EDUKACYJNA ANALIZA TRANSAKCYJNA

NR 9/2020

EDUCATIONAL TRANSACTIONAL ANALYSIS

NO 9/2020

Pismo Zespołu Badawczego Edukacyjnej Analizy Transakcyjnej
Katedra Badań nad Edukacją
Uniwersytetu Humanistyczno-Przyrodniczego im. Jana Długosza w Częstochowie

UNIWERSYTET HUMANISTYCZNO-PRZYRODNICZY IM. JANA DŁUGOSZA
W CZĘSTOCHOWIE

JAN DŁUGOSZ UNIVERSITY IN CZĘSTOCHOWA

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Częstochowa 2020

Korekta
Ewa HABERKO

Redakcja techniczna
Piotr GOSPODAREK

Projekt graficzny okładki
Adrianna SARNAT-CIASTKO

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Wydawnictwo Naukowe Uniwersytetu Humanistyczno-Przyrodniczego im. Jana Długosza w Częstochowie
42-200 Częstochowa, ul. Waszyngtona 4/8
tel. (34) 378-43-29, faks (34) 378-43-19 ujd.edu.pl
e-mail: wydawnictwo@ujd.edu.pl

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Editorial

It is a pleasure to offer you the 9th edition of *Educational Transactional Analysis* annual. The last year was undeniably difficult for the scientific environment. The epidemiological situation in the world limited our possibilities of traveling and human contact to a large extent. At the same time, it forced us to introduce new, time-absorbing forms of online work. Thus, opportunities and time that scientists could devote to their research and publications were considerably constrained. We are, therefore, even more proud and happy to present the next magazine issue, which shows its constant development, both from the factual, esthetic and formal point of view.

We are glad to announce that beginning with the issue no 9/2020, *Educational Transactional Analysis* becomes a publication issued entirely in English. We hope that it will help to promote it internationally and gradually attract foreign authors. We make every effort to improve the research content of published articles. We are on the list of journals recognised by the Ministry of Education and Science, with the score of 20 points for a publication. In 2020, we added *Educational Transactional Analysis* to the Directory of Open Access Journals (DOAJ). We publish all our articles on the Creative Commons licence, contributing in this way to the popularization of science and the concept of educational transactional analysis.

From the next, the tenth issue, we shall have a call for papers for a new section – Other therapeutic concepts in education. Thus, we hope it will help us acquire new authors and popularise the concept of Educational Transactional Analysis also among researchers dealing with other areas of social sciences. We already kindly invite all the authors to submit their articles for the new section.

We invite all interested readers to enjoy the content of the issue no 9/2020. Undoubtedly, everyone shall find here a source of inspiration and an opportunity for further discussion or reflection.

The Editorial Team

Od redakcji

Miło nam oddać w Państwa ręce 9 numer rocznika *Edukacyjna Analiza Transakcyjna*. Ostatni rok był niewątpliwie wyjątkowo trudny dla środowiska naukowego. Sytuacja epidemiologiczna na świecie w znacznym stopniu ograniczyła możliwości przemieszczania się i kontaktu z innymi. Jednocześnie zmusiła do wprowadzenia nowych, mocno absorbujących form pracy zdalnej. Tym samym możliwości i czas jaki naukowcy mogli przeznaczyć na prowadzenia badań naukowych i publikacje stał się mocno ograniczony. Z tym większą dumą i radością przekazujemy kolejny numer, który świadczy o ciągłym rozwoju Czasopisma – zarówno pod względem merytorycznym, jak i od strony estetycznej i formalnej.

Z przyjemnością informujemy, że począwszy od numeru 9/2020 *Edukacyjna Analiza Transakcyjna* stała się czasopismem w pełni anglojęzycznym. Mamy nadzieję, że w znacznym stopniu pomoże to w jego umiędzynarodowieniu oraz stopniowym pozyskiwaniu autorów spoza granicy Polski. Oczywiście stale dokładamy wszelkich starań, aby podnosić wartość merytoryczną publikowanych artykułów. Jesteśmy na liście czasopism punktowanych Ministerstwa Edukacji i Nauki z wynikiem 20 punktów za publikację. W roku 2020 wprowadziliśmy *Edukacyjną Analizę Transakcyjną* do bazy DOAJ (Direcory of Open Access Journals). Wszystkie artykuły publikujemy na licencji Creative Commons, przyczyniając się tym samym do popularyzacji nauki oraz koncepcji edukacyjnej analizy transakcyjnej.

Od kolejnego – dziesiątego numeru wprowadzamy możliwość zgłaszania artykułów do nowego działu – Inne koncepcje terapeutyczne w edukacji. Mamy tym samym nadzieję, że dzięki temu uda nam się pozyskać nowych autorów, a koncepcję Edukacyjnej Analizy Transakcyjnej upowszechnić również u naukowców zajmujących się innymi obszarami nauk społecznych. Już teraz serdecznie zapraszamy Autorów do zgłaszania swoich artykułów to nowego działu.

Zainteresowanych czytelników zapraszamy do lektury numeru 9/2020. Z całą pewnością każdy znajdzie tu zagadnienia, które będą dla niego inspiracją oraz okazją do polemiki lub przemyśleń.

Redakcja

TRANSACTIONAL ANALYSIS IN EDUCATION

ANALIZA TRANSAKCYJNA W EDUKACJI

Uniwersytet Humanistyczno-Przyrodniczy im. Jana Długosza w Częstochowie
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Ewa WILCZEWSKA
https://orcid.org/0000-0002-2925-371X
e-mail: kontakt@ewawilczewska.pl

Feedback as an educational tool to meet needs and an area of exchange of recognition signs

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Abstract

Referring to the issues of transactional analysis and E. Berne's observations, in this article the author refers to the concepts of hunger (Stewart, Joines, 2018, pp. 96–97, Tomkiewicz, 1984, pp. 98–102) and recognition signs (Stewart, Joines, 2018, pp. 96–114) as important aspects of building a culture of dialogue since the early years of human existence. The author focuses on feedback as one of the basic tools, which allows the teacher to provide knowledge effectively and to set the path of development. The author indicates development through communication as a key element in shaping the attitude of a young person. In this process, feedback plays a significant role as a catalyst of potential. It allows for monitoring and responding to the needs of the pupil. Thus, it significantly influences the shaping of the sense of his or her value.

Keywords: hungers, needs, recognition signs, feedback.

> The only way to influence another person is to talk about his desires and to show him how to fulfil them
>
> Dale Carnegie

Introduction

Undoubtedly, the art of effective communication lies at the basis of effective self-management in private and business environments of every human being. Before we consciously manage these areas, however, we shape our personality as observers of the world, students of life. We gather knowledge, skills and experience. We take them from the environment while acting in a series of everyday events. We create our own history, which, in transactional analysis, is referred to as the life script (Stewart, Joines, 2018, p. 129). People who are role models for us, our masters, have a significant impact on our development. Family, school, friends, and subsequently work constitute the sources of the influence of shaping human attitude. With time, we ourselves become role models, masters. Teachers and educators play a special role in this chain.

How do the behavioural patterns of other people influence the conscious attitude of a young person? What is the guarantee of shaping a sense of his or her worth? “The only way to influence another person is to talk about his desires and to show him how to fulfil them” – this is what Dale Carnegie, an American psychological and historical writer has written. Thus, commitment, creativity, the ability to gain and build trust, openness to looking for new solutions within the framework of the teacher-student relationship which is being constructed, are important values in education. Consequently, these factors influence the development of a young person and are reflected in the results he or she achieves. They also constitute a response to people’s natural needs, which were the subject of E. Berne’s research. He calls them hungers (Stewart, Joines, 2018, pp. 96–97, Tomkiewicz, 1984, pp. 98–102).

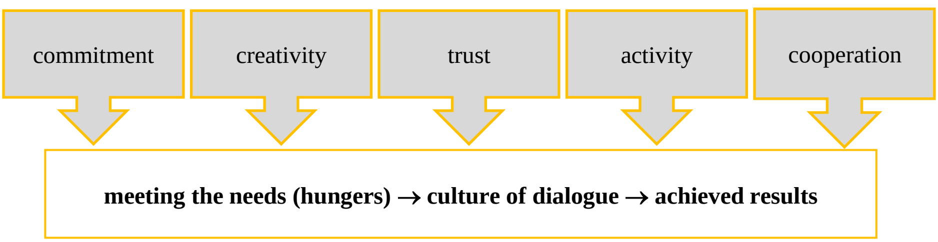

Fig. 1
Factors influencing interpersonal relationships and performance indicators

Source: own study.

Where are the sources of hunger?

Quoting the words of his mentor, J. Maxwell (2020, p. 61) claims that the personal ability to efficiently seek agreement is a component of three spheres: “intellectual, emotional and act”. According to J. Maxwell (2020, p. 62), this means that the message of the dialogue must consist of three areas: thoughts – determining knowledge, emotions – expressing feelings and activity – shown in acts. J. Maxwell adds that the essence is constituted by the ability to seek agreement. It is possible due to focusing on others, openness and authenticity, and also due to remaining comprehensible for others (Maxwell, 2020, p. 135).

Maxwell's words are reflected and widely developed in transactional analysis. As indicated by E. Berne (2004, pp. 8–12), a proper diagnosis and the level of satisfying the needs that we all experience – hungers – are of great importance for the efficient functioning of a human being. A. Tomkiewicz (1984, p. 98) explains that the concept of hunger, which E. Berne uses to illustrate human needs, results from deeply rooted biological needs, which in the next stage of development, function on the psychological level. As the author points out (Tomkiewicz, 1984, p. 98), E. Berne distinguishes three types of hungers: recognition, stimulation and structure.

The results of sociological research confirm the significant importance of the first of them, hunger for recognition. In the current literature on the subject, M. Buckingham and A. Goodall (2020, p. 132) recall this phenomenon. They have written: "epidemiologists, psychometricians and statisticians have shown that so far, the best predictor of heart disease, depression and suicidal tendencies is loneliness – when deprived of attention, we simply wither". Being noticed is a natural human need which starts in infancy. At each stage of his or her life, each person expresses the need to gain the attention of others to a different degree and in a different way. By observing students in the school environment, in their behaviour we can perceive many signals through which they express their need for attention. Students send specific signals that are to evoke a reaction from the environment – from the teacher or colleagues. Such signals are transmitted both by students who are very good and those who cause educational problems because of their approach to duties, commitment to study or demonstration of indifference or opposition, or withdrawal. The stimuli that they receive in the form of appreciation, praise and approval can significantly and constructively influence their sense of value. Importantly, also negative stimuli, such as a reprimand or grimace of dissatisfaction on the teacher's face, indicate that they have been noticed (Stewart, Joines, 2018, p. 97). In both cases, both through appreciating and disciplining, their recognition hunger is satisfied. Observations of the school environment show that the consequence of the perceived lack of attention, and therefore lack of satisfying the recognition hunger, may be withdrawal, loss of self-confidence, or demand for attention through irrational behaviour. Such a situation is not conducive to the development of young people. It exposes them to making mistakes and lack of use or improper use of their potential.

The second hunger described by E. Berne (2004, p. 8), stimulation hunger, addresses the need for activity and contact with other people, the need for physical contact, which in turn is an excellent carrier of emotions. An insatiable stimulation hunger can hinder young people's development, causing their impairment. The correctness of E. Berne's observations concerning defining stimulation hunger has been confirmed by the experiment of R. Spitz (Stewart, Joines, 2018, after Spitz, 1945, pp. 53–74). It shows the differences in the development of infants raised in an orphanage and by mothers or other legal guardians. Despite care shown to the children from the orphanage, they lacked the exclusive love, commitment and closeness received by children developing under their parents' care. This resulted in noticeable physical and emotional difficulties in the development of children brought up by institutional caregivers. The cited experiment relates to infancy, but the consequences of these experiences can be clearly observed in adult life, when the ability to build and maintain relationships, the ability to cooperate in the peer group and emotional maturity are the competences necessary for human existence in society. In the work of a teacher, we will find examples of satisfying stimulation hunger, for example, while managing the potential of students.

Hunger for time structure is the third hunger listed by Berne (Tomkiewicz, 1984, after E. Berne, 1970). It means that people strongly need a specific time and space frame. This need is usually realised through specific activities, among which transactional analysis indicates, inter alia, „ritual, isolation, entertainment, external activity, games, experiencing intimacy" (Tomkiewicz, 1984, p. 101). This need seems to be mostly satisfied in school structures. Daily schedules, lesson plans and grading scales help to satisfy hunger for time structure. There is still another element which deserves attention and can positively influence building an effective dialogue between the teacher and a student. The evaluation system enriched with feedback elements will allow both to systematise work and to satisfy recognition and stimulation hungers. Evaluation combined with feedback will be individualised, which means that it will focus on the student, his actions and behaviours, instead of concentrating only on the insensitive standard grading systems.

Recognition hunger	Stimulation hunger	Hunger for structure
The need to be seen Demanding the teacher's attention	The need for contact with other people The need for new challenges	Lesson plan Day schedule Deadlines for completing tasks

Fig. 2
Hungers as an important aspect of the educator's awareness in working with students

Source: own study.

Human needs constitute a wide area of analysis of the possibilities of satisfying them. As A. Tomkiewicz (1984, p. 98) notes, "the main goal of transactional analysis is the personal growth of a human being and the improvement of interpersonal relations in social systems." Therefore, there are reasons for observing an active search for methods of effective student development by using the skill of an effective dialogue with a young person. This is one of the key activities in strengthening the competences of pupils and increasing the effectiveness of their work at school.

How does feedback support the classic grading system and help to meet the students' needs?

Feedback is one of the tools that allows the teacher to synthesise the motivation and assessment of the student. J. Maxwell's (2020, p. 135) statement that „retaining information for oneself brought isolation, not success" emphasises the rightness of using feedback as a tool supporting the classic evaluation system. The feedback process can be carried out individually with the student – in situations connected with his or her actions and behaviours, or in a group process – in situations involving joint project activities of a team of students. The introduction of feedback elements will allow for:

— effective response to meeting the needs of the pupil(s),
— identifying the potential of the pupil(s),
— effective work in the teacher/master-pupil(s) relationship.

As indicated by Wilczewska (2019, pp. 49–50), inviting a young person to active dialogue and work based on feedback, both in an individual and group processes, causes that a student

— gets used to the right to freedom of expression, in terms of both praise and attention (meeting the need for recognition),
— learns good practices in building dialogue with others (satisfying the need for stimulation),
— learns to take responsibility for words (satisfying the need for stimulation),
— acquires abilities of constructing and transmitting messages (meeting the need for structure),
— acquires the ability to demand feedback for himself or herself (satisfying recognition hunger).

Ignoring work based on feedback and sticking to the traditional grading system causes that students receive a concise message in the form of a grade corresponding to a specific value on the 1–6 scale. For them, such an assessment is only a confirmation of the state of their knowledge and may lead to the following interpretations: "I know everything" – in the case of an excellent grade, "I know enough" – in the case of a very good grade, "not bad" – in the case of a good grade, "I know that I do not know something, yet" – in the case of a satisfactory grade, or "I know that I have not learned" – in the case of an unsatisfactory grade. Unfortunately, the areas of needs are not fully satisfied in this way, which does not have a positive influence on further development. It may even pose a risk of slowing it down or stopping it. The consequence of a young person's reaction to a perfunctory assessment is most often the adoption of an attitude of relief or defence. The most serious threat is the failure to continue the activity. Assessment is the final stage. In the case of adopting the attitude of relief, a very good grade compensates for the effort put into preparation for the task and usually does not serve to analyse the potential and to duplicate good practices. The student intuitively makes one sound conclusion that if he or she prepares responsibly for a task, a reward and/or praise will follow. However, this substitute for the satisfaction of recognition hunger does not stimulate any additional inspirations, as they may be unrecognized by the student. In the case of a defensive attitude, on the other hand, there is a very high risk of turning inward and keeping oneself closed off, so as not to deepen the feeling of inferiority. Even if the student tries to explore the topic on his own, the effect of his actions will most likely be very brief and short-lived. Unsatisfied needs are a straightforward path to discouragement, and thus a blockage for the pupil's development.

In common practices, we find recommendations that a properly constructed assessment based on feedback should emphasize both positive actions or behaviours of the student and actions and behaviours that require improvement. However, as reported by M. Backingham and A. Goodall, in the Harvard Business Review (2019), honest praise and criticism contained in feedback often does not result in a significant increase in the development rate. According to the authors, the reason may lie in the hypothesis that each person may define perfection differently. Thus, each student may strive to satisfy different needs, which do not always have to be consistent with those selected by the teacher. Thus, the motivational factors for each student can also be completely different. Therefore, the question should be asked what universal factors may be important in constructing and implementing motivating feedback that is effective and developmental for the student.

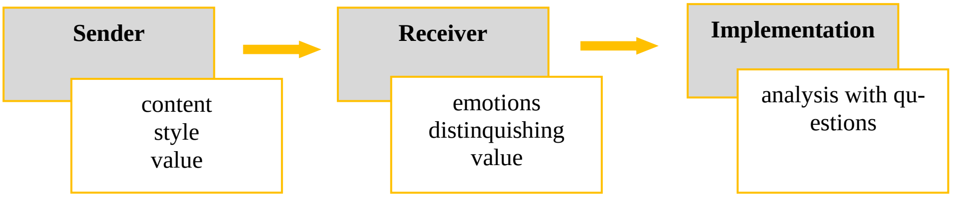

Fig. 3
The process of feedback flow

Source: Wilczewska, 2019, p. 89.

The feedback culture is built by the behaviour of all people involved in the flow of information. The teacher can use a number of tools that are key to the development and improvement of students' work efficiency. It is essential, however, that each party accepts responsibility for the assigned actions. Hence, it is justified to treat feedback as a complex process, where attention should be paid to meeting the needs of both sides of communication: the teacher and the student or a group of students. Thanks to this, it will be possible not only to exchange feedback, but also to effectively implement the value derived from it and to control the effectiveness of corrective actions.

As indicated in figure 3 (Wilczewska, 2019, p. 89), the sender of the feedback, usually a teacher in the school environment, takes responsibility for words, value and the way they are conveyed. However, it should be remembered that the feedback process usually starts earlier, at the stage of preparation for providing feedback (pre-feedback) by the sender – the teacher. Thus, the teacher has the opportunity to analyse work and needs of the student using knowledge based on his or her previous achievements. The time preceding the feedback is a very good moment to reflect on two important aspects: analysing own resources and properly preparing to meet the needs of the student or group of students who will receive feedback. The analysis of own resources may turn out to be a key element because logically, we will be able to react openly and effectively to hungers of another person, only if we ourselves do not feel hunger in a given area. It is difficult to imagine a situation in which a teacher with a recognition deficit in a certain group of students will be able to effectively meet their needs in this area. As an old English saying has it, "If a teacher wants to teach John mathematics, he must know both mathematics and John". The easiest way to achieve this is to work with a given student, which allows for learning about his strengths and weaknesses. Otherwise, for a teacher who does not feel comfortable at work as a valued person, it will most likely be difficult to satisfy this need of the pupils through appreciating positive results of their work. At other times, when the teacher does not pay attention to contracting rules which should be in force while working with a student or a group of students, the need for structure is not met, leaving the course of events to chance. This can create a chaos effect and results in a loss of work discipline. Conversely, if the teacher remains indifferent to the student's initiative, ideas and suggestions, stimulation hunger will be unsatisfied.

Satisfying all the three needs (recognition, stimulation, time structuring) at the level of the teacher who is feedback sender allows for initiating an effective process of feedback, maintaining at the same time the assumptions of transactional analysis in the field of shaping interpersonal relations.

Recognition signs sewn in feedback

In order to conduct an efficient feedback process in the school environment, being attentive to satisfying the pupils' hungers, it is advisable to focus on the preparation of the meeting environment, on the structure of feedback, and on ensuring the basis for its implementation.

The first aspect which involves setting the date, time and materials necessary for cooperative work will satisfy hunger for time structure. In school conditions, the need for structure seems to be the easiest to satisfy. Working time, determined by the length of the teaching hour, is an excellent disciplining factor. Cyclical meetings or announcements made in advance are also simple and effective forms of satisfying hunger for time structure. They eliminate the effect of being surprised and unprepared. They have a significant positive effect on the comfort of work, both for the teacher and the students. It is worth strengthening this aspect by presenting students with the transparent structure of the entire information flow process, which consists of three steps: giving, receiving and implementing feedback. Each stage is associated with a specific responsibility, both for the teacher and the students.

The stage of giving feedback to the student / group of students by the teacher

Constructing and transmitting feedback is the area of responsibility of the senders – teachers (Wilczewska, 2019, p. 90). Making sure that they themselves do not have deficits concerning respective needs and basing on the belief that meeting the needs of pupils will be a supporting action, the senders create conditions for an effective dialogue path. This does not mean that the responsibility for the rest of the process at this stage rests solely with them, but rather that it can be a significant element to prevent contamination and eliminate distress. The teachers' responsibility is related to the value that should be provided to the recipients – the students in the feedback addressed to them.

A model conducive to conveying a constructive analysis of the students' work, as well as satisfying in a balanced way their recognition and stimulation hungers, can be the 3KA model (Wilczewska, 2019, p. 91). This model allows for referring not only to positive and negative actions of the students (specifics), but also to the students themselves and their behaviour (positive argument, negative argument) and the effects of both indications (benefits and consequences). In addition, finishing the analysis with a recommendation of alternative actions or behaviours (alternative) causes that this model encourages both sides of feedback for further cooperation. Thus, it sets the course for students' further development plan based on the analysed material. It also allows for maintaining control over satisfying stimulation hunger, understood here as involvement in moderated and recommended by the teacher development activities. This, in turn, should have a positive impact on increasing effectiveness in learning.

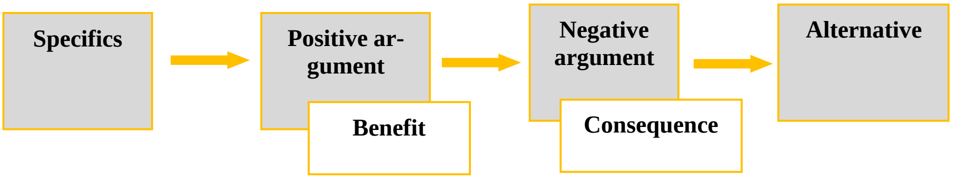

Fig. 4
3KA model

Source: Wilczewska, 2019, p. 91.

Example 1: Individual feedback according to the 3KA model

Specifics – a reference to the situation: "I've just checked your homework, which asked you to prepare a family tree".

Positive argument: "I really liked the artwork and the use of photos. I can see and fully appreciate that you've put a lot of work into this task".

A benefit of the positive argument: "Thanks to this, your work has not only gained an aesthetic value, but is also really interesting and invites us to learn a fragment of your family history".

Negative argument: "But I'm concerned that on one side of the tree, you haven't always indicated the source of the information. As you probably remember, this task was also aimed at acquiring the ability to make thorough and reliable research".

Consequence of the negative argument: "Therefore I cannot consider the task to be complete".

Alternative: "I want you to complete the missing data. Perhaps family archives will help. It is also worth asking older family members for information, they are often a mine of valuable knowledge. Sometimes it is worth inquiring again and asking if they haven't remembered anything else. It is also worth asking the family to tell you some stories connected with their cousins instead of limiting yourself to asking for names and dates. There may be many inspirations in such stories. Where did you get most of the information so far? Has this source run out, yet? What other ideas for searching for new information do you have?"

Example 2: Feedback according to the 3KA model in work with a group of students

Specifics – addressing the situation: "Thank you for presenting your comic containing your opinions about self-management in time".

Positive argument: "I'm very glad that you've approached this task diligently. I can also see that you've divided up your tasks in a well-considered manner. In addition, you've written a really interesting story. It's good to have such creative students on the team".

The benefit of the positive argument: "Thanks to this, each of you has brought a specific value to this task, and the whole work covers the topic and contains the required message".

Negative argument: "But I've noticed certain incoherence, different writing styles can be perceived".

The consequence of the negative argument: "It causes that the reader has to get used to a new style from time to time, which distracts and diverts attention from the interesting content".

Alternative: "It is worth focusing your attention on the variety of styles and making adjustments to them before you put them into the comic book. How would you do it now?"

The example of feedback in the 3KA model addressed to an individual student as well as to a group of students create space for multiple recognition signs. According to I. Stewart and V. Joines (2018, p. 97) recognition signs consist of:
— verbal or non-verbal – found in words, facial expression and intonation, as well as in gestures,
— positive or negative – in the provided examples they are found in positive arguments ("I can see and appreciate that you've put a lot of work into this task") and negative arguments ("I'm concerned that on one side of the tree, you haven't always indicated the source of the information"),
— conditional ("you've put a lot of work into this task") or unconditional ("it's good to have such creative students on your team").

In positive messages addressed to the student, many positive signs of recognition can be included, which, on the one hand, will satisfy the need for recognition and appreciation, and on the other hand, will strengthen the sense of value. This is a favourable environment for the effective development of the student. However, recognition hunger will also be satisfied with a negative message because it shows the teacher's interest in areas that require support in the search for new inspirations and solutions. Although it is unpleasant, it leaves room for development and, what is more, recommendations received from the teacher are a driving factor.

Recognition signs in feedback – the stage of receiving feedback by a student / group of students

Following the next stage of the feedback flow process, the moment feedback is received by students, they, as the recipients, take over the responsibility (Wilczewska, 2019, p. 90). It is important that students are aware of it. Prior information about this relationship will allow for maintaining the comfort of cooperation in the sense of satisfying hunger for structure.

As the construction of balanced feedback includes both praise and attention, the assimilation and acceptance of feedback is usually accompanied by emotions that can disturb perception of values. Value is a key element of balanced feedback. Therefore, the teacher's task is to carry out such an analysis of pupils' actions that will trigger the desire to implement changes (Wilczewska, 2019, p. 74).

In order for the feedback to fulfil its function, students should be able to extract value from the obtained, both positive and negative messages. As a result, they will be able to implement activities that strengthen their potential, improve their work, and have a positive impact on their effectiveness. Work based on the students' potential will also allow for developing an attitude that accepts own weaknesses in areas where pupils notice limitations (Wilczewska, 2019, p. 57).

The sender-teacher may turn out to be a factor supporting or inhibiting students' involvement in the implementation of the distinguished value. As I. Stewart and V. Joines (2018, p. 100) note, "people give different value to signs of recognition, depending on who transmits them and how". Moreover, as A. Tomkiewicz (1984, p. 99) notes, "the manner and quality of transmitting recognition signs by the social environment is of significant importance in shaping life attitudes towards oneself and the environment". Therefore, the relationships between the teacher and students are crucial, and, at the same time, they constitute a pillar of mutual trust.

I. Stewart and V. Joines (2018, p. 101) also draw attention to false recognition signs, which in the case of procedural feedback may become a kind of trap. The teacher as the sender of feedback may fall into it, for example, by using a connector in the form of the word "but". The positive argument followed by this word will be significantly deprived of its positive value, if, in the further part of the statement, negative arguments or words that reduce the value of the positive argument immediately appear. An example of such practice is illustrated by the following sentence: "You've written an interesting story, but its structure and style are chaotic". The subsequent sentence is another example of a message which, despite its seemingly positive overtone, contains a negative message: "You've written an interesting story, did anyone help you?" If the student does not leave this fact unnoticed, he or she will most likely read the message as a false recognition sign, which can cause negative emotions. Therefore, the authority of the teacher is important in the process of balanced feedback. Thanks to him or her feedback becomes credible and possible to implement.

Recognition signs in feedback – the stage of implementing the value extracted from feedback

The flow of feedback may be influenced by a number of factors resulting from experiences, beliefs about oneself and about the location of the feedback recipient. These factors often generate reactions in which we can notice barriers preventing the effective use of the value derived from feedback, and thus, the further development of the student. Interestingly, they can appear in relation to both positive and negative messages (Wilczewska, 2019, pp. 103, 105), and thus, to positive and negative recognition signs conveyed in them. As reported by

I. Stewart and V. Joines (2018, p. 102), in transactional analysis there is a belief that every person likes his or her favorite signs of recognition, and consequently, analyses them and selectively *filters* them. This means that we openly receive recognition signs that we believe are right and consistent with our image of ourselves. Conversely, we hamper those that are not consistent with that pattern. In such a way we maintain our opinion about ourselves.

Filtering recognition signs can have a significant impact during feedback implementation by the student. *The blockage* that may appear after receiving positive arguments may result from the inability to accept praise. Thus, pupils may filter positive recognition signs and withhold them as not matching their self-image. For example, the student may think: “I was simply lucky”. In this way, he or she deprives the performed action of importance or considers the praise as courteous “the teacher is nice and that’s why she praises me”. The student may also run into a high opinion of him/herself “I knew I was the best”. Such an interpretation of recognition signs may result in the inability to distinguish values from the positive components of feedback, and, consequently, block work on the student’s potential and strengths. In order to prevent this phenomenon, appropriate *indications* and *analysis with the help of questions* should be provided, for example: “What are you most satisfied with?”, “What is most important in the praising comments addressed to you?”. Similarly, in the case of comments referring to areas requiring development, if the student is devoid of critical thinking about himself/herself, he or she will probably filter recognition signs derived from the negative argument (e.g. “she picking on me”, “without exaggeration, a satisfactory grade is also a grade, I’m glad I’ve passed”). The student will find the criticism unfounded and may not want to agree with it. Thus again, it is crucial to provide appropriate *indications* and *analysis with the help of questions*, which, this time should focus the student’s attention on accepting the teacher’s perspective and next, on isolating the value derived from it. In this case, the following questions will be helpful: “If you were to do this work a second time, how would you plan it?”, “Which of the discussed elements would you like to deal with first in order to improve them?” Such activities are the beginning of the feedback implementation path (Wilczewska, 2019, pp. 103–104).

