The theses of the university dissertation (PhD)

THE APPLICATION OF THE METHOD OF THEME-CENTRED ORIENTATION (TCI) IN TEACHING – THE CHANGES IN THE CHARACTERISTICS OF THE LEARNING STYLES AND THE ELEMENTS OF SOCIAL COMPETENCE IN THE STUDENTS

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The aim of the dissertation and the determination of the topic

According to the McKinsey report (2007), increasing the amount of money invested in education does not necessarily increase efficiency while the quality of teaching has a significant impact on students' achievement. According to the results of the education research (Lannert 2006, 2007), an increase can be expected in the efficiency if teachers receive tools that directly support teaching. My thesis aims at supporting this progress and work. I am undertaking to introduce and investigate the theory of Theme-centred interaction (TCI) in Hungarian that is a less-known, primarily German-language method. I interpret the pedagogical basis of the TCI method, showing how TCI is applied at school. I provide examples for the application of the TCI method outside the lessons and classrooms. Then, following the foreign performance indicators of the TCI method, I present my own, non-representative, partly longitudinal research in the subject. To analyse the impact of the TCI method, I developed my own instrument. Based on the analysis of the data, I drew

conclusions regarding the students' learning style and the changes in the elements of social competence. These results are presented in my dissertation.

In the conceptual background of the literature, the currently investigated teaching method is atypical in terms of the theoretical models of learning as it owns the characteristics of different models. This research method develops communication and social competences as well as affective and cognitive skills. Its learning theory is based on the socio-cultural constructivism of Vigotszkij and the humanistic person-centred approach of Rogers. Therefore, according to the learning methods and the epistemological characteristics, the TCI method can be classified into the pedagogy of action and the constructivist pedagogy. It is based on social learning, and it can be described with mostly social participation and engagement regarding its influential factors. Inductive and deductive pedagogical techniques can be recognised in TCI as well as the learning experience. According to its principles, act based on prior knowledge stands in its focus in a way that supports to recognise and

interpret the patterns. The attention is drawn to the acting student in the teaching progress of TCI in each case. According to the role of memory, the elements of knowledge are used through prior knowledge in the way of acting. From the perspective of the transmission, the individual is self-guiding during the socialization while its typical learning situation is to support the discovery and the use of open questions.

According to international and domestic research, the components of social competence can only be created through targeted development and the use of appropriate methods. For this reason, there is a need for more and more teaching methods which can lead to direct development by conscious use. This conscious development is necessary as, according to research, the development of the elements of social competence has an increasing connection with academic achievement over time. The humanistic approach of Rogers aims at the positive change in communication skills. The development focuses mainly on oral communication skills (understanding what others say, describing the

behaviour of others, describing their own emotions, controlling impressions and reporting on how people interact with each other). The purpose of the development is, for example, to accept peers better, to make everyday decisions or to increase empathy. The integrative approach of the development can take place in complex programs, where indirect developmental programs that note the content of the subjects can be seen as well, besides the direct development which is embedded in non-subject content. TCI method can be considered as such a complex, integrative developmental program because it focuses on the interaction between the individual and its environment (GLOBE); strives for social problem-solving in the cognitive processes (I-WE TOPIC). Its humanistic view grows from the axioms of the concept (existential-anthropological). A specific system was created for the development of communication by Ruth Cohn. The acceptance of the other person (ethical-social esteem) is determined in the axioms of the TCI. Thus, it aims at developing empathy and emotions. In this present experiment, I implemented the indirect social competence development using the

TCI method that is with regard to the structure of the Hungarian language and literature subject.

Ruth Charlotte Cohn was born in Germany in 1912, graduated in Berlin in 1912 and started to study literature and psychology. She learnt and practised the theory of the integrated personality first in Switzerland. Later, she developed the WILL (Workshop Institute for Living Learning) method, which was the basis for her later methodology. In this method, the coach (teacher) deals with the issues and assigns tasks by learning to perceive the needs of the group, taking them into account. The teacher manages the needs of each participant, guides the relationship between them and the group as a whole and the environment too that affects the group.

The four factors are I, WE, TOPIC, and ENVIRONMENT which correlate with each other. The representation of a transparent, multi-layered ball is an equilateral triangle. Keeping these factors in a dynamic balance and developing them is the basis for TCI teamwork and leadership. I means the individual; INTERACTION (WE) means the relationship between

the members of the group; TOPIC is the content, the subject, GLOBE symbolizes the Earth and the ENVIRONMENT. All of these four factors influence the functioning of the group. The axioms of the TCI theoretical concept are the following:

Existential-anthropological: Everybody is autonomous; at the same time, one is part of the whole. Nobody can exist alone, only in mutual dependency. Every personality is a unity of a psychosomatic wholeness, perception, sensation, thinking and activity. However, as people depend mutually on each other, the interdependency is constantly increasing.

