., & Schröder, H. (2008). *Dancing away stress? Biodanza as a new body-oriented psychological intervention method for stress management for teachers*. *Ergomed*, 02/2008, 34–43. — Peer review: Yes. DOI: none found. (Source: ([ResearchGate](#)))
Brief description: Presentation and evaluation of Biodanza as an intervention method to support teachers in stressful situations.

3. Stueck, M., Villegas, A., Bauer, K., Terren, R., Toro, V., & Sack, U. (2009). *Psycho-immunological process evaluation of Biodanza*. *Signum Temporis*, 2(1), 2009. — Peer review: Yes. DOI: 10.2478/v10195-011-0024-7. (Source: ([archive.sciendo.com](#)))
Brief description: Process evaluation of the immunological and psychological effects of Biodanza (exploration data, antibodies/stress parameters).

4. Carbonell-Baeza, A., Aparicio, V. A., Martins-Pereira, C. M., Gatto-Cardia, C. M., Delgado-Fernández, M., & Ruiz, J. R. (2010). *Efficacy of Biodanza for treating women with fibromyalgia*. *Journal of Alternative and Complementary Medicine*, 16(11), 1191–1200. — Peer review: Yes. DOI: 10.1089/acm.2010.0039. (Source: [PubMed](#))
Brief description: Randomised controlled trial on the efficacy of Biodanza in women with fibromyalgia; measures: pain, function, quality of life.

5. López-Rodríguez, M. del M., Castro Sánchez, A. M., Fernández-Martínez, M., Matarán-Penarrocha, G. A., & Rodríguez-Ferrer, M. E. (2012). *Effectiveness of aquatic biodanza on sleep quality, anxiety and other symptoms in patients with fibromyalgia*. *Atención Primaria*, 44(11), 641–650. — Peer review: Yes. DOI: 10.1016/j.aprim.2012.03.002. (Source: [PubMed](#))
Brief description: Study on "aquatic biodanza" in fibromyalgia patients; outcomes: sleep quality, anxiety, pain.

6. Stueck, M., Villegas, A., Schoenichen, C., Bauer, K., Tofts, P., & Sack, U. (2013). *Effects of an evidence-based dance programme (TANZPRO-Biodanza) for kindergarten children aged four to six on immunoglobulin A, testosterone and heart rate*. *Problems of Education in the 21st Century*, 56, 128–143. — Peer review: Yes. DOI: 10.33225/pec/13.56.128. (Source: ([scientiasocialis.it](#)))
Brief description: Intervention with kindergarten children; measurement of immunological (sIgA), hormonal (testosterone) and cardiovascular parameters.

7. Stueck, M., Villegas, A., Lahn, F., Bauer, K., Tofts, P., & Sack, U. (2016). *Biodanza for kindergarten children (TANZPRO-Biodanza): Reporting on changes of cortisol levels and emotion recognition*. *Body, Movement and Dance in Psychotherapy*, 11(1), 75–89. — Peer review: Yes. DOI: 10.1080/17432979.2015.1124923. (Source: ([bionet-research.com](#)))
Brief description: Follow-up study on TANZPRO; focus: stress markers (cortisol) and social/emotional skills.

SOURCE: Stueck, M. (2025). *The role of empirical research in Biodanza: How much science is there in Biodanza?* (Biodanza Research — Introduction 1). BoD Publishing. Download [www.bionet-research.com/ Extensions](http://www.bionet-research.com/Extensions), Material

8. Greaves, V., Stueck, M., & Svence, G. (2016). *Changes in the emotional and social skills of first-grade school children in the TANZPRO-Biodanza intervention group. Society. Integration. Education.* (Conference/Proceedings) — Peer review: Proceedings / Programme committee review. DOI: 10.17770/sie2016vol1.1528 (if available / Proceedings ID). (Source: (journals.rta.lv))
Brief description: Conference paper on the effects of TANZPRO-Biodanza on emotional and social skills in school beginners (bionet-research.com).

9. Piña López, J. A. (2015). *A critical analysis of the concept of resilience in psychology. Annals of Psychology*, 31(3), 751–758. — Peer review: Yes. DOI: 10.6018/analesps.31.3.185631. (Source: (scielo.isciii.es))
Brief description: Critical conceptual analysis of the term resilience in psychology (theoretical work/review).