The stage of implementing the value extracted from the feedback is therefore the stage in which *the student retains responsibility for the received feedback, and his actions are stimulated by the teacher’s inspiration.* In this step, the role of the teacher should involve preparing the student to work with his or her own beliefs. The student should be aware of the blockages that might occur. It is a mistake to ignore their presence as an emotional response. It is worth reviewing the possible blockages and sources of possible falsification of recognition signs, *indicating* their correct interpretation at the same time:

— not underestimating the benefits that come from positive feedback, encouraging the duplication of good practices – this will help to shape the student's self-awareness and increase self-value

— a distanced approach to constructive analysis in areas requiring improvement by recognizing the teacher's perspective as different and being subject to reflection on the student's side – this will prevent loss of motivation due to perceived criticism

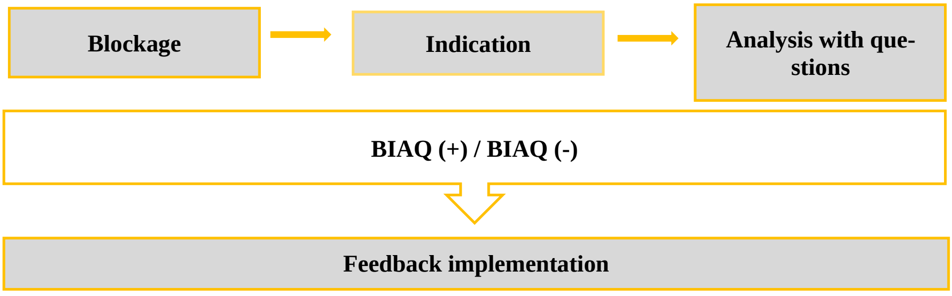

Fig. 5
BIAQ FI

Source: Wilczewska, 2019, pp. 103–110.

In order to successfully complete the feedback process, the student should be prepared to deploy the extracted value by implementing good practices which may generate further benefits and by making corrections in activities or behaviours which have not been effective so far. In this aspect, constructive questions play a key role (Wilczewska, 2019, p. 55). They also act as stimulators in the student's development:

> **A new need**: "What do you need to do this task better?" Or "Where else can you apply the method of work that allowed you to do the previous task so well?"
>
> **Inspirations**: "Where will you find help / support?" or "Where is the source of your inspirations, where did you find inspirations for the previous task and how can it help you in subsequent tasks?"
>
> **Prevention**: "What might prevent you from doing this task better?" or "How did you deal with the difficulties in the previous task?"
>
> **Elimination of the threat**: "What can you do / what will you do to eliminate the obstacle? Who can help you with this?" or "How did you eliminate problems in the previous task?"

Exchange of recognition signs in the feedback process

If the student effectively implements the value extracted from the provided feedback, he or she can transform the flow of recognition signs, becoming their sender. Thanks to being involved in improving his or her own effectiveness, visible in the results of teaching, the teacher can feel like a co-author of positive changes. Below, an example of positive recognition signs exchange is provided:

> Student: “Thank you for the valuable tips you’ve given me”
>
> Teacher: “I’m glad that you’ve used these recommendations so effectively and found new inspirations”

Positive recognition signs that accompany these exchanges stimulate both sides to act.

This does not mean that the pupil’s failed or abandoned attempt to implement changes deprives the feedback exchange process of recognition signs. It may contain negative recognition signs, such as arrogance or the student’s attempt to confront comments. It can also mean a refusal to accept specific recognition signs given by the sender. Such a situation may occur, for example, when the teacher provides overly elaborate feedback which the student may not understand.

Possible patterns for the exchange of recognition signs have been described by Stewart and Jones (2018, p. 106 after McKenna, 1974, pp. 20–24), who point out that apart from giving, receiving and refusing, transactional analysis provides one more solution for exchange of recognition signs in the form of asking for them. It is worth ensuring that the teacher’s and students’ work based on feedback enables the presence of all four models of recognition signs in the exchanged messages. This way of acting will prevent loss of motivation and will consciously influence building students’ self-esteem. It also supports students in conscious functioning in their environment and in the ability to interpret the phenomena that occur around them.

Summing-up

Research conducted by E. Berne shows the presence of human needs from an early age. Each of us writes our own life story, which, in transactional analysis, is called script (Stewart, Joines, 2018, p. 129). According to E. Berne, “script is what a person planned in childhood, and life course is what actually happens” (Stewart, Joines, 2018, p. 150). Some of the elements that, according to the authors, make up the life course are external events and autonomous decisions. We find both of these aspects in the feedback process, which is an important tool supporting the effectiveness of educational activities. In this case, the external event is the presentation of another person’s point of view – the teacher’s way of looking at the activities or behaviour of the student. The autonomous decision, on the other hand, involves the student’s acceptance or rejection of the perspective presented by the teacher. It is crucial to find such common ground that will meet the needs of both the student and the teacher, so that, as a consequence, the student's development can proceed effectively.

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Feedback jako edukacyjne narzędzie zaspokajania potrzeb i obszar wymiany znaków rozpoznania

Streszczenie

Sięgając do zagadnień z nurtu analizy transakcyjnej i obserwacji E. Berne'a, w niniejszym artykule autorka odwołuje się do koncepcji głodów (Stewart, Joines, 2018, s. 96–97, Tomkiewicz, 1984, s. 98–102) oraz znaków rozpoznania (Stewart, Joines, 2018, s. 96–114) jako istotnych aspektów budowania kultury dialogu od wczesnych lat funkcjonowania człowieka. Autorka zwraca przy tym uwagę na feedback, jako jedno z bazowych narzędzi, które pozwala skutecznie dostarczać wiedzy i wytyczać ścieżkę rozwoju. Jako kluczowy element kształtowania postawy młodego człowieka autorka wskazuje rozwijanie przez komunikowanie. W procesie tym feedback odgrywa niebagatelną rolę katalizatora potencjału. Pozwala bowiem monitorować i odpowiadać na potrzeby podopiecznego. Tym samym znacząco wpływa na kształtowanie poczucia jego wartości.

Słowa kluczowe: głody, potrzeby, znaki rozpoznania, feedback, informacja zwrotna.

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Elżbieta JASNOSIK
https://orcid.org/0000-0002-7816-9258
e-mail: jasnosik.e@gmail.com

Prophylaxis of suicidal behavior in conditions of penitentiary isolation from the perspective of Transactional Analysis

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Abstract

Suicidal behaviors in society, regardless of their final result, are an important topic that requires many preventive actions. In specific conditions, such as the conditions of imprisonment, it is even more important to prevent and counteract the negative effects of isolation which may increase an already high risk of suicide. In penitentiary establishments, suicidal prevention is carried out on the basis of detailed instructions on the prevention of suicide of imprisoned persons. The article discusses individual provisions of the aforementioned instruction and the manner of their implementation. It is also an attempt to present the actions taken and their effects with the use of Transactional Analysis terminology.

Keywords: suicide attempts and suicide in prisons, suicidal behavior prevention, Transactional Analysis.

The issue of suicidal behaviours and risk factors

On its webpage www.who.int, the World Health Organisation states that nearly 800 thousand people commit suicide every year, and there are 20 suicidal attempts to each committed suicide. It is almost the number of inhabitants given on Wrocław's website www.wroclaw.pl, which is home to 825 thousand people.

This comparison unquestionably points to the significance of the issue concerning suicidal behaviours in society.

The publication of 2018 (Hołyst, 2018, p. 18) lists risk factors linked with the healthcare system and society, community and interpersonal relations, as well as individual ones. There are the following risk factors concerning the healthcare system and society in general: difficult access to healthcare and obtaining proper treatment, easy access to means enabling one to commit suicide, wrong media information policy on suicide which is shown in a sensational way, increasing the risk of suicide among “followers,” stigmatising people seeking help due to suicidal behaviours, mental issues or substance abuse. As far as risk factors pertaining to community and interpersonal relations are concerned, one can list war and natural disasters, acculturation stress (experienced by e.g. indigenous inhabitants or refugees), discrimination, feeling of isolation, harassment, violence, conflict relationships. Risk factors at an individual level include former suicide attempts, mental disorders, alcohol abuse, financial loss, cases of suicide in a family.

Detention by means of putting someone in a penitentiary institution is a factor that increases suicide risk three times,[1] hence, among many forms of penitentiary influence, there are procedures that aim to prevent suicidal behaviours and to pick out individuals who run the biggest risk of making a decision to take their own life.

The three-degree model of suicide prevention implemented in 2010 (Lizińczyk, 2014, p. 27) is efficient as since in was introduced, the number of suicide attempts among individuals in the conditions of penitentiary isolation has decreased.

The last decade is not free from successful suicide attempts among prisoners, hence a constant need to analyse the effectiveness of undertaken measures, which would make it possible to look anew at this issue, and maybe offer new systemic solutions facilitating more efficient prevention measures.

Transactional Analysis and life in confinement

From the perspective of Transactional Analysis, the relation between the Parent-Child ego states constitutes a starting point of the prisoners – prison guard officers relation. A prison as a total institution imposes many bans and orders. Everything that happens within its walls is described in directives, instructions, rules, official and unofficial (subculture) ones. It lets us assume that the normative Parent and the adapted Child will be the most frequently used ego states in interactions. It can be noticed in relations between prisoners and prison personnel, where nothing happens without given consent, prisoners’ options depend on officers’ actions, and behaviours exceeding the approved regulations are corrected

[1] Cf. The World Health Organisation, the Polish Suicidological Society, Suicide Prevention. A Manual for Prison Guard officers, Geneve–Warsaw 2003.

by code penalties. Similar rules regulate relations in informal structures, i.e. in criminal subculture, the so-called kiting, where compliance with a series of norms and rules is required from group members under the pain of penalty, e.g. social isolation, stigmatization. Generally speaking, in order to show the framework of prison relations, it can be stated that while performing their duties, prison officers react in accordance with the Parent ego state, punishing and praising, criticizing and encouraging, being responsible for upbringing, tradition, values, ethics and conscience (Rolgoll, 1995, p. 14). On the other hand, prisoners, to adjust to new circumstances, react complementarily, displaying behaviours coming from the Child ego state.

Taking into account the analysis of suicidal behaviours in Polish penitentiary institutions (Lizińczyk, 2014), it is worth remarking on the fact that prisoners making a successful suicide attempt demonstrated decreased activity. They received fewer regular prizes and were subject to fewer disciplinary measures, they served their sentence in an ordinary system, where prisoners are not given any duties and rehabilitation tasks, they also kept in direct touch with a smaller number of close people (Lizińczyk, 2014, p. 37). The aforementioned fact suggests that withdrawal might be the main way of structuring such people's time and might significantly influence an increase in suicide risk, limiting possibilities of getting into interactions and obtaining signs of acknowledgement. Moreover, the results of the aforesaid analysis show that prison personnel should pay particular attention to persons demonstrating oversubmissive behaviour, being obedient, and, like it is called in prison characteristics, showing the victim traits. Paradoxically, prisoners causing trouble by their behaviour (showing their rebellious side more often) get much more attention and consequently various signs of acknowledgement from prison personnel. Due to numerous interventions of prison officers, they have more opportunities to communicate directly or indirectly their experienced difficulties and there is more chance that someone will listen to them and respond to this hidden cry for help. It shows that prisoners' functioning should be diagnosed as far as their time structuring and economics of signs of acknowledgement are concerned, which makes it possible to estimate factors defending them against behaviours putting directly their lives at risk.

As far as penitentiary work is concerned, the stable Adult ego state of specialists running rehabilitation programmes is crucial. The nature of a rehabilitation group, including the character of committed crimes, has an impact on prison officers/ workers and their beliefs, moral norms, opinions on punishment suitable for particular crimes. Letting these elements constantly influence one's way of thinking without maintaining an appropriate distance and without being aware of one's own processes may lead to minimizing difficulties reported by prisoners, ignoring problems experienced by them, overlooking warning signals, which might result in erroneous intervention, or even worse, lack of it when the situation becomes dangerous.

Prophylaxis of suicidal behavior – adopted procedures

Currently binding Prison Service Order no 10/20 issued by the Director General, concerning the prevention of suicide cases among imprisoned people is the third version of the provisions introduced for the first time in 2010. It divides suicidal prophylaxis into the 1st, 2nd and 3rd degree one (the Order 10/2020 DGSW).

The further part of the article shall focus on particular order provisions and their relation to particular activities and their understanding in terms of Transactional Analysis.

Pre-suicidal prophylaxis of the 1st degree

Prophylaxis of the 1st degree is directed to all prisoners and includes several activities mainly based on widely-understood psychoeducation and prevention of negative effects of confinement.

The tasks classified in the Order 10/20 as activities within the framework of the 1st degree prophylaxis can be divided into those focused on three coexisting elements of penitentiary reality: prisoners, living conditions and prison officers.

Activities concerning living conditions

Activities concerning living conditions are directed towards "creating favourable conditions for preserving mental health, ensuring access to healthcare, education and psychological support, ensuring access to technical means of saving life" (Order 10/2020 DGSW). To fulfil these tasks, daily timetables executed in prisons offer a daily possibility of going for a walk and various cultural and educational activities. A clear and available daily timetable helps prisoners to order their activities and organize their time in a constructive way. It lets prisoners experience other than usual time structuring as imposed organization of activities during the day/ week is often the only plan they realise in their life. The necessity to adjust to this internal prison organization facilitates the development of new habits, which may result in changes concerning time structuring (more activity than withdrawal), types of signs of acknowledgement one receives (more opportunities to get positive conditioned/ unconditioned signs of acknowledgement), and changes in the structure of the Parent (P_3) ego state and the Adult ego state in the form of new scripts (beliefs and information) (Joines, Stewart, 2016, pp. 42–49).

Activities concerning prison officers

Activities concerning prison officers fulfil the need "to pay attention to critical moments in isolation conditions, to sensitise prison officers to reported problems, change in a given prisoner's behaviour or situation, and to educate them in the area of detecting behaviours signaling the possibility of autoimmunity and providing first aid to people who took their own life" (Order 10/2020 DGSW). Cyclical workshops run at different institutional levels of the Prison Service contribute to broadened knowledge about signals pertaining to the suicide crisis and binding procedures. Detailed analyses of committed suicide cases lead to eliminating lacks in the system. In the ideal world, it would mean the elimination of the suicide issue in the conditions of penitentiary isolation. In fact, it results in the decrease in successful suicide attempts over the years, from 40 cases a year in 2006–2009 (Głowik, Matyba, 2010) to 23–25 cases a year in 2017–2019 (Supreme Audit Office Report, 2020, p. 54). Broadening one's knowledge with new information and analysing cases that can be used when it is necessary to take a decision enrich the resources of the Adult ego state, thanks to which it is easier to act on the basis of one's knowledge and experience in crisis situations, and to efficiently manage emotions experienced in difficult situations. The belief that "the procedure protects" may constitute a protecting factor which makes it easier to soothe fear occurring together with awareness of responsibility for other people's lives.

Activities concerning prisoners

The main emphasis of the Order is put on activities that are "to limit negative effects of confinement, develop affirmation of life, intolerance of autoimmunity, teach self-control, provide social support, relaxation techniques and socially accepted ways of solving problems and conflicts, eliminating cases of intolerance, discrimination and social isolation, and preventing negative ways of adjusting to penitentiary isolation" (Order 10/2020 DGSW). Following the aforesaid guidelines is possible when a given prison officer uses the positive Protective Parent ego state in their relation with a prisoner, and their help and care are shown with genuine respect for a person who is helped (Joines, Stewart, 2016, p. 34). While contact filled with empathy and understanding is generally attributed to psychology, the necessity of such intervention in contact initiated by educators or ward heads might not be so obvious. Prison guards work in constant contact with prisoners, providing their services all day round, directly in their cells. They realise tasks concerning constant monitoring of prisoners. They are unconsciously one of the main sources of signs of acknowledgement, while realising everyday activities connected with, amongst other things, monitoring meal distribution, organizing daily walks or controlling telephone conversations (in closed prisons) (KKW, 1996). Even listening to a prisoner, which is one of the ways to give a positive sign of acknowledgement, is an activity bringing about effects significantly exceeding the invested energy. Understanding and clarifying other person's feelings and point of view produces a few results: it engages the Adult ego state of the listening prison officer and facilitates collecting information useful in preventive activities, reduces the number of negative behaviours in a managed training group as when we lack positive signs of acknowledgement, we start looking for negative ones, allows for releasing accumulated strong emotions in a constructive way, expected from the perspective of the rehabilitation process.

Providing prisoners with knowledge about effective ways of reducing tension and more constructive ways of managing difficulties requires the engagement of the Child ego state that is interested in what they are told. This task is mainly realized in the form of group work regularly run by both psychologists and educators. Each cycle of workshops with a new group includes the stage of complaining about the penitentiary system, behaviour of some prison officers and general hopelessness and powerlessness in conditions of isolation. It is a form of an invitation to the game whose result affects the further course of workshops. Exposing unutterable expectations and anxieties and defining clear rules for the workshops – i.e. activating the Adult ego state – allows for effective running of group sessions and engaging prisoners in the content conveyed. Positive contact with a psychologist also positively influences the quality of cooperation in case of subsequent individual contact (Joines, Stewart, 2016, pp. 341–350).

Teaching how to create and use a support network requires emphatic understanding of a given prisoner's way of thinking and experiencing the world. It is impossible without the positively reacting Protective Parent ego state. Imprisoned people are often individuals with a very modest support network or without any. Lost relations with the closest relatives are often lost forever, hence it is so important to show in relations with prisoners possibilities of benefiting from various forms of support, not only material one. Regardless of a support type provided, without the Protective Parent ego state that shows empathy and is focused on another person's wellbeing the aim cannot be reached.

Pre-suicidal prophylaxis of the 2nd degree

Pre-suicidal prophylaxis of the 2nd degree is addressed to "a group of prisoners requiring more attention due to increased risk of suicide" (Order 10/2020 DGSW). When suicidal tendencies are noticed, the document called *Prisoner at Risk of Suicide Card* is completed. It contains a series of guidelines how to deal with a particular prisoner.

A diagnosing psychologist is to determine risk factors of committing suicide, protective factors thanks to which it will be possible to change a given prisoner's behaviour and individual mechanisms of potential autoimmunity. They are also to issue recommendations suitable for this prisoner's therapy.

The most frequent risk factors are: a former diagnosis of mental disorders, undergone hospital treatment, addictions, self-mutilation or suicide attempts, and behaviour in the so-called critical moments of isolation (Order 10/2020 DGSW) that includes: first 14 days of isolation, the occurrence of serious problems in family relations, relations with other close relatives and prisoners, serious health issues, breakthrough moments marked with dates of court rulings, decisions of courts and prosecutors and administrative decisions.

The main protective factors were determined as increased monitoring and educational, psychological and psychiatric care (Order 10/2020 DGSW). They are principally based on increased control of the prisoner's behaviour, more frequent contact with them initiated by penitentiary personnel, paying close attention to problems and difficulties the prisoner deals with. Whereas recommendations addressed to the security department workers and educators are within the framework of crisis intervention (Badura-Madej, 1999, p. 58), recommendations addressed to psychologists go beyond the aforesaid intervention. Apart from regular monitoring of the prisoner's mental state and undertaking activities that are to reduce their emotional tension, psychological influence aims at supporting the prisoner in developing their support network, teaching them particular techniques of dealing with difficult situations or suicidal warning signals. The efficiency of these activities depends on the quality of relation with the prisoner.

The actions taken concentrate on the period preceding a suicide attempt, which is characterized by narrowing, suppressed aggression directed to oneself and suicidal fantasies (Badura-Madej, 1999, p. 176). A diagnosis of a pre-suicidal syndrome allows for proper estimation of suicide risk and employing suitable measures. The aforesaid narrowing refers to personal capacities, the world of values, interpersonal relations and emotions.

Experiencing one's environment as a threatening one that we have no influence on and the feeling of being trapped accompanying the experience of *narrowing the scope of one's personal capacities* (Badura-Madej, 1999, p. 176) can be strengthened by penitentiary isolation, hence monitoring prisoners' mental state during their first 14 days of confinement is so crucial. The feeling of being trapped in penitentiary conditions is quite real as the level of control over prisoners is high. Prisoners serving their sentence, regardless of their stage of imprisonment, can experience loneliness and the feeling of defeat. In such situations, the interventions and anxiety coming from the Child ego state and critical judgement of the Parent ego state can be balanced by interventions coming from the Protective Parent ego state of prison officers having direct contact with a given prisoner. Mechanical execution of one's professional duties offers no possibility of exchanges that could be a source of positive signs of acknowledgement coming from the Protective Parent ego state, e.g. I can see that you're facing difficulties, I can see it's hard for you, I can see something has changed/ nothing has changed, do you need any help?

Emotional narrowing (Badura-Madej, 1999, p. 176) resulting in the occurrence of obsessive resignation thoughts or autoimmunity can happen in response to the situation of confinement or other changes in a prisoner's life. Negative emotions directed towards suicidal thoughts can lead to depression or indifference. Nevertheless, in case of prisoners it is important to know if diagnosed symptoms of depression and a limited ability to experience positive emotions are related to the current situation of a given prisoner or whether they result from a long-standing addiction. A prison psychologist's experience allows to state that in the latter case suicide risk can be considered a bit lower, especially if it concerns penitentiary reoffenders as their stay in prison can be a constant element of a realized script and it may be rather protective than threatening. That is why the diagnosis of a prisoner's life story is so important in assessing suicide risk.

People being subject to penitentiary isolation are not only sentenced to serving their time in prison but also to limiting their interpersonal relations (Badura-Madej, 1999, p. 176). Despite visits, telephone talks or internet communicators, their contact with relatives is limited, becomes superficial or even ceases completely. Quite frequently prisoners are also faced with lack of understanding from the side of their relatives without any prison experience. They cannot comprehend rights and rules governing prison life. That is why the very nature of penitentiary conditions increases suicide risk.

In this case presence and availability of personnel seems to be the most important thing. Someone who knows what is going on, understands, is familiar with prison reality. Thus, eliminating this source of suicide risk shall consist in providing support of the empathic and understanding Protective Parent ego state.

A proper selection of cellmates shall not be underestimated either. Prisoners with similar life stories, family situation, attitude to life can naturally support each other, which might be enough at a given moment. They might naturally strengthen penitentiary and protective influence, informing e.g. about a given cellmate's abnormal or life-threatening behaviour.

It seems important to undertake actions deriving from a thorough analysis of information about a given prisoner. While working with prisoners in crisis, it is easier to initiate actions motivated by fear rather than by conclusions deriving from evaluation of a given prisoner's current mental state. It is crucial to refer to facts and conducted observations to maintain the available Adult ego state, to verify changes, analyse the effects of undertaken actions and consider available options. Due to the fact that a given rehabilitation group is led by a team of many people having various tasks, experience and education, it is possible to look at a given prisoner's situation from many perspectives.

Post-suicidal prophylaxis of the 3rd degree

Post-suicidal prophylaxis of the 3rd degree concerns prisoners who have experienced a failed suicide attempt. It consists in providing such prisoners with help, carrying out a psychological examination in order to determine motives for making a suicide attempt, to check if there is a need of further psychological help and its scope, to develop guidelines concerning further educative activities (Order 10/2020 DGSW). In practice, after suitable medical treatment and a psychological examination, the *Prisoner at Risk of Suicide Card* is implemented and a given prisoner is subject to increased preventive activities. The psychologist's job is largely based on crisis intervention, like in the case of prophylaxis of the 2nd degree, and preventive measures consist usually in placing a given prisoner in a cell, often a single one, equipped with day and night behaviour surveillance. Such measures maximally limit the prisoner's contact with their prison mates, hence initiating conversations by prison personnel and their availability is important.

Analysing the type of measures belonging to pre-suicidal prophylaxis of the first degree, it can be concluded that the quality of these measures can positively influence a decrease in suicide risk and decrease the number of prisoners in need of prophylaxis of the second and third degree. Initially this conclusion is confirmed in the comparative analyses already conducted (Lizińczyk, 2014), where the therapeutic system of imprisonment focused on highly-specialised measures i.e. a bigger number of prison officers for a given population of prisoners, turned out to be optimal for the realization of pre-suicidal prophylaxis goals.

The awareness of occurring transactions, investing in particular ego states of prison officers and prisoners or the economy of signs of acknowledgement allow for more comprehensive and more efficient realization of tasks regulated by appropriate provisions.

Leaving the maze of relations and obligations regulating prison life and all the rules and guidelines describing preventive measures, what we focus on is, first of all, a relation with a human being. It is a relation where the awareness of internal and external processes, the ability to make choices and take responsibility for them and the ability to maintain this relation while experiencing authentic emotions linked with fulfilment and frustration let one be OK and suggest that others are also OK.

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Profilaktyka zachowań samobójczych w warunkach izolacji penitencjarnej z perspektywy Analizy Transakcyjnej

Streszczenie

Zachowania suicydalne w społeczeństwie niezależnie od ich ostatecznego rezultatu są ważnym tematem wymagającym wielu działań prewencyjnych. W specyficznych warunkach, jakimi są warunki odbywania kary pozbawienia wolności, tym bardziej ważna jest profilaktyka i przeciwdziałanie negatywnym skutkom izolacji, które mogą podnosić i tak już wysokie ryzyko samobójcze. W jednostkach penitencjarnych prewencja suicydalna prowadzona jest w oparciu o szczegółową instrukcję w sprawie zapobiegania samobójstwom osób pozbawionych wolności. Artykuł stanowi omówienie poszczególnych zapisów wspomnianej instrukcji i sposobu ich realizowania oraz próbę przedstawienia podejmowanych oddziaływań i ich skutków w terminologii analizy transakcyjnej.

Słowa kluczowe: próby samobójcze i samobójstwa w więzieniach, profilaktyka zachowań suicydalnych, analiza transakcyjna.

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Anna HADY
https://orcid.org/0000-0003-0847-6532
e-mail: anna.hady@annahady.pl

Building relationships at school by responding to the individual needs of students and teachers using the Process Communication Model®

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Abstract

The purpose of this article is to present the basic concepts and practical application of the Process Communication Model® in the field of education. The PCM® is a psychological personality model developed by the American clinical psychologist Dr Taibi Kahler (Pauley, Bradley, Pauley, 2002, s. xxiii). The model shows how to communicate effectively taking into account different personality types by using communication channels and gives the key to recognizing psychological needs and the resulting individual motivations specific to the base type of personality and phase, i.e. the currently dominant personality type (Kahler, 2008, pp. 45–81, 111–116). Also practical conclusions from the application of the model in the field of education in schools in the USA are presented (Donlan, 2003).

Keywords: Process Communication Model, communication, psychological needs, education, relationship.

> Better teachers' competencies in building relationships would be beneficial to everyone. Children have many competencies, but there is one thing we cannot demand from them: they are not able to take responsibility for the quality of their contact with adults (Juul, 2013, p. 36).

These are the words of Jesper Juul, a Dutch therapist and educationalist, author of many books on bringing up autonomous children, respecting their individual integrity. His book *Schools in Crisis. What we* must *do to improve the situation for* children, parents *and* teachers accurately diagnoses students' and teachers' burnout, caused, among all, by lack of appropriate communication between the three subjects mentioned in the title, and by lack of care about both students' and teachers' needs. The role of teachers, parents and educationalists is to raise the standard of living for us and other generations. According to the American psychologist, Dr Taibi Kahler, to achieve success in that field, we have to support our children in the way that is best for their individuality (Pauley, Bradley, Pauley, 2002, p. xi).

Nowadays, we can notice an even bigger crisis of school and the whole system of education, expressed by the teachers' strike (2019) and a growing percentage of depression and suicide cases among school teenagers (2020, https://akademiaprzyszlosci.org.pl/raport-o-dolowaniu/). It is necessary to make use of tools available "here and now", without waiting for equally desirable but possibly remote education reforms. The PCM® is an easy to implement tool for teachers and students, which translates into a better atmosphere in the classroom and ensures better conditions for the process of learning.

The message sent is not always the message received

Virginia Satir

The article presents a practical model that supports building genuine relationships between teachers and students in the school environment, verified by numerous scientific researches and nearly 30 years of practical use in various areas of life, beginning with business, via politics and finishing with education. The Process Communication Model® is a verified tool developed by the American clinical psychologist, Dr Taibi Kahler. According to the assumptions of the model, recognizing well the perception of the speaker and their current psychological needs is a key to genuine understanding, which also lets us avoid or minimize misunderstanding and minimize distress (Kahler, 2008, p. 45). Without good communication, there are no authentic relationships that constitute an optimal learning environment. The PCM® offers a key to communication that matches natural preferences of the receiver, thanks to which a teacher knows how to send their message so that its content is well received by a student. Like Kahler wrote, while using a short-wave radio, both parties must be on the same wavelength to hear each other. Similarly, everyday communication requires individuals to use the same channel if they want to hear information well (Kahler, 2008, p. 68). Using the PCM® in education supports teachers in choosing their communication style that matches a given student best, and in motivating and solving problems by understanding individual needs (Pauley, Bradley, Pauley, 2002, p. xi).

The article briefly presents the development of the concepts that resulted in creating a complete model and possibilities and examples of its use in order to build good relationships in education.

Kahler's drivers and needs

Based on Eric Berne's five conditions: words, gestures, tone of voice, facial expression, body posture, in his clinical work Dr Taibi Kahler noticed behaviours lasting less than a few seconds that always occurred directly before noticeable behaviours linked with distress (Kahler, 2008, p. 4). After a few weeks of observation, Kahler distinguished five separate behavioural signs that he called drivers. There are no feelings connected with drivers, and getting out of a driver gives us a sequence of stress and strengthening a life script (Kahler, 1975, p. 280). On the other hand, frequent staying in a driver mode strengthens a life position of conditional being OK. Being aware of entering a driver and having knowledge of sentence patterns used there, we can change their formula and influence a change in a life script (Kahler, 1975, p. 283). Nearly 50 years after this discovery, the research conducted during that time confirmed the closed list of drivers: Be Perfect (introjected and projected), Be Strong (introjected and projected), Please Others, Try Hard, Hurry Up (Kahler, 2008, p. 5).

