



Theme centered Interaction (TCI)
in VET teacher education in Germany.
Encouragement for authentic encounter and critical self-reflexivity

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Session 2: Thursday, 26. November 2020 (14:00 – 18:00)
“Civic engagement”



Kofinanziert durch das
Programm Erasmus+
der Europäischen Union

Structure of VET teacher study programmes

Guidelines by the Conference of Ministers of Education and Cultural Affairs (“KMK”)

Practical experience

- 12 months in the professional field

Bachelor and Master studies

- 1. Educational sciences with a focus on VET, subject didactics, practical training at school: 90 CP (± 10)
- 2. Vocational specialization and teaching subject (or second vocational specialization or special education specialization): 180 CP (± 10)
- 3. Bachelor und Master thesis: 30 CP (± 10)

Preparatory service

- Usually 18-24 months

Based on: Rahmenvereinbarung über die Ausbildung und Prüfung für ein Lehramt der Sekundarstufe II (berufliche Fächer) oder für die beruflichen Schulen (Lehramtstyp 5). (Beschluss der Kultusministerkonferenz vom 12.05.1995 i. d. F. vom 13.09.2018)

Structure of the study course at the University of Rostock

Vocational Education & Subject didactics

- 48 CP Bachelor (including 12 CP subject didactics)
- 48 CP Master (including 12 CP subject didactics)

Vocational Specialization

- 84 CP Bachelor
- 12 CP Master

IT, ET, Agricult.
Metall, Healthcare
...

School Subject

- 36 CP Bachelor
- 42 CP Master

Maths, English,
German,
Philosophy ...

Thesis

- 12 CP Bachelor Thesis
- 18 CP Master Thesis

96 CP

174 CP

30 CP

Vocational education study modules at the University of Rostock - ibp

Bachelor

- Introduction to Vocational Education and its history
- Basic concepts of school pedagogy and general didactics
- Basic principles of didactics of IVET and CVET
- **First internship** at VET school (Practical training)
- Scope of works and concepts in VET
- Special needs in VET



Bachelor Thesis

Master

- Education, life course, lifeworld of youth
- **Second internship** at VET school (practical training and reflexion)
- VET research project
- Diagnostic and competence assessment in VET
- VET systems (international)



Master Thesis

The module „Basic principles of didactics of IVET and CVET“

Seminar I

Activity theory and action learning - from Vygotski to designing professional learning situations

- Materialism, behaviorism and activity theory
- Action regulation and cognition
- Design of vocational training regulations
- Curriculum Development and Learning Fields

Seminar II

Leading yourself and groups - practice-oriented introduction to TCI

- Why do I become a teacher?
- What makes a good teacher for me?
- How can I promote a working relationship?
- How do I create trust, a lively process and helpful structure?

Why Civic engagement? Train of thought

- Lively democracies rely on emancipative, self-confident individuals (tradition of Enlightenment)
- Learning settings in democracies should take that in account
- Bildung in that tradition is inseparable (education for autonomy is a right for learners in VET as well)
- 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 start to train VET-teachers in helpful methods

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 as part of VET (1990- ...)
- Further Encouragement towards free self-determination



What is taught in VET?

The ability to act professionally is
the interplay of skills, knowledge and abilities:
➔ Being able to act and take responsibility

Vocational education

Situative Knowing

workprocess
workplace / company
learning by doing

Sciencebased Knowing

Intersubjectively
aggregated knowledge,
models and theories

What is taught in VET?

