

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 in account (we learn more form, 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])



Origin of Theme-Centered Interaction

- Psychoanalyst Ruth Cohn fled during 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

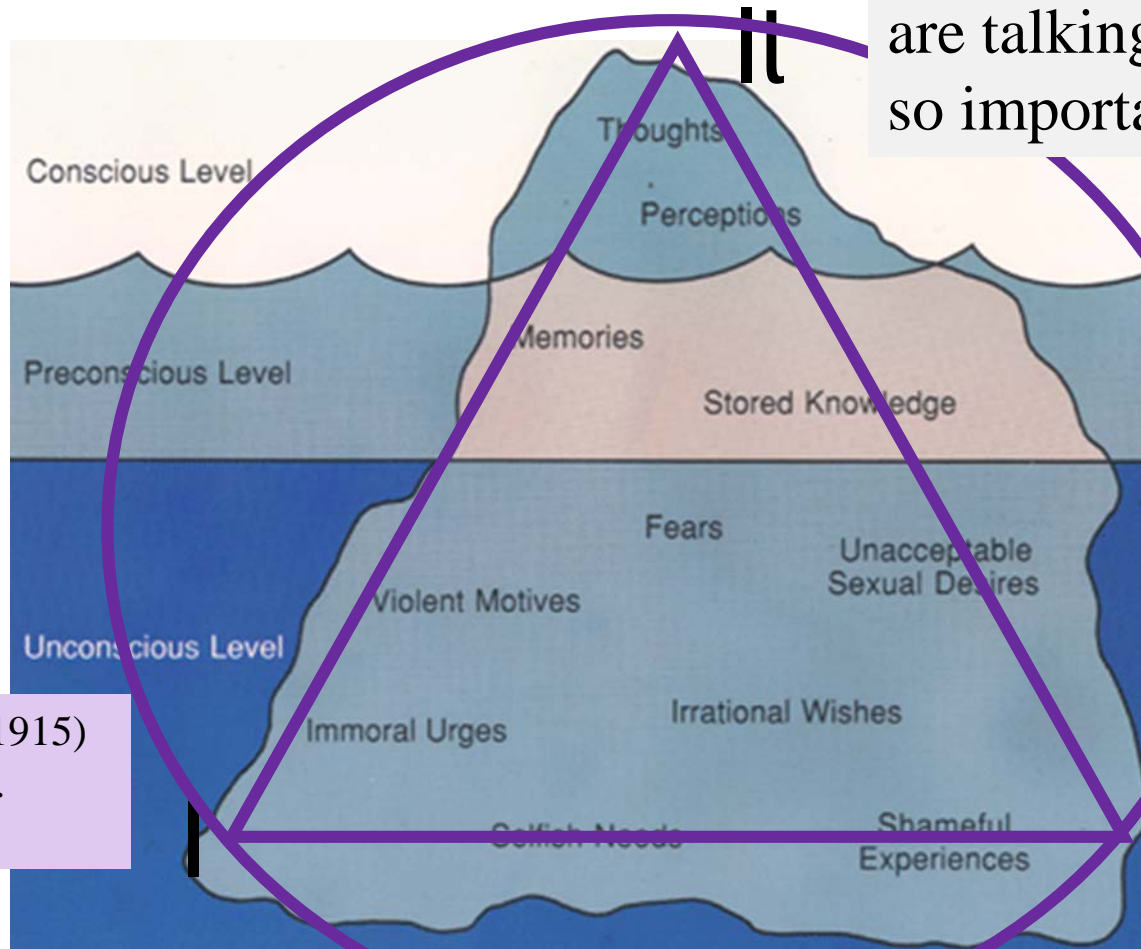
Freud, Heidegger, Satre, Rogers, Pearls

a lot of experimental practice in encounter groups in the USA
in 50th and 60th