Ethical-social appreciation: Man represents a value. Respect life, growth and living beings! Inhumanity is a destructive force.

Pragmatic-political: A human being makes free decisions within a defined framework. The inner and outer boundaries can be broadened constantly by educating attention. The mutual interdependency enables humans to take responsibility. One's autonomy is even bigger when they take the inner and

outer determination into consideration more consciously. Free decisions happen within the given inner and outer boundaries. Autonomy and interdependency are its characteristics at the same time. The three axioms are related to each other and are each other's pre-requisites.

TCI is a group dynamics method. Its essence is to encourage and support self-experience learning. Psychoanalysis, humanistic psychology, group dynamics, and different learning and communication methods provide the roots of the method.

The international institute of TCI, the *Ruth Cohn Institute for TCI International*, operates from Basel. The educational committee of the canton supports the spread of the method through teacher education. In more European countries, e. g. in the Netherlands, Germany, Romania, Luxembourg, established organizations can be seen. In Hungary, the Association of Theme-centered Interaction (MTCIE) was also organized.

In the training, during their own learning progress, leaders and teachers can learn the practice of democratic

thinking and behaviour and its application. This is a leading method that makes group work more effective and team members more motivated. Several attachments can be found to the teaching work, such as the teachers' methods, the personality of the teacher and the training of teacher candidates. In the method, one-way communication is consciously minimized. The leader is a participant of the progress in this system. The leader does not manipulate students, but he motivates and gives space. The tasks of the leader in the group are the following: the selection and implementation of the topics, structures and methods, the validation of communication rules, making a diagnosis, the maintenance of the dynamic balance, to start the group progress and the workflow. The functions of the students are cooperating, developing their competences and experiencing learning in the group. From a methodological point of view, the leader has to listen to the student's perception to perceive one's problems and to help one to deal with the issues. He/she does not provide advice and guidance externally, but we support the student to find the solution for the problem of the situation.

Learning to use this method is a long, time-consuming task as it cannot be interpreted and operated independently from the group. It is always necessary for the leader or teacher to perceive the interactions of the given group and to keep the factors in balance. Since the dynamics of the group is always different, the users of the method must acquire skills, routines and toolbar during the TCI training that enable them to detect the dynamics of the group and to provide the appropriate support.

According to Cohn (1975), three essential elements are intertwined in the human group: I as the individual, WE as the group and the TOPIC as the task, the objective element, the problem. The group's life is evolving in this threefold frame. The team leaders must have huge professional expertise to handle the initial uncertainty well and to create an appropriate atmosphere in which the group can develop. The humanistic approach of Cohn has spread in the pedagogical work, schools, educational centres, social education and adult education in several countries. Research measure the use of TCI method

report positive changes in co-operation, motivation, social competence and personal development.

The dissertation aims to investigate the change that can be achieved by teaching Hungarian students with TCI. This is realised through a pilot study and the measurement methodological approach of the TCI method in Hungary. The TCI learning method has a positive impact on learning strategy, indirectly on cognitive ability, knowledge creation and translation into practice as well. I wanted to show this impact by examining the differences in the learning strategy between students taught with and without TCI and by comparing learning styles. Regarding the different results of the measurements of the learning style, it can be expected that this can provide a methodological alternative for both teachers and students with the use of the TCI method in problem situations. The thesis introduces in which direction the student can change by the application of the TCI method for different times. Empirical test results confirmed my hypotheses. In these, based on the way of problem solving and management, I

investigated the learning style which was considered to be the most appropriate and the development of the meaningful learning among students taught by TCI for a longer period. For this, I compared the learning style of students taught by TCI with that of those taught without the use of TCI. In my view, the teacher supports productive learning by using the TCI method. Meanwhile, the entire personality of the teacher is involved in the development of the whole person where the student is free, independent, cooperative and committed. In this learning experience based on TCI, all participants can make mistakes. Everyone can learn from failures but also its environment, peers and co-operating adults. Meanwhile, the student's competence and responsibility for controlling his or her own learning processes will be developed, which will help not only in the frame and time of schooling but also in the support of lifelong learning. The TCI method that results in productive learning can provide appropriate social contact during the activities which can contribute to the development of competences in the progress of socialisation.