10. López-Rodríguez, M. M., Baldrich-Rodríguez, I., Ruiz-Muelle, A., Cortés-Rodríguez, A. E., López-Estapa, T., & Román, P. (2017). *Effects of Biodanza on stress, depression, and sleep quality in university students. Journal of Alternative and Complementary Medicine*, 23(7), 558–565. — Peer review: Yes. DOI: 10.1089/acm.2016.0365. (Source: (Liebert Publishing))
Brief description: RCT or controlled study with students: stress, depressive symptoms, sleep quality.

11. Segura-Jiménez, V., Carbonell-Baeza, A., Aparicio, V. A., Femia, P., Ruiz, J. R., & Delgado-Fernández, M. (2017). *Biodanza reduces acute pain severity in women with fibromyalgia. Pain Management Nursing* (or related publication), 2017. — Peer review: Yes. DOI: 10.1016/j.pmn.2017.03.007. (Source: PubMed)
Brief description: Investigation of the acute pain effects of biodanza in fibromyalgia patients (mixed methods/quantitative pain scales).

12. Widiasmara, N., Novitasari, R., Trimulyaningsih, N., & Stueck, M. (2018). *School of Empathy for enhancing children's wellbeing. International Journal of Social Science and Humanity*, 8(8), 230–234. — Peer review: Journal states peer review; indexing/quality variable. DOI: 10.18178/ijssh.2018.V8.966. (Source: (IJSSH))
Brief description: Quasi-experimental pilot study on the "School of Empathy" intervention and its effects on children's emotional well-being.

13. Stueck, M., Kaloeti, D. V. S., Villegas, A., & Utami, D. S. (2019). *The influence of Biodanza and School of Empathy verbal-respectful communication on the ability to express emotions and needs: A pilot study among adults in Indonesia. Health Psychology Report*, 7(4), 334–340. — Peer review: Yes. DOI: 10.5114/hpr.2019.88665. (Source: (hpr.termidia.pl))
Brief description: Pilot study in Indonesia: Biodanza + School of Empathy elements and their influence on the expression of emotions/needs.

SOURCE: Stueck, M. (2025). *The role of empirical research in Biodanza: How much science is there in Biodanza?* (Biodanza Research — Introduction 1). BoD Publishing. Download [www.bionet-research.com/ Extensions](http://www.bionet-research.com/Extensions), Material

14. Calamassi, D., Palfrader, A., Biagiotti, C., & Galli, R. (2019). *Biodanza in healthcare residences: Qualitative study*. *Open Journal of Nursing (SCIRP)*, 9(1), 41–58. — Peer review: Publisher indicates peer review (SCIRP). DOI: 10.4236/ojn.2019.91005. (Source: ([SCIRP](#)))
Brief description: Qualitative study of Biodanza programmes in care facilities (experiences of residents and staff).
15. Calçada, J., & Gilham, C. (2022). *Biodanza and other dance forms as a vehicle for social-emotional learning in schools: A scoping review*. *LEARNing Landscapes*, 15(1), 53–73. — Peer review: Yes. DOI: 10.36510/learnland.v15i1.1059. (Source: ([learninglandscapes.ca](#)))
Brief description: Scoping review of dance forms (including biodanza) as a means of social-emotional learning in school contexts.
16. Chiesi, F., Gori, E., Collini, F., Palfrader, A., Galli, R., Guazzini, A., Collodi, S., Lorini, C., & Bonaccorsi, G. (2021). *Biodanza as a non-pharmacological dance movement–based treatment in older people with Alzheimer’s disease: An Italian pilot study in two Tuscan nursing homes*. *Holistic Nursing Practice*, 35(5), 264–272. — Peer review: Yes. DOI: 10.1097/HNP.0000000000000470. (Source: [PubMed](#))
Brief description: Pilot study with institutionalised older people with Alzheimer's; outcomes: neuropsychiatric symptoms, agitation, feasibility.
17. Vitale, C., Rosa, R., Agosti, V., Siciliano, M., Barra, G., Maggi, G., ... Santangelo, G. (2024). *Effects of Biodanza® SRT on motor, cognitive, and behavioural symptoms in patients with Parkinson's disease: A randomised controlled study*. *Journal of Personalised Medicine*, 14(6), 588. — Peer review: Yes. DOI: 10.3390/jpm14060588. (Source: ([PMC](#)))
Brief description: RCT in Parkinson's patients; measurement of motor, cognitive and behavioural outcomes after Biodanza® SRT intervention.
18. Cohen Zilka, G., & Tempel, S. (2024). *Biodanza and a sense of resilience in times of war*. *Journal of Bodywork & Movement Therapies*, 40, 2136–2146. — Peer review: Yes. DOI: 10.1016/j.jbmt.2024.10.054. (Source: ([ScienceDirect](#)))
Brief description: Mixed-methods study on mechanisms through which Biodanza can strengthen resilience, vitality and morale in times of war.
19. Zilka, G. C., et al. (2025). *Impact of Biodanza on children’s movement, music, and encounters*. (Submitted / Preprint / Research in Dance Education 2025). — Peer review: if published in *Research in Dance Education* → Yes; current status: Preprint / Listing, DOI: not yet available (Preprint / DOI possibly later). (Sources/Listing: ([ResearchGate](#)))
Brief description: Report/study on Biodanza programmes for kindergarten/preschool children; focus on movement, music and encounter development.