TCI and the Iceberg Theory I

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

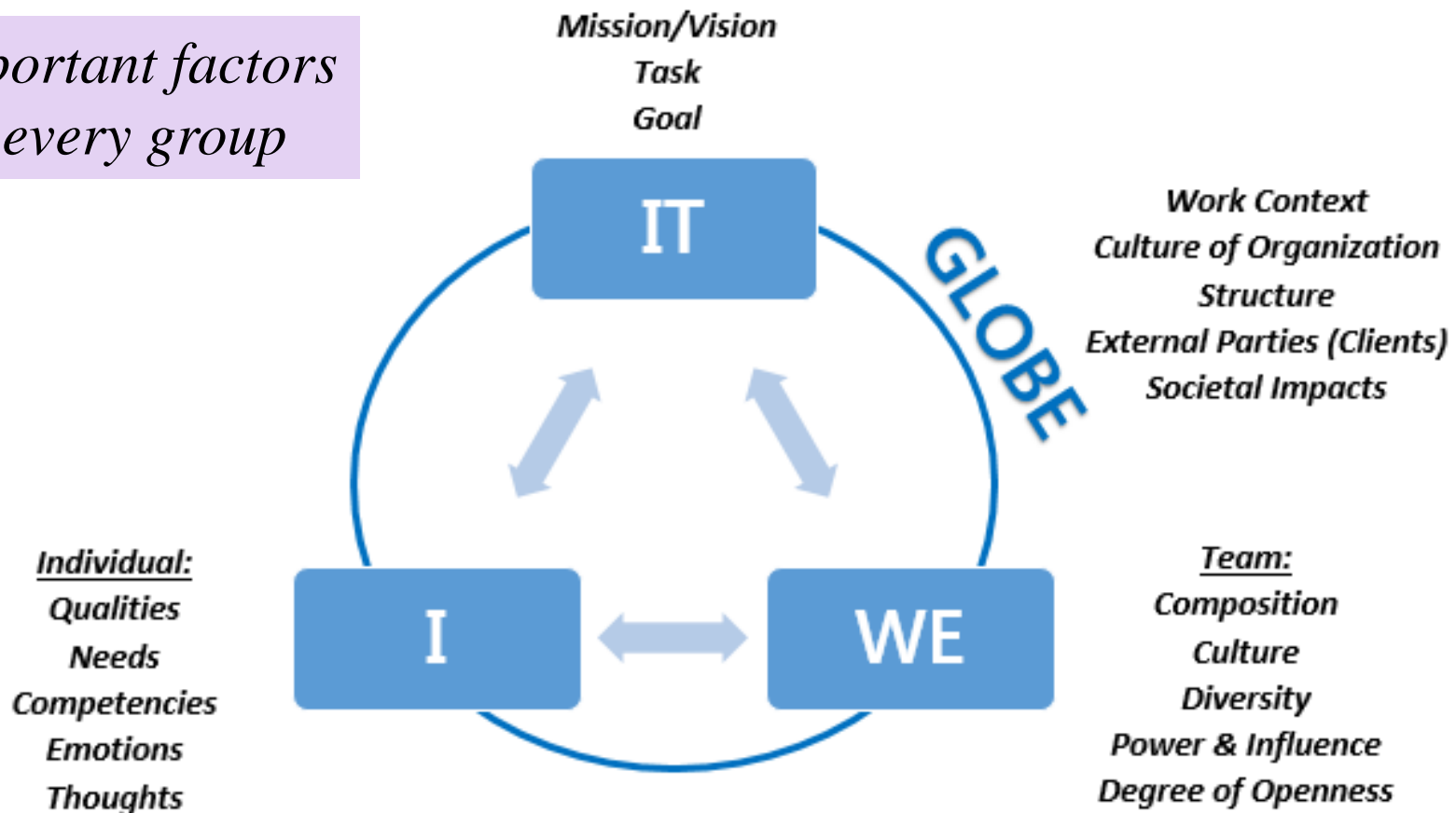
Globe



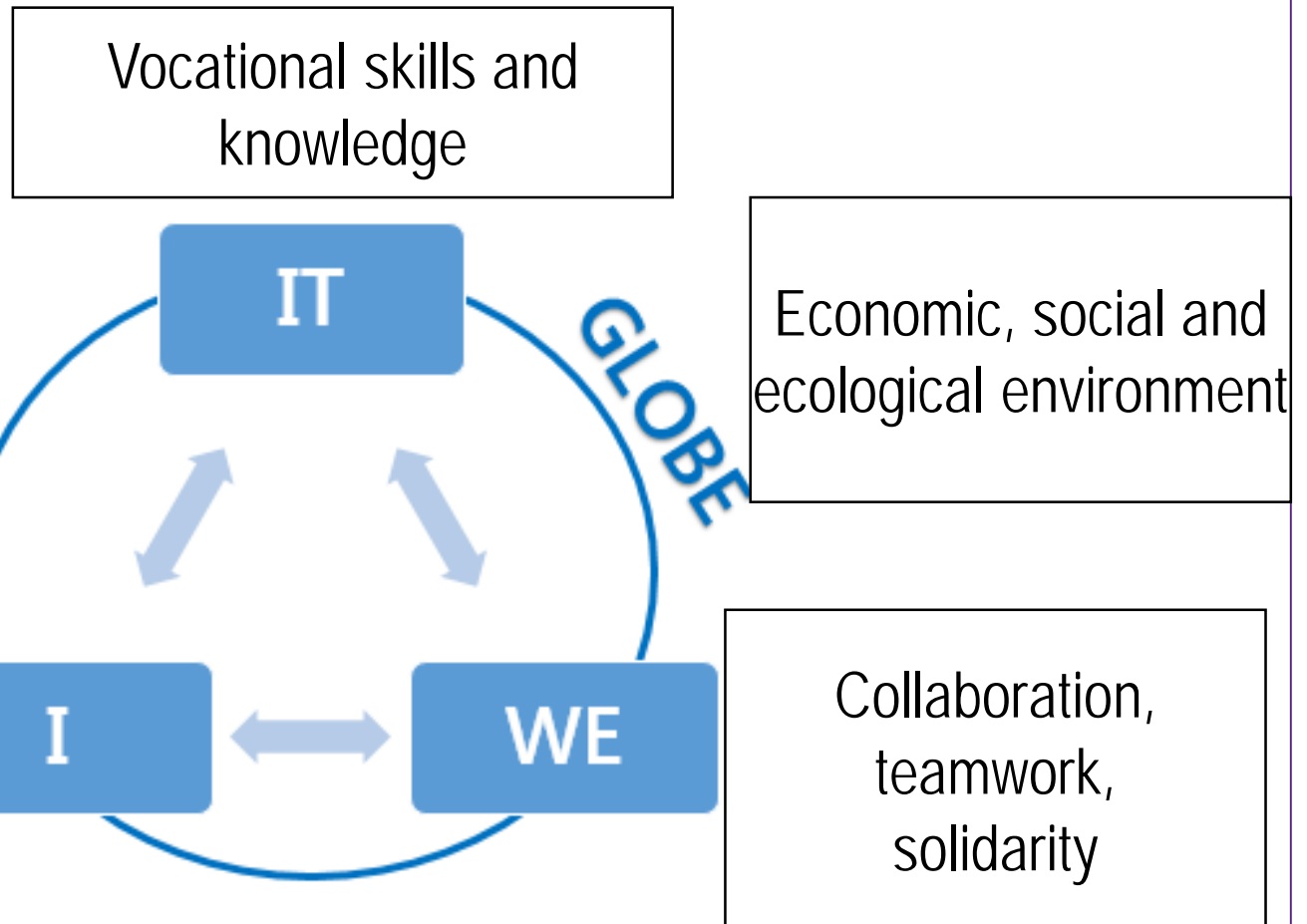
Sigmund Freud (1915)
The unconscious.