"Life reflected in a sentence pattern"

Having defined the concept of a driver, Kahler formed the concept of a miniscript, which determines a sequence of distress triggered by a driver appropriate for a given personality type (Kahler, 2008, p.7). Earlier on, Eric Berne had defined a life script as "a pre-conscious life plan chosen in childhood" (Collignon, Legrand, Parr, 2010, p. 211). The miniscript is a sequence of behaviours taking place within a few minutes or even seconds, which results in strengthening a life pattern (Kahler, Capers, 1974, p. 28). In his research, Kahler confirmed that while listening attentively, it is possible to find a pattern in one sentence, a pattern that a given person keeps repeating again and again in their life. What is more, every moment of the day, we are either in our miniscript in the OK or the not-OK position, strengthening our life position in this way (Kahler, Capers, 1974, p. 31). Referring to the area of education, it is easy to conclude that students who are constantly at a loser position in their school environment and who do not receive a well-formulated invitation to get out of distress and regain access to their resources, are consolidated in this position.

Contact doors

The American psychiatrist Paul Ware, Kahler's friend and colleague, developed the "contact doors" concept, which facilitates effective communication with clinical patients and further development work while focusing on behaviour, thinking or feelings dependent on an individual's preferences (Ware, 1983, p. 11). Dr Ware sequentially conceptualized thoughts, feelings and behaviours and showed the clinical value of using the following door types while working with patients: the open door (the most energised one) to initiate contact, t h e t a r g e t d o o r as an area for most effective therapeutic changes, and t h e t r a p d o o r to be avoided by a patient as they may make the least progress there. In his cooperation with Ware, Kahler introduced the area of contact and communication in his research, which contributed to creating the Process Therapy Model (Kahler, 2008, p. 19). In the PTM, the concept of the open door was reflected in the "perception" of the base personality type.

In his research, Kahler discovered the correlation between 6 personality types and the way they "perceive" the world. Perception is an individual way of looking at the world with the help of one's thoughts, opinions, emotions, reflections (inactivity), reaction (I like or I don't like) or action (Kahler, 2008, p. 45). These are both filters which help us experience the world and the way in which we communicate and we would like others to communicate with us.

The success of communication depends not only on using the perceptual framework of reference, but on whether or not we use an appropriate "channel" for a given person. Certainly everyone remembers situations from their life when their interlocutor preferred a direct way of speaking or an exchange based on facts (like between two computers), an exchange full of care and warmth, or a spontaneous and jocular one. Using channels requires practice, but it is intuitive and when we know our interlocutor's personality type, it becomes a habit facilitating communication (Kahler, 2008, p. 68).

Further work with the PTM and clinical research let Kahler create a comprehensive personality model, the Process Communication Model®, which with scientific precision determines individual personality traits, such as preferred perception, communication channel, strengths, psychological needs and motivations resulting from them. The personality structure from the PCM® perspective makes it also possible to predict a probable sequence of distress and explain in detail changes in motivation and drivers that a given person may experience during their life, facing important events (Kahler, 2009, p.vii). Such a model has been used, among all, in the recruitment process of astronauts for the NASA missions, in business, medicine, and also education. In the school environment, the PCM® makes it easier to understand why both teachers and students feel, think and behave in a certain way (Pauley, Bradley, Pauley, 2002, p. xi).

Table 1 presents a combination of the aforesaid basic concepts constituting the PCM® elements. As it is described in the further part of the article, these concepts constitute an easy to learn and very efficient key to building good teacher-student relationships in the school environment and let us avoid commonly encountered difficulties in communication, which too often result in tagging students as *difficult*. Taking into account how influential this adult tagging of children can be, such a label may disturb or even ruin healthy development of a given child at school.

In his clinical research, Taibi Kahler distinguished 6 types of personality which are determined by preferred perception, strengths, communication channels, psychological needs and a predicted sequence of stress and failure pattern (Kahler, 2008, p. 17). The article uses current names for personality types: Thinker, Persister, Harmoniser, Imaginer, Promoter, Rebel. The PCM® assumes that every person has a personality structure consisting of all the aforesaid types but energetic access to each of them is different, depending on their location in the personality structure. It means that, for example, a highly empathic person may also have broad access to the spontaneous and jocular Rebel's way of being, at the same time finding it not so easy to communicate with the Persister type of person that strongly engages in actions combining with their values and expects the highest standards from others.

Table 1
Base types, their perception, channel and driver

Base type	Perception	Channel	Driver
Thinker	Thoughts	Interrogative	Be Perfect (Me)
Persister	Opinions	Interrogative	Be Perfect (You)
Harmoniser	Emotions	Fostering	Please Others
Promoter	Acting	Prescriptive	Be Strong (You)
Rebel	Reactions (I like/ I don't like)	Emotional	Try Hard
Imaginer	Reflections	Prescriptive	Be Strong (Me)

Source: Kahler, 2008, p. 100.

The PCM® presents the personality structure in the form of a 6-floor "condominium" in which the order of the floors shows which resources are most accessible to a given person, and which ones are not so well developed (Collignon, Legrand, Parr, 2010, p. 33). We are born with one dominant personality type (or we develop it very early in the first months of our lives) which constitutes our "base" for the rest of our lives. The order of other floors in the structure is determined by contact of this "natural temperament" with one's surroundings within the first seven years of one's life (Kahler, 2008, p.37). At the same time, the model assumes that apart from the basic personality type, which during one's life, determines their preferred channel and perception, we can also change the most accessible personality type at a given time by phasing (Kahler, 2008, p. 108). A phase can change during our life, and together with it, the most current psychological needs, as a result of an individual's confrontation with their developmental area, unique for each personality type. What is essential is the fact that the model's assumption is not phasing itself but development through increasing access to all energies regardless of their location in the personality structure. We can achieve it by better understanding of ourselves, knowledge of our preferences and needs and recognizing those characteristic of other personality types. Thanks to this we can develop genuine communication, respecting our personal boundaries and individuality of another person. Such understanding based on comprehending individual differences makes it possible to stay in the OK-OK position and to create real, inclusive environment both at school, at work and at home.

Figure 1 shows a graphic representation of an example personality structure (the “condominium”) in the light of the PCM® with the marked order and energetic availability of particular personality types in the structure of a given person. As the figure shows, this is a person whose base is the Thinker, perceiving the world with the help of analytical thinking and facts, who also has good access to the perception of the Harmoniser (personality type placed on the next floor in the structure), thanks to which during 90% of their time they can easily communicate with people for whom this is the dominant perception type. Meanwhile, this structure has got the Imaginer type on the last floor with little access to it (20%), which might translate into difficulties in communication and developing relationships with people who are more withdrawn and reflexive.

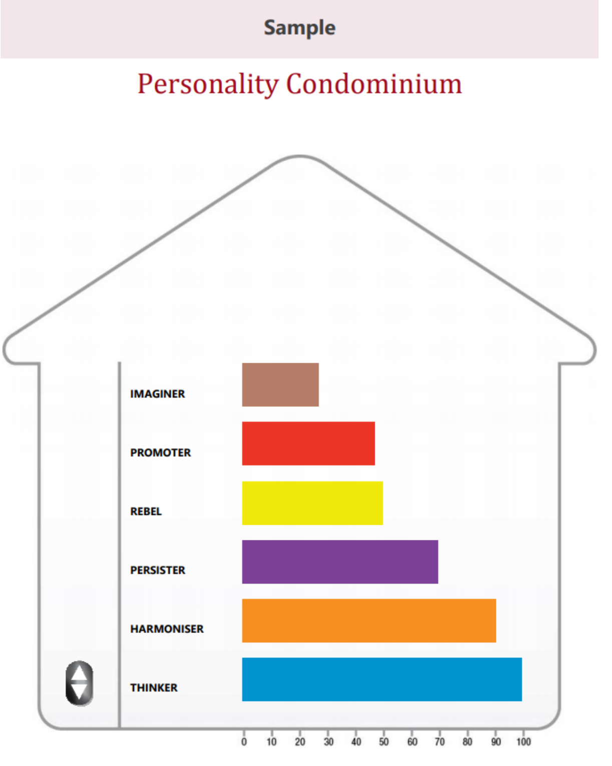

Figure 1
Personality structure

Source: Collignon, Legrand, Parr, 2010, p. 35.

PCM® – personalised understanding

> We traditionally think that the content is most important. It is not true. If the content and process are coherent, both factors are equally important. Otherwise, the process is more important (Juul, 1995, p. 188).

This is how Jesper Juul wrote about human interactions on the basis of his experience in family therapy and counseling functions he occupied in educational establishments. His research led Kahler to conclusions that confirm it in the following way: "HOW we say something is more important than WHAT we say". It means that putting the process over the content is essential for reaching agreement (Kahler, 2008, p. 46).

Kahler formulated his opinion on the basis of his numerous clinical researches, which served him as a basis for developing the Process Therapy Model, the Process Communication Model and its later adaptation, i.e. the Process Education Model (PEM). The PEM® is a variant of the PCM adapted for educational needs and determines how people perceive the world, give and obtain information (Gilbert, 2019, p. 313). Faced with this knowledge and taking into account the educational mission of school, before the teacher starts to transfer their knowledge to their students, they should know HOW to address them, to give them a chance to get and understand the content appropriately.

Educators trained in the PEM® can precisely recognise strengths of a given personality, preferred communication channels, psychological needs and signs of growing distress experienced by students. The model also offers tools for individual interventions with the help of words, gestures, tone of voice, posture, facial expression, to invite students to come back to the OK-OK position and full contact with their resources. The use of the PCM in the classroom makes it possible to build a better relationship by appropriate communication, minimizing distress and limiting distraction in teaching and learning. What is more, better communication skills translate into better understanding of one's needs and preferred communication style, which allows teachers to take greater care of themselves in the teaching process (Pauley, Bradley, Pauley, 2002, p. xi).

Good results of relationship in education

An experiment of the PEM implementation in school environment, using an example of Apache Junction (Arizona) School District, shows that within the period of 3 years remarkable results were achieved, expressed not only in scientific achievements but also in students' and teachers' wellbeing and developing their mutual relations (Donlan R. 2012, p. 51).

In this school, implementing the PEM resulted in, among all, such parameters:

— noticeably better learning performance in each class,

— the percentage of students not moving up to the next class among the 7th and 8th graders decreased from the level of 20% to 2%,
— discipline issues were limited below the level of 2%,
— the percentage of students expelled from school decreased from the level of 20% to less than 9%,
— the percentage of graduates grew,
— the percentage of students continuing their education at the next education level increased from the level of below 19% to the level above 43%,
— school staff rotation dropped from 43% to only 3%,
— school staff morale and parents' satisfaction grew (Donlan, 2012, p. 48)

As for "side effects" of using the PEM in order to develop better relationships with others, one can only mention bigger self-awareness, bigger awareness of one's preferences and needs. Each person is unique and special, but experiences common behavioural patterns, which are reflected in their personality structure (Kahler, 2009). The PEM helps to understand these patterns, learn to recognise them and offers practical strategies of responding to them.

"Difficult" students

In the research conducted by Michael Gilbert, "difficult" students were those who were more active in their school environment, more jocular and active when examined at the beginning of the lesson, and definitely more energetic kinesthetically and tactually in their learning preferences, choosing playful contact (Gilbert, 2019, p. 313). Knowing more about different personality types, regardless of differences, teachers find it easier to reach for resources of students with different personality types. As table 2 shows, it is the easiest for the Thinker and the Persister student types to function with their resources in traditional school environment. It is not difficult to notice that the Promoter and Rebel student types might face the biggest difficulties in using their resources in classroom conditions, where they are expected to sit still at their desks and listen attentively to the teacher's message. Similarly, the Imaginer student type might have frequent difficulties in following pre-planned lesson flow, where there is no place for using one's imagination and illustrating content with reflections they would need.

As the research proves, teachers who develop good relationships with their students are more likely to achieve good results in teaching (Gilbert, 2019, p. 319). On the other hand, students who are in conflict with their teacher do not perform well in the classroom and have poorer learning performance. Having appropriate knowledge, everyone can adjust their behaviour and communication to the recipient's needs in order to communicate effectively. Failure in that area will lead to misunderstanding, lack of suitable learning conditions and the occurrence of distress affecting both the teacher and the student.

Table 2
Six ways to process information

Base	Perception	Strengths
Harmoniser	Emotions	Compassionate, sensitive, warm
Thinker	Thoughts	Logical, responsible, organised
Persister	Opinions	Conscientious, dedicated, observant
Imaginer	Reflections	Imaginative, reflexive, calm
Rebel	Reactions	Spontaneous, creative, playful
Promoter	Actions	Adaptable, persuasive, charming

Source: Gilbert, 2019, p. 313.

Developing good and genuine relationships is an essential and integral step to effective contact with students. Meanwhile, students cannot take responsibility for that as they are not mature enough, and they need the leadership of an adult defining a safe framework for their activities and their proper development. Responsibility for relationships stays with adults.

> In a relationship of two adults both sides bear equal responsibility for the quality of their relations. But it is solely an adult who bears responsibility for the quality of relationship with a child. It refers to parents and children at home and adults and children at kindergarten, school and in society in general (Juul, 1995, p. 189).

To take over that responsibility for the quality of communication in the classroom, the teacher needs verified and intuitive tools offering clear and practical solutions for an individualized way of passing knowledge, avoiding misunderstanding, getting out of distress and referring to individual intrinsic motivation of each student.

Conditions necessary for learning

Various aspects of personality, such as perception, motivation and communication channels have an influence on students' school performance (Gilbert, 2018, p. 311). Thus, teachers that mastered the individualized way of communication with their students can achieve better teaching results. In fact, it is students who are usually expected to adjust to their teacher's communication style and behaviour that they are supposed to demonstrate.

Individual differences between students and teachers often lead to labelling students as difficult, especially when their perception and motivation are external and they need active surroundings and a more energetic way of passing knowledge (Gilbert, 2019, p. 312). Due to differences in the personality structure of teachers and students and differences in communication resulting from it, many teachers find it difficult to teach students whose personality type is different from theirs and to which they have very limited access in their structure. The American research of the 1990s shows that students with the base personality type of the *Imaginer, Rebel and Promoter* constituted the biggest group among students who were expelled from school, diagnosed with ADHD deficits, sent to special care classes and posed problems to teachers and peers (Pauley, Bradley, Pauley, 2002, p. 29). Considering the aforesaid individual differences, all these difficulties were often caused by students' distress, communication issues and unmet psychological needs. They were also caused by lack of ability to make genuine contact with the students, which would let them feel comfortable with themselves and in the school environment and obtain access to their resources. Only in this situation is learning possible. Unfortunately, many students bear personal consequences for the flaws of the whole education system, never getting an opportunity of suitable learning conditions.

The PCM® offers a practical tool to initiate communication in the form of the communication channels concept, which is a key to understanding students with different personality types. Table 3 presents communication channels with examples of dialogues that might take place at school. Communication happens when a given channel matches the needs of a given personality type. Misunderstanding happens when the speaker uses a different channel than their recipient (Kahler, 2008, p. 69).

Table 3
Communication channels and lack of communication

Channel	**Dialogue**	**Communication**	**Misunderstanding***
Prescriptive	Tell me where you're going.	I'm going to the lockroom.	Am I to tell you where I'm going?
Interrogative	Where are you going?	To the lockroom.	Am I to tell you where I'm going?
Fostering	What a nice sweater. You always look so beautiful.	Thank you.	It's the same one I've been wearing for a week.
Emotional	Hi there! What a great T-shirt!	Yeah! Great, ain't it!	Everything is fine with my T-shirt!

* Misunderstanding takes place when we use an inappropriate communication channel for the needs of a given personality type.

Source: Pauley, Bradley, Pauley, 2002, p. 26.

When the interlocutors' perceptions do not match and they communicate via channels that are not adjusted to their preferences, a misunderstanding might happen. Paying attention to the interlocutor's answer, we can make sure if we really communicate via the right channel. If we do not adjust the channel and perception to the interlocutor's need, it might result in a lot of wasted energy and time due to an inappropriate way of communication. It should be emphasized that so far in school conditions students have been expected to completely adjust to the communication style presented by a given teacher. Meanwhile, as a professionally trained adult, it is a teacher that should be responsible for finding a key to efficient communication with their students.

School of understanding

The PEM® has been used for many years in American schools as a communication tool and for developing relationships with students. A private school, MUSE (Santa Monica, California, the USA), whose one of five main pillars is the use of the PCM® in the process of education, can be a good example. In the report concerning the methodology used at school, one teacher gave an example of using communication channels with children from lower grades of primary school (https://www.youtube.com/watch?v=bMg2suPUxIE). While tidying up the classroom after the lesson, children were supposed to put teaching aids in their places. The teacher, being familiar with communication channels typical of children with certain personality types, gave the same instruction in many different ways. In the prescriptive channel, the instruction was, "Please, put the toys on the shelf". In the interrogative one it read, "Could you help me with arranging these books?" The fostering channel sounded in this way: "I'll be very grateful if you help me with these crayons." The emotional channel read as follows: "Hey, let's see if we can pick up all these Lego blocks!" And coming back to the prescriptive channel, the teacher said, "Collect all these papers, throw them into the bin and come back to me". Thanks to this, students learn responsibility for their common space from the very first day and thanks to modelling by teachers they learn how to communicate taking into account the needs of every interlocutor. The experience of this school shows that children benefit from such an individual approach showing willingness to cooperate and respect for other people.

The aforesaid teacher of first graders concludes: "My aim as a teacher is making children feel safe. There is no better way than showing them that they are heard by using their channels. It offers them a safe space to work and play. It creates a really nice atmosphere of respect for children, who are new at school".

Teachers' psychological needs

During the day, everyone experiences drivers, gets into first degree distress (doorway of distress), which is a result of misunderstanding. People who changed a phase present a base driver in case of misunderstanding. When their psychological needs are not satisfied they can demonstrate a phase driver (Kahler, 2008, p. 117). If we are in good shape and we mind our needs, we can intuitively get out of distress.

If there is no suitable reaction in response to a driver, the situation escalates and one might experience next, predictable levels of distress – basement (second level of distress), and finally cellar (third level of distress) (Kahler, 2008, p. 159).

In school reality, teachers also experience their drivers many times during the day and demonstrate their typical behaviour. Thanks to actions directed towards their needs, they can satisfy their needs in a positive way. Table 4 shows a combination of possible behaviours in distress, depending on a personality type present in a phase, which influences both distress and motivation (Pauley, Bradley, Pauley, 2002, p. 173). Knowledge of first distress symptoms and ability to recognize them can translate into teachers' more effective response to their own needs in the classroom environment and avoiding frustration, which makes them more accessible for students.

Table 4
Distress sequence

Harmoniser Phase	
First degree	Adjusts too much to their students or colleagues
Second degree	Makes mistakes, lacks assertiveness
Third degree	Feels rejected "I feel I'm not liked"
Thinker Phase	
First degree	Thinks for their students
Second degree	Excessively controls and criticises their way of thinking
Third degree	Feels rejected "They can't even think"
Persister Phase	
First degree	Focuses on mistakes instead of on what is done well
Second degree	Forces through their opinions, conducts crusades and preaches in the classroom
Third degree	Leaves their students "They are not engaged in learning at all"
Imaginer Phase	
First degree	Does not respond to students' needs
Second degree	Waits passively, avoids their students
Third degree	Stays away from acting "Nobody told me what to do"
Rebel Phase	
First degree	Tries hard to keep the pace, but cannot manage
Second degree	Blames things, situations, colleagues or students
Third degree	Becomes vindictive "I'll show them"
Promoter Phase	
First degree	Expects that students will take care of themselves
Second degree	Manipulates, drama king/ queen in the classroom or at school
Third degree	Abandons their students "You won't manage"

Source: Pauley, Bradley, Pauley, 2002, p. 173.

The key to limit non-constructive behaviours is supporting people in distress and letting them satisfy their psychological needs in a positive way (Kahler, 2008,

p. 117). It is important to pay attention to satisfying basic psychological needs every day, and if it is not possible, to take care of a positive weekly and monthly balance. For particular personality types, for example, in the Persister and Thinker Phase, it will be appreciation of their work, in the Harmoniser Phase of their loving and warm presence, in the Promoter Phase it will be taking care of space for activity and challenges, in the Rebel Phase it will be an opportunity of positive and playful contact, in the Imaginer Phase it will be an opportunity to recuperate in silence and solitude a few times a day (even for a few minutes) (Kahler, 2008, p. 283).

The PEM® offers teachers practical guidelines how to recognize their psychological needs and examples how to take care of them. Understanding which behaviours demonstrate getting into first degree distress, the teacher can independently and effectively take care of their needs, avoiding the other levels of distress. Thus, the ability to read burnout signs can save time and energy that would be used for conflicts in the classroom and spare both the teacher's and students' frustration. Thanks to it, teachers can fully use their potential to support their students in the learning process.

Table 5 presents in a simplified way (for the sake of clarity) the concept of psychological needs in the light of the PCM® and guidelines how to meet them.

Table 5
Psychological needs in the light of PCM

Phase	Psychological need	Actions for oneself	Actions for the environment
Harmoniser	Diagnosing a person and their senses	Talking to a friendly person, nice accents in the work environment	Being appreciated for loving and warm presence
Thinker	Diagnosing work and time structure	Making plans and appreciating timely actions	Being appreciated for one's work and timing
Persister	Diagnosing work and one's convictions	Setting priorities worth engaging in and praising oneself for reaching the goals	Being appreciated for one's engagement and acting in accordance with one's values
Imaginer	Solitude	A few minutes alone at the beginning and the end of the day, a solitary meal	Space for recuperation in peace and quiet
Rebel	Positive contact	Caring about variety and unpredictability of one's day	Space for positive contact, joking and play
Promoter	Excitement	Active engagement in exciting tasks rendering quick results	Space for activity and new challenges

Source: own study based on Kahler 2008, p. 114.

The table is to illustrate differences in psychological needs, and what follows, people's internal motivation at particular phases. It shows that, e.g., if a teacher in the Harmoniser Phase is appreciated only for the quality of their work and good results, no matter how hard their environment tries, their needs to be appreciated for being a warm person and unconditional recognition of their presence in the team shall never be satisfied. Similarly, in case of e.g. the Promoter or the Thinker, appreciating them for a nice atmosphere and friendliness will not make them feel appropriately appreciated and their work satisfaction shall decrease with time, pushing them towards distress.

Conclusion

The PCM® works well as an effective and intuitive tool supporting teachers by creating good relationships with their students, based on respect for each person's individuality. The ability to define a given student's base personality type and, what follows, their perceptual framework of perceiving the world and their preferred communication channel might save a lot of time and energy usually used to manage misunderstanding and conflict. At the same time, knowing one's own psychological needs and the first, typical signs of distress-drivers does not only allow the teacher to quickly come back to the OK-OK position, fully use their resources and notice their student's resources, but also makes it possible to avoid the further sequence of distress (Kahler, 2008, p. 45). In this way, the teacher might be more accessible for their students, at the same time protecting themselves against frustration and professional burnout (Pauley, Bradley, Pauley, 2002, p. 31). As examples of using the PCM® in education show, one can obtain good teaching results, taking care of wellbeing of all subjects taking part in the education process by developing a genuine relationship based on respecting each individual's uniqueness. This is an educational model that does not concentrate only on passing the knowledge and results, but develops abilities essential for autonomous functioning in the modern world. What is more, by respecting each individual's uniqueness and recognizing their unique resources, the PCM® constitutes an opportunity for reversing the current trend in education, summarised in the words of a British author, promoting changes in the education system, Sir Ken Robinson: "All children have talents, but adults waste them".

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Budowanie relacji w szkole przez odpowiadanie na indywidualne potrzeby uczniów i nauczycieli z wykorzystaniem Process Communication Model®

Streszczenie

Artykuł przedstawia podstawowe koncepcje oraz praktyczne zastosowanie w edukacji modelu osobowości Process Communication Model® opracowanego przez amerykańskiego psychologa klinicznego dr Taibiego Kahlera (Pauley, Bradley, Pauley, 2002, s. xxiii). Model wskazuje jak skutecznie komunikować się, uwzględniając różne typy osobowości poprzez używanie kanałów komunikacji oraz daje klucz do rozpoznawania potrzeb psychologicznych i wynikających z nich indywidualnych motywacji właściwych dla typu bazowego osobowości oraz fazy, czyli aktualnie dominującego typu (Kahler, 2008, s. 45–81, 111–116). Przedstawiono również praktyczne wnioski z zastosowania modelu w obszarze edukacji w szkołach na terenie USA (Donlan, 2003, s. 48-49).

Słowa kluczowe: Process Communication Model, komunikacja, potrzeby psychologiczne, edukacja, relacja.

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Łukasz MICHALSKI
https://orcid.org/0000-0002-2863-289X
University of Silesia in Katowice
e-mail: lukasz.michalski@us.edu.pl

Trans-action! Seminar as an event in the light of transactional analysis

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Abstract

This paper is a result of analyzing the academic phenomenon of research seminar in order to find elements of its structure (a set of invariable traits). Especially the historical origins of academic seminar and its institutional background were the essential subject of conducted considerations, as a result of which the specificity of seminar as such was shown and examined with the help of terminology taken from Transactional Analysis. The paper in its primary goal reveals how the root elements of the seminar become the subject of games (within the meaning of TA), but names a few seminar games and discuss the issue of the very seminar description boundaries.

Keywords: Transactional Analysis, seminar, psychological game, Eric Berne.

Introduction

There are a few reasons why one should look at a seminar from the perspective of transactional analysis. The situation of a seminar is quite peculiar and sensitive to changes as far as submission/equality of its participants is concerned. To describe it, Eric Berne offers quite a "useful" tool in the form of ego states (Parent/Adult/Child). The issue of communication is similar – it is an area crucial for each seminar, hence the transactional key to describe interpersonal relations seems to impose itself here. Finally, a seminar – but also education in general – as a form of time structuring is by rule a ritual, motivated by tradition, a structure of a series of socially programmed complementary transactions, i.e. such ones in which a reply to a message is expected by its speaker and complies with a healthy image of interpersonal relations (Berne 1964, p. 29). Although education's nature is presented in its definition in such a way, it does not change the fact that it also becomes an area of games, i.e. hidden transactions based on a ruse (Berne 1964, p. 48). Certainly there is little play in this game – anyway in the school environment these are mainly war games. Contrary to military training, these games are not a simulation and they have their victims, which was highlighted by Maria Dudzikowa who showed how much school narration is dominated by military metaphors (cf. 2006).

This text is an effect of focusing on the tradition of an academic seminar, the phenomenon analysed with the help of tools offered by transactional analysis, which helps to describe its topography (a set of invariable elements). As it turns out, only in the light of the research within the framework of archeology dating back to the origins of the seminar phenomenon can one track down what becomes the object of a psychological game. Some such seminar games shall be described here, yet composing their vast array like *Thesarus of Games* from the classic work of Eric Berne, though scientifically interesting, is not the aspiration of this article. Such a design should be rejected not only due to the modest length of this text. As it will turn out, there are also quite serious reasons why a seminar should not be described in the language of transactional analysis[1]. The costs of using this perspective may be hard to incur by seminar participants.

Semen

The etymology of the word 'seminar' does not surprise. The term comes from a Latin word *seminarius* meaning 'seminal' or *semen, semenis* , i.e. 'semen'. Initially that word referred to a seedling nursery, a place where plants sprouted and from where they were replanted to a place suitable for their species and destination, usually their final rooting area. The soil in the seedling nursery should be good for plant growth and allow for yielding a good crop. The crop serves not only the gardener's needs but is beneficial for all those belonging to their community.

For a university as an institution, the metaphor of the seedling nursery seems accurate and fecund. The academy introduces students who enter its doors to circumstances which are limited in comparison to the variety of possible social practice but can be regarded as representative and preparatory for students' professional activities once they have graduated. This life simulation which takes place

[1] I let myself assume that the axioms of transactional analysis – for example, presented in *Games people play* by Eric Berne – are known to the readers. Thus, the theoretical bases of this approach were described in this text only perfunctorily – which I hope shall be beneficial for the argumentation demonstrated.

at university – even strangely better than the thing it simulates – is equipped with the whole set of fuses and igniters, which in the educational dimension facilitate personal development.

The aim of academic teaching could be brought down to the tasks which were described by Stanley Fish in the following way: "College and university teachers can (legitimately) do two things: (1) introduce students to bodies of knowledge and traditions of inquiry that had not previously been part of their experience; and (2) equip the same students with the analytical skills – of argument, statistical modeling, laboratory procedure – that will enable them to move confidently within those traditions and to engage in independent research after a course is over" (2008, pp. 12–13). In the context of these tasks, the seminar situation seems to be singled out – especially the second task might be achievable in some cases only in the seminar situation. Hence the gravity of the seminar is demonstrated among others in the fact that it is not accessible to students straight away. The seminar requires university sophistication, which I think can be dominated by one of two ways of obtaining it: domestication and familiarity. The first comes down to learning the rules of a dome. The latter one stems from the experience of close relations with the academic community based on complicity. Both the first one and the latter one allows for seminar participation, yet the difference between them is that while the first one is about fulfilling formal standards binding at university and seminar practice remains within university walls, in case of the latter one what happens at seminar time is to be rooted in its participants' way of life and cross the threshold of inside/ outside university walls. The seminar resembles a laboratory in its traditional understanding. It would be a defined space of the institution where elements of the external world are "imported" to let them exist "more", in the state of greater condensation. During the next stage the fruit of experiencing this condensation of traits should somehow come back to what is extraterritorial for the laboratory. As Bruno Latour claims, focusing on the nature of Louis Pasteur's first attempts, the laboratory is an institution whose domain is a game of interests – that is desires – and where insignia of power are born. Pasteur's lesson teaches us that the game is not only about convincing the world that it needs the laboratory, but also about the world accepting the rules of the laboratory (Latour, 1983). The key is thus arousing, maintaining, developing and exporting desires for the sake of the quality of particular places where we are supposed to live. Similarly, the seminar becomes a recommended way of life. We shall mention this context considering Roland Barthes's deliberations occupying the following few paragraphs.