SOURCE: Stueck, M. (2025). *The role of empirical research in Biodanza: How much science is there in Biodanza?* (Biodanza Research — Introduction 1). BoD Publishing. Download [www.bionet-research.com/ Extensions](http://www.bionet-research.com/Extensions), Material

TOPICS

1. Occupational stress & interventions (teachers, emergency services personnel)

In brief: Interventions for stress reduction in the work context / emergency assistance

- 1. Perche et al. (2007). — Biodanza & yoga for stress reduction among teachers (practice/case studies).
- 2. Stueck et al. (2008). — Evaluation of Biodanza as an intervention method for teachers.
- 3. Stueck et al. (2009). — Psycho-immunological process data; relevant for stress response patterns of participants (also in a professional context).
- 4. Stueck et al. (2016) — Systematic review of stress studies

2. Clinical interventions — Fibromyalgia & pain

In short: RCTs / clinical studies with pain/fibromyalgia outcomes

- 4. Carbonell-Baeza et al. (2010). — RCT effectiveness of Biodanza in women with fibromyalgia (pain, function).
- 5. López-Rodríguez et al. (2012). — Aquatic Biodanza in fibromyalgia (sleep, anxiety, symptoms).
- 12. Segura-Jiménez et al. (2017). — Acute pain reduction through biodanza in fibromyalgia.

3. Children, nursery & school (development, SEL, School of Empathy)

In short: Biodanza / TANZPRO in educational settings, promoting social-emotional skills

- 6. Stueck et al. (2013). — TANZPRO in 4–6-year-olds (sIgA, testosterone, heart rate).
- 7. Stueck et al. (2016). — TANZPRO: Cortisol changes & emotion recognition in children.
- 9. Greaves, Stueck & Svence (2016). — Conference paper: Emotional and social skills in school starters.
- 13. Widiasmara et al. (2018). — "School of Empathy" — Pilot study for child well-being.
- 23. Zilka et al. (2025). — (Preprint) Biodanza for preschool children: movement, music, communication development.

4. Psychophysiology / Biomarkers

In short: Studies with biological stress/immune markers or physiological measurements

- 3. Stueck et al. (2009). — Psycho-immunological process data (antibodies/stress).
- 6. Stueck et al. (2013). — sIgA, testosterone, heart rate in children.

SOURCE: Stueck, M. (2025). *The role of empirical research in Biodanza: How much science is there in Biodanza?* (Biodanza Research — Introduction 1). BoD Publishing. Download [www.bionet-research.com/ Extensions](http://www.bionet-research.com/Extensions), Material

- 7. Stueck et al. (2016). — Cortisol measurements in children.
- 21. Vitale et al. (2024). — RCT in Parkinson's disease with motor/cognitive/behavioural and physiological measures.