That is dominant for years

Vocational education

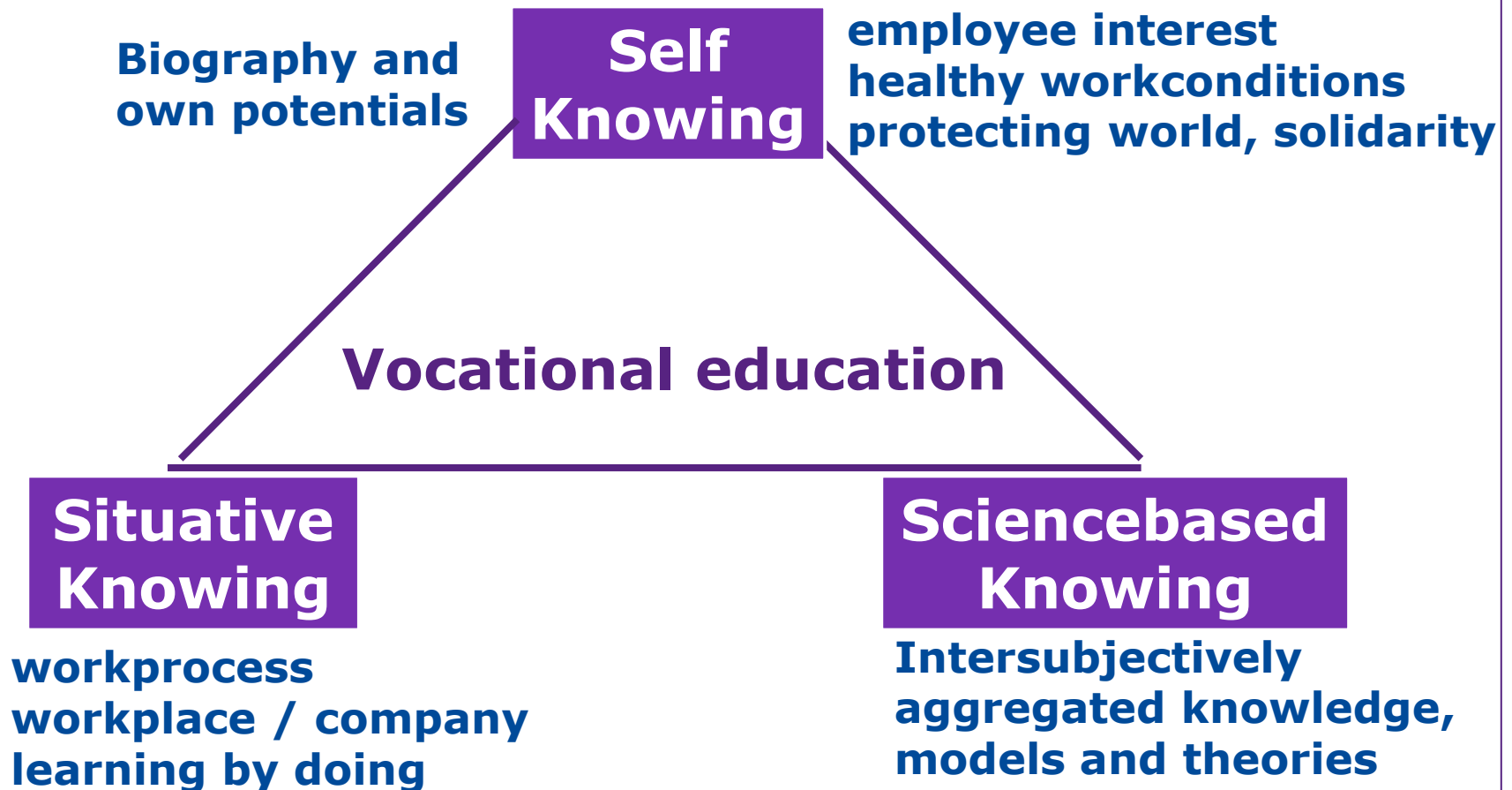
**Situative
Knowing**

**workprocess
workplace / company
learning by doing**

**Sciencebased
Knowing**

„As 'investment in human capital' the qualification process in the enterprises is conceived and not as an educational process of the subjects working there" (T.W. Adorno 1966)

What should be taught in VET?



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 group to be chairperson
- Sensibility of the body to get consciousness about hidden feelings, fears and wishes
- Enlarging practice to leadership training, conference-design, teaching and supervision