Das Seminar

Marc Aymes points to three academic traditions of the seminar. He locates them in definite places and times. These are 18th century Prussia, the Unites States from 1869 to 1890 (though, one can discern here a variant of the Prussian model) and France in the 50s, 60s and 70s of the 20th century (2007)[2]. Despite differences among these traditions, the aforesaid researcher succeeded in forming quite a stable definition of the seminar – what is important, it avoids being too precise as it would place it solely in the area of humanities or sciences. What are the seminar's designates? First of all, this is its situational nature. The seminar happens and this eventfulness constitutes its main sense. We deal here with an event of orality and a conversation event. These two accents are put within the framework of collective being, related to the development of an ideal of research and are accompanied by an academic setting. Yet, that is not everything. Aymes mentions one more important dimension of the seminar. It is its certain gratuitous and original character, which does not yield to training but is an area of creativity. Let us try now to show how these accents have been present in the seminar history from the very beginning. "The form of a ritual is parentally determined by tradition", claims Berne (1964, p. 36).

Thus, the beginnings of a scientific seminar can be found in 18th century Prussia. In 1938, at Protestant Georg August University of Göttingen, there is a seminar created – and although the word had been used before, the academic form it is then attributed is new. First of all, it is a state institution and as such though related to the university, is a subordinate to the ministry of education and is financed from the state budget (which was justified by the need to educate well-qualified teachers). Secondly, it combines the features of private science associations and pedagogic seminars (Clark 2006, p. 159). Such a creation gets successfully propagated. Although during the first years the seminar in Göttingen was a rather local phenomenon, in the second half of the 18th century its formula becomes widespread.

Seminars gained the interest of new environments not only due to the beneficial way of their financing. Moreover, growing renown of professors running them also contributed to it. These researchers were granted the title of director – so it was not a university degree and it emphasised the link between the seminar institution and state administration (university senates did not appoint directors and did not manage seminar finances, whose bigger part was devoted to seminarists' scholarships). Another thing was that this bureaucratic regime and professor charisma tangled up more than once made itself felt in a turbulent way. Taking this aspect into account, one should mention mishaps concerning the establishment of a seminar in 1787 at university in Halle. When the director and seminar founder, Friedrich August Wolf, filled in the first informational report, required by the then minister of education in Prussia, Friedrich Gedike, he got a reply from the ministry, suggesting the need to complete the seminar. Wolf was

[2] I make use of a preprint in English placed in *Archive ouverte en Sciences de l'Homme et de la Société*. The French version of the text was published in the journal *Labyrinthe* (2/2007, no 27).

supposed to determine "judgment of the aptitudes, abilities and talents of each and every seminarist" (Clark 2006, p. 127). Such assessment was to be sent to the ministry after each semester so as to monitor seminarists' progress and see what could be expected of them. Wolf protests. In his letter to the ministry he replies that he does not want to assess students in this way so as not to discourage them from seminar participation – especially those who might get a negative mark. Gedike keeps repeating his order in the following correspondence, claiming that such assessment shall promote seminarists' diligence and, in the future, facilitate their promotion in civil service. Wolf considered the minister's reply reprehensible. In his reply, he referred to the seminar group as a whole, proved its diligence and stated that if individual assessment was needed, he wanted to assess a few best students. In his report he writes, "Since judgment of knowledge and ability is something very relative and, thus, if not supported by a sufficient series of data of all sorts, it can make quite different impressions on different readers" (Clark 2006, p. 127). Finally, Gedike agreed to such a form of assessment.

Therefore, the very beginnings of research seminars are defined by outstanding personalities and resistance to administrative norms – including seminarists' assessment. It is not without significance that Wolf wants to perceive seminarists rather as a group, not individuals. It is even more significant as the originality of seminarists in Halle could be allegedly noticed in their way of living, manners or appearance (Clark 2006, p. 172). Friedrich August Wolf's seminar is important for one more reason. As William Clark writes, "Although (or perhaps because) given a pedagogical mission, the seminars soon inculcated disciplinary self-consciousness in the seminarists. Wolf's seminar in Halle announced the change. Explicitly intending a secularization of the teaching profession, Wolf admitted theology majors only with reluctance" (2006, p. 170). In this way, a research seminar is simultaneously a place of specialist considerations about the functioning of knowledge as such and it contributes to initiating the process of crystallization of pedagogy as a branch of science and its secularisation. As a matter of fact, the origins of research seminars related to teaching seminars explain that focus not only on a given object of knowledge, but also on knowledge itself as the object of cognition. The model of the French seminar practised by Roland Barthes presents this emphasis quite well.

Séminaire

In 1974, before the beginning of the seminar devoted to love discourse, which resulted in one of the most renowned post-seminar publications (Barthes, 1978), Roland Barthes published a text on the idea of a seminar (1989). Its very title, *To the seminar*, is like a guideline, but also a dedication (the translation does not completely render the play of word meanings in the French version *Au*

Séminaire). The article distinguishes three overlapping spaces of the seminar. The first one is institutional, the second one transferential, and the third one textual. Whereas not very specialized names of these spaces might give us a room for speculations about their meaning, the idiomatic nature of Barthes's language quickly deprives us of reasons to trust our own associations. Let us looks at details. An institution for Barthes is not only the vehicle for a timetable including the seminar, but it is above all complicity of language, which is synonymous to a desire for Text (1989, p.332). What is transferential defines a relation between the seminar and its participants. Nonetheless, for Barthes, the director does not speak in the "I know" mode but exposes his own actions, seminar practice. What does he do then? Here is one of the answers: "My role (if I have one) is to clear the stage on which horizontal transferences will be established: what matters in such a seminar (the site of its success), is not the relation of the members to the director but the relation of the members to each other. […] the famous «teaching relation» is not the relation of teacher to taught, but the relation of taught to each other" (1989, p. 333). That is why Barthes juxtaposes the vertical model of education – based on hierarchical relations and evaluating what one knows – with the horizontal one. This one is based on knowledge circulation, and more precisely speaking on the "circulation of a desire for Text" (1989, p. 332). Finally, Barthes defines the area of text as something written (a book, a dissertation), but he also discerns here the birth of text which "does not appear in writing", but is a practice of "a certain way of being together" (1989, p. 333).

If we were to make theses based on the aforesaid considerations (not without loss) devoid of the idiomatic nature of Barthes's expression, they may be formed in the following way: the seminar is, above all, a group whose size allows for personal relations among its members; the group formed by a communication community and a lively and limitless interest in its research subject matter; there is no hierarchy of roles and transfer of knowledge "from top down" and the context of assessment is limited; the seminar's outcome is its text on its subject matter, but even more text constituted by events and relations existing among its participants. Over three centuries after the birth of the idea of the seminar, Barthes does not reject but seems to radicalize its first assumptions.

From a ritual to a game

The essential theoretical background for the following considerations are Berne's findings regarding *ego states* (perceived as a „coherent system of feelings" or „a set of coherent behavior patterns"). Here is a slightly longer passage in which the author of *Games people play* explains clearly whole concept: "Each individual seems to have available a limited repertoire of such ego states, which are not roles but psychological realities. This repertoire can be sorted into the following categories: (1) ego states which resemble those of parental figures (2) ego states which are autonomously directed toward objective appraisal of reality and (3) those which represent archaic relics, still-active ego states which were fixated in early childhood. Technically these are called, respectively, exteropsychic, neopsychic, and archaeopsychic ego states. Colloquially their exhibitions are called Parent, Adult and Child, and these simple terms serve for all but the most formal discussions" (Berne, 1964, p. 23). Later on Berne comments on the implications of these assumptions:

1. That every individual has had parents (or substitute parents) and that he carries within him a set of ego states that reproduce the ego states of those parents (as he perceived them), and that these parental ego states can be activated under certain circumstances (exteropsychic functioning). Colloquially: „Everyone carries his parents around inside of him."
2. That every individual (including children, the mentally retarded and schizophrenics) is capable of objective data processing if the appropriate ego state can be activated (neopsychic functioning). Colloquially: „Everyone has an Adult."
3. That every individual was once younger than he is now, and that he carries within him fixated relics from earlier years which will be activated under certain circumstances (archaeopsychic functioning). Colloquially: „Everyone carries a little boy or girl around inside of him" (Berne 1964, p. 24).

The next few paragraphs are based on these assumptions.

After this brief addition let us come back to the university mission quoted by Stanley Fish. The store of knowledge and the way of dealing with it – including the paths of its re-/de-/ construction discussed here, calls for someone who has that knowledge and someone who is devoid of it. One may provisionally bring it down to the two symbolic roles of the "professor" and the "student". From the perspective of transactional analysis, the first role seems to be equipped mainly with the Parent ego state, while the latter one with the Child or Adult ego state. Why does the professor not assume the Adult ego state? They are "pushed" into the Parent ego state by the fact that the "professor's" resources of knowledge and analytical skills are supposed to be conveyed to the "student". Whereas the nature of this relation does not have to be limited to knowledge transfer "from top down" or an imperious approach, it is defined by the responsibility approach. The "professor" is responsible for the "student" and usually it is not reciprocal. Certainly, despite this asymmetry, a satisfactory complementary transaction and understanding are still possible. Another thing is that the "student's" ego state dominated by the Child ego state entails a rebellious approach in its set of possible scripts. Nevertheless, the aforesaid "professor's" responsibility works even in the situation when the "student" does not accept either their task or their "professor". The "student" might also take on a role of an overadapted individual, realising themselves in the situation of exaggerated submissiveness. Especially the second task of university education formulated by Fish favours it. It has a big potential of triggering deeply corrective activities as it comes down to forming one's way of thinking. Thus, such circumstances facilitate the consolidation of the Child ego state in the “student”.

Taking into account the last remarks about university education, one may think that seminar methodology could have a therapeutic dimension, liberating from the effects of institutional oppression (actually this potential can be reasonably related to the special institutional status of first seminars). The task would come down to developing anti-scripts (Grzesiuk, Jakubowska, 1994), as both resistance addressed at university and complete submissiveness towards it are not desired in the context of academic development. Therefore, what kind of perspective would be possibly healthy and generated by the Adult ego state into the “student’s” ego state? It might be understanding of a social function of university and estimating benefits coming from achieving professionalism, which potentially outweigh incurred costs related to finances, time and work.

As it seems, it is only the seminar as the final form of studying that promotes the complementary Adult-Adult transaction. However, it should be assumed that it happens in the situation when the “professor” acknowledges that university’s tasks of educating the “student” are satisfactorily realized. If that is so, their effect is a researcher’s personality that the “professor” who also has it can enter into a transaction too. Yet, although it is difficult to talk about any statistical data – and a given scientific discipline and the educational system of a given country would generate significant differences – it can be suspected that the seminar is more often based on Parent-Child transactions. And this statement does not derive from any dislike or lack of “faith” in the “student”. It is rather about the fact that primary and secondary education is mainly based on socializing education that permeated also the university idea. For example, as a result of the Bologna process, which vocationalised first-degree studies and decreased their share in general academic education, raised the status of utilitarian benefits deriving from higher education at the cost of opportunities for mature autonomy of academic personality and personal development. I think that this state of affairs contributes to consolidating scripts acquired during childhood, based on parents-children relations. Thereby, there is a bigger possibility of initiating games within university walls than in the case of an Adult-Adult relation. There are other reasons, too. The authors of the synthesis *Into TA: A Comprehensive Textbook on Transactional Analysis* write straight about classroom event participants: “When they meet in the classroom the scene is set for games” (Cornell et. al., 2016, p. 108). On the other hand, Sandra Newell and David Jeffery listed more precisely a few intentions that provoke students’ games and that do not seem to disappear when one gets to a higher level of education. The following sources of games emerge: defence against feelings that one does not want to experience; initiating procedures because they are familiar; strengthening other, more general references; simulation in a situation of reduced intensity of stimuli; satisfying basic needs; structuring free time; generating feelings concealing those that are to remain not revealed (Newell, Jeffery, 2002, pp. 97–98).

Incorporating everyday expressions into scientific language, which Eric Berne used in his classic work, certainly contributed to his success with a broad spectrum of readers. However, scholars writing scientific texts might succumb to the allure of this temporary “relaxation” of the rhetorical discourse and might want to repeat Berne’s gesture. These are usually secondary motives as above all “TA’s theory of games is also useful in educational settings” (Cornell et. al., 2016, p. 108). Thus, let us use this context to describe educational reality. Here is a proposal of a few seminar games – destructive and therapeutic – played in particular spaces of topography described by Barthes.

Destructive games

The first game can be called *I am the way you used to be* or *I am attracted to what is important to you*. Let us bear in mind Barthes’s “institutional” remark saying that the seminar’s tissue is composed of relations among its participants, minimizing the director’s distinguished position. A ruse used in that game goes against that rule, intensifying the relation with the “professor”. It might go unnoticed by the director. The „student” initiating gesture would be feigning their interest in the area that used to be within the seminar director’s interest – especially at the beginning of their academic career. The game situates the “professor” in the position of the praised Child, who can spontaneously suspend seminar rules on the wave of oversentimentalised relation. The benefit would come down to lessening the effort concerning all the formalities i.e. validating a course by the “student”, graduating, etc. What is more, potential lacks in their scientific approach might be compensated by the “professor’s” illusions evoking the memory of his own academic beginnings. Of course, the game is subject to some risk. If the “professor’s” Adult ego state, in terms of antithesis, uses the saying *noblesse oblige,* what was supposed to be an opportunity to reduce seminary efforts (payment) for the “student” might turn out to be the threat of something opposite. Finding an ally in the “student” for researching “the most important” fragment of the scientific world creates a situation in which there are no requirements but the work is triggered by eros of knowledge that does not care about such mundane and trivial things like tiredness and lack of time. There is also a third, maybe less probable option. Having revealed the ruse, the “professor’s” Parent ego state would draw consequences e.g. in the form of a test of knowledge, whose lack was to be hidden by means of the “student’s” pretended interest.

Meanwhile, the game geared towards the transferential space, let us call it *I agree with my interlocutor*, would come down to simulating seminar activity.

Understanding a unique nature of those meetings, where an active relation among participants is valorized, or the way in which the participants take notice of the topics to be covered, the “student” may artificially generate such an activity. How? For example, processing or *de facto* repeating others’ answers in order to create an impression of their engagement in the discussion and an impression of agreement among the participants (by the way, for Barthes, the seminar is rather a celebration of difference than similarity). The game would require certain narrative skills but if the “professor” does not discover bad intentions, the “student” will contribute to perceiving the seminar as a successful one. This may influence assessment and may lead to lowering the scale of imposed requirements, decreasing the possibility of additional “uncomfortable” questions. Of course, there is quite a high risk of unmasking the narrative game. However, what could the “professor” reply, “the professor” suggesting that the student is playing “I really agree with the preceding speaker”?

The game played in the textual space, called e.g. *This is my text*, could come down to simulating problems with the text that one has not written or – and this is a less harmful version – to multiplying problems with the text just to rely on the group’s or the “professor’s” conclusions. Then, on the strength of certain naturalness of seminar discussion (or the participants’ or the “professor’s” impatience) what is the answer to the “student’s” problem is actually writing their text. In each of these variants – despite assurances – the “student” is not the author of the text. One may find here a variant of another game *I don’t get it,* where the authors of its description notice such a mechanism: “the more the teacher allows herself to be tempted to do most of the work, the less energy the student will put into examining what he does not understand” (Cornell et. al., 2016, p. 108).

In the textual space of the seminar, another game, *Look How Hard I’ve Tried,* described by Berne might occur. In this game, one’s attitude is the “cover” for opposite intentions. The author of *Games people play* describes its mechanism in the following way: “In its everyday form this is easily observed in children as a two-handed game with one parent. It is played from either of two positions: «I am helpless» or «I am blameless». The child tries, but bungles or is unsuccessful. If he is Helpless, the parent has to do it for him. If he is Blameless, the parent has no reasonable grounds for punishing him” (1964, p. 106).

As a reaction to the aforesaid games, another game called *Santa* might be activated. Its thesis would be as follows: Both I and you know that your text/research engagement/seminar activity, etc. has only the appearance of work, but we behave as if it was otherwise so that “presents” appear anyway (the figure of Santa used here is an example of a mediated belief – cf. Žižek, 2008). In this way, to calm the “professor” and the “student” down, the educational essence of the seminar is sacrificed on the altar of formal academic requirements (writing a research work).

Another thing is that children really believe in Santa… In a possible variant of this game, the “professor’s” Child ego state can naively believe the sincerity of intentions and sentimentalise the relations or engagement feigned by the “student” into text. In case they are really sincere, the reaction is appropriate. In case it is different, the possibility of a good pay appears as well. It would come down to maintaining a neutral or good, not disturbed by conflicts or patent oppression, seminar’s aura, but also to reducing the “professor’s” amount of effort (e.g. giving up proving lack of knowledge that the “student” masks by their engagement or developing their scientific curiosity). It is a lot.

From the “professor’s perspective, one may want to quench the „student’s” scientific curiosity as a matter of principle. Let us notice, it has a form of a research question, for which the seminar tries to develop the strategy of solutions. These are ideal conditions for a classic game *Why Don’t You – Yes But* (Berne 1964), in which the student’s solution ideas are bombarded by the “professor’s” “Yes, but…” Payment? A slightly engaging research project complying with the requirements of a given institution.

Therapeutic games

The game played by the “professor” – let us call it *Mission* – can be played according to the pattern of Lawrence Kohlberg’s triad of moral development read by Jürgen Habermas. Within its frame, the lowest, first level of perceiving the social world – preconventional – makes it possible to see the world as naturally given, whereas the second one – conventional – lets one notice the rules and adjust to them. The third level – postconventional – presents the world in the task of its creation (also by way of conflict if it can be devised otherwise). These levels are characterized by the fact that an individual, once finding themselves at a higher level, does not want to go back to the lower one. What is more, a desired developmental tendency can be described as obtaining ego autonomy, which assumes a developmental function of conflict and shall not be necessarily achieved by everyone (cg. Habermas, 1975, Witkowski, 1988). Of course, if the “professor’s” game is to be played against this background, there arises a basic question about a ruse and a payment. As it seems, the ruse is that the “professor”, taking a role of an “official” in the building of canonical i.e. conventional knowledge, who is perceived as responsible for the reproduction of this knowledge in a group of students, should really strive to teach their students various styles of conflict with this convention. The “professor’s” payment is the realization of a deep sense of the seminar’s educational task (mission) and facilitating the development of academic identity. The “student’s” payment is a higher level of moral development within the aforesaid triad.

The „professor's" game can be described in a different way. In his article of 1971, entitled *Writers, Intellectuals, Teachers,* Roland Barthes wrote: "How can the teacher be assimilated to the psychoanalyst? It is exactly the contrary which is the case: the teacher is the person analysed. Imagine that I am a teacher: I speak, endlessly, in front of and for someone who remains silent" (Barthes 1982, p. 382). According to Barthes, the game played by the "professor" – as a rule in a hidden manner – is a game in psychoanalytical therapy (maintaining the reference to Berne's style, let us call it *the Couch*). Let us look for a moment at the lecture situation. The "professor" and their audience constitute a talking-listening system. It is the "professor" who speaks, that is why they have got an advantage over the audience – they have knowledge and skills that are probably not available to the listeners. The audience listens in order to decrease that advantage – education is mainly based on this model and here we can notice an analogical description of its tasks formulated by Stanley Fish. Thus, if someone in that model displays any lack, it is the "student." The "professor" knows how to localize that lack and strives to eliminate it. Thus, they write a prescription – a set of texts/content that one must absorb. They set a date for a check-up – an exam. The seminar would be specific as it would make the rules of the game more open. Is this therapy?

No. Barthes sees the issue quite differently. The therapeutic situation takes place when someone who is subject to therapy talks. Of course, the patient talks and the analyst listens. The patient tells a story made according to the principle of a challenge and desire. Discussing the issues which preoccupy them in their subject matter (does not a lecture look like this?), at the same time they expose themselves. In fact, it is the "professor" who lies on the couch. Meanwhile, the "student" analyses. They focus on the main thread of the narration, but not only. They pay attention to the "professor's" every slip of the tongue and gaffes in their speech, seemingly official information on the subject. The corridor leading to the lecture room shall be first of all filled with comments on these very mistakes and exposing the "professor's" privacy, and later they may pertain to the subject matter, the substance of the lecture. A lecture is the "professor's" therapy. If it is so for the „student," it is mainly when they recognise their own desire in the lecture's narration.

So this is a game. The game as understood by Eric Berne, the game whose rules are almost secret and it is possible to predict payment. The latter one is in the form of benefits of the therapy, that is narrative "taming" of issues i.e. relation with what is the object of the "professor's" desire. And, as it turns out, not only his: "Whether the teacher speaks or whether the listener argues the right to speak, in both cases we go straight to the analytic couch" (Barthes, 1982, p. 382). The stake of this game is the act of mutual acknowledgement of adopted roles, so hard to become aware of.

At the seminar time this event also takes place but any participant could be the "master of ceremony" – the "professor" lying on the couch. Reading Barthes, Michał Paweł Markowski writes that „it is about acknowledgement and mutual acceptance of appropriate roles, i.e. mutual constitution. A professor becomes a professor when their desire […] is given back to him by the Other. The Other becomes a student when their desire […] is reflected in the professor's discourse." Later on, he comments on the seminar itself that it is "the space of working unawareness that should literally *speak out*" (Markowski, 1999, p. 11). If the hidden stake is mutual constitution, it is very high.

The aforesaid seminar games described as therapeutic can be regarded as desired – due to their positive results but also due to the fact that the seminar is a game playing field and the "professor" is responsible for leading it. Finally, when Barthes thinks about his role in the seminar, he writes that "I am neither a sacred (consecrated) subject nor a buddy, only a manager, an operator, a regulator: the one who gives rules, protocols, not laws" (1982, p. 333). As a matter of fact, the research in the area of transactional analysis mentions positive games much less frequently… Paradoxically, it could be an advantage in this case.

The unbearable lightness of description

If we wanted to make Marc Aymes's definition of the seminar more precise for methodological purposes, it could read as follows: the seminar is a conversation of a group of people complying with the rules of academic discussion, taking place in a university building or other institution of an academic nature, carried out in order to work on an important scientific issue. The last dimension of the seminar mentioned by Aymes, namely its certain gratuitous and original character, can be methodologically specified in the following way: during the seminar, there are discussions not linked with a researched scientific issue and these which probably have never taken place before during other seminars. Well… this is a caricature of the seminar's definition that can only satisfy official documentation. Of course, I take into account the fact that this caricature can be an effect of my mistake, my imperfect translation of how Aymes took advantage of seminars and methodological guidelines that could be used in a seminar room. Nevertheless, not for self-excuse, I would like to suggest a different justification.

The theory developed by Eric Berne and his continuators seems to be particularly fruitful when it is implemented in the educational context. Especially when it organizes analyses that talk about education. Combining the perspective of general human goals and the personality theory with the perspective of everyday life and communication styles, it seems to offer tools of particularly suitable scientific sensitivity for education analysis. It is favoured by the appreciation of the importance of example and multiplying separate cases selected from practice, which is characteristic for the perspective of transactional analysis. I have an impression that the seminar phenomenon quite easily yields to the description provided from this perspective. Certainly, more profound research would generate a thesaurus of seminar games, similar to Berne's classic game set. Yet, there is a certain obstacle to such projects. Michał Paweł Markowski, pondering upon Roland Barthes's seminar topology remarks that "All those spaces […] should not be subject to methodological reflection" (Markowski, 1999, p. 9). Barthes himself would say the same in a different way: "In seminar, there is nothing to represent, to imitate" (Barthes, 1989, p. 336). In another place, he would evocatively give a warning against a descriptive approach to the seminar phenomenon: "Orpheus does not turn to look at his delight; when he turns back, he loses it; if we turn back to look at knowledge, or method, or friendship, or the very theatre of our community, this whole plurality vanishes; nothing is left but the institution, or the task, or the psychodrama" (p. 334). The point is that it is very hard to resist such a look. To look, to describe, to determine frameworks, boundaries, methodological rules, didactic guidelines – finally: to have it under control. Meanwhile, as Michał Paweł Markowski writes in his commentaries on Barthes, "If I named an object, I would lose it, closing it in the amber of language, if I named my desire, I would not desire any more" (Markowski, 1999, p. 18). It is not only the researcher's "desire" – the very subject cries: Who am I? Do seminarists not ask exactly about that when they select and name their (desirable) subject of research?

One of the most frequently quoted Barthes's opinions on the seminar reads as follows: "The (real) seminar is for me the object of a (minor) delirium, and that my relations with this object are, literally, *amorous*" (1989, p. 332). The painting by Frederic Leighton of 1864 shows a dreadful scene from the myth of Orpheus. In this vision, it is not Orpheus but Eurydice who actively seeks her lover's glance! If one agrees to look at what is desired, to develop strategies, tactics, games – maybe the subject of that desire will vanish like Eurydice. Or even worse, it will turn into the "crude parody of difference" (Barthes, 1989, p. 334). In one of his essays, Czesław Miłosz writes a sentence which is a sign of exceptionally fragile awareness: „There are such delicate mechanisms in culture that once they are pointed to, they immediately change into something else due to the very attention paid to them" (Miłosz, 1996, p. 146). Maybe thanks to Miłosz we shall become more careful about providing the final descriptions of the world and our games in it. I only wonder in this last sentence of my paper on the seminar if this carefulness comes in time.

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Trans-akcja! Seminarium jako wydarzenie w pryzmacie analizy transakcyjnej

Streszczenie

Niniejszy tekst jest efektem pochylenia się nad tradycją akademickiego fenomenu seminarium badawczego w poszukiwaniu elementów jego topografii (pula cech niezmiennych). Do efektów tych poszukiwań „przyłożone" zostało oprzyrządowanie badawcze analizy transakcyjnej, co pozwoliło na nazwanie kilku gier seminaryjnych, ale także na sproblematyzowanie kwestii granic samego opisu seminarium.

Słowa kluczowe: analiza transakcyjna, seminarium, gra psychologiczna, Eric Berne.

UNIWERSYTET HUMANISTYCZNO-PRZYRODNICZY IM. JANA DŁUGOSZA W CZĘSTOCHOWIE
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Tomasz PRAUZNER
https://orcid.org/0000-0002-8792-7794
Jan Dlugosz University in Czestochowa
e-mail: t.prauzner@ujd.edu.pl

Kacper PRAUZNER
https://orcid.org/0000-0002-6032-8433
Medical University of Warsaw
e-mail: kacper.prauzner@onet.pl

Application of assumptions of educational transactional analysis in the constructivist learning theory

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Abstract

The article presents considerations regarding the use of current assumptions of educational transactional analysis in reference to the constructivist learning theory. The development of neurodidactics and the widespread use of modern information technology in education show the accepted ETA paradigms in current school education in a new light. The authors pose a number of open questions whose aim is to take the discussion further and reflect on the issue.

Keywords: educational theory, didactics, constructivism, electroencephalographic research, ETA.

The popularity of modern media in didactics in the form of modern teaching aids makes us feel admiration and, at the same time, forces us to self-reflect on current and implemented forms of innovation in didactics. This innovative character is noticed not only in changing educational methods, techniques and working tools, but also in a broader context – it changes the way of reflecting on things established some time ago and expressed postulates both from the teachers' and learners' side. This different outlook on the future, a new vision of school triggers numerous questions, frequently problematic ones. The question about the direction of changes in the educational system is permanently accompanied by a doze of skepticism and a few hypotheses. Universal access to ICT at all levels of education seems to be a general social phenomenon and it does not evoke such a big interest as it used to several years ago. Does a teacher perceive a computer with Internet access as an "innovative educational practice"? Its universality and multitude of software is already known, used during lessons and constitutes an inherent element of a given lesson. This popularity provokes further reflections on the function the teacher fulfils in the contemporary school. Are they still a key source of knowledge or have they become a class coordinator? All the disciplines and branches of science, especially in the area of pedagogy and social studies, are trying to find answers to the aforementioned and similar questions. A good example might be so-called neurodidactics which is gaining more and more attention. What is important, progress in modern construction solutions and interaction concepts in computer software offers new communication opportunities via one's computer and facilitates software operation. Thus, a relational way of communication between the machine and man changes its nature.

As Z. Łęski (2017, p. 119) states, "The research highlights the tendency to attribute the personality structure (functional analysis) to computers, to a great extent coinciding with the user's personality"[1]. Therefore, attributing increasingly more human features to the machine, we can be interested in the mutual M e - C o m p u t e r relation. Man as the creator of information technology has also become its user. What is more important, within education, technology has a crucial impact not only on learners' upbringing but also on their personality, attitude to new working tools. The first research conducted on the *man-media* relation was the one by B. Reeves and C. Nass (2000), at the end of the 20th century. Taking into account such a dynamic process of media development, the question is whether we can regard this research as contemporary. The last years of IT development are characterized by a dominating role of society based on knowledge and continuous information processing, depending on current needs. The changes in culture of numerous communities are the result of this technology's interference in the inner life of human beings. This technology often creates our attitudes and needs, it replaces our former working tools. Thus, we witness the emergence of society whose partner is not another man, but a digital machine. Shall we therefore talk, according to the theory of transactional analysis, about new possibilities of using this idea in didactics, going beyond accepted limits of scientific considerations? Again, Z. Łęski (2017, p. 122) partially answers this question:

> How can we make use of the concept that was developed for the therapeutic purposes, to analyse the functioning of a human being, their relationships with others and themselves,

[1] All translations – authors.

> for research concerning new technologies, media and computers? It seems though that it is not only possible but the choice of transactional analysis is an excellent and justified one…We associate media with reality, treat them relationally, and now we also know that in some sense we adjust them to ourselves, attributing the structure of s e l f ego states to them as it is close to our own…, they are unique partners

What is more, the author poses the next interesting question: "What if we admit that they are the next, besides the learner's teacher, subject of that process?"