5. Older people / neurodegenerative diseases / care facilities

In short: Biodanza in care settings, Alzheimer's, Parkinson's

- 20. Chiesi et al. (2021). — Pilot study in nursing homes with Alzheimer's patients.
- 16. Calamassi et al. (2019). — Qualitative study on Biodanza in nursing home settings (experiences of staff, residents).
- 21. Vitale et al. (2024). — Parkinson's RCT (motor/cognitive/behavioural).

6. General mental well-being / community & adults

In short: Effect of Biodanza / "conscious dance" on stress, depression, well-being in non-clinical groups

- 11. López-Rodríguez et al. (2017). — Students: stress, depression, sleep quality.
- 15. Stueck et al. (2019). — Pilot study with adults in Indonesia: expression of emotions/needs.

7. Reviews, scoping & methodological reviews

In brief: Overview studies, quality assessments and scoping reviews

- 8. Stueck & Tofts (2016). — Review of study quality and Biodanza outcomes.
- 2. Ferraro et al. (2021). — Narrative systematic review of Biodanza (Movimento).
- 17. Calçada & Gilham (2022). — Scoping review: dance forms for social-emotional learning in schools.

8. Qualitative research, implementation & practical questions

In short: implementation, feasibility, experiences in applied settings

- 16. Calamassi et al. (2019). — Qualitative study in nursing homes (practical implementation aspects).
- 19. Chiesi et al. (2021). — Pilot implementation in two nursing homes (feasibility & outcome measurement).

9. Resilience, conceptual work & special contexts (sport, war)

In short: Resilience theory, resilience as a predictor, biodanza in crisis contexts

- 10. Piña López (2015). — Critical analysis of the concept of resilience (theoretical).

SOURCE: Stueck, M. (2025). *The role of empirical research in Biodanza: How much science is there in Biodanza?* (Biodanza Research — Introduction 1). BoD Publishing. Download [www.bionet-research.com/ Extensions](http://www.bionet-research.com/Extensions), Material

- 14. González, Castillo & Balaguer (2019). — Resilience & basic psychological needs in women's sport (predictors of quality of experience).
- 21. Cohen Zilka & Tempel (2024). — Biodanza & resilience in times of war (mixed methods).

Primary country of origin (first mention) — Frequency

1. **Germany: 6**
2. **Spain: 5**
3. **Italy: 4**
4. **Indonesia: 2**
5. **Israel: 2**
6. **Latvia: 1**
7. **Mexico: 1**
8. **Canada: 1**
9. **International (USA/UK): 1**

SOURCE: Stueck, M. (2025). *The role of empirical research in Biodanza: How much science is there in Biodanza?* (Biodanza Research — Introduction 1). BoD Publishing. Download [www.bionet-research.com/ Extensions](http://www.bionet-research.com/Extensions), Material

IBFed publication list "Biodanza and Science"



Doctoral theses and postdoctoral theses on Biodanza

Doctoral theses

D'Alencar, Bárbara Pereira — *Biodanza as a process of existential renewal for the elderly: ethnographic analysis* (Doctoral thesis)

Year: 2005 — Institution: University of São Paulo (School of Nursing of Ribeirão Preto, USP) — Language: Portuguese — Degree: Doctorate (Doctoral thesis).

Brief description: Ethnographic doctoral thesis that uses participant observation and interviews to examine the subjective meanings and effects of Biodanza for older people. D'Alencar shows how Biodanza can promote feelings of autonomy, social participation, meaning and quality of life among seniors, and provides detailed qualitative insights into the everyday and physical practices of the participants. The thesis is considered one of the first scientific-qualitative doctoral theses on Biodanza. The full text and abstract are available in the USP repository and via SciELO.

Supervisor: Prof.^a Maria Manuela Rino Mendes.

A. Villegas, Alejandra — *Process evaluation of BIODANZA* (dissertation)

Year: 2006 — Institution: University of Leipzig (Faculty of Biosciences) — Language: German / — Degree: Dissertation / PhD.

Brief description: Empirical-quantitative dissertation that conducts a process evaluation of BIODANZA interventions. Villegas combines standardised measurement methods (psychological parameters) with process observations to document the mechanisms of action and short- to medium-term effects of Biodanza. The work is considered one of the first scientific-quantitative doctoral theses on Biodanza and has been cited many times in specialist literature and anthologies on Biodanza research.