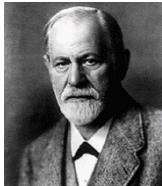
Genesis of Theme centered interaction

Humanistic psychology

Psycho
Analysis

Gestalt therapy

Person-centered
therapy



Freud
*1856

Perls
*1893



Rogers
*1902



History and
society

Marxism and
Existentialism

Encounter
groups &
practice

Reform
pedagogy

Eastern
Philosophie

Theme Centered Interaction

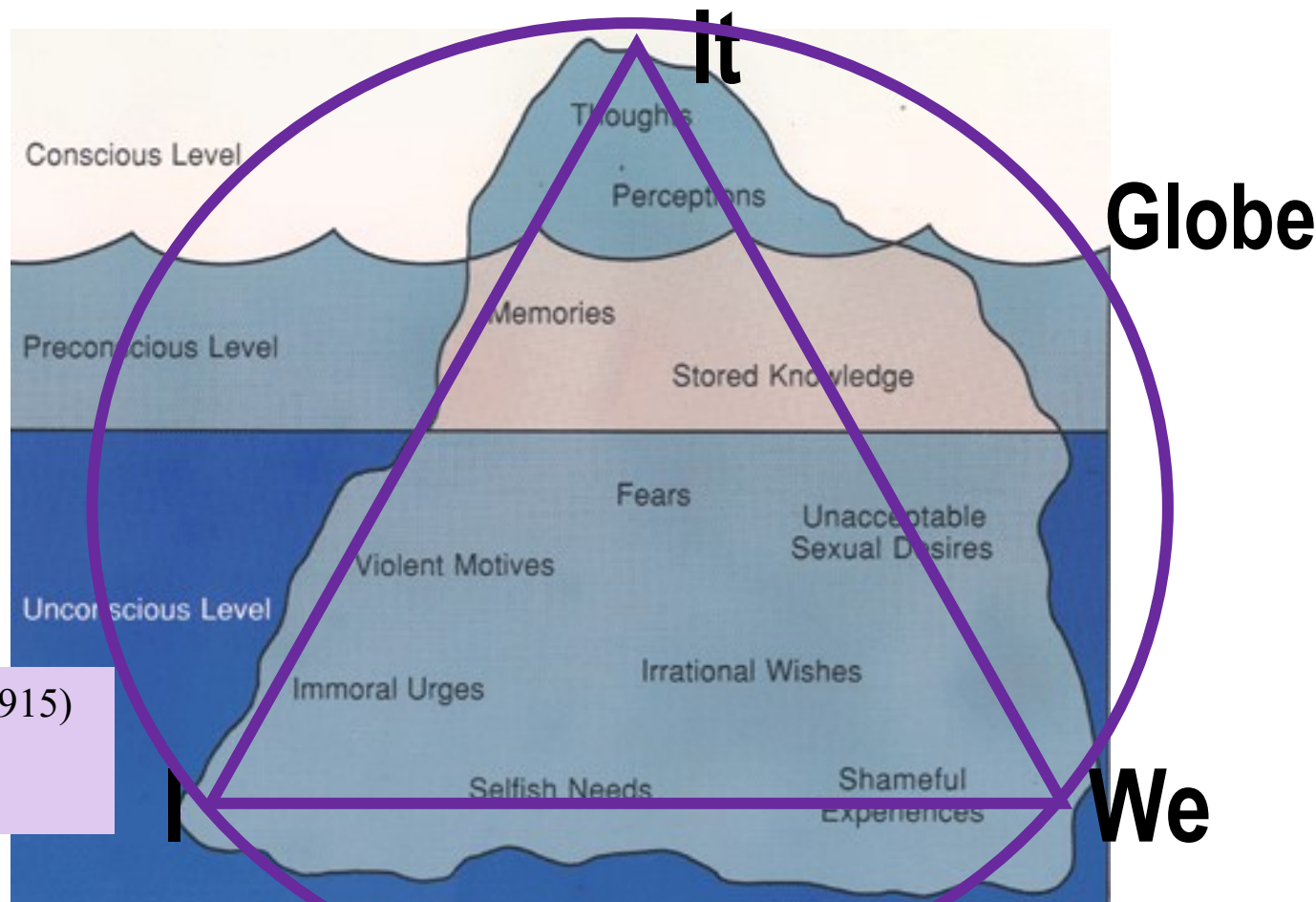


Cohn
*1912

Fundamentals of Theme-Centered Interaction

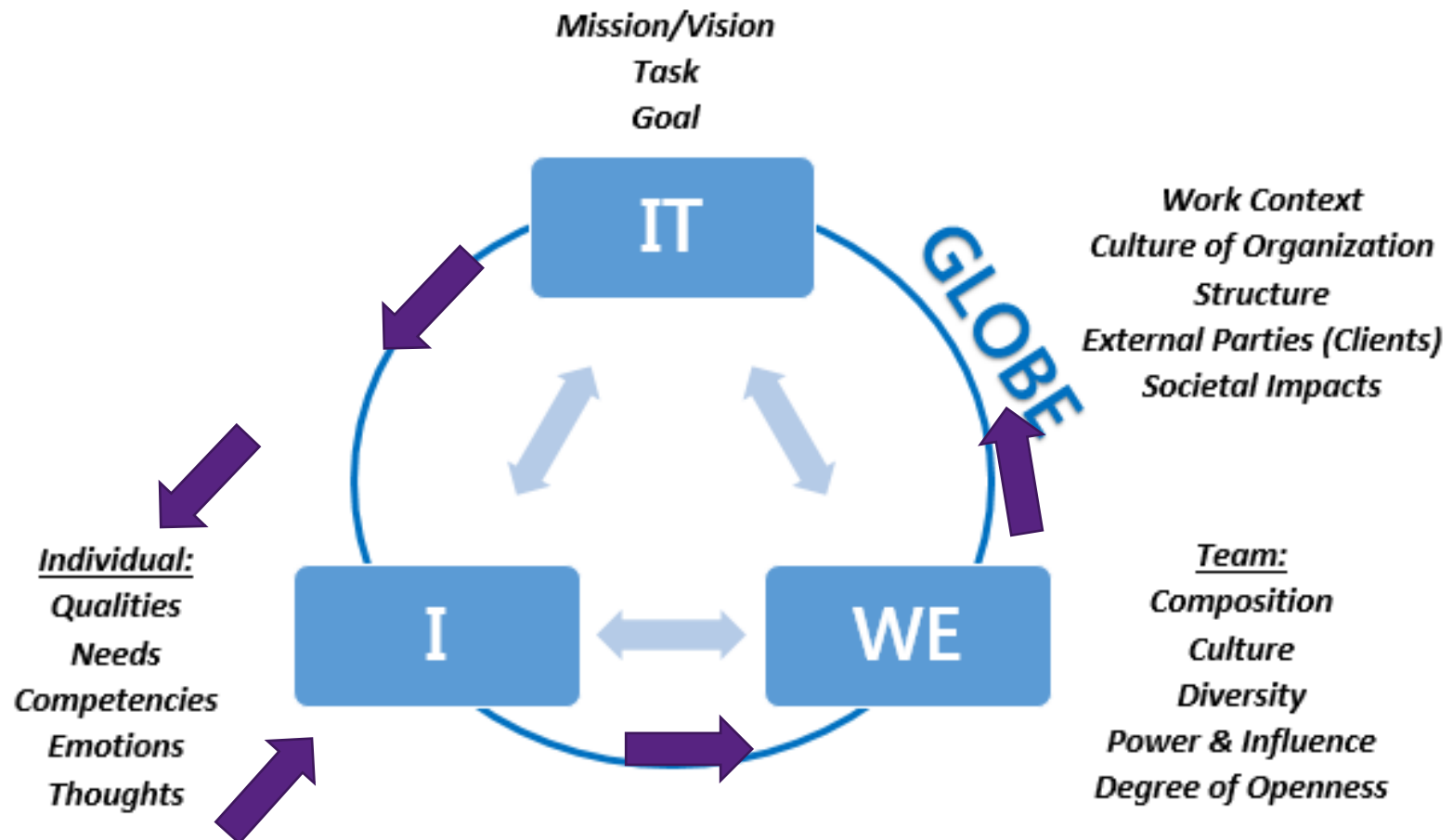
1. Human autonomy increases with his active awareness of his social and universal interdependence.
2. Decision concerning values are key factors, they have to respect life and its evolvment.
3. The free will occurs within internal and outer boundaries
- expansion of these boundaries is possible.

TCI and the Iceberg Theory I



Sigmund Freud (1915)
The unconscious.

TCI and the Iceberg Theory II



TCI and VET

Vocational skills and
knowledge

IT

GLOBE

Economic, social and
ecological environment

Self-confidence,
biographical
organisational
competence

I

WE

Collaboration,
teamwork,
solidarity

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),**

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 - **Experience creative learning settings**

Training VET-students in TCI



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- Aims are:
 - Confrontation with own values and character,
 - Rethinking leadership (of teachers),
 - Experience creative learning settings),
 - **Leading an own participative lecture**



Topics of the student teaching units

**we create good lessons and
a good school**

I always think that I am not perfect

My strength and weaknesses as leader

**Be different! – my ideas of
diversity**

**Turning big problems
into small ones - my
approach to
requirements**

Training VET-students in TCI



What students told us about their learning

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

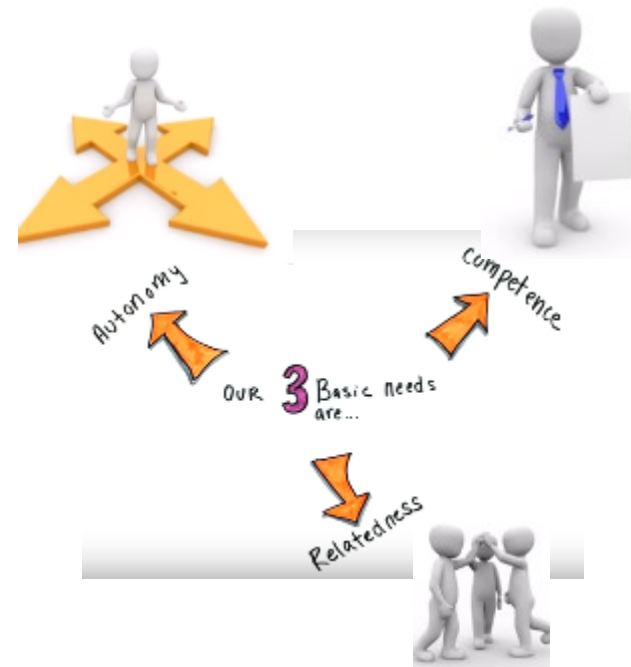
More and more I trusted in the power of the group. It was not my task to do everything.

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

What we do to control the effects of TCI on students learning

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



In a new project, started 2020 we combine models and items of self determination theory, students success research, teacher competences and critical VET theory for our evaluation research

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, that is confronted with many challenges and decisions nowadays
- This assumes new experiences in methods during the academic phase of teacher training

Thank you for your attention



References

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