Other questions deriving from the aforesaid considerations are the ones about the level of communication between learners and their teacher that may be more a machine than another human being. What is a role of current information technology in spreading negative phenomena in the school environment and what prevention measures are taken? Does this technology, in a wider perspective, stimulate human educational inspiration or is it hindered by it? One can pose more problematic questions, however, taking into account the educational analysis approach, we are mainly interested in functional dislocation of any actors playing there.

Artificial intelligence means equipping a machine, in the most perfect way possible, with human features and skills, programming that machine to take over from people in many areas of their life. Is it going to become in the nearest future a regular participant in the educational process? F. Crawford (2012, pp. 99–110) states that

> contemporary education aims not only at deepening knowledge of a given subject, but also at developing one's passions and one's engagement in the development of a new trend which is concentrating on participation culture development.

On the other hand, the main premise of public debates is a digression that

> the essence of tomorrow's education is the question of ownership…, we shall become the owners of the learning process…, we shall take control over what, where and when we study. It was also stated that digital technologies facilitate creativity and teach logical thinking" (The global…, 2016).

Many considerations mention neurodidactics, i.e. a new term accompanying research on human cognitive activity concerning people's response to signals reaching them. Current research regarding the assessment of educational efficiency on the basis of the traditional form of pedagogic analysis undergoes a certain transformation due to using new research tools implemented in medicine and psychology. The possibility of interfering in advanced software settings, i.e. adjusting them to an individual user's needs contributes to a more friendly cooperation of man and the computer. Personalisation of computer system settings makes it easier for a given user to benefit from the software in question, which makes it possible to adjust the language of communication with the machine to one's individual style.

Pioneering studies by I. Stewart and V. Joines (1987) helped transactional analysis find its place, among all, in the area of education. The characteristic nature of relations between subjects engaged in the didactic process and the omnipresence of information technology in education (ITE) points to the necessity of developing new knowledge in transactional analysis (TA) regarding modern educational methods. This trend has been noticeable in TA since the eighties as at that time IT took on a different function interfering in many areas of our life. Therefore, one of the key purposes becomes creating new perspectives for a more efficient teaching and learning process (Pankowska, 2012, p. 15). D. Pankowska (2012, p. 13) poses an important question how to name the relation between education and TA: *Transactional Analysis in education or educational transactional analysis?* It is a crucial question from the point of view of relating the TA theory foundations to modern IT in education. In our opinion, taking into account the very teaching practice, *educational transactional analysis* is a justified term. It derives from the fact (agreeing with the author's opinion) that this term limits the area of TA interest in education to

> adapting some theoretical and practical solutions in the area of education, closely related to both theoretical foundations of teaching and educative work and its realization in relations with the main teacher… Educational transactional analysis makes use of the assumptions of transactional analysis in relation to educational goals, conditions of education's efficiency, methods of teaching and educative work, approach to problems…Faith in a human being – their positive potential and possibilities of self-education and change…, strengthening one's self-esteem – these are main assumptions of ITE (Pankowska, 2012, p. 17).

Pankowska also remarks that since that time the use of TA in education has led to a bigger interest of active teachers developing their teaching and educational know-how, which resulted in a bigger number of scientific publications concerning ETA (Educational Transactional Analysis).

> Each person is treated in ETA like a subject due to being aware and self-aware, possibility of subjectively experiencing the world, making free choices based on their own system of values, deliberately influencing external events and their own life and taking responsibility for their own actions…The educational process aims at the development of the A d u l t ego state as only in that state one is fully aware and able to use one's own intellectual potential and to act responsibly (Pankowska, 2012, p. 23).

> Creating optimal conditions for learning does not consist solely in the right organization of the educational process, but also in creating an emotional atmosphere that would be favourable for the development of learners' subjectivity (Pankowska, 2012, p. 25).

Thus, our considerations shall not only focus on methodology but above all on the connectivist-constructivist theory in didactics.

Therefore, a certain similarity between the aforesaid ETA theses and constructivism in the process of extensive education can be noticed. There is an adult man, responsible for their actions and, at the same time, equipped with suitable working tools. They have an opportunity to seek the truth in an individual way, showing significant creativity and reason in the choice of working methods and tools. And at this moment, the assumptions of TA show an individual in the A d u l t – A d u l t relation. They expect answers, truth and proofs, beliefs based on rational assumptions, and they approach emerging problems in a well-thought-out and responsible way. Thus, is it true that the man-cybernetic machine relation constitutes such a dialogue? Do software interactivity and dynamically developing digital intelligence make such a dialogue possible? Can a properly prepared didactic process where a teacher is no longer a mentor but directs their actions towards lesson planning and management be compared to the A d u l t – A d u l t relation? If a computer with suitable software becomes a dominating intellectual tool and not just a tool in this sense of the word, is it right to mention it in the aforesaid relation? The authors conduct electroencephalography (EEG and QEEG) research focusing on cognitive processes occurring while learning with the help of Mitsar 202 equipment, at the Biofeedback Experimental Research Laboratory of Jan Dlugosz University in Czestochowa (Prauzner, 2013, 2015, 2017, 2018; Prauzner, T. et al., 2019). Referring to the abovementioned considerations, it is worth emphasizing the importance of the visual side and configuration of interactive software used during lessons. The detailed conclusions deriving from the authors' research have been presented in numerous scientific publications listed in the bibliography. For instance, the presence of sound during students' work significantly influences their cognitive activity, that is, from the didactic point of view, taking a responsible role during a lesson. The lucidity of a visual and audio message plays a crucial role as it can stimulate a given individual to work more or it can de-motivate them. The figures below show the map of the brain's activity QEEG, registered for the same learner in two different states (Fig. 1 and 2). QEEG maps make it possible, among all, to locate the areas with the right and wrong bioelectric activity of the brain.

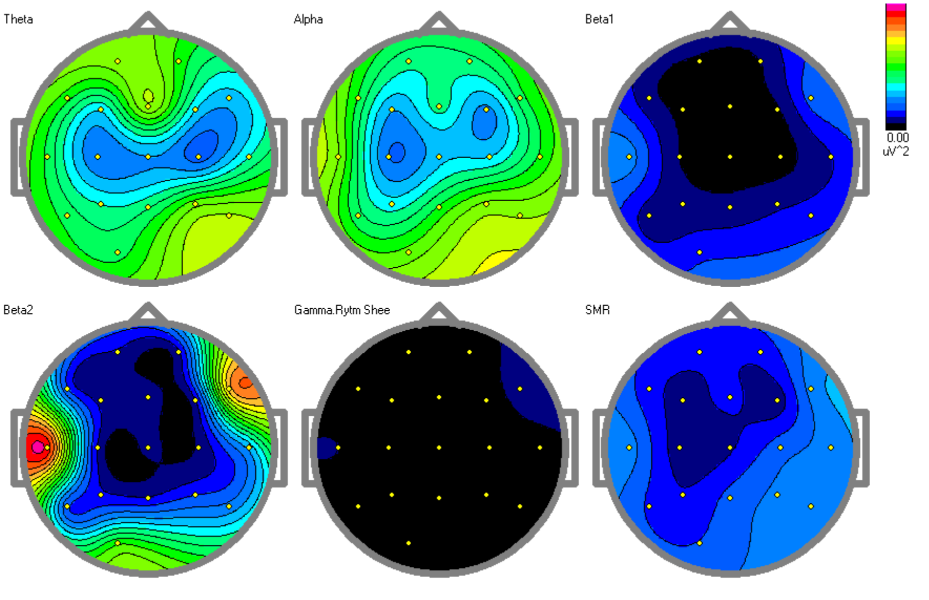

Fig. 1
Map of EEG spectrum strength for selected wave frequencies registered in the brain – the research stage "without sound" [own resources]

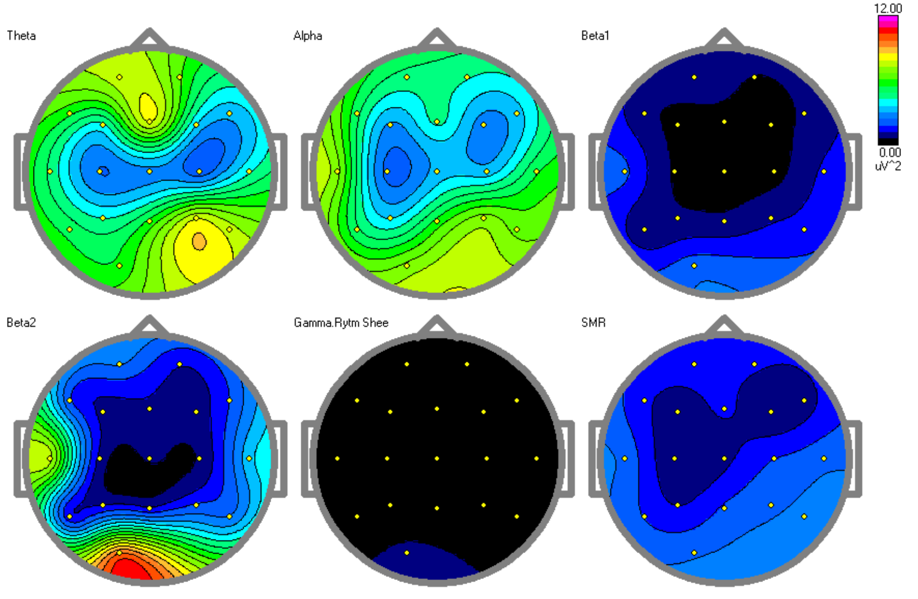

Fig. 2
Map of EEG spectrum strength for selected wave frequencies registered in the brain – the research stage "with sound" [own resources]

The research focused on the course of the following wave frequencies proving a given person's activity:

1. Theta 4–7,5 Hz waves. Usually the excess of Theta waves (frontal lobes) results in de-concentration and attention focus issues. They also occur when we have just finished a given activity or task which required a lot of energy.
2. Alpha 7,5–12 Hz waves. Alpha waves, emitted by the occipito-cervical areas of the cerebral cortex responsible for processing visual information, are characteristic for the peace of mind state.
3. Beta 12–36 Hz waves. They show the engagement of the cerebral cortex in the cognitive activity. Emission of Beta waves is linked with the state of rest, vigilance, external orientation and logical thinking, problem solution and attention. A wide range of Beta waves can be divided into smaller frequency ranges, which to a greater extent correspond to particular ways in which the cerebral cortex functions (Thompson, 2012, p. 73).
   a. 12–15 Hz waves, so-called SMR, emerge when the brain receives information from five senses. It is responsible for relax with external attention and problem solving. One is relaxed in this state, but ready to observe the world. A too low level of SMR accompanies attention deficits.
   b. Beta 1 16–20 Hz waves are linked with concentration on one issue, directed inside. If an individual faces a necessity to solve, e.g., a mathematical task, we can notice the rise of the 17Hz amplitude, whereas, at the

same time, the amplitude of Theta and Alpha waves (8–10Hz) decreases (Thompson, 2012, p.74). This range correlates with the cognitive activity characteristic for active problem solving (intensive mental effort).

c. 18–36 Hz wave, so called Beta2 – a stress-inducing wave of anxiety accompanying us during intensive mental effort. It is linked with increased emotional tension as its emission is accompanied by adrenalin bursts responsible for the body's state of readiness. For the research concerned, it is rather undesirable.

d. 38–42 Hz waves, so-called Gamma waves. It has been noticed that this rhythm has a great significance for the process of learning. Gamma waves are linked with a high level of cognitive activities' tasks and regard our learning style, ability to take in new information as well as our senses and perception (Prauzner, 2019).

A brief analysis of the photographs confirms the occurrence of significant differences which prove different brain activity in different brain working conditions. Similarly, one could conduct research focusing on further factors determining computer software, which might influence the intensity of correlation between subjects in the teaching process.

The topic discussed in this article is complex and requires further detailed research. Its main aim is to develop guidelines for constructing computer software meeting the requirements useful for particular tasks at a given stage of formal education. Thus, there is a perspective of brain-friendly teaching, using complex programming algorithms supervising the selection of content presentation forms referring to a given learner's individual needs. The laboratory research presented here can be an example of innovative research concerning teaching efficiency, and as far as the assumptions of transactional analysis are concerned, it defines an innovative and interesting issue for further considerations.

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Zastosowanie założeń edukacyjnej analizy transakcyjnej w konstruktywistycznej teorii uczenia się

Streszczenie

W artykule przedstawiono rozważania dotyczące wykorzystania aktualnych założeń edukacyjnej analizy transakcyjnej w ujęciu konstruktywistycznej teorii uczenia się. Rozwój neurodydaktyki oraz powszechne wykorzystanie nowoczesnej technologii informatycznej w edukacji, stawia w nowym świetle przyjęte paradygmaty EAT w aktualnej edukacji szkolnej. Autorzy stawiają szereg pytań otwartych, których celem jest podjęcie dalszej dyskusji oraz refleksji.

Słowa kluczowe: edukacja, dydaktyka, konstruktywizm, badania elektroencefalograficzne, EAT.

TRANSACTIONAL ANALYSIS IN OTHGER FIELDS

ANALIZA TRANSAKCYJNA NA INNYCH POLACH

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Agata SZEKIEŁDA
https://orcid.org/0000-0002-4977-3739
Adama Mickiewicz University
e-mail: agata.szekielda@amu.edu.pl

Anna JASKULSKA
https://orcid.org/0000-0002-4622-4478
Adam Mickiewicz University
e-mail: anna.jaskulska.szczecin@gmail.com

“Once upon a time, in a supervisor’s office” – phenomena occurring in TA supervision at early stages of psychotherapist’s development

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Abstract

This article concentrates on the traits of a supervisor that are relevant at the onset of the therapeutic work as well as the phenomena that are likely to occur in the process of supervision. The authors emphasise the relevant aspects of supervision that require acknowledgement and analysis, such as entering games by taking on roles in the drama triangle and experiencing fear/anxiety in relationship with a supervisor. Most importantly, the effective means of dealing with these obstacles are presented in order to facilitate the process of establishing and maintaining a safe supervisory relationship. These include changing the drama triangle into the beneficial triangle and dealing with fear/anxiety in supervision in a way proposed by Shohet. In order to illustrate the above mentioned phenomena, the authors employ an original fairy tale.

Keywords: supervision, fairy tale, drama triangle, beneficial triangle.

Introduction

Psychotherapeutic training, a therapist's own psychotherapy and supervision are considered to be three main pillars in psychotherapists' training and professional development. They only differ in goals and ways of realizing these goals, mutually complementing each other. Supervision is mentioned as the second most important source of developing one's professional competencies by practising therapists after the experience of working with patients and before formal training (Orlinsky, Botermans and Rønnestad, 2001, pp. 139–140). It is pointed out that alongside the psychotherapist's develop, their needs regarding supervision change. Especially at the onset of therapeutic work, supervision constitutes an important source of gaining knowledge consistent with chosen therapeutic paradigm and help to improve one's diagnostic abilities and ways of putting therapeutic techniques learned in trainings into one's practice (Erskine, 1982/1997). At the beginning of their careers many psychologists and psychotherapists seek information on supervision: what should be taken into account while choosing a supervisor, what a supervisory process may look like, which phenomena might occur. Although there are comprehensive studies on this subject presented from different theoretical perspectives, yet there are no sources in Polish (especially in the area of transactional analysis) covering basic information and describing processes taking place during supervision, important from the point of view of specialists with little experience. The article shall be an attempt to answer some questions bothering beginner therapists.

Education in the spirit of transactional analysis is to a great extent based on inspirations drawn from teachers and practitioners. Inspired by the therapeutic potential of fairy tales presented to them during the British NETAC conference (North East Transactional Analysis Conference) in 2020, the authors decided to give an unusual structure to this article. It shall start with a fairy tale – to stimulate readers' Child ego state and provide material for illustrating the phenomena described.

Fairy tale about Little Red Riding Hood entering adulthood

Presented below is an original fairy tale created for the purposes of this article. It is modeled on the well-known Little Red Riding Hood fairy tale. In the following paragraphs we will refer to the tale – as material symbolically illustrating the phenomena described in the article. Readers are encouraged to analyze and interpret the fairy tale freely – to play with meanings.

> Once upon a time there was a young girl called Little Red Riding Hood, who was at the threshold of adulthood and her professional career. She took her work very seriously and that is why she valued her beloved grandma's precious advice and sought the woman's

approval for her life choices. However, her grandma, as it is the case with some grandmas, was more willing to talk when she was provided with delicacies; therefore, before each visit at her grandma's, the girl prepared a basket full of treats. Before she left the house, she recalled a family saying that her mum used to repeat. It said that one should go straight to their destination and not look around too much, otherwise one may doubt which way to choose. So, Little Red Riding Hood left the house and as usual was heading quickly towards her grandma's house. Yet, she got distracted for a moment, or maybe it was out of curiosity, and she slowed down at Hopeless Useless Street and looked only once into the dark backstreet. She got so scared by only imagining what might be hiding in the dark and by the fact that she hadn't followed her mum's advice that she covered the rest of the distance sprinting and barely catching her breath. She slowed down on the doorstep of her grandma's house, took a few deep breaths and rang the doorbell. "Come in, it's open!" she heard her grandma's voice. Thus, the girl came in, took off her red coat and left it in the hall. Next, she sat comfortably in the living room, in a worn-out grey armchair, in front of her grandma. The girl put the basket on the table, next to a box of tissues, right at one's fingertips. Her grandma, with glasses on her nose, rubbed her chin with her palm, lost in thought. She exuded that air of wisdom and peace of someone who had overcome many a hurdle. "So, why have you come to see your old grandma this time?" she asked. "I thought I'd bring you something delicious and tell you what happened at my work last week and then you'd tell me how to live," she said and started talking and did not notice when forty five minutes had passed. All this time her grandma was listening attentively, nodding her head in approval, which gave the girl some relief. Sometimes she asked in-depth questions, motivating for reflection and more opening, some other times she gave her precious advice, munching cookies with relish. Little Red Riding Hood was talking and talking and at one moment something she should not have probably mentioned slipped out. She felt the cramp of her stomach and shrink in her armchair, watching grandma open her eyes wider, raise one of her eyebrows and open her mouth, revealing giant fangs. And then the grandma bellowed, "You should have never…" and then Little Red Riding Hood woke up….

Stages of a psychotherapist's development according to Erskine in the light of supervision

Depending on their stage of professional development, psychotherapists have different needs as regards supervision. Richard Erskine (1982/1997) distinguished three stages of clinicians' development: beginner, intermediate and advanced.

The beginner stage is a period when supervision should particularly focus on building one's self-esteem and developing one's abilities and techniques of working with patients. A supervisee learns some theoretical concepts once again – this time relating them to their own patients (Erskine, 1982/1997, after: Chinnock, 2011, pp. 336–337).

At the intermediate stage, it is crucial to develop therapeutic competencies and learn to plan a psychotherapeutic process. In order to strengthen the sense of self-steering in relation to one's development, more and more emphasis is put on establishing of a detailed contract during each supervision session. The analysis of countertransference is also crucial (Erskine, 1982/1997, after: Chinnock, 2011, pp. 336–337).

At the advanced level, a supervisee already has significant clinical experience and can make use of concepts learned during their training in order to diagnose patients accurately and determine directions of therapeutic work. What is important during supervision at this stage is looking at the phenomena taking place during one's work with a patient from a multi-theoretical perspective, as well as a supervisee's working on the development of the so-called internal supervisor that allows to self-monitor one's clinical work (Erskine, 1982/1997, after: Chinnock, 2011, pp. 336–337). The readers who are interested in the ways of developing the internal supervisor can find more information in the books by Patrick Casement, *On Learning from the Patient* (2017, 2018), in which he shares his clinical experience.

The above remarks are reflected in research. People in the course of therapeutic training declare that most frequently supervision is devoted to therapeutic interventions and ways of achieving goals as defined in contracts with patients; it also deals with the analysis of the therapeutic alliance (Weck, Kaufmann and Witthöft, 2017).

Relating to Erskine's description, the initial stage of a psychotherapist's development this article focuses on is linked to the need to constantly seek knowledge, develop one's therapeutic abilities and practise therapeutic interventions. At this stage it is important to choose a supervisor that a given therapist shall meet regularly, that is their primary supervisor. A stable supervisory relationship enables one to recognize both a therapist's resources and areas of particular difficulty, and to monitor one's professional development. As a result, this stable supervisory relationship lets the therapist learn how to use their resources effectively, work on deficit areas and notice progress made.

Games in a supervisory relationship

A supervisor often gets such a message, „Tell me, please, what I should do in this situation." Thus, while choosing a supervisor, a therapist at the onset of their career looks for someone experienced, with vast knowledge, often someone whom they look up to. In the fairy tale presented at the beginning of the article this role is played by the wise grandma who can offer precious advice and answer Little Red Riding Hood's question, "How to live?" However, alongside the authentic developmental need, there might a hidden trap there – a therapist might unconsciously look for such a supervisor the relation with whom offers more opportunities to be invited to the game and end up with a certain payoff. In such a game a therapist usually takes on a role of the Victim whereas a supervisor is initially invited to be the Rescuer but finishes the game as the Persecutor. On the one hand, the role of the Victim played by a therapist derives from a need natural at this stage of development, i.e. the need to be taken care of by an experienced mentor; on the other hand, it derives from a strong belief about one's own incompetence. In such a case the supervisor's figure can be perceived in an ambiguous way – both as an omnipotent and omniscient teacher (Rescuer) and a strict judge (Persecutor). Negative perception of one's abilities is projected upon a supervisor. In the fairy tale, it is reflected by: symbolic Hopeless Useless Street where one had better not look into, the Grandma's big fangs and her comment broken off at the end of the tale.

Placing the aforementioned remarks in the context of literature on the subject matter, the authors would like to refer to the classic concept of Karpman's drama triangle (1968), due to the fact that teaching supervision as well as conducting it and benefiting from it clearly creates opportunities to take on the roles of the Victim, Rescuer and Persecutor. The authors share the assumption that supervision offers a unique opportunity to analyse games and practise ways of getting out of the roles played in order to be in an authentic relationship. Shohet and Shohet (2020, pp. 66–67) suggest a new (i.e. so far inexistent in Polish publications) way of comprehending the drama triangle, i.e. attribute to each role a keynote (and a pay-off from the game) that makes it easier to recognize these roles in other people, and, what is probably most important in supervision, in oneself. Thus, the Persecutor thinks, "I'm right" and tries to prove it to others, which limits Persecutor in their way of thinking and makes them unable either to be in contact with others or to receive from others. In turn, the Rescuer focuses on the keynote, "I am good" and continues their efforts to prove it, often times imposing their help and not acknowledging other people's resources that enable them to cope. As far as the Victim is concerned, they concentrate on thinking, "I'm blameless," thanks to which they can blame others and feel better with themselves (Shohet and Shohet, 2020, p. 67). It is worth emphasizing that the aforementioned attitudes are not always actually adopted by both participants of the game. Sometimes, the game is played mostly in the inner world of one of its participants and attitudes get projected to the other person (in which the real traits of the other player help). As a way of getting out of the roles, Shohet and Shohet propose the beneficial triangle[1], where an important aspect of a given role, i.e. Potency (the Persecutor), Responsiveness (the Rescuer) and Susceptibility to Vulnerability (the Victim) is attributed to each apex. The most important, though, is the word that the authors place in the centre of the triangle, replacing all the three maxims attributed to particular roles. This word is Presence. Presence is what allows one to be here and now in the supervisory process, and to recognise and accept valu-

[1] The authors emphasise that the name has been functioning for years in the area of counselling, but they are not able to say who the author of that term is.

able, though sometimes not easy to experience, aspects attributed to the triangle's apexes, without defensive role taking and inviting others to games (Shohet and Shohet, 2020, pp. 66–67). The authors of this article believe that the biggest asset of the beneficial triangle is the psychological flexibility inscribed in it, the freedom from fixating oneself on one role or hopping rapidly from one role to another. This can be achieved by entering the centre of the triangle, slowing down, focusing on being here and now, i.e. on one's inner experiences and on the relationship. Supervision comprehended in this way becomes a special educative meeting for all participants of the process, and a supervisor's role is to facilitate a supervisee to be in the beneficial triangle rather than in the drama one.

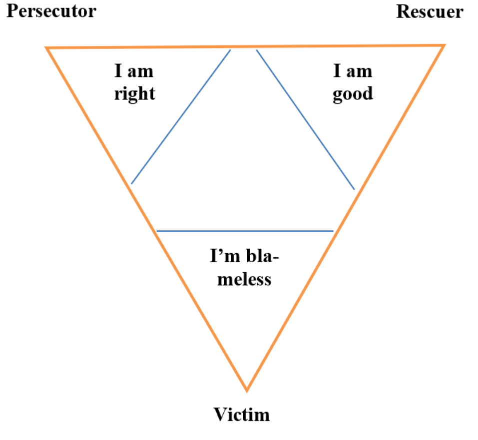

Fig. 1
The Drama Triangle with keynotes characteristic for particular roles (based on Shohet and Shohet, 2020, p. 66)

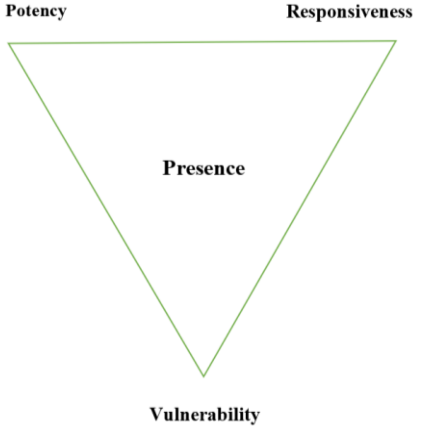

Fig. 2
The Beneficial Triangle as an alternative to the Drama Triangle (based on Shohet and Shohet, 2020, p. 66)

Love and fear in supervision

Robin Shohet demonstrates a somewhat surprising attitude to supervision (2008, pp. 188–207), describing this process by means of the words *fear* and *love*. He considers these feelings crucial in supervision, claiming that fear (often masked with anger) constitutes a barrier making it difficult to be in a relationship and intimacy, and covering love (i.e. "something inside […] which could not be taken away by any external process," Shohet, 2008, p. 207) that everyone needs in order to be in an authentic relationship. For Shohet, supervision becomes a process of bringing out different fears to the level of awareness and dissolving them so as to create space for a good, safe supervisory relationship, where love present in each and every participant of the process can be freely expressed. The process includes a few elements, among which one finds the analysis of key beliefs (script); discovering, naming and examining (but not fighting against) fears a supervisee was not aware of; confronting a supervisee by asking, "Which aspect of your work are you afraid of talking about?", making use of an appreciative inquiry which leads to authentic engagement in the supervisory relation.

A supervisee's key beliefs are analysed primarily in terms of attachment to them and regarding them unshakeable, i.e. obvious. A psychotherapist who in the course of supervision becomes aware of the threats arising from such beliefs, opens up to working with more diverse groups of clients and has a smaller tendency to judge or oversimplify their clients' problems. For example, one of analysed beliefs can be the one concerning a therapist's responsibility for their client's well-being. The analysis does not consist in finding the answer to the question if a therapist is or is not responsible, but in understanding what might be the consequences of the sense of omnipotence and interrelated overprotectiveness or the sense of lack of influence and failure when helping is not effective (Shohet, 2008, p. 192). An effective way of discovering one's beliefs is focusing on "what the world is or should be" according to a supervisee (Shohet, 2008, p. 193), as it hinders seeing "the world the way it is" (Shohet, 2008, p. 193) and makes it impossible to be here and now, though it offers an illusory sense of safety. To describe an attitude that reduces such restrictions, Barry Mason (2019) proposes the term 'safe uncertainty'. This attitude makes it possible to build a steady relationship based on cooperation and narration development, where new meanings and explanations do not replace already existing ones but join them (Mason, 2019, p. 36) or are used for their modification. In such a relationship understanding of a client and the therapist-client relationship is co-created by complementing narrations of a supervisor and a supervisee.

Acknowledging and uncovering fear decreases the distance and creates relationality in supervision, though one has to remember that fear often occurs in disguise of a different emotion, sometimes anger, sometimes joy mixed with relief (Shohet, 2008, p. 197), and sometimes sadness. Fear (and accompanying shame) might also concern revealing primitive emotions in supervision due to the assumption that a supervisory relationship is mainly based on Adult-Adult transactions (ibid.). The process of bringing out fear to the level of awareness covers its naming, which happens mainly through confrontation and discussing the context and racket feelings that conceal fear. It should be emphasized that Shohet discusses both confrontation addressed at a supervisee and at a supervisor. The narration of fear also undergoes analysis, i.e. a tendency to create catastrophic scripts about clients and one's work. A supervisor uses then the so-called supervisory approach (Carroll, 2001, p. 77), i.e. they create "space, a structure, a meeting, that enables me to slow down my habitual responses and choose more awarely ones that might serve all parties" (Shohet, 2008, p. 201).

Asking supervisees a question, "What do you not want to reveal about your work?" causes great anxiety, but asking them to give their reasons without providing the answer to the first question is usually easier. The analysis of these reasons often leads to two conclusions: that they are ungrounded and that anxiety resulting in non-disclosure of certain information on one's own work unnecessarily takes up resources and energy (Shohet, 2008, p. 203).

The appreciative inquiry in supervision is a 5-stage process including: 1) choosing a topic (establishing a contract), 2) discussing and appreciating what is currently positive in working with a client, 3) imagining and discussing what might occur in the relationship with the client (options) and 4) designing (planning how to do it) and 5)creating what should happen. The process of thinking about what a supervisee appreciates in their work is particularly fruitful in group supervision as it eliminates fear of judgement and creates closeness among group members.