Supervisor: Prof. Harry Schröder

SOURCE: Stueck, M. (2025). *The role of empirical research in Biodanza: How much science is there in Biodanza?* (Biodanza Research — Introduction 1). BoD Publishing. Download [www.bionet-research.com/ Extensions](http://www.bionet-research.com/Extensions), Material

Habilitation theses

Stück, Marcus — *Development and empirical evaluation of a stress management concept for the teaching profession (using Yoga and BIODANZA)* (Habilitation thesis)

Year: 2007 — Institution: University of Leipzig — Language: German — Degree: Habilitation (Venia legendi).

Brief description: Habilitation thesis on the development and empirical testing of an intervention programme for stress management for teachers that integrates body-oriented methods (yoga and elements from Biodanza). The thesis describes the design, implementation and evaluation (pre/post measurements) of the programme and was published as an important scientific basis for the transfer of body-oriented methods to school contexts and summarised in a Schibri volume.

Supervisor: Prof. Dr. habil. Evelyn Witruk

SOURCE: Stueck, M. (2025). *The role of empirical research in Biodanza: How much science is there in Biodanza?* (Biodanza Research — Introduction 1). BoD Publishing. Download [www.bionet-research.com/ Extensions](http://www.bionet-research.com/Extensions), Material

IBFed publication list "Biodanza and Science"



Scientific (peer)-reviewed book chapters or books on Biodanza and biocentric education (Biodanza with children)

Reviewed book chapters

Stueck, M., & Villegas, A. (2017). Evidence-based BIODANZA programmes for children (TANZPRO-Biodanza) in schools and kindergartens: Some effects on psychology, physiology, hormones, and the immune system. In V. Karkou, S. Oliver, & S. Lycouris (Eds.), *The Oxford Handbook of Dance and Wellbeing* (pp. 77–98). Oxford University Press.

Short summary (English): Stueck & Villegas describe the TANZPRO-Biodanza programme — an evidence-based, structured Biodanza curriculum adapted for kindergartens and primary schools — and review empirical findings on its possible impacts. The chapter summarises small-scale, mainly naturalistic studies that report effects across psychological (e.g., affectivity, self-regulation), physiological (motor/behavioural regulation), endocrine (hormonal responses) and immunological markers, arguing that Biodanza interventions for children may support emotional and self-regulatory development. The authors are careful to note methodological limitations (small samples, naturalistic designs) and call for larger, controlled studies to confirm mechanisms and effect sizes.

Reviewed books

Stück, M., & Villegas, A. (Eds.). (2008). *Biodanza im Spiegel der Wissenschaften* (Vol. 2). Strasburg: Schibri-Verlag. **Brief description / classification**

The Schibri series *Biodanza im Spiegel der Wissenschaften* brings together empirical studies and articles on the effects of biodanza (psychological, physiological, hormonal and immunological findings). Volume 1 ("Dancing for Health?") and Volume 2 ("The Danced Path" — Villegas) contain dissertations, process and evaluation studies, and review articles, and have been published in several languages (German, English, Italian, Spanish). The volumes serve as central compilations of empirical research on Biodanza.

SOURCE: Stueck, M. (2025). *The role of empirical research in Biodanza: How much science is there in Biodanza?* (Biodanza Research — Introduction 1). BoD Publishing. Download [www.bionet-research.com/ Extensions](http://www.bionet-research.com/Extensions), Material

Strnadová, K. (2025). *Language in Biodanza*. University of West Bohemia in Pilsen.

<https://doi.org/10.24132/ZCU.2025.13140>.

Brief

description: The book analyses the linguistic dimensions of Biodanza along three central areas: (1) silence or absence of language, (2) spoken language (e.g. sharing, introduction of dances, poetic language, voice) and (3) written language (e.g. study materials). It combines theoretical reflections (including mirror neurons and protolanguage) with practical examples and a research section that examines the question: *What is the potential of language in Biodanza?* (including chapters on protolanguage, mirror neurons, poetic language, voice and study materials).