Applied methods

The research, through action research, included quantitative and partly longitudinal examination in 2016 and 2017 (N=162) with the same pupils at Kossuth Secondary Grammar and Primary School from grade 5 to grade 8 in a group using TCI method, and in a control-group not employing TCI, using electronic questionnaires.

The items of the questionnaires (except for the Supplementary data questionnaire) could be assessed on a five-point Likert-scale. The other self-created questionnaire focused on open-ended questions related to the film *Everybody* directed by Kristóf Deák (2016), filled in by both the TCI group and the control group. We applied the Mann-Whitney probe based on SPSS 13.0 program.

The completion of the two questionnaires happened only once: one contained *the supplementary data (2016)* focusing on social variables, and the other was related to *Everybody* – film of Kristóf Deák (2016). In the case of the first, data were collected only once as the sociological

characteristics do not change significantly in a year. In the second case, the film was created later than the first record, so I only asked questions related to the film only once.

In two cases (2016 and 2017), the following questionnaires were fulfilled by the same pupils: *Learning style questionnaire*, Bernáth–N. Kollár–Németh (2015: 67–69), *The decision-making, debating skills, co-operation and self-awareness questionnaire*, 20 items from the 90 items of the questionnaire of Revákné (2013: 86–88.), and the *Self and peer-evaluation, Friends and peer questionnaire* (Kósáné 1998). The pupils answered the questions in the presence of the researcher and the class-teacher. They had 2x45 minutes for the questions of the quantitative questionnaire and the open-close questions concerning the film (25 minutes). The results were analysed with statistical methods (SPSS 22.0) and with content-analysis. In this investigation, the family background, the educational level of the parents, the attitude and motivation of learning and the financial status of the family is similar among the students thus the

sociological variables could not provide a detailed picture of the distributions. For this reason, two-way variance analysis was applied to measure the interaction with the gender and the time spent with TCI. As the impact of the sex variable was not significant, excluding this variable, one-way variance analysis was applied to measure the relationship between the variables and the TCI. In the dimension of *Who do you learn from*?, factor analysis was used as well as the reliability of the questionnaires was examined. For this, a test-retest examination was made beside the calculation of the Cronbach-alpha values, and the item-total correlations were also taken into regard. On this basis, it could be stated that the scales are balanced and there are not extremely strong or weak items.

The results of the investigation

The differences between the three groups created according to the level of TCI (I. control group that was not taught with TCI, II. the group of students taught with TCI for 1-2 years and III. the group of students taught with TCI for 4 years) was studied based on the social

background variables used in the literature. Regarding the classical background variables used in social sciences (e. g. educational level of the father and the mother), no significant correlation could be detected on the basis of the descriptive statistics and in the Chi^2 test according to the TCI level and the educational level of the mother and the father. It could also be stated that there are no specific differences in the three TCI groups concerning the indicators of financial background and academic achievement. The reason for this can be the fact that students learning in a urban school can be described with a similar financial background and well-qualified parental background.

After this, a more detailed analysis was necessary. Thus, the pupils of today were also asked to name the resource of knowledge. The results of the factor analysis showed that pupils in grades 5-8 participating in the survey do not consider their teachers as the only source of knowledge. Still, they mention their parents, friends and relatives as well. In the dimension of 'learning from friend…', a significant difference could be detected

regarding *GENDER* in favour of the girls. Based on these results, teachers are encouraged to use cooperative learning methods and group technics. Surprisingly, the group of students having a good financial background and excellent academic achievement haven't identified the info-communication tools and the internet as a learning tool yet. The reason for this can be that students use their smart devices and computers for entertainment. The results of the investigation confirm the increasingly brave point of view of the pedagogues and researches that these devices can be integrated into the school learning process somehow. All the more so as teaching responsible internet use is increasingly the task of the school besides the parents.

The testing of the hypotheses

During my research, I undertook to test more hypotheses. To prove them, two types of investigations were applied during the analysis of the data. On the one hand, the three groups categorised on the basis of the different time spent with TCI (hereinafter referred to as TCI groups) were compared in regard of the second measurement since the

grouping refers to that date. On the other hand, I also examined them from the point of the level of their development.