Paradoxically, in his chapter devoted to love and fear in supervision, Shohet (2008, pp. 188–207) does not write much about love, merely pointing out that it appears when fear gets dissolved. However, it seems that bringing out love (like bringing out fear), both in the participants of the process and in the very process of supervision is crucial for this approach. It is clearly visible in some basic rules of supervision, in particular the rule about treating each student as if they were an 'A' student, and the one regarding appreciation that becomes "a glue connecting" the process participants together (Shohet and Shohet, 2020, pp. 29–31). Therefore, this approach is rich in positive strokes, which helps to build a psychotherapist's sense of competence.

One can attempt to state that a beginner psychotherapist simply needs love from their supervisor, love taking a shape of a permission to be a therapist. At the same time, a supervisee is afraid that instead of love they should get the confirmation of their fears – that they are useless. Thus, it seems important to choose a supervisor who is attentive to games invitation, analyses them with a supervisee, and, moreover, strengthens a supervisee's independent thinking as well as notices and appreciates their accurate intuition and interventions. Therefore, a supervisor should help their supervisee to maintain the OK – OK position (instead of the not OK – OK one quoted in aforementioned games). At the initial stage of a therapist's development, it is also important to get permission for making mistakes and using them creatively. Therapists have a tendency to treat mistakes as a demonstration of their incompetence. And yet, at the thoughtful containing presence of a therapist, mistakes can offer an opportunity to deal with a trauma emerging in the patient-therapist relationship (Hargaden, 2016, p. 16). A good supervision is the one after which a therapist has an impression of a decreased chaos and an increased sense of power and competence.

Supervision in late stages of a therapist's development

The authors decided to focus primarily on what happens at an onset of a supervisee's development, yet the needs and phenomena taking place at the following stages are worth brief mentioning. At the following stage of a therapist's development, a supervisor's role changes. They become a person who helps to deal with particularly difficult processes concerning a therapist's work with a patient. The extent of directedness decreases and supervision participants can be rather compared to equal partners than to a teacher and a student (though a supervisor should treat even a beginner therapist as a professional with ample resources). It is important to discover new options together – i.e. areas and ways of intervention; a supervisor leads and inspires a therapist at the same time. Owing to the feeling of competence developed at the earlier stage of development, a supervisee is able to learn from differences in theirs and a supervisor's observations, instead of reacting to them with anxiety. Anxiety appearing during a supervisory meeting can be treated then as information about the process (including a process parallel to the therapist-patient one, see e.g. Tracey, Buldworth and Glidden-Tracey, 2012), and not as a threatening feeling that should be avoided. At this stage of development, it is possible to benefit from peer supervision, that consulting one's work with trusted colleague therapists. A therapist looks for aspects of a relationship with a patient or intervention options unrecognized by themselves, since these aspects are easier to be noticed by a person not engaged directly into the therapeutic process; such observations do not have to come from a mentor-supervisor only. Therapists with a more extensive (i.e. at least a few years) experience more frequently resort to supervision with people working within a different theoretical paradigm as well as supervisors from abroad, providing themselves with more variety and a wider perspective of a given case study and a given therapeutic relationship.

Conclusions

The phenomena discussed in the article often occurring in supervision, i.e. taking on different roles and inviting to games as well as fear occurring in a supervisory relationship, are particularly crucial at the initial stage of a therapist's professional development as they significantly influence the creation and development of a relationship. Fear often appears before a therapist's first supervisory session and sometimes is so paralysing that it leads to systematic avoidance of supervision with simultaneous rationalisation that says, "I do not need any supervision." As a result, a beginner therapist condemns themselves to independent (or perhaps rather lonely) coping with therapy organisation, which not only results in frustration and being lost but also slows down their professional development as well as has a negative effect on the quality of the services they provide. A therapist who lacks supervisor's holding is not able to provide appropriate holding to their patient (see Casement, 2017, p. 7). The ways of dealing with fear and games in supervision presented in the article constitute an attempt to tame a beginner therapist's fears as well as explain how the engagement of all process participants helps to overcome occurring difficulties. As a result, it improves – or even clears – this educational process, which supervision is, especially in the initial stages of the psychotherapist's development.

In the fairy tale presented at the beginning of the article, Little Red Riding Hood looks into a dark backstreet and runs to her Grandmother filled with fear, and during the whole visit she experiences that fear, doing nothing to acknowledge, understand or regulate it. Instead, she chooses over adaptation, i.e. chatting all the time, realising the No mind script (Steiner, 1990, p. 78) and the corresponding injunction "Don't think!" (Goulding and Goulding, 1976). Her unacknowledged fear is projected on the grandma. One of the main therapeutic goals in transactional analysis is the pursuit of autonomy. Autonomy, in addition to the capacity for intimacy and spontaneity, implies awareness – that is, the ability to think and perceive the world as it is, through an integrated Adult free from contamination. In order to be able to lead patients towards autonomy, the psychotherapist must face his own script and discounting patterns – which can be activated, but also worked on, in a relationship with the supervisor.

It can be assumed that a therapist is at least partly responsible for what kind of tale about supervision they tell themselves. The way of developing (often unconsciously) the chosen narration shall shape their expectations and fears concerning supervision, as a result of which they can sabotage the process, e.g. by taking on a role of the Victim, discounting their own capability to act or through active avoidance. A therapist should know that a change in narration is possible though it requires being pro-active and not only reactive. The supervision fairy tale is linked with the therapist's script and as such can be overwritten and modified. Therefore, perhaps a therapist should try to answer certain questions: Which hero would you like to be in your fairy tale? What's the moral of it? What kind of ending do you want? The answers to these questions could help consciously shape oneself as a responsible psychotherapist.

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Dawno, dawno temu, w gabinecie superwizora...

Streszczenie

W artykule omówiono cechy superwizora istotne w początkowym okresie rozwoju zawodowego terapeuty, jak również zjawiska, których występowania można się spodziewać w przebiegu procesu superwizji. Wskazano na istotne aspekty superwizji wymagające rozpoznania i analizy, takie jak wchodzenie w gry poprzez przyjmowanie ról w trójkącie dramatycznym oraz przeżywanie lęku w relacji z superwizorem. Co najistotniejsze, omówiono również skuteczne sposoby radzenia sobie z tymi trudnościami, po to, by ułatwić nawiązanie i utrzymywanie bezpiecznej relacji superwizyjnej, w tym zastępowanie trójkąta dramatycznego trójkątem korzyści oraz radzenie sobie z lękiem w superwizji w sposób zaproponowany przez Shoheta. Aby zilustrować wspomniane wyżej zjawiska odwołano się do autorskiej bajki.

Słowa kluczowe: superwizja, bajka, trójkąt dramatyczny, trójkąt korzyści.

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Marek KUŹNIK
https://orcid.org/0000-0002-1819-5286
Humanitas University in Sosnowiec
e-mail: marek@kuzniki.com.pl

Transactional Analysis in the service of the mentalisation capacity

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Abstract

Conceptualization of language of Transactional Analysis is being discussed in this article. It seems that Transactional Analysis deliver tools, which allow mentalizing in patient-therapist relationship. In this article basic TA concepts describing internalizing relationship will be presented.

This process is fundamental to mentalizing and this will be described in second part of the text. This article shows part of case study in which TA strengthened therapeutic relationship and at the end healed the patient.

Keywords: therapeutic relationship, mentalizing, Transactional Analysis.

Introduction

This paper is an attempt to use the conceptualisation of mental functioning coming from the language of Transactional Analysis – TA (Berne, 1998; Jagieła, 2012) to comprehend the capacity of mentalisation in the patient-therapist relation. It seems that Transactional Analysis with its rich mental equipment – its language, on the one hand, simple and colourful, on the other hand, non-reductionist and allowing to describe very complicated phenomena in a relation between individuals, might constitute an inspiring area that lets the therapist be with their patient and at the same time broaden their insight and reflection. The article discusses basic TA terms describing the process of internalizing object relations

(Gabbard, 2015, pp. 55–73), which constitutes the foundation of the capacity of mentalisation discussed in the second part of this text. Everything is illustrated with a fragment of description showing therapeutic work in the clinical context, revealing the complexity of relations and the importance of mentalisation while using the language of Transactional Analysis.

Transactional Analysis as the language of mentalisation

During therapeutic work, there is a clear need to use a comprehensible language, consistent with the patient's internal world, so that adaptation is accompanied by an opportunity to broaden one's insight and reflect on the discovered world (Gabbard, 2015, pp. 125–132; Czabała, 2006). The language in question should also cover the complexity of phenomena occurring in the therapeutic relation – creating models for the describing aforesaid phenomena. The world mentioned above emerges from introjections, internalizing external early-childhood relations with objects – important individuals. That is how the content of the *Adult, Child or Parent ego states* is created. Their mechanics is based on strokes creating script decisions consolidated in the patient's life positions (Oller-Vallejo, 2003, pp. 162–167; Muriel, Jongeward, 1999; Hay, 2010, p. 185).

Therefore, to find a language that would properly describe both early-childhood attachment relations and the patient's current situation – their frequently forced and stiff replaying of scripts, one would have to look for a map of words referring to both these areas. Models of Transactional Analysis used in conceptualization offer tools to describe both these areas (Hay, 2010, pp. 78–84):

— on the one hand, early-childhood transactions – overt, crossed and hidden together with strokes (Grzesiuk, 2006, p. 498,) create the frame of relations with the minder;

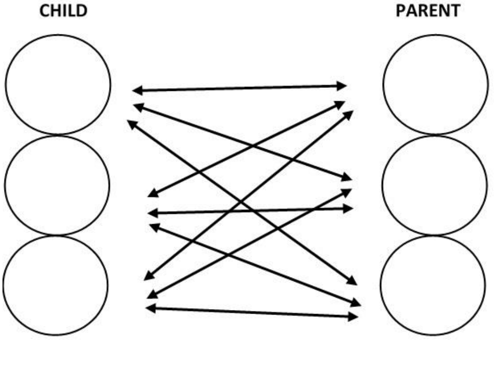

Fig. 1
Representation of I – You relations of the external world

Source: own materials based on: Jagieła, 2012.

— on the other hand, a model describing internal relations between different ego states *I* Adult-Child-Parent (Cierpiałkowska, 1992) allows for describing the richness of relations between the external and the internal world.

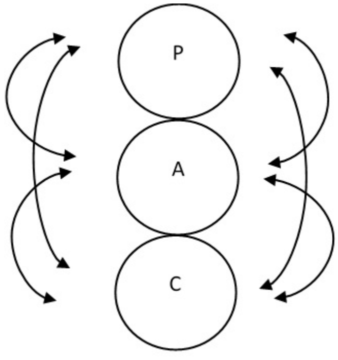

Fig. 2
Representation of relations between various ego states and the internal world

Source: own materials based on: Jagieła, 2012.

It seems that TA constitutes a perfect foundation for this map – an area with its constructs of the ego states structure as life positions and ways of creating transactions that reconstruct early-childhood relations. Therefore, TA could be used to better understand these relations between the layout of what constitutes the representation of an individual's external environment, and the area of internal experiences, thoughts and emotions. In Transactional Analysis (after: Berne, 1998, pp. 115–127) these layouts are called life positions between *I* and *You*, which are worth completing with distinctions introduced by Fonagy, Allen, Bateman (2014, pp. 142–144). We deal with three modes of introjected object relations. They describe relations between the external world and internal representations:

— equivalence mode in which the internal world would be identified one to one with the external world. The patient so strongly identifies with their intrapsychic feelings that through them they project everything that surrounds them in the real world.
— "as if" mode – both worlds (internal and external) remain separated. The external world does not have its internal representation. The mechanisms of dissociation and fission so intensively separate both realities that the patient does not have any opportunity to function in both areas, integrating experiences from reality with these from the internal world.
— and finally, the most mature reflection mode, in which the internal world is not a simple calque of the external reality, but an individual notices their relationship and interdependence. In that way, an individual creates both the representations of their ego state and the representations of external objects together with their references to each other. An individual is aware of the fact

that each of these objects is only their subjective, emotionally marked experience, and, at the same time, thanks to an intellectual component, they can have an insight into it and look at it from a distance. This allows for the so-called affect regulation (after: Fonagy, Allen, Bateman, 2014, p. 104), where the reflection component is able to impact emerging emotional agitation. In this situation, it is possible to container the emotions of another person and reflect them.

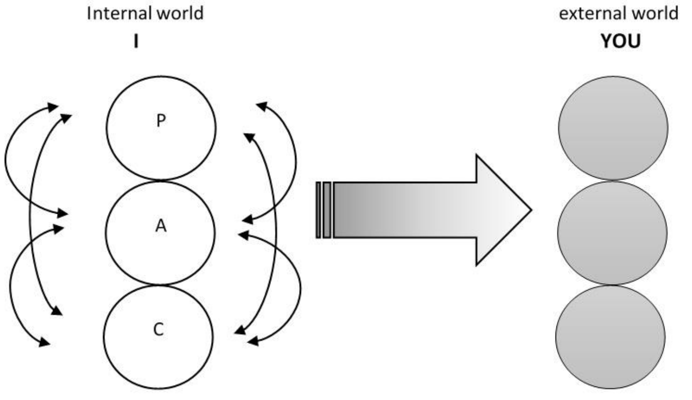

Fig. 3
Equivalence mode – relation between the external world being the projection/ reflection of the internal world

Source: own materials based on Fonagy, Allen, Bateman (2014, pp. 142–144) and Jagieła (2012).

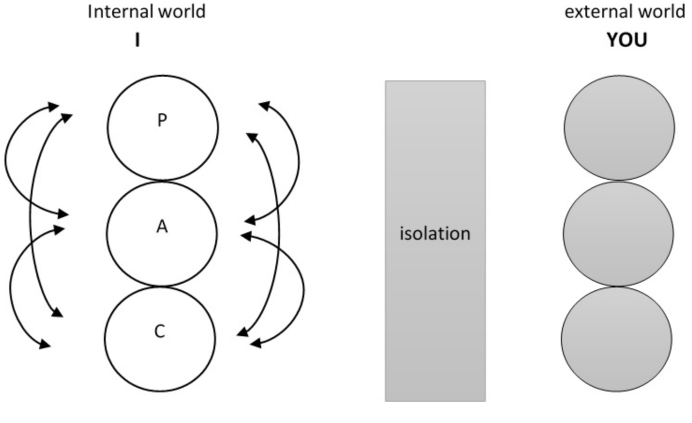

Fig. 4
"As if" mode – the external world is isolated from the internal world

Source: own materials based on Fonagy, Allen, Bateman (2014, pp. 142–144) and Jagieła (2012).

This mode does not, of course, emerge in the void. It is created while building the attachment relationship with the parent (Wallin, 2011, pp. 33–58) – a significant object, and constitutes, in fact, the crowning of internal processes of relationship maturity. This situation takes place when the parent is capable of separating themselves from the affect of the child they look after, at the same time adjusting to them in order to support them. In such situations, the child's despair becomes reflected and, at the same time, the parent creates a safe base to contain this despair and comfort the child. It seems that the reflection mode (Fonagy, Allen, Bateman, 2014) of *I – You* relationship (Jagieła, 2006/2007, pp. 365–374) between the internal and the xternal world, emerging thanks to safe attachment to the minder, protects an individual against self-destruction and constitutes the foundation of their mental health in the future.

It is clearly seen that the reflection mode occurs in two areas. According to L.S. Vygotsky's genetic law (2002, pp. 330–336), each mental function occurs in one's development twice. Once, in its interpersonal form, the second time it is internalized as the world of internal experiences, representations of ego states. Thus, in the first stage, we have parents bringing up their children – they container their strong affects; in the second stage there is the inter-object relationship creating relations between particular ego states. This exceptional combination of two worlds is created as a result of multiple repetitions called by Schaffer (2000) Episodes of Interpersonal Engagement – EIE. These EIE constitute a kind of conveyor belt for internalising processes.

Schaffer (2000, pp. 72–96) noticed that the so-called anticipating behaviours influence human development. In this case, mothers treated a child as if it was at a higher developmental level than in reality. Supporting something more than expected creates a certain type of tension, non-specific agitation, providing an area for development for both persons. It does not happen constantly but rather irregularly, episodically, and is interlaced with a sleep mode and withdrawal from contact (Kuźnik, 2013, p. 145). Thanks to this, the child's mental world becomes more and more diverse – soaked with cultural meanings transferred with the help of its mother's behaviour. On the other hand, there is still enough mental space to create individual meanings of internal representations.

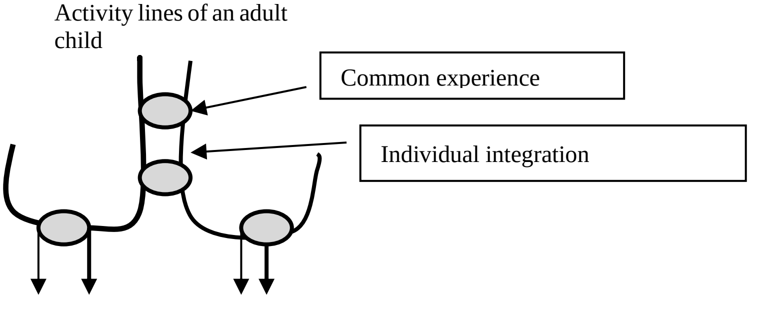

Fig. 5
The Model of Episodes of Interpersonal Engagement in the mother-child relationship

Source: Kuźnik, 2013, based on: Brzezińska, 2007.

Episodes of Interpersonal Engagement are such situations in which both sides, respecting their uniqueness, meet and experience their worlds. There is a certain interaction between them, an exchange thanks to which they learn from each other, make some experiences common, and then they separate fully respecting each other's rights to act the way they choose.

Conceptualisation of the therapist-patient relationship

If the conceptualisation of human psyche with the help of TA offers that language of reflection-introjection of internal and external worlds, there arises a question: how a therapist can approach these worlds and create corrective experiences within their framework. It seems that it is nothing else but creating opportunities to function in the patient-therapist relationship in the reflection mode. To make it possible, it is necessary to be able to mentalise the world of the patient's experiences and the external world, both in the intrapersonal area and the interpersonal area – the patient-therapist relationship. Transference and countertransference emerging in this way obtain a new reference and – one might say – space in which they are not only interpreted in the equivalence mode or the as if isolation mode, but with the help of the reflection mode (after: Fonagy, Allen, Bateman, 2014, pp. 142–144).

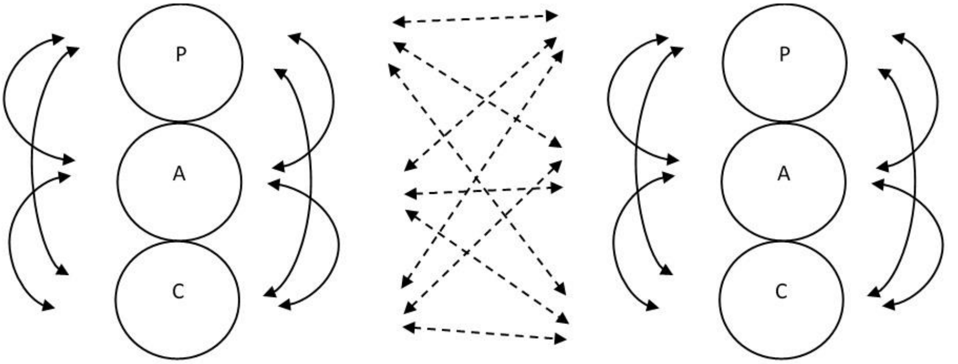

Fig. 6
Conceptualisation of the reflection mode in the therapeutic relation

Source: own materials based on Fonagy, Allen, Bateman (2014) and Jagieła (2012).

With such an interpretation, the therapist becomes the third one in the dryad, which has shaped the relations with the patient's internal and external world so far. The third one who has the power to container and reflect, and, at the same time, to accompany, remaining in their relation to themselves (relation of particular ego states to each other). And again TA with its analysis of transactions occurring between ego states of both persons constitutes a priceless matrix for comprehending such interactions in the therapeutic process. Figure 6 presents the whole complexity of this conceptualization of both areas. On the one hand, there are relations between ego states, being the reflection of early-childhood world of relations depending on the mode (cf. Fonagy, Allen, Bateman, 2014), or 1:1, or constituting the representation of the internal and external world. On the other hand (marked with a dotted line), there is a complex world of transactions, constituting the description of wealth of exchange with the external world of particular ego states (Oller-Vallejo, 2003, pp. 162–167). All of them mutually stimulate and influence each other.

The Capacity of Mentalisation

Only when we apply the reflection mode and use the conceptualisation of transactional analysis models, is it possible to use the capacity of mentalisation effectively (Cierpiałkowska, Górska, 2016).

There arises a question: what is the aforesaid mentalisation? Its creators (Fonagy, Allen, Bateman, 2014) describe this competence as the ability to realise that an individual's thinking is of a representative nature, and motivation to act is their internal state. In other words, it would be self-awareness in reflecting on relations with another person, in our case – with a patient. Baron-Cohen (after Fonagy, Allen, Bateman, 2014, p. 223) talks about a way of thinking like *empathizing*, contrary to the so-called scientific way of thinking.

The text below presents an analysis of mentalising components and dimensions that lets us assess the usefulness of conceptualization with the help of TA language.

The dimensions of mentalisation (after Fonagy, Allen, Bateman, 2014, pp. 6–69):

1. content of mental states – here the conceptualisation of the Child, Adult and Parent ego states and their content: messages, needs, etc., constitute an undeniable value of this conceptualization (Muriel, Jongeward 1999);
2. level of representation – overt – narrative or covert (intuitive) – which would fit the framework of the model discussed as far as possibilities of discussing life positions and scripts in TA are concerned (Hay, 2010, pp. 78–84);
3. object – I and You – subjects of transaction undergoing analysis (Fonagy, Allen, Bateman, 2014, pp. 165);

4. time brackets – past, future, present, referring the model both to **here and now** relations between the patient and the therapist as well as reconstructions of relations/transactions from the world of the patient's experiences, often from distant past. It seems to be compatible with the so-called analysis of temporal structure dealing with the ways of psychological use of time by people. It contains: withdrawal, rituals, activity, leisure, games and intimacy (after: Jagieła, 2012, p. 22).

These dimensions allow for emphasising the components of mentalisation (Fonagy, Allen, Bateman, 2014, p. 27):

— storing the image of the patient's mind in the therapist's mind (is Fig. 6 above not the best proof that it is possible?),
— paying attention to own mental states and mental states of the person one is in relation with. It would mean maintaining the context of reality of the patient's life together with its references to other people (when it comes to the figure above, it would mean taking the arrows into account),
— understanding misunderstandings (the author, drawing arrows a few times was wrong or had to look for a counterpart in his experience to make sure that it exists),
— looking at oneself from the outside and at others from the inside (possibility of changing observation points from one's particular ego states and another person's ego states). It means relativity: who is analysed *I* and who is *You*,
— attributing mental dimension (acknowledging that the model presented by the picture can correspond to the representation of complex mental capacity of mentalising),
— immersion in emotions (it would mean to constantly experience significant emotional content introduced by particular ego states of the patient into a therapeutic relation (Cierpiałkowska, Górska, 2016; Jańczak, 2018, pp. 5–17).

Mentalising also contains an important component of enlarging the insight and undertaking reflection, but, what is even more important, it lets us container emotions. To make it possible, the mentalising person should (Fonagy, Allen, Bateman, 2014, pp. 102–103; 109):

1. Recognise the patient's emotions. Nor only from the Adult ego state, but also allowing to explore them, taking interest by a positive response of the Protective Parent ego state. This message, often non-verbal, transaction addressed to the patient's Child ego state lets them recognize this agitation in their body and get used to it.
2. In this situation, the therapist, reflecting emotions and adjusting to them, de facto, modulates them so that in the next step
3. the patient, used to their strength and size, can express them, in safe intra- and interpersonal conditions of the therapeutic relation, getting emotional support. To make it possible, on the one hand, the therapist has to use their so-called Little Professor ego state (Cierpiałkowska, 1992) triggered by the aforesaid adjustment, being part of the Natural Child ego state, and on the other hand, create safe framework conditions by activating the normative Parent ego state, i.e. friendly rules that facilitate expressing emotions, and the Nurturing Parent ego state addressed to the patient's Child ego state.

What Stern (2004, p. 55) describes as the so-called moment of meeting concept seems to be an important aspect of mentalisation. It focuses the capacity in question on the *here and now* situation experienced as a spontaneous one, not subject to any planning. Stern says “I feel that you feel that I feel” (after Fonagy, Allen, Bateman, 2014, p. 229). And again the richness of TA lets us conceptualise such a situation. The Little Professor ego state on the one hand invites to spontaneous activities staying in appropriate contact – an overt transaction with another person, and on the other hand, it does not turn off other ego states that help to comprehend and container strong emotions deriving from mutual interest in each other. This meeting of the therapist’s Child ego state with the patient’s Child ego state creates a special opportunity for exchange – transactions abounding in corrective emotional experiences. Similarly, when the Parent ego state is activated, it creates a safe space for uncertainty, shyness expressed in the transaction by the Child ego state of a submissive patient. What is equally important, if such experiences are immersed in TA language, they can be reflected on and described later on, both from the therapist’s and the patient’s perspective. In this way, there emerges a space for the development of the reflection mode – that is the patient recovers, gaining a perspective to their internal experiences by getting used to them in their relation with the therapist. The language that was used for this interpersonal meeting allows for creating a representation structure for the mental world.

Neurobiology of trauma and its consequences for ego states’ functioning

Current neuropsychological research (Gazzaniga, 2017) seems to confirm the presence of such areas of mental functioning and offer very interesting inclinations for working with traumatized patients, i.e. those who suffer from dissociation – separating the world of internal experiences and external events, relations. At the psychological level, this isolation (see Fig. 4) occurs due to defence mechanisms protecting the patient against unpleasant stimuli maintaining traumatic reactions: cognitive, emotional or behavioural. Hence events passing into oblivion, distorted memories, somatic symptoms, etc. At the biological level, relations between an early-childhood trauma and hypoplasia of corpus calossum Gazzaing 2017; Fisher, 2019, p. 55) were discovered. It would mean that experiencing a trauma triggers the process of separation, cutting off, lack of cooperation between impulses coming from the left and right hemisphere. Impaired communication between the two hemispheres has to, in turn, influence difficulties in integration, which the authors describe as the effect of owning two brains: one, which is strongly traumatized, emotional, containing script messages founded on traumas, and the other one, which is linear, logical, but does not cover verbally the record of those dramatic events. These languages of patients seem to be impenetrable, and attempts undertaken by therapists to recall traumatic events did not bring any relief and only deepened the gap between the two ways of their brain's neurological functioning. It would mean that the right hemisphere codes non-verbal aspects of experiences but does not interpret them, constantly remains on high alert, ready to escape or fight. Emotionality processed by both hemispheres cannot be verbalized as it is the function of the left hemisphere. Therefore, a childhood drama neurologically remains under cover of lack of naming possibilities, and, at the same time, is subject to a state of considerable agitation when trigger stimuli are provided, e.g. encouragement to take a trip down memory lane. Without information exchange through corpus calossum, the left hemisphere might not remember actions driven by emotions and reactions managed by the right hemisphere (Fisher, 2019, p. 55).

Fisher (2019, p. 57) writes that patients remain so to speak imprisoned between two colliding types of instincts. On the one hand, the attachment instinct drives a child towards closeness and comfort found with their minder, parent. On the other hand, that primitive alert makes it react with freezing, fight or flight. The patient is in a stalemate, where only acting out can bring a momentary relief. Thus, at the biological level, we would have anatomical foundations to distinguish isolation between particular ego states – a desperate Natural Child ego state and reactions from the Adapted Child ego state (freezing, submission) and/ or the Rebellious Child ego state (fight and flight). It seems that in therapeutic practice we witness such situations quite frequently among patients with deep early childhood traumas.

And here TA conceptualisation lets us use the capacity of mentalisation to seal this gap, this cracking and additionally strengthen the weakened structures of the Protective Parent ego state negatively used. TA language gives us an opportunity to show the patient particular parts of their ego states and how they are experienced differently, especially in the area of traumas. What in traditional therapeutic work has caused frustration and suffering so far (Fisher, 2019, pp. 225–230) can be an opportunity to meet and to use a therapeutic reaction which:

— explains these two instincts – the Adapted and Natural Child ego states from the perspective of the Adult ego state,
— creates a safe framework for frequently non-verbal meeting the patient's Adapted and Natural Child ego states from the perspective of the Protective Parent ego state – the spontaneity of the meeting *here and now*;
— introduces new rules for taking care of weakened Child ego states from the perspective of the Normative Parent ego state,
— finally, from the perspective of the Child ego state, frequently offers the psychotherapist an opportunity to approach their patient and empathise with their suffering, which lets them offer more appropriate help and protection and build elements constituting the foundations for reconstructing the patient's Protective Parent ego state. In this way, the therapist's voice becomes a missing element integrating this gap between the patient's ego states.

Clinical illustration of the conceptualisation in question

The case of Mrs M. shall illustrate the aforesaid discussion. The 38 year-old patient reported the symptoms of rage attacks alternated with the feeling of strong fear, especially of a social nature. Her way of functioning clearly pointed to personality disorders at the borderline level of organisation (McWilliams, 2019, pp. 53–60).

The patient had a few unsuccessful relationships, where she did not feel understood and accepted with her emotionality and needs of dependence, when, at the same time, she wanted to feel exceptional and unique in her partner's eyes. It was her dream to become an ideal wife and mother, which was to be a solution to all her problems. She declared herself to be a deeply believing person, unconsciously using her faith as an area of projective identification with religion as the cause of her misfortune and a way to free herself from it by further suffering inflicted on herself as a kind of formation, mortification, etc. In her eyes, God was a capricious and cruel object, at the same time omnipotent and depriving her of any influence. The patient used strong primitive mechanisms of dissociation and split-off, isolating these parts of herself responsible for the need of dependency, merging with her partner, at the same time demonstrating a high level of fear and rage addressed at him as the one not providing support and understanding. Getting involved into this relationship, she divided the internal object into a good confessor and a bad, seductive, corrupted therapist. During her sessions, many times, the patient projected the material threatening her onto the therapist, depriving herself of any responsibility for being aggressive. She regularly tried to disturb a therapeutic setting, and any attempts at initiating a conversation about it were treated by her as an attack.

