Theme Centered Interaction (TCI) a useful tool to encourage VET teacher students for participative leadership and self reflexion.

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Content

• Vocational education and emancipation
• Basics of Theme-Centered Interaction (TCI)
• Training VET-students in TCI
• Conclusion
Train of thought

• Lively democracies rely on emancipative, self-confident individuals (tradition of Enlightenment)

• Bildung in that tradition is inseparable (education for autonomy is a right for learners in VET as well)

• Learning settings in democracies should take that into account (we learn more from than content)

• Encouraging learners to be their own chairperson needs time for self-reflection and space for experimental learning

• Open and authentic communication helps and is learnable

• Let’s train VET-teachers in helpful methods and ethics
VET and emancipation - historical

• The duty to obey – tradition of medieval times and industrial line production (-1960th)
• Humanization of the workplace and lean production (1970-2000)
• Formative capacity became part of VET (1990- …)
• Further Encouragement towards free self-determination (the ideology of the flexible human[Sennett])
VET and „emancipation“ - actual

• Team-oriented, creative and dedicated workers are needed

• Participation in planning processes, for example with Metaplan-techniques, is more common

• Hands, brains and hearts are wanted in the worklife to solve problems

VET should take that changes in account
Origin of Theme-Centered Interaction

- Psychoanalyst Ruth Cohn fled during the nazi-period from Germany to the USA
- From individual therapy to group interaction
- Participative leadership, encourage the individuals in the group to be chairpersons
- Sensibility of the body to get consciousness about hidden feelings, fears and wishes
- Enlarging practice from therapy to leadership training, conference-design, teaching and supervision
Fundamentals of Theme-Centered Interaction

1. Human autonomy increases with his active awareness of his social and universal interdependence.

2. Decision concerning values are key factors, they have to respect life and its evolvement.

3. The free will occurs within internal and outer boundaries - expansion of these boundaries is possible.

Theoretical background
Freud, Heidegger, Satre, Rogers, Pearls
a lot of experimental practice in encounter groups in the USA in 50th and 60th
TCI and the Iceberg Theory

That's what we usually are talking about, the not so important things.

Sigmund Freud (1915) *The unconscious.*
TCI and the Iceberg Theory II

Important factors for every group

Mission/Vision
  Task
  Goal

IT

GLOBE

Work Context
Culture of Organization
Structure
External Parties (Clients)
Societal Impacts

Individual:
Qualities
Needs
Competencies
Emotions
Thoughts

Team:
Composition
Culture
Diversity
Power & Influence
Degree of Openness
TCI and VET

Vocational skills and knowledge

Economic, social and ecological environment

Self-confidence, biographical organisational competence

Collaboration, teamwork, solidarity
Using TCI in VET

Using TCI in VET

- Research instrument
- Developing Curricula
- Train the trainers and teachers
- Leading Seminars in practice

Schapfel-Kaiser, F. 2014
Training VET-students in TCI

• Learning TCI takes place in the second academic year
• Aims are:

  Confrontation with own values and character,
  Reflexion of experiences in learning
Training VET-students in TCI

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  - Rethinking leadership (of teachers),
  - Experience creative learning settings,
Training VET-students in TCI
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**Leading an own participative lecture, dealing with a personal relevant theme**
Training VET-students in TCI

Practice example: „I‘m Nature, what does that mean to me?“
Roleplay to: Living in Harmony with nature
What students told us about their learning

I realized that I’m the starting point and goal of the learning process

More and more I trusted in the power of the group. It was not my task to do everything.

To create leading topics is not an easy work to do.

I started to encourage my students to express their disturbances – it creates a trustful atmosphere
Starting research towards effects of TCI on students learning

- Using the Universities usual evaluation tool
- Getting direct students feedback
- Adopting scales of Deci and Ryans Self-determination theory to look at effects towards Autonomy, Competence and Relatedness of the students
Conclusion

- To strengthen participation and development of character in VET we need to rethink our learning settings in VET
- First of all we have to strengthen the individual personality, which is confronted with many challenges and decisions nowadays
- This assumes new experiences in methods during the academic phase of teacher training
- University as creative, experimental field of learning
Thank you for your attention

Rostock during the Hanse Sail

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References