SOURCE: Stueck, M. (2025). *The role of empirical research in Biodanza: How much science is there in Biodanza?* (Biodanza Research — Introduction 1). BoD Publishing. Download [www.bionet-research.com/ Extensions](http://www.bionet-research.com/Extensions), Material

IBFed publication list "Biodanza and Science"



Peer-reviewed publications on the biocentric principle and biocentric education

Stueck, M. (2021). "The Pandemic Management Theory. COVID-19 and biocentric development"

Brief description: Theoretical article discussing the biocentric principle as a basis for health-related practices and educational concepts; combines Rolando Toro's biocentric ideas with public health perspectives and addresses implications for education and community interventions.

Zilka, G. C. (2022). "Biodanza and the Implementation of the Principle of Biocentric Education in Kindergartens." Review of European Studies / Research in Education Studies (CCSE Journals).

Brief description: Qualitative study (peer-reviewed in regional journals) documenting the practical implementation of biocentric education through Biodanza interventions in kindergartens and describing effects on affectivity and the relational climate. Useful as a practical case study.

Stueck, M., Kaloeti, D. V. S., Kankeh, H., Farrokhi, M., & Bidzan, M. (2023). *Editorial: Biocentric development: studies on the consequences of COVID-19 towards human growth and sustainability.*

***Frontiers in Psychology*, 14, 1176314. <https://doi.org/10.3389/fpsyg.2023.1176314>**

Brief

description (German): The editorial introduces the research topic "Biocentric Development: Studies on the Consequences of COVID-19 Towards Human Growth and Sustainability" and summarises the motivation and thematic scope of the collected contributions. It embeds the debate on *biocentric development* in the context of the COVID-19 pandemic — with a view to psychological consequences, adaptation and coping processes, and possible perspectives for sustainable, life-centred approaches to education and health. The editorial is edited by Marcus Stueck and colleagues and serves as a thematic framework for the eight articles in the research topic.

Why is the research topic important at Frontiers? Classification:

The editorial highlights and brings together a growing, peer-reviewed debate on biocentric perspectives in psychology, education and health research, particularly with regard to the social and individual consequences of the pandemic. It combines conceptual considerations (e.g., on *biocentric development* and pandemic management theory) with empirical contributions that examine aspects such as anxiety, coping, resilience, and community sustainability.

SOURCE: Stueck, M. (2025). *The role of empirical research in Biodanza: How much science is there in Biodanza?* (Biodanza Research — Introduction 1). BoD Publishing. Download [www.bionet-research.com/ Extensions](http://www.bionet-research.com/Extensions), Material

IBFed publication list "Biodanza and Science"



Doctoral theses and postdoctoral theses on the biocentric principle and biocentric education

Doctoral theses

Delshad, V. (n.d.). *Modelling of the bio-psychological health assessment in Tehran pre-hospital emergency staff based on the theory of bio-centric health management* [Unpublished doctoral dissertation, University of Social Welfare & Rehabilitation Sciences, Tehran, Iran].

Brief description: Delshad's dissertation project aims to develop a model for bio-psychological health (risk) assessment for employees of the pre-clinical emergency services in Tehran, based on the Theory of Bio-Centric Health Management. Methodologically, the work combines instrument development (including calibration/validation of a questionnaire/assessment battery, based on the "Health Cube/Health Cube Battery"), descriptive surveys and structural equation modelling (SEM) to map psychobiological risk and protective factors for EMTs. The samples and study phases include systematic reviews, cross-sectional surveys in various districts of Tehran, and the development of validated measurement instruments for recording individual resources, stress factors, physiological reactions, and bio-centric performance indicators. The work is embedded in a research programme on the application of biocentric concepts in health diagnostics and preventive care for emergency personnel and also serves as a methodological basis for the implementation of predictive risk models.

Supervisors:

Prof. Dr **Hamidreza Khankeh**,

Prof. Dr. habil. **Mariola Bidzan**

Prof. Dr. habil. **Marcus Stueck**

SOURCE: Stueck, M. (2025). *The role of empirical research in Biodanza: How much science is there in Biodanza?* (Biodanza Research — Introduction 1). BoD Publishing. Download [www.bionet-research.com/ Extensions](http://www.bionet-research.com/Extensions), Material

Müller-Haugk, S. (2024). *The relationship of movement-oriented pre-experiences and biocentric health aspects during the COVID-19 pandemic* [Doctoral dissertation, Gdańsk University of Physical Education and Sport].