In her life story, the patient talked very positively about her relationship with her father as the only parent who had adored her, had been warm and tender. She perceived her mother as addicted to alcohol and aggressive. As her memories more and more drifted from reality in which she functioned (in fact, her father had not hesitated to put his family into debt, cheat on his wife and the patient's siblings), going back to the past was accompanied with considerable suffering and strong resistance.

As the first stage of mentalisation, working with unwanted aspects of the patient's ego states was suggested. The patient was asked to draw her inner child. The drawing presented a huddled figure, with a face hidden behind her knees, and the grey colour dominating. To her surprise, the patient easily made contact with that part of herself, when asked about her feelings and thoughts, she gave answers while pointing to a high level of incomprehensible aversion to that aspect of herself: "it's not worth listening to her," "she's stupid," "why do we talk about her?, she doesn't understand anything." After a few sessions, the patient got used to this part thanks to the drawing and undertaking a dialogue with it: – she externalized her unwanted impulses. It turned out that this childhood part was quite neglected, yet it knew what it needed: it wanted to be able to feel, be finally safe, well looked after. The patient saw that when she talked to this part, she calmed down and soothed her strong emotions of fear. Meanwhile, the part controlling the Child ego state – a girl who was protesting, throwing numerous accusations and being aggressive – became more and more noticeable. As it resembled mumbling of an alcoholic, one day the patient called this part the Mother – strict and critical towards herself. In this way, both ego states, *the Child and the Normative Parent* negatively used, were not only recognized but from session to session, the patient deepened her insight in comprehending their mutual relations. There was a distinct lack of language that would reconcile both parts, become a mediator: and that was often the therapist's role. One day, the patient said herself that the therapist became a voice that she recalled when mother in her (the Normative Parent ego state) got frantic again. This voice was soothing for her, yet meaningful. In the therapeutic process, there was an attempt to strengthen the relation of the Child-girl ego state with the therapist. Due to that fact, there were new, previously denied memories arousing strong emotions at every attempt to approach them.

Initially, before she got used to this child part of her ego state, the patient experienced strong resistance, saying that these were not memories. She said she did not remember anything and that one would need proofs. At the same time, the patient's general condition was getting better as the process of strengthening the Protective Parent ego state and caring for herself got more effective. Having consulted her doctor, she stopped taking her medication. There appeared good memories from her childhood – doing sport, swimming, till a clear temporal dividing line after which there was no energy in her memories and she did not like herself – her body. A memory of fear of someone entering and calming down when it turned out it was her mother, experience of being fondled, touched in intimate parts.

These memories referred to a strong trauma of sexual abuse by her father and lack of support from her mother in this situation. The only way of dealing with this situation was dissociating the trauma experiences and idealizing her father's image. Thanks to the introjection of the Child-girl from the picture ego state, it was possible to learn how to express strong emotions experienced because of that state while omitting the resistance of the Normative Parent ego state. Interestingly, the memories of abuse occurred first as somatic experiences, strong emotional experiences, and only thanks to mentalisation used during sessions it was possible to verbalise them – to integrate these two dissociated trauma languages.

One day, the patient described a picture in which the bliss of carefree swimming in water was brutally disturbed by crashing into an iceberg and her body falling apart. She was terrified and at the same time ready to confront the memory, in which her father came at night, lay down next to her and aroused rubbed his penis against her back and crotch. For the first time her despair, sadness and rage was joined with the desire to protect herself and prevent from this happening again. The patient could integrate the pictures and memories, acknowledge their reality, experience emotional support. Care for herself in the therapeutic relation slowly but systematically rebuilt broken relations with her ego states. From the therapist's perspective, these sessions were both exceptionally emotionally intense and provoked tenderness and sympathizing with the patient's suffering. During this adjustment, there was a need to care about safety and learn how to take responsibility for caring about herself.

Conclusion

In conclusion, it seems that mentalisation supported with conceptualisation originating from Transactional Analysis allows not only for comprehending the client's reality, especially in the situation of strong emotional traumatic experiences, but also offers a space for verbalizing what has not been named and understood so far. Thus, classical understanding of ego states and transactions can be discovered in a new way in the context of the capacity of mentalising the process of the patient-therapist relation. It provides both the patient and the therapist with language, creating paths of understanding and opportunities for closeness necessary for creating corrective experiences.

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Analiza transakcyjna w służbie kompetencji mentalizowania

Tekst stanowi próbę użycia konceptualizacji języka analizy transakcyjnej – dla rozumienia kompetencji mentalizacji w relacji pacjent–terapeuta. Wydaje się, że analiza transakcyjna dostarcza prostego, barwnego, ale i nieredukcjonistycznego języka (przestrzeni) pozwalającego opisywać złożone zjawiska w relacji pomiędzy pacjentem i jego terapeutą. W artykule omówione zostaną podstawowe pojęcia AT, opisujące proces uwewnętrzniania się relacji. Proces ten stanowi podstawę kompetencji mentalizowania omówiony w drugiej części tekstu. Całość ilustruje fragment opisu klinicznego pracy terapeutycznej, w której użycie elementów analizy transakcyjnej pozwoliło na istotne wzmocnienie relacji terapeutycznej, co przełożyło się na proces zdrowienia pacjenta.

Słowa kluczowe: mentalizacja, analiza transakcyjna, relacja terapeutyczna.

EDUCATIONAL TRANSACTIONAL ANALYSIS IN THE LIGHT OF OTHER PSYCHOPEDAGOGICAL AREAS

EDUKACYJNA ANALIZA TRANSAKCYJNA NA TLE INNYCH KIERUNKÓW PSYCHOPEDAGOGICZNYCH

UNIWERSYTET HUMANISTYCZNO-PRZYRODNICZY IM. JANA DŁUGOSZA W CZĘSTOCHOWIE
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Jarosław JAGIEŁA
https://orcid.org/0000-0001-5025-0767X
Jan Dlugosz University in Czestochowa
e-mail: jaroslaw.jagiela@ujd.edu.pl

Psychopedagogy of integration and authenticity: on the relationship between Gestalt therapy and Gestalt pedagogy and educational transactional analysis (part 5)*

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Abstract

The article discusses the links between Gestalt therapy and pedagogy and transactional analysis in its educational dimension.

Key words: Gestalt therapy, Gestalt pedagogy, educational transactional analysis.

> But everything that I could do to help someone to discover themselves is good.
> We really learn only thanks to what we discover on our own[1].
>
> Fritz Perls, *Cztery wykłady*, 1981

In comparison to other therapeutic trends, Gestalt therapy, usually associated with humanistic psychotherapy, marked its presence in pedagogy the most. Therefore, it is treated as a separate trend in psychopedagogy. The main assumption of this concept is a belief that a human being can be understood only as an integrated whole showing their presence in a given environment. Understood as

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1 All translations – author.

someone genuine, someone that person really is. Someone who does not hide behind "masks," concealing the real nature of their unique self and the exceptional existence of their own.

The reader interested in Gestalt theory and practice can find them in a vast repertoire of available publications (among all, Corey, 2005, pp. 262–305; Jakubowska, 2005, pp. 181–185; Ellis, Smith, 2011, pp. 508–5015; Kepner, 1991; Passons, 1986; Zinker, 1991; Houston, 2006; Paruzel-Czachura, 2015; Clarkson, Mackewn, 2008; Ginger, 2001; Robine, 1994; Later, 1972; Stevens, 1975). Jerzy Mellibruda mentions several important elements that constitute that trend (Mellibruda, 2009, p. 9). These are among all: focusing on action and experimenting in a therapeutic situation, concentrating on direct experience and experiencing oneself "here and now," broadening one's consciousness in various areas of human psyche, learning how to differentiate between important matters and unimportant and harmful questions and issues. It is also emphasizing support and responsibility for oneself and in oneself, stressing the importance of perceiving a human being as a whole, and recognizing the role of their authenticity expressed in truth about them. Similarly to Carl Roger's therapy focused on an individual, Gestalt therapy is situated in the stream of humanistic and insight therapies. However, what makes it different from the aforesaid approach is a definitely more directive nature of influencing a person who asks for help. Gestalt therapy is not limited to unconditional acceptance, reflection, empathy and authenticity, but provides a client with numerous experiences that are supposed to raise their self-awareness and the awareness of their feelings, increase their responsibility for their decisions taken now and in the future. It frequently confronts, in an exceptionally logical and clear way, the client's opinions with the facts, revealing problems hidden behind an artificial "mask" put on to gain social acceptance. In this context, authenticity becomes one of the main categories. J.F.T. Bugental tried to make it more precise in the following way: "Authenticity is a concept used to describe the way one exists in the world, when human existence is in harmony with the world's existence" (Bugental, 1978, p. 330). He continues:

> Authenticity doses not demand man to abandon the world of their experiences, but to understand how much they are immersed in this world, being aware at the same time that the world of their experiences does not constitute a complete scene of human experience (Bugental, 1978, p. 331).

Thus, being authentic means being real, unambiguous, marking one's existence in the surrounding world.

Gestalt therapy

Gestalt therapeutic practice takes place both individually and in a group. It consists of a set of rules, e.g. the rule of being "here and now," the rule of subjectivity of utterance, the rule of Me and You, some other ones, and something which is described as games. However, their nature is different from games in TA. These are therapeutic exercises or techniques consisting in performing certain activities that are often symbolic and artificial. A sample set of these procedures includes: a dialogue between parts of one's own person, expressing certain message and feelings towards particular people, initiating and finishing particular and unfinished matters from the past, analyzing the feeling of guilt and shame (Mellibruda, 2009, pp. 60–81). In groups, one of more popular techniques is the so-called making rounds, which allows for expressing particular feelings or thoughts towards given participants of a meeting. A group meeting also offers an opportunity to present and act out one's projections. It means that a given person, addressing certain judgements or attitudes towards others, acts out a scene that is to verify whether they project their own mental states in this way. Similar scenes can concern discovering opposites, where a client tries to demonstrate behaviour opposite to the one that characterizes them the most, or to make an attempt to act out roles, attitudes and behaviours which have existed only in that person's imagination so far. In case the client makes unintentional gestures, movements or utters words that might signify they hide unsolved or distorted problems, they are encouraged to demonstrate the same in a more intense and exaggerated way. Another technique described as exercising responsibility consists in the client finishing each sentence regarding themselves with "and I take responsibility for that," or an exercise "Can I offer you a sentence?" in which a therapist asks the client to repeat and check if the sentence they utter about the client can be accepted by them. All those techniques are supposed to aim at raising the participants' awareness. Further on, one can talk about working on clients' fantasies and dreams, and several different procedures and therapeutic techniques whose list is not closed and unchanged (Mellibruda, 2009, pp. 171–188). Thus, we can see how the aforesaid well-structured techniques differ from a non-directional attitude to work with a client proposed by Carl R. Rogers. A disturbed process of one's self-regulation with their environment leads to behaviour disorders. Energy that is badly directed or not focused in a proper way does nor serve to meet an individual's needs and their development, resulting in five most typical forms of disorders (Mellibruda, 2009, pp. 15–18).

The first one is described as introjection, being a passive, thoughtless and unprocessed internalizing various – somehow "strange" – parts of the environment to one's own psyche[2]. The second source of disorders is projection, which as one of typical defence mechanisms, consists in not admitting certain aspects of one's own person and attributing them to others. The third type of disorder is called retroflection, which consists in directing actions that should be directed

[2] Referring to introjection, J. Strojnowski accurately remarks that "We can find a similar description of a mental state in Eric Berne's concept called transactional analysis, where such a personality structure is called the adult ego state" (Strojnowski, 1985, p. 70).

outside at oneself (e.g. auto-aggression). Deflection, on the other hand, is an attempt to distance oneself from direct engagement in relations with others, particular situations or the whole environment, and is linked with not undertaking expected actions (e.g. due to talkativeness, using generalizations, pranks, avoiding eye contact with an interlocutor, ritualisation and conventionalization of one's behaviour, etc.). The last type of disorder, confluence, consists in blurring of borders between an individual and their situation, passive blending in with one's surroundings and losing one's identity (e.g. by conformism). Let us add that contemporary theorists distinguish the sixth disorder in which an individual due to weak, unclear and ambiguous contact with their environment, leaves many "unfinished" matters and problems that need to be "finished" during the therapy process (Ellis, Smith, 2011, p. 512). There are the following rules to be followed in Gestalt therapy: self-awareness, responsibility, meeting one's needs, human value, here and now, interaction between the background and the figure, closure and self-regulation (Sills, Fish, Lapworth, 1999, pp. 16–19).

The main aim of Gestalt therapy is personality development expressed in achieving true and authentic self of the client. It most often happens in form of group therapy, where the therapist works individually with a given person against the group background. Other therapy participants witness this event, share their feelings, thoughts and experiences, which constitutes a further subject of analysis. Methods of therapeutic work in this trend focus mainly on: emphasizing what is hidden, psychodrama and monodrama, Two Chair technique, contacting one's consciousness and many other procedures. However, in its current form, Gestalt therapy goes beyond purely psychotherapeutic use. It offers a new and different outlook on the world, where a particular value is attributed to interpersonal relations, lifestyle based on openness and the ability to use one's resources and potential, lifestyle which is creative and compatible with its harmonious development. That is why the aforesaid concept is widely used in various areas of practical application, such as healthcare, welfare, enterprise and organization functioning, pedagogy and education.

It should be noticed here that the development of Gestalt therapy created an opportunity to abandon some orthodox solutions promoted by Perls and sometimes arising anxiety and doubts. The emphasis was put more on building an optimal relation between a client and a therapist than on emphasising differences or lack of responsibility for another person, which is expressed by famous "Perls's prayer", often criticized as the most prominent display of egotism:

> I do my thing and you do your thing.
> I am not in this world to live up to
> your expectations,
> And you are not in this world
> to live up to mine.
> You are you, and I am I,
> and if by chance we find each other

it is beautiful.
If not,
It can't be helped (citing: Shepard, 1975).

In her therapeutic practice, Anna Tanalska replaces the aforementioned message with a different one, which reflects a more relational character of two subjects engaged in the therapy process:

I, the person, with my body,
feelings, thoughts, values.
And here you are. Let us try
to meet and create a new situation
together. You come to me
for help – special one
– and I am here to help you.
Within this situation we are both
human beings, persons (Tanalska, 1991, p. 58).

These are not the only questions raised by this concept. It imposes many difficult tasks and challenges on a therapist. They have to be able to accompany their client and be fully present, frequently when feelings are demonstrated very strongly and expressively. They cannot abandon their client when hurtful or difficult issues emerge, without any support, help in striving to solve occurring problems.

Using Gestalt techniques requires the ability to select them fast and adequately to a given person's characteristics, their problems and a particular therapeutic situation. Gestalt therapy seems to be more beneficial for patients who are sometimes called "non-psychotic," i.e. demonstrating various anxiety or affective disorders, adaptation or personality difficulties. These are usually people who are subject to excessive pressure and outer containment, too "socialized" or inhibited in their expression. On the other hand, in case of disorders with a more profound, sometimes psychotic foundation, therapy is much more difficult, time-consuming and requiring long-time engagement from the therapist's side. In the initial stage of therapy it is necessary to abandon typical Gestalt solutions for the benefit of building mutual trust between the therapist and the client, and to apply procedures facilitating their contact with reality and their feelings coming from their own body. Some patients, especially those with more serious disorders, might demonstrate at the beginning of therapy defensive and manipulative attitudes, which might make the therapist feel an unjustified urge to interfere too early in order to break such defence. Excessive concentration on the client's individuality, ignoring their relation with the environment, might also lead to the feeling of alienation from their natural environment and create new problems of an interpersonal nature.

Too much focus on the Me category marginalizes and often ignores the Us concept. The shallow slogan "I do my thing and you do your thing," is unfortunately addressed to all those people who are not willing to sacrifice their time and care for other people, frequently their closest relatives. Inevitably, it has to promote narcissistic and egoistic attitudes. Moreover, patients characterised by no ability to control their impulses and drives, which quite often occurs in antisocial disorders, might find justification for their antisocial behaviours in expressive techniques of that trend. A well-known maxim "Where *id* was there shall *ego* be" from Freud's psychoanalysis might have an opposite meaning in this kind of therapy "where *ego* is, there shall be acceptance for unlimited *id*." Hence contraindications for using this method while working with clients who cannot control their impulses, who are short-tempered or psychopathic. Another limitation might be striving to make clients look for support in themselves too early, which might look like personality integration or maturity that can be truly achieved by a long-lasting learning process and many attempts in that area.

Gestalt pedagogy

At the end of his scientific activity, the founder of Gestalt therapy, Fritz Perls (1893–1970), got interested in the possibility of using this concept in education, especially in upbringing. Hilarion Petzold, one of key representatives, apart from George I. Brown, of Gestalt pedagogy, and a close co-worker of Fritz Perls, defined this trend in the following way:

> The essence of education in the Gestalt approach is direct and complete understanding between subjects at the level of their bodies, minds and feelings, and this holistic way of thinking about a human being is linked with the awareness of one's life space, creating one's space for action, realizing one's origins and accepting the limitations of one's cognition, consciousness and mortality of one's existence (after: Żłobicki, 2008, p. 44).

Gestalt pedagogy attracted the attention of many distinguished researchers, e.g. Olaf-Axel Burow, who had an undeniable influence on the development of this concept. The main assumptions of Gestalt pedagogy read as follows:
- teaching an individual to develop their own range of abilities and skills;
- learning about an individual's needs and interests, their further development;
- noticing opportunities to develop one's potential to act and experience;
- creating efficient relations between: discipline and spontaneity, behaviours deriving from immediate needs and hierarchical behaviours, free decision making and responsibility, etc.;
- self-determination with the awareness of social ties (the unity of an individual and their environment);
- social engagement with the awareness of self-responsibility;
- contributing towards an individual's autonomy;
- developing one's experiencing and perception abilities;
- openness to "requirements of a given situation", i.e. the ability and readiness to identify expectations and corresponding behaviours (Ginger, 1998, p. 22).

Gestalt pedagogy formulates particular behavioural norms for a learner, who, during their educational process, should:

— experience the feeling of belonging and social bond,
— get support,
— have the right to respect and dignity,
— have an opportunity to get or regain courage and trust towards one's own person (Janowska, 1995, p. 36).

It is claimed that Gestalt therapy became the main inspiration to introduce psychotherapy into the Polish educational system in the 80s of the 20th century. Psychologists in Cracow and Warsaw got the first signals from the West that psychological training called "psychological help by active methods" was used in schools, which allowed them to gradually implement this kind of solution in educational-vocational centres. Classes took the form of therapeutic groups.

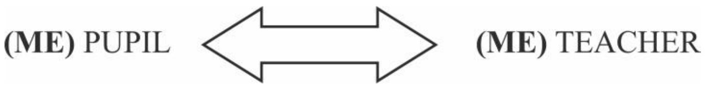
> Their aim – as Zofia Pierzchała remarks – was to help young people solve emotional problems of adolescence, rebellion, protest, failure to adjust, and school difficulties (Zalewska-Stolzman, Pierzchała, 2013, p. 348).

Among the pioneers of such activities, which resembled sociotherapy in many aspects, one can mention Jerzy Nałęcz-Nieniewski, Jacek Pierzchała, Zofia Pierzchała, Magdalena Zalewska-Stolzman or Maria Różańska. In her memoir, the latter one states the fact that the traditional activity in the area of psychological and pedagogical support consisted mainly in diagnosing learners referred to these institutions by their schools and issuing opinions and certificates. Thus, no wonder that introducing psychotherapeutic and innovative forms of support met some reluctance. Consulting centres were perceived by parents and students as the continuation of school, which undermined the feeling of safety and trust and resulted in treating children like objects (Różańska, 2011, p. 40). However, the changes were developed in a long process, which – as we know – to a large extent, led to the evolution in the functioning of psychological and pedagogical counselling centres.

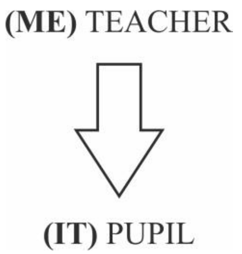
The Gestalt concept also found its place in the theory of teaching. In this context, the name of Wolfgang Köhler (1887–1967) is frequently mentioned. On the basis of his experiments, he drew the conclusion that learning happens via the act of getting insight, and a learner learning or solving a given task must know elements of that task and the goal they are to achieve. Moreover, they shall have a possibility to look at the general context of a given situation. Thus, learning means mental or physical manipulation of these elements until the solution occurs. Some of these elements have been rooted in a person since their birth. Human mind absorbs simple concepts and arranges them into more complex categories, giving them meaning.

> […] we react to meaning, synthesising it in our mind. We learn Einstein's theory by insight, by discerning relations between particular concepts, and not by reinforcing our instrumental behaviour (Phillips, Soltis, 2003, p. 57).

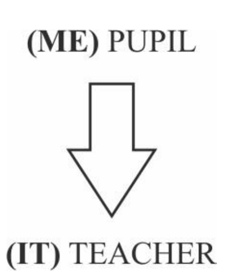
It is also one of characteristic features distinguishing the Gestalt approach from the behavioural theory of learning. Wiktor Żłobicki's publications offer the most complex description and analysis of the application of Gestalt therapy in education. His monograph entitled *Edukacja holistyczna w podejściu Gestalt. O wspieraniu rozwoju osoby* (*Holistic Education in the Gestalt Approach. On supporting One's Development*) (2008) and a series of articles published in *Gestalt* journal (2001, pp. 20–24; 2002a, pp. 14–19; 2003a, pp. 17–22; 2003b, pp. 26–30; 2004, pp. 26–30), constitute a comprehensive compendium of knowledge on Gestalt pedagogy clearly being formed on these foundations. The author's works contain a typology of relations between the teacher and the learner, interesting from the perspective of an educational transactions analyst (Żłobicki, 2008, pp. 52–54). The first model characteristic for Gestalt pedagogy emphasizes complete subjectivity of each interaction partner. It is expressed by the following diagram:



This model relation is disturbed when e.g. the learner becomes the object of the influence of the teacher who takes on the role of an expert. It is a typical situation for school understood in the traditional way. The diagram takes on another shape:



In too permissive relations of contemporary school, the aforesaid model can develop in an opposite direction, where the teacher takes a role of a carer who allows their learners to do everything:



It is difficult not to notice the dramatic situation (IT) LEARER – (IT) TEACHER, which makes this relation devoid of subjectivity on both sides. The author concludes with a remark:

> Both the teacher and the learner are not able to make any contact with each other. A characteristic feature is mutual manipulation and exploitation, closing the path to any development, making learning impossible (Żłobicki, 2008, p. 54).

The teacher's role in the Gestalt concept is unique.

> Maybe that is why – Bogusław Śliwerski writes – this pedagogy is described as the one initially coming from the educator (teacher, head teacher) (Śliwerski, 2004b, p. 160).

In order to create an optimal relation with their learner, the teacher has to be aware both of didactic and educational goals to achieve, and how they function in relations with other people. Moreover, they should know their own abilities and limitations, how they adjust to the environment, whether they integrate and process own experiences. Their mental state is an important instrument in educational situations and the process of teaching and educating. Without any doubt, these are requirements not all educators can meet. And this might be one of important reasons (apart from unwillingness shown by representatives of the teaching profession originating from Marxist pedagogy) that in spite of high interest this pedagogical trend enjoyed in the West (the USA, Germany, Austria, Sweden) – as Bogusław Śliwerski states – in Poland the Gestalt approach did not fulfil its educational potential (Śliwerski, 2004b, pp. 170–171). Nevertheless, Jadwiga Uchyła-Zroski notices broad potential possibilities for the use of Gestalt pedagogy in contemporary school. In case of this concept, its educational and teaching values are expressed by motivating the subjects of the educational process to activity and self-reflection. Learning creates at a given moment ("here and now") a balance between an individual ("Me"), the group ("Others"), topic (the "Problem") and the surrounding environment (the "World"). It is also important to emphasise the role of emotions in this process, awareness and autonomy of the subjects taking part in it, no to mention responsibility for the result of made decisions and undertaken actions (Uchyła-Zroski, 2004, pp. 71–80).

Undeniably, undertaking such a special educational role by a teacher requires specialist and professional training. Janina Janowska made such an attempt, presenting theoretical and programme guidelines, and forms in which classes conducted for her pedagogy students and teacher training university students were realised (Janowska, 1995, pp. 33–49). That author thinks that the essence of training for teachers using the Gestalt approach is: belief in a student's development potential, creating situations that facilitate learning, referring to one's own experiences that allow for theoretical generalizations, and teacher-learner feedback (Janowska, 1995, p. 37). Many goals quoted in the programme guidelines (e.g. developing interpersonal skills, revealing the teacher's personality features that facilitate learning, developing relations based more on cooperation than on initiating competition, creating the atmosphere of peace, and others) could be applied in the concept of teacher training analysed from the perspective of transactional analysis.

Gestalt therapy and educational transactional analysis

Everything that has been said above significantly brings the Gestalt approach closer to educational transactional concepts, and the very Gestalt therapy is quite often, in its many different aspects, matched with transactional analysis. It is worth noticing that experiences and lives of Fritz Perls, the founder of Gestalt therapy, and Eric Berne, the founder of transactional analysis, progressed in a parallel way, within a certain cultural paradigm. They both came from the same generation, broke with orthodox psychoanalysis they derived from, and developed their own therapeutic systems, becoming widely acknowledged and popular in the United States in the post-war period (James, Jongeward, 1994, p. 30). Both schools are focused mainly on group work, aiming towards therapy transparency and effectiveness, yet each of them emphasizes different aspects. While Gestalt therapy concentrates mainly on client's emotional self-understanding, TA focuses more on the rational and intellectual side.

Many therapists have used in their practice, and certainly still do, the combination of the Gestalt approach and TA (e.g. Phil Lapworth, Mary and Bob Goulding, Petruska Clarkson, Muriel James and others). The crucial assumption of this trend concerning the fundamental relation Me-You can be discerned in many TA contexts.

> At the beginning it should be stated – Anna Tanalska writes – that the therapeutic situation in Gestalt therapy is an optimal relation between two persons, two subjects, speaking more philosophically (Tanalska, 1991, p. 56).

Andrzej Jastrzębski draws our attention to comparable possibilities offered by TA:

> In the context of transactional analysis, every person can change their life as they are free and able to make independent decisions. It reverberates with the assumptions of the humanistic-existential trend and Gestalt therapy (Jastrzębski, 2010, p. 360).

This aspect of the therapy in question is also noticed by Mariola Paruzel-Czachura who suggests recognizing Gestat as a trend with strong philosophical foundations, thus deserving the name of – as she calls it – philosophical therapy (Paruzel-Czachura, 2015, pp. 206–209). It is difficult to deny that every emerging trend and school of psychotherapy was developed on a certain ideological or philosophical foundation and further on, to a lesser or greater extent, referred to these origins. Therefore, many elements of Gestalt therapy demonstrate the similarity to analogous assumptions of transactional analysis. Let us list some of them. Undoubtedly, the first place is occupied by the feature of authenticity in communication by open and sincere relations of interaction partners, providing oneself and others with support, increasing mature responsibility for one's life choices. All of this aims at restoring healthy self-regulation of man and their environment. Moreover, the style in which the therapist approaches their client, where one of the basic rules is the rule of *époche,* well-known from phenomenology, which assumes that the therapeutic relation should be devoid of any former assumptions, views or beliefs, is of no little importance (Sills, Fish, Lapworth, 1999, pp. 101–102). It is difficult not to notice similarities to the so-called thinking Martian described by Berne (Hostie, 1982, pp. 168–170).

In the context of sociotherapy, it is also important to mention what is described in Gestalt therapy as experimenting, which in sociotherapeutic procedures can be expressed by identifying and developing new behaviours and personal skills of children, teenagers and adults, coping with internal and external conflicts, practising new skills, completing and working on one's developmental deficiencies and deficits in relations with others, or finishing matters that are still open and not dealt with, or eliminating the feeling of injustice (Jagieła, 2007).

It can be also stated that both Gestalt's and transactional analysis' main aim is to serve people's development, their autonomy and independence so as to make them more "victorious" the way TA understands it. Correspondences between transactional analysis and Gestalt motivate some authors to seek synthesising solutions. For example, that is what Ken Wilber (Wilber, n.d.) does in one of his long texts. He proves that both approaches are of a complementary nature as far as the same psychodynamic factors are concerned, thus the synthesis of the best elements from both trends shall be more effective that using each of them separately. He also remarks that the value of TA is expressed in its simplicity and effectiveness, whereas Gestalt therapy reaches more strongly and deeper to the fundamental changes of human development. Undoubtedly, it is a good reason to make an attempt to carry out such a synthesis and I am convinced that, apart from a few theoretical differences, it is possible to obtain the synthesis combining the pace and simplicity of TA with Gestalt effectiveness and depth.

All in all, these two approaches might create a simple and effective system in psychotherapy. Muriel James and Dorothy Jongeward do accordingly, putting an equation mark between the two tends. They write as follows:

> Transactional analysis developed by Eric Berne and Gestalt therapy interpreter by Frederic Perls are two methods of self-discovery and learning about others (James, Jongeward, 1994, p. 19).

Further on in their book, they point to similarities between the two concepts more than once. Similarly, Leonhard Schleger in his lexical work devoted a lot of space to this issue, at the same time offering practical examples taken from his own therapeutic practice (Schleger, 2002). In conclusion, he states that all methods of psychotherapy are convergent in many areas and mutually complement each other, merely emphasising different aspects, hence disputes of representatives of some trends seem pointless. Mary and Robert Goulding (Goulding, Goulding, 1979) point to the possibility of using Gestalt therapy in the procedures of transactional analysis aiming at redecision, whereas Petruska Clarkson (Clarkson, 1989, 1995) and other authors pointing to similarities of both therapies (e.g.