1. Social competence variables

My first hypothesis is that the longer we teach the students with the TCI method, the more effective the students are regarding the sub-component of the social competence compared to the members of the control group who were not taught with TCI. Regarding the components of the subsystems, not each variable showed a positive shift. However, students taught with TCI were more successful compared to the members of the control group in the following variables:

Debating skills

The research confirms my first hypothesis that the TCI method develops the communicating and debating skills as part of the social competence, which could serve as the basis for interpersonal relationships and co-operation. However, the factor of time is determining since the debating skill, and other social competences show a correlation with the timing of the employment of the

method. The reason for the fact that the expected results could not be received in other parts of social competence such as *decision-making, cooperation, self-knowledge, function of the class, making friendships, handling emotions, aggression and stress* can be explained by the circumstances that the pupils were affected during teaching by other factors besides the TCI method. This method was applied in 15% of our lessons. It is also likely that the used time was insufficient for improving indirectly several parts of social competence only by TCI.

Emotions

Regarding the components of social competence and the variable of emotions in it, the *attributes of recognising emotions, understanding emotions, verbalising emotions, coping with anger and fear* were examined among pupils taught with TCI.

The one-way variance analyses showed a significant result. Based on the group-average, it can be stated that those pupils improved the most who have participated in the TCI classes for 4 years. The pair-comparison shows

that a significant difference can be detected between the control group and the TCI group taught with the method for 4 years. Furthermore, also a significant difference can be seen if the first two groups are compared with the last one by a contrast examination. This result proves my second hypothesis according to which the time spent with TCI influences the improvement of the emotional part of social competence: pupils taught with the TCI method showed an increased development regarding the variable of *emotions* in their fourth year. This suggests that prolonged use of the TCI method can lead to positive changes. Our research can be affected by this result in the future.

Making friendships

The *scale of making friendships* includes *initiating communication, following the rules, providing help, sharing things, being able to say sorry and appreciation*. The analysis provided a similar result to that of the variable of *emotions*. It could be seen that the level of TCI, so the time spent with TCI had a significant relationship with *making friendships* and the pattern is

the same as it could be stated in the case of the variable of emotions. The pair-comparison points out a significant difference between the control group and the TCI group taught with the method for 4 years. Furthermore, comparing the first two groups with the last one with a contrast analysis, also significant differences could be received. Thus, if there is a possibility of conducting further research, then it can be presumed that time spent on TCI longer than 4 years or applying the method in more than 15% of the lessons can lead to significant differences in the variable of *making friendships*. From the perspective of the increase in the change of the friendship-average, it could be stated that the results of the study showed significant differences. On the basis of the development and the pattern of the average, the use of the TCI method will most likely lead to positive changes in the future regarding the variable of *making stronger friendships* as well.

2. The variables of the learning style

In my second hypothesis, I presumed that the more students learn with the TCI method, the better

achievement they have in the following learning orientation, in *learning style variables* as *social learning, meaningful learning*. I also assumed that the TCI groups would have a lower performance in the scale of *visual text* and the intuition compared to the control group. Regarding *meaningful learning*, better performance of the TCI group was expected, which surpasses the average of the primary school age. During the use of the TCI method, the paired and group working forms are predominant. The research results also supported my second hypothesis that pupils taught with the TCI method display the characteristics of the cooperative learning style compared to those not taught with TCI. The other hypothesis according to which I suppose that a positive connection can be detected between the time spent with TCI and social learning was also proved. By using the TCI method, teachers can provide help by using their knowledge of group dynamics for students who are disadvantaged with regard to social learning. With this, they develop the social competence of their students. They also contribute to the positive self-image of their students, to the development of the responsibility for

themselves and others, to the responsible decision-making and to the social activeness of their students. The statements of my second hypothesis that pupils learning in the TCI group prefer cooperation, own judgement and learning orientation that develops thinking instead of visual memory were also proved. Students learning in the TCI group reached significantly lower points in the *visual text* scale than those members of the control group. *Intuitive learning style* is not a preferred learning style for students, who were taught with TCI. Since the points reached on a *meaningful learning* scale measuring analytic thinking is an important indicator of quality learning, the significant difference (p <0,008) in the *meaningful learning* style of students learning with and without TCI is explanatory. This indicator shows positive results for the benefit of students learnt with TCI. Thus, it is proven that *meaningful learning style* is the preferred learning style of students taught by TCI.