TCI and the Iceberg Theory II

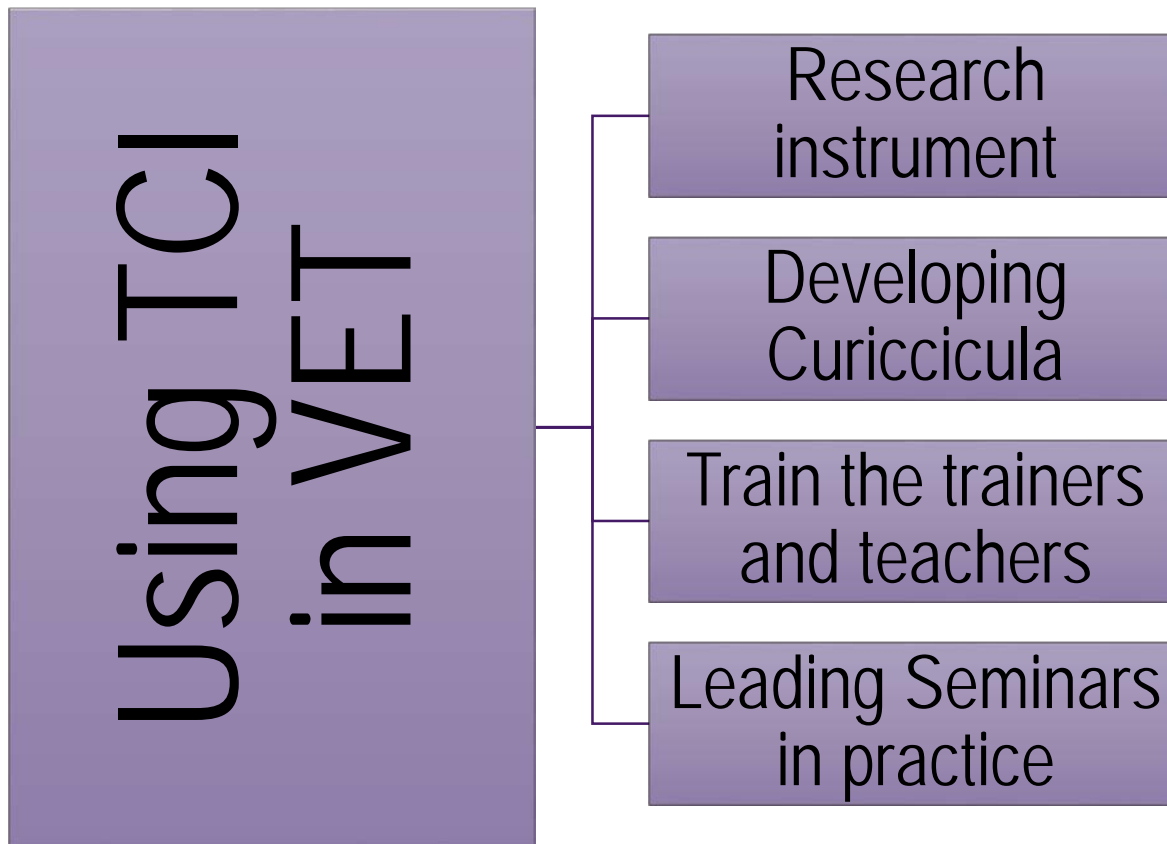
*Important factors
for every group*



TCI and VET



Using TCI in VET



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



Training VET-students in TCI

- Learning TCI takes place in the second academic year
- Aims are:
 - Confrontation with own values and character,
 - Rethinking leadership (of teachers),
 - Experience creative learning settings),

**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

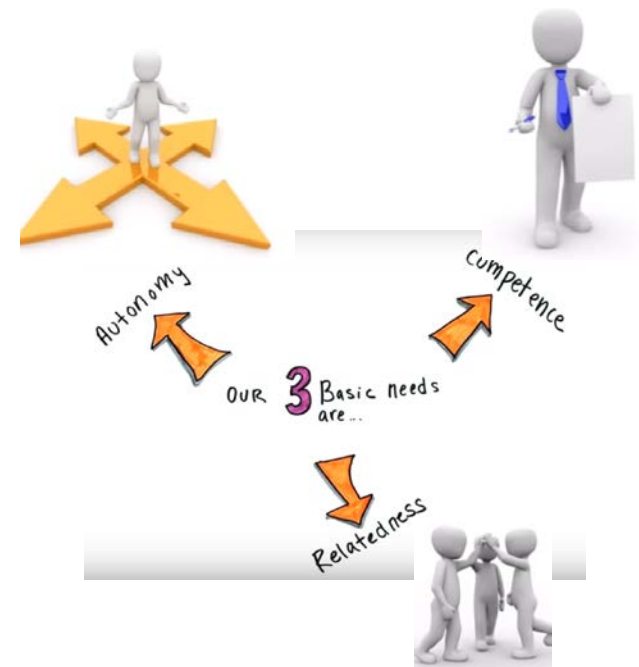
More and more I trusted in the power of the group. It was not my task to do everything.

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



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