Brief description: The dissertation links Relative Biocentric Health Theory (RBHT) with empirical research on the extent to which previous movement-oriented experiences (e.g. yoga, biodanza, other body-related practices) have protective or moderating effects on biopsychological health and coping parameters during the COVID-19 pandemic. The aim of the thesis is to develop an integrated model that relates individual background factors (biographical movement experiences), psychological coping styles and health outcomes (including anxiety, self-regulation, subjective health indicators) and thus tests the applicability of biocentric concepts in health research and prevention.

Supervisor: Prof. Marcus Stueck

Senarath, S. (2009). *Psychological adjustment and mediator intervention for tsunami-affected children in Sri Lanka* [Unpublished doctoral dissertation, University of Leipzig].

Brief description: The dissertation examines the psychosocial adjustment of children and adolescents affected by the 2004 tsunami in Sri Lanka and evaluates a "mediator intervention" programme (including elements such as Hatha yoga and Biodanza) to support emotional coping and social reintegration. Methodologically, the work includes longitudinal/cross-sectional surveys, qualitative interviews, observations and evaluations of intervention phases; the aim is to derive effective factors and long-term consequences for education, stress and trauma consequences, as well as recommendations for school and community-based intervention programmes. According to sources, the work was submitted to the University of Leipzig in 2009.

Supervisor: Prof. Dr. habil. Evelin Witruk

SOURCE: Stueck, M. (2025). *The role of empirical research in Biodanza: How much science is there in Biodanza?* (Biodanza Research — Introduction 1). BoD Publishing. Download [www.bionet-research.com/ Extensions](http://www.bionet-research.com/Extensions), Material

The internal scientific communication channel to understand the empirical science in Biodanza

The importance of scientific monographs in Biodanza

I learn science by practising it

Marcus Stueck

RECEIVED & REVIEWED

Under review

RECEIVED 20 October 2025

ACCEPTED

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Introduction:

This article summarises an event held on 12 November by the IBFed Methods Commission (Biodanza and Research Subcommittee), represented by Myriam Sofia, Emilse Pole, Juan Galivan and Marcus Stueck.

The difference between scientific thesis papers and monographs:

During this event, Juan Galivan gave a lecture on the importance of scientific monographs in Biodanza schools. It became clear that there is a difference between the following two forms:

- Scientific thesis (more of a compilation of theoretical aspects of a topic, based on a bibliographical study)
- Monographs (scientific treatment of a topic, with critical reflection)

This highlights an important component of scientific work, namely the critical examination of the topic and the monograph's findings.

The difference between a scientific monograph and an empirical monograph:

There are two different forms of scientific monograph in Biodanza:

- Scientific monograph (=general vision, synthesis of a theory)
- Empirical monograph (= original research based on data)

The Bionet database of scientific and empirical monographs and critical reflection on quality

Some of the scientific and empirical Biodanza monographs are available for download in the BIONET database (www.bionet-research.com). It is noticeable that the empirical monographs have a disadvantage. They usually do not have a control group. This makes it difficult to determine the specific effects of Biodanza.

Scientific and empirical monographs serve exclusively as an internal communication channel with Richtig Biodanzabewegung

Marcus Stueck identifies two directions of scientific communication in Biodanza

- External communication in the form of peer-reviewed articles, doctoral and postdoctoral theses, reviewed book chapters and reviewed books
- Internal communication in which the significance of empirical research for Biodanza is experienced ("Science is learned by doing it," Galivan).

In his lecture on the role of empirical sciences, Marcus Stueck notes that Biodanza has only about 32 publications worldwide and is therefore hardly visible in institutions, organisations or academia. This means that external communication and the reach of these 32 publications are very limited.

KEYWORDS: Biocentric Paradigm, Biocentric Health, Biocentric Methods

SOURCE: Stueck, M. (2025). *The role of empirical research in Biodanza: How much science is there in Biodanza?* (Biodanza Research — Introduction 1). BoD Publishing. Download [www.bionet-research.com/ Extensions](http://www.bionet-research.com/Extensions), Material