Applying discrimination analysis according to the age groups, other research investigated the learning styles of students learning in primary, secondary and tertiary

education. The results of the *meaningful learning scale* pointed out that this learning style is the least likely for primary students and the most likely for university students. In contrast, secondary students can be seen between the two other groups. The efficacy of the TCI method is proven as primary students taught with TCI perform styles similarly to university students in the scale of *meaningful learning.*

3. The findings regarding the artistic short film

According to my third hypothesis, students taught with TCI achieve better results in *identifying individual and community goals*, *recognizing emotions*, and *understanding the message* of the artistic short movie compared to those who were not taught with TCI. Analysing the answers given for the questions related to the movie *Everybody* by Kirstóf Deák (2016), my hypothesis seems to be proven. Pupils taught with TCI have seen more clearly that we are responsible for our problems and for solving them that is also taught by the principles of the TCI method. To reach the goals, not every tool can be applied. It could be seen that more of

the students taught with TCI recognized the relationship between practice and development. Students taught with TCI have achieved better results in *identifying individual and community goals*, *recognizing emotions* and *understanding the message* of the artistic short film compared to those taught without TCI.

Summary

Overall, it can be stated that my empirical research can be regarded as a novelty in more aspects. The primarily German pedagogical literature has already proved the efficacy of the TCI method in cooperation, conflict management, advocacy and communication with qualitative research. My present research measured the TCI methods with quantitative methods applying adapted questionnaires in the same areas. However, it must be noted that this change cannot be expected for each mentioned variable. This can be caused by the small number of students taught with TCI and by the indirect methodological impact of TCI that is applied in only 15% of the subjects. Since the use of the TCI method is not continuous and not extended to all subjects in our present

research, the balancing and reinforcing the effect of traditional teaching methods also must be taken into account.

Furthermore, the novelty of my research was that 1) I tested the TCI method from a measurement-methodological point of view; 2) I introduced a teaching method that has not been used in Hungary and that mainly develops important social skills; 3) it can be repeated and widely used among different social background.

One of the limitations of the research is the methodological difficulty of measuring social skills as a room for improvement. I tried to minimize this problem by examining the reliability of the questionnaires, for which, besides determining the Cronbach-alpha values, I performed test-re-test examinations where I determined the values of correlation between the two measurements. In order to verify the TCI method scientifically, I followed the researchers' point of view of the action research. Thus, I did not record my pedagogical observations using the method, but my students provided

the data. This means that during the completion of the tests, the students were not asked about the method TCI, but they had to answer for questions related to their learning styles, the recognition of emotions, decision making, communication, etc., and the short movie. In my thesis, I recorded the changes in the self-image of students who spent different time with TCI. A prerequisite for demonstrating the success of TCI was that students who had been taught TCI for a longer period had to score significantly higher on these tests. In order to generalize the conclusion, I made a more in-depth analysis and regarded not only significant difference but also expected monotony in the significant differences. My intention was confirmed as all the observed significant differences own this nature. This fact reduces the likelihood that the resulting pattern would be due to a cause (or causes) independent from TCI.

With the introduction of the results, further research possibilities of the use of the TCI method could have been outlined. The results can be enriched in the future

and may also be able to reveal deeper relationships in a different social environment, with a more extensive research sample, in a prolonged study involving more teachers using the TCI method.

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List of publications related to the dissertation

Hungarian book chapters (3)

1. **Sápiné Bényei, R.**: A tanulók társas kapcsolatainak változása egy longitudinális vizsgálat tükrében.
   In: Interdiszciplináris pedagógia és a taneszközök változó regiszterei : a X. Kiss Árpád Emlékkonferencia előadásainak szerkesztett változata. Szerk.: Buda András, Kiss Endre, Kiss Árpád Archívum Könyvsorozata Debreceni egyetem Nevelés- és Művelődéstudományi Intézet, Debrecen, 361-371, 2018, (Kiss Árpád Archívum könyvsorozata, ISSN 1587-1150) ISBN: 9789634900498

2. **Sápiné Bényei, R.**: Szakmódszertani innováció: témacentrikus interakció (TCI) az anyanyelv tanításában.
   In: Mérési és értékelési módszerek az oktatásban és a pedagógusképzésben. Szerk.: Károly Krisztina, Homonnay Zoltán, Eötvös Loránd Tudományegyetem, Budapest, 257-270, 2017. ISBN: 9789632849102

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8. **Sápiné Bényei, R.**, Hajas, Z.: Jót s jól! Stratégiák, módszerek, munkaformák a magyar nyelv tanításában. Debreceni Egyetemi Kiadó, Debrecen, 151 p., 2015. (Szaktárnet-könyvek ; 11.) ISBN: 9789634738459

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10. **Sápiné Bényei, R.**, Hajas, Z.: A nyelvtantanítás módszerei.

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