James, 1977) notice the potential of using it in various particular TA procedures and techniques. However, they sometimes treat those similarities in a simplified way, writing e.g. that Transactional Analysis (TA) offers simple and vivid language, explains especially scenarios and unconscious games in human relationships and the need for social recognition (caresses or strokes), and different degrees of personal entanglement (Ginger, 2004, p. 62).

Stephen Johnson, who also combined the transactional approach and Gestalt therapy while working with narcissistic patients, writes in publications well-known in Poland:

> I apply a useful idea from Gestalt therapy, according to which I divide my patient into "parts" and help them see, while being the "parent" at a given moment, how demanding, strict and destructive towards their "child" they are. Then, I ask my client to assume the role of the "parent" and talk to their "child" as a caring, helpful father, who undertakes to be kind, spend a lot of time with the child, give them many opportunities to rest, relax and play (Johnson, 1993, p. 107).

And he adds:

> In every case of the narcissistic style therapy, I try to initiate and maintain a dialogue between the magnified fake self and the real self. In this exercise, whose source is Gestalt therapy, I usually equate the real self with the "child" and the magnified fake self with this part of the patient that urges, criticizes it and has unrealistic expectations towards it (Johnson, 1993, p. 108).

Inspiration by TA is explicit here and raises no doubts. It is only a pity that the author does not state its origins clearly. It is not possible to list all the authors making an attempt to combine transactional analysis and Gestalt. However, it is worth mentioning a few more. Some of them refer to the treatment of particular psychosomatic disorders, e.g. migraines. One of such situations is described by Cecile H. Pichel, family and marriage counsellor in Menlo Park, California. She discusses a case of 17-year-old Laura suffering from recurring migraines since the age of 12. The therapeutic work described by the author consisted in combining the typical Gestalt Two Chair technique with a transactional attempt of script redecision, expressed in this case with an imperative "It shall not be OK!" Pichel achieved significant reduction of symptoms and a new life decision, namely reformulating the formerly unfavourable relationship between the mother and the daughter and a decision to draw from adult resources of the patient (Pichel, 1977, pp. 58–60).

The Two Chair technique was similarly used by Art Oblas, a certified ITAA member from the National Academy of Certified Clinical Mental Health Counselors in New York, who evaluates the aforesaid method as the one enabling the therapist to react more appropriately and control their reactions in highly dynamic situations of therapeutic sessions with the client (Oblas, 1981, pp. 328–329). On the other hand, Selmer Wathney, a clinical psychologist working in the Youth Council in Sacramento, describes the use of paradoxical interventions both in

Gestalt and TA sessions. This interesting article describes cases of working with teenagers with the use of paradoxical interventions and presents arguments for this kind of method. In his conclusion, the author dispels doubts that paradoxical interventions might strengthen behavioural symptoms. He claims that the opposite happens as new behaviour evoked by a paradoxical instruction takes place in a new context, which itself facilitates adolescents' control from the Adult ego state position over their former ways of problematic behaviour (Wathney, 1982, pp. 185–189).

In one of their articles, Michael F. Hoyt and Robert L. Goulding, leading transactional analysts, show the role of Gestalt therapy techniques in supervision, aiming at demonstrating transference, countertransference and impasse experienced by psychotherapists (Hoyt, Goulding, 1989, pp. 201–211). Kenneth R. Evans, the head of Sherwood Psychotherapy Training Institute in Nottingham (England), cooperating with the Institute for Integrative Psychotherapy in New York, and the head of the European Association for Psychotherapy, focuses on the phenomenology of human shame, which originates in early childhood and remains till adulthood (Evans, 1994, pp. 103–108). The author understands shame as defence against power abuse in the original relationship of a newborn baby and its carer. Toxic shame can be treated on the basis of dialogic work in Gestalt therapy and a balanced transactional relation between the therapist and their client. The following elements are crucial here: mutuality, integration, presence and engagement. However, the author does not believe that one can get rid of such feelings completely. In certain cases, it is possible to face this "enemy" and reach the state of "not being ashamed of shame" on the basis of choosing more appropriate emotions such as anger, fear, sadness or joy.

Therapists working with children can be certainly interested in Keith Tudor's ideas as she suggests integrating TA and Gestalt therapy while working with groups of younger children (Tudor, 1991, pp. 12–20). Based on her own findings and discussing other authors' work, she describes educational and therapeutic work promoting mental health, integrating both approaches in her work with children aged 5–14. "To feel – to know – to think – to enjoy – to close" is a cycle of therapeutic measures following the suggested model. Therapeutic work in this age group requires from its therapist the feeling of their own strength, protecting and understanding children's developmental stages. As far as permission known in TA is concerned, she sees it mainly in the context of working with parents. She agrees with the statement of another well-known transactional analyst, Thomas Harris, who said that "the best way to help children is to help their parents" (Harris, 1987, p. 169) as far as the system is concerned, but in case of working on positive promotion of mental health, the impact on children also makes sense and is beneficial to their parents.

Although there are noticeable convergences and similarities between both concepts, without any doubt there are also differences in the approaches proposed by Gestalt and transactional analysis. Serge Ginger remarks that while TA (and also NLP) values adapting oneself to another person, the environment, system (? – sic!), only Gestalt "puts a high value on an individual with their needs and unique values, which should not be destroyed by constant environmental pressure" (Ginger, 2004, p. 62). It seems that the aforesaid statement does not withstand scrutiny. It is hard to find in TA the glorification of "overwhelming" strength and pressure of the environment, though sometimes such environmental impact also takes place. On the other hand, the defence of extreme individualism can easily lead to egotism, loneliness and alienation of many people, whose cultural indications can be easily discerned in the contemporary world of western civilization.

Although in Poland many initiators of therapy treating behavioural disorders of children and teenagers by group therapy initially identified themselves or originated from training deriving from this Gestalt trend, it does not seem that all the possibilities offered by this concept for sociotherapy have been fully used. We should not be misled by the belief, no matter how right and justified, that Gestalt therapy is addressed to people with, so to speak, excessive social adaptation (easy to submit, timid, withdrawn, anxious), as the nature of this kind of adaptation is far from expected. Neither should we be misled by the term "socio-Gestalt" occurring in the context of this concept as it does not mean its use in sociotherapy but constitutes a branch of Gestalt, in this case referring to the functioning of institutions or organizations understood "as a whole" (Ginger, 2004, pp. 67–68). This concept gives a slightly different meaning to aggression, whose manifestations are so frequently encountered in sociotherapy. Aggression is not understood as destructive violence but as certain "life drive" and facing the world and its challenges, contrary to withdrawal and submission. We begin with child dependence, go through adolescent anti-dependence full of rebellion, adult independence, and finally mature codependence, giving oneself and others the feeling of freedom (Ginger, 2004, pp. 113–115). Yet, one can hope that Gestalt therapy and its application in working with children and teenagers is, like Petruska Clarkson and Jennifer Mackewent remarked "a chemical process which, once initiated, is going to go on its own" (Clarkson, Mackewn, 2008, p. 132). Shall it be in fact like that? The years to come shall confirm or question that belief.

Among various schools of transactional analysis, the so-called redecision school seems to be closest to Gestalt therapy. Its assumptions come down to the belief that remote early-childhood and destructive decisions shall be replaced by more appropriate forms of working on these early script imperatives and limitations (Stewart, Joines, 2016, pp. 376–377). A teacher or head teacher aware of these processes can encounter a similar phenomenon. Former experiences of a given child can often have impact on developing current school relationships, leading to educational issues and impasse, which is the outcome of self ego states in conflict. Representatives of the aforesaid school also put emphasis on personal responsibility for taken decisions, establishing c o n t r a c t s, self-obligations and several other elements which can play a crucial role in solving many educational problems, at the same time constituting an important area of future research in the field of educational transactional analysis and the Gestalt concept.

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Psychopedagogika integracji i autentyczności, czyli o związkach terapii i pedagogiki Gestalt z edukacyjną analizą transakcyjną (cz. 5)

Streszczenie

Artykuł omawia terapię i pedagogikę Gestalt i jej związki z analizą transakcyjną w jej edukacyjnym wydaniu.

Słowa kluczowe: terapia Gestalt, pedagogika Gestalt, edukacyjna analiza transakcyjna.

RESEARCH REPORTS

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Zbigniew WIECZOREK
https://orcid.org/0000-0001-5239-2171
Jan Dlugosz University in Czestochowa
e-mail:z.wieczorek@ujd.edu.pl

Symptoms of anxiety and depression in social media in connection with the threat of COVID-19

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Abstract

Professional literature usually perceives the Internet and social media from the perspective of threat. Many papers describe the risk of using the Internet, both practical one concerning threatened security or finances and psychological one pertaining to addiction or depression. However, more and more often the cyberspace is treated as the research subject in itself or an area where one can analyse behaviours of Internet users. This paper is an example of the latter approach. With the help of the Big Data analysis of social media, Kessler Psychological Distress Scale (K10) shall be used to compare how often suicidal behaviour symptoms occurred in Internet users' posts this year and the year preceding the COVID-19 threat.

Keywords: depression, social media, big data, COVID-19.

Internet use to diagnose depression risk

Every year the number of products of human activity uploaded in cyberspace grows. A rapid development of social media means that a large portion of these products includes content being the outcome of one's willingness to share their thoughts, emotions or experiences. The unique nature of Internet culture keeps generating new ways of expressing people's opinions. At the time of fast content consumption, the written word is replaced by an image or an image combined with content in the form of an Internet meme. The current political situation of a given country is reflected in shared memes commenting on everyday events. Knowing which memes someone sends, it is easy to define their political preferences or attitude to widely-known everyday issues. If we match it with opinions placed in the net, the picture becomes complete.

In the same way, one may try to diagnose more complex personality features or, within the framework of preventive measures, to look for symptoms of mental disorders. The analysis can focus on the occurrence of words and phrases which are predicates defining particular personal features, often linked with a particular psychological theory. A good example is the use of Transactional Analysis terminology in search of depression symptoms (Wieczorek, 2018, 2019). A more practical action consists in looking for depression symptoms and targeting appropriate advertisements to a diagnosed person:

> Social media (SM) offers a promising avenue for targeting information about third sector mental health services to people who need them. SM sites such as Facebook already use algorithms to target advertisement to the most appropriate users, for example, by using search keywords from the history of search engines and links that users have previously clicked on. As machine learning and other computer science techniques have become more advanced, it is increasingly possible to identify or predict specific characteristics, such as mood or depression, of SM users, from the content they post on sites such as Facebook or Twitter. This may involve sentiment analysis (the valence of the emotion or mood of their words), analyzing posted images, or recognizing changes in the quantity and frequency of a user's content . Previous research has shown that users disclose depressive symptoms on SM sites such as Facebook and Twitter; in some cases, users disclose enough information for researchers to make a diagnosis of a major depressive episode (Ford, Curlewis, Wongkoblap, Curcin, 2019).

Artificial intelligence can also contribute to the analysis of content of posted photographs.

> Photographs posted to Instagram offer a vast array of features that might be analyzed for psychological insight. The content of photographs can be coded for any number of characteristics: Are there people present? Is the setting in nature or indoors? Is it night or day? Image statistical properties can also be evaluated at a per-pixel level, including values for average color and brightness. Instagram metadata offers additional information: Did the photo receive any comments? How many 'Likes' did it get? Finally, platform activity measures, such as usage and posting frequency, may also yield clues as to an Instagram user's mental state. We incorporated only a narrow subset of possible features into our predictive models, motivated in part by prior research into the relationship between mood and visual preferences (Reece, Danforth, 2017).

The process of the very analysis in the aforesaid research is quite complicated, requires ample means and using advanced technology.

> Data collection was crowdsourced using Amazon's Mechanical Turk (MTurk) crowdwork platform. Separate surveys were created for depressed and healthy individuals. In the depressed survey, participants were invited to complete a survey that involved passing a series of inclusion criteria, responding to a standardized clinical depression survey, answering questions related to demographics and history of depression, and sharing

> social media history […]Qualified participants were asked to share their Instagram usernames and history. An app embedded in the survey allowed participants to securely log into their Instagram accounts and agree to share their data (Reece, Danforth, 2017).

This kind of research requires cooperation of people submitted to it and a significant level of trust. The next example of machine learning is research on early detection of depression by means of analysing Reddit posts. The process of data collection is similar to the previous one.

> Data were extracted from Reddit, Inc using the Reddit, Inc's application program interface (API), and the resulting dataset consists of a collection of tuples of the form (id, writing), such that id is a unique identifier for each social network user and writing represents a writing instance in the social network. At the same time, each writing was described as a tuple of the form (title, date, info, and text), whereby title indicates the title of the post or comment, date denotes the date and time when the writing was performed, info identifies the social network (in this case, only Reddit, Inc is considered), and text comprises the actual post or comment provided by the user (Cacheda, Fernandez, Novoa, Carneiro, 2019).

Machine learning linked with a prior psychological diagnosis made it possible to diagnose a series of behaviours related to depression, such as focusing too much on the description of one's own posts or using a bigger number of more general expressions. Other examples of using social media in diagnosing depression include research on the analysis of Facebook posts (Eichstaedt et al., 2018), social media (Chancellor, Choudhury 2020; Kim, Lee, Park, 2020; Guntuku, et al., 2017).

The behaviour analysis of people diagnosed with depression combined with artificial intelligence makes it possible to find analogous behaviour patterns in other people, allowing for an early diagnosis of depression.

Methodology of own research

This research shall use the method requiring more modest financial means. Artificial intelligence will be replaced with Big Data technology, which allows for collecting and processing a big amount of information posted in social media. The Big Data analysis allows for processing huge amounts of data collected among others in social media (Żulicki, 2017; Janczyk, 2016, Wieczorek, 2018, 2019). Analyses were conducted with the help of Unamo service (https://unamo.com/) and Kessler psychological distress scale K10 (Kessler et al., 2002, 2003, 2010; Furukawa et al., 2003).

Kessler psychological distress scale allows for diagnosing depression symptoms. It consists of ten questions and answers on a Lickert scale.

Table 1
Kessler psychological distress scale and question counterparts for Internet research

Kessler psychological distress scale, In the past 4 weeks...	Big Data test – substitute
About how often did you feel tired out for no good reason?	I feel tired
About how often did you feel nervous?	I feel nervous
About how often did you feel so sad that nothing could cheer you up?	I feel sad
About how often did you feel hopeless?	I feel hopeless
About how often did you feel restless or fidgety?	I feel restless I feel fidgety
About how often did you feel so restless you could not sit still? About how often did you feel so nervous that nothing could calm you down?	I can't calm down
About how often did you feel depressed?	I feel depressed
About how often did you feel that everything was an effort?	I feel that everything was an effort
About how often did you feel worthless?	I feel worthless

Source: own research.

The answers to these questions can be found on a Lickert scale, which includes the following options: None of the time, A little of the time, Some of the time, Most of the time and All of the time. During a traditional test or while using an Internet form, a given person chooses appropriate answers. In case of the Big Data analysis, it is impossible to conduct such a test as it deals with archival data. To make use of the K10 scale, the phrases in question were shortened so that they could be found in Internet posts; their substitutes can be found in Table 1.

Two subsequent years were analysed and the factor that was considered significant was the COVID-19 pandemic likely to influence Internet users' mental state. A hypothesis was adopted that if the number of occurring phrases is statistically different for the year without the pandemic and for the year when the COVID-19 pandemic resurfaced, it can be assumed that it is possible to use scales for social media analysis. The Unamo platform allows for collecting information concerning the number of phrases occurring every day, the number of comments, likes and shares. For the needs of further analysis only the numbers of occurring comments will be used. The analysis concerns the periods of time from 23rd November 2018 to 22nd November 2019 and from 23rd November 2019 to 21st November 2020. The analysed period begins in November and for the reasons of clarity the first period shall be referred to as the year 2019 and the second one as the year 2020. As the year 2020 is a leap year, the second period of time is moved by one day. It makes no difference in case of statistical calculations as two cycles, 365 days each, are compared. In terms of graphs this difference is almost invisible. Table 2 presents the comparison of the number of searched expressions in social media.

Table 2
The number of searched expressions in subsequent years

An expression in a given year	A number of expressions found in social media
I feel tired 2019	163860
I feel tired 2020	211096
I feel that everything was an effort 2019	8476
feel that everything was an effort 2020	7381
I feel nervous 2019	11787
I feel nervous 2020	9889
I feel hopeless 2019	42597
I feel hopeless 2020	41036
I feel restless 2019	13079
I feel restless 2020	18200
I feel fidgety 2019	1098
I feel fidgety 2020	936
I feel depressed 2019	3046
I feel depressed 2019	2906
I feel worthless 2019	3606
I feel worthless 2020	1704
I feel sad 2019	55325
I feel sad 2020	75057
I can’t calm down 2019	4196
I can’t calm down 2020	6918
Total:	**682193**

Source: own research.

For the needs of further analysis, a series of statistical calculations was performed. The calculations focus on the same variables in two time cycles, the variables are arranged on the ratio scale. After the analysis of the variables’ distribution and the conclusion that they have a normal distribution – Table 3, there was a T-Student test for dependent samples – Table 4. The regularity of the distribution was verified with the help of the Kolmogorov–Smirnov test for one sample and the Lilliefors test.

Table 3
Testing the regularity of variable distribution

The Kolmogorov–Smirnov test for one sample								
	N	Average	Standard deviation	Absolute value	Positive	Nega-tive	Test sta-tistics	Asymptotic significance (2 sided)
I feel tired 2019	365	448.93	174.603	0.076	0.076	−0.062	0.076	.000c
I feel tired 2020	365	578.35	293.666	0.153	0.153	−0.108	0.153	.000c
I feel that every-thing was an effort 2019	365	23.22	49.018	0.325	0.297	−0.325	0.325	.000c
feel that everything was an effort 2020	365	20.22	21.427	0.214	0.214	−0.2	0.214	.000c
I feel nervous 2019	365	32.29	90.884	0.369	0.341	−0.369	0.369	.000c
I feel nervous 2020	365	27.09	60.764	0.34	0.33	−0.34	0.34	.000c
I feel hopeless 2019	365	116.7	126.053	0.245	0.245	−0.245	0.245	.000c
I feel hopeless 2020	365	112.43	58.272	0.154	0.154	−0.149	0.154	.000c
I feel restless 2019	365	35.83	56.715	0.279	0.259	−0.279	0.279	.000c
I feel restless 2020	365	49.86	51.251	0.195	0.195	−0.193	0.195	.000c
I feel fidgety 2019	365	3.01	15.766	0.424	0.393	−0.424	0.424	.000c
I feel fidgety 2020	365	2.56	6.688	0.351	0.315	−0.351	0.351	.000c
I feel depressed 2019	365	8.35	28.849	0.386	0.332	−0.386	0.386	.000c
I feel depressed 2019	365	7.96	13.63	0.28	0.268	−0.28	0.28	.000c
I feel worthless 2019	365	9.88	72.889	0.446	0.393	−0.446	0.446	.000c
I feel worthless 2020	365	4.67	9.541	0.312	0.267	−0.312	0.312	.000c
I feel sad 2019	365	151.58	131.715	0.235	0.235	−0.216	0.235	.000c
I feel sad 2020	365	205.64	528.809	0.378	0.347	−0.378	0.378	.000c
I can’t calm down 2019	365	11.5	19.799	0.289	0.289	−0.287	0.289	.000c
I can’t calm down 2020	365	18.95	37.109	0.323	0.322	−0.323	0.323	.000c
Lilliefors significance correction								

Source: own research.

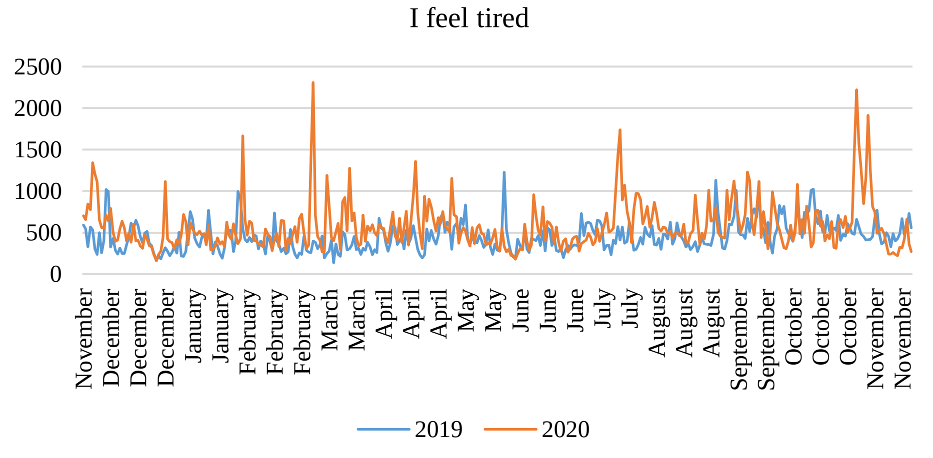
The Student t test was conducted for all the pairs of the variables, assuming that the first measurement is the analysis of 2019, and the second one is the analysis of 2020, the analysis was regarded as dependent samples. The analysis results are presented in Table 4. The pairs of variables “I feel tired,” “I feel restless,” and “I can’t calm down” turned out statistically significant. Taking into account the nature of the COVID-19 pandemic, the differences in these variables reflect what could be expected after the change in reaction. A type of threat does not translate into depression indicators such as “I feel hopeless” or „I fell worthless” and others. It is directly related to the change in one’s functioning, work or limitations in travelling. There were no detailed analyses of people’s comments as in case of such a huge number of observations it is practically impossible without the use of artificial intelligence. However, it can be supposed that a big number of responses such as “I feel tired” is related to the epidemiological situation and e.g. the need to work from home.

Table 4
Statistical analysis, Student t test for dependent samples

	Average	Standard deviation	Average standard error	The lower limit	The upper limit	t	df	Significance (2 sided)
I feel tired 2019 – I feel tired 2020	−129.414	323.473	16.931	−162.709	−96.118	−7.643	364	0
I feel that everything was an effort 2019 – feel that everything was an effort 2020	3	49.084	2.569	−2.052	8.052	1.168	364	0.244
I feel nervous 2019 – I feel nervous 2020	5.2	107.353	5.619	−5.85	16.25	0.925	364	0.355
I feel hopeless 2019 – I feel hopeless 2020	4.277	138.258	7.237	−9,954	18.508	0.591	364	0.555
I feel restless 2019 – I feel restless 2020	−14.03	74.357	3.892	−21.684	−6.376	−3.605	364	0
I feel fidgety 2019 – I feel fidgety 2020	0.444	17.353	0.908	−1.342	2.23	0.489	364	0.625
I feel depressed 2019 – I feel depressed 2019	0.384	31.744	1.662	−2.884	3.651	0.231	364	0.818
I feel worthless 2019 – I feel worthless 2020	5.211	73.8	3.863	−2.385	12.807	1.349	364	0.178
I feel sad 2019 – I feel sad 2020	−54.06	543.859	28.467	−110.04	1.92	−1.899	364	0.058
I can’t calm down 2019 – I can’t calm down 2020	−7.458	41.185	2.156	−11.697	−3.218	−3.459	364	0.001
95% confidence interval for average differences								

Source: own research.

To make the analysis more thorough, one can use the graphs comparing the frequency with which searched expressions occur in social media. The pairs of the variables for which differences turned out statistically significant shall be presented first.



Graph 1
I feel tired

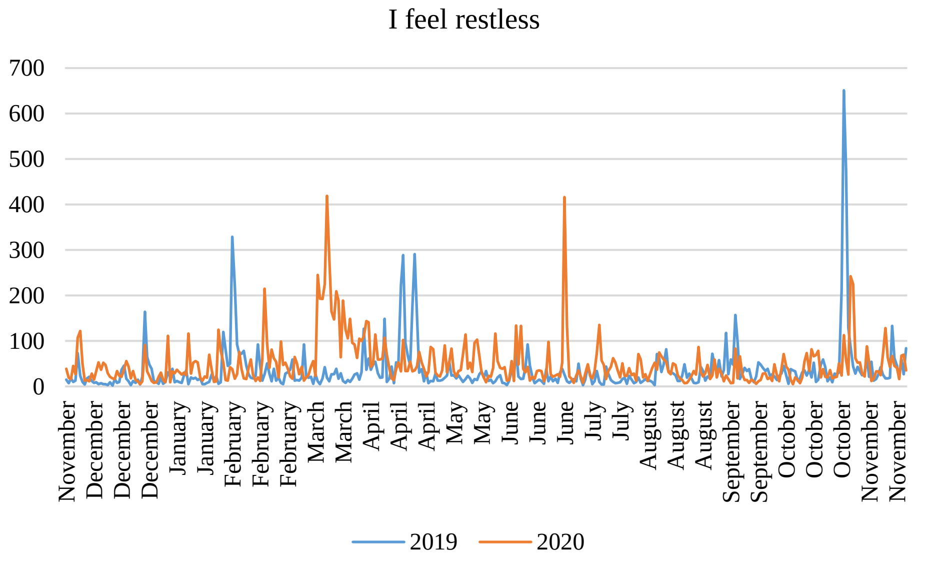
Source: own research.

Graph 1 with the variable „I feel tired" illustrates the biggest difference between the year 2019 and 2020. One can see clearly an increase in posts occurrence for the lockdown months, i.e. March 2020 and October/November 2020.

Graph 2 illustrating the variable "I feel restless" presents a similar increase for March 2020. Contrary to Graph 1, one can discern a clear increase in posts occurrence also for the year 2019, but most probably it was caused by a natural cycle of the year and periods of time that are more difficult from the point of view of depression indicators, such as Easter – time in April, Christmas – December, the end of the winter semester – February. Such an increase is characteristic for the annual frequency analysis of some utterances (Wieczorek, 2028, 2029).

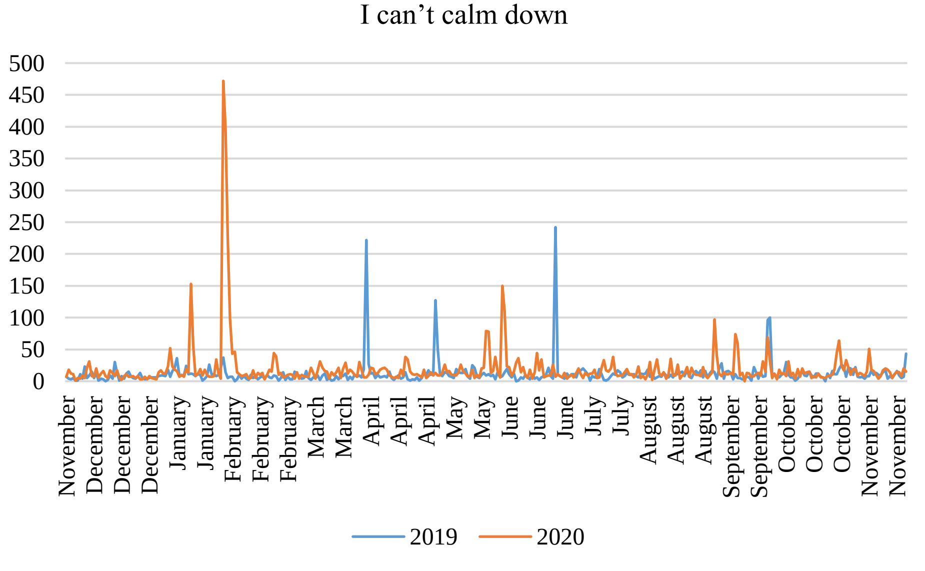
In case of the variable "I can't calm down" presented in Graph 3, one can see similar dependencies. An increase in post occurrence takes place near February – it was then that Internet users faced the sanitary regime, which naturally increased their anxiety.

The other variables presented in graphs 4–10 are not statistically significant, yet they illustrate the dynamics of posts occurrence in social media. There are characteristic peaks near the time of Christmas, the beginning of a new calendar year, semesters related to education and many others. A more thorough analysis might determine which situations provoke Internet users' posts, but that might require the use of artificial intelligence.



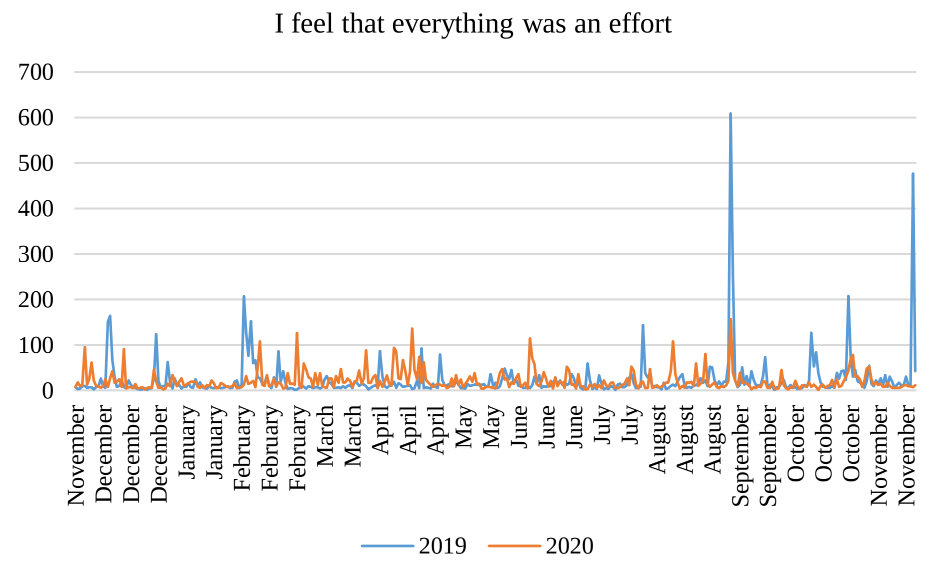
Graph 2
I feel restless

Source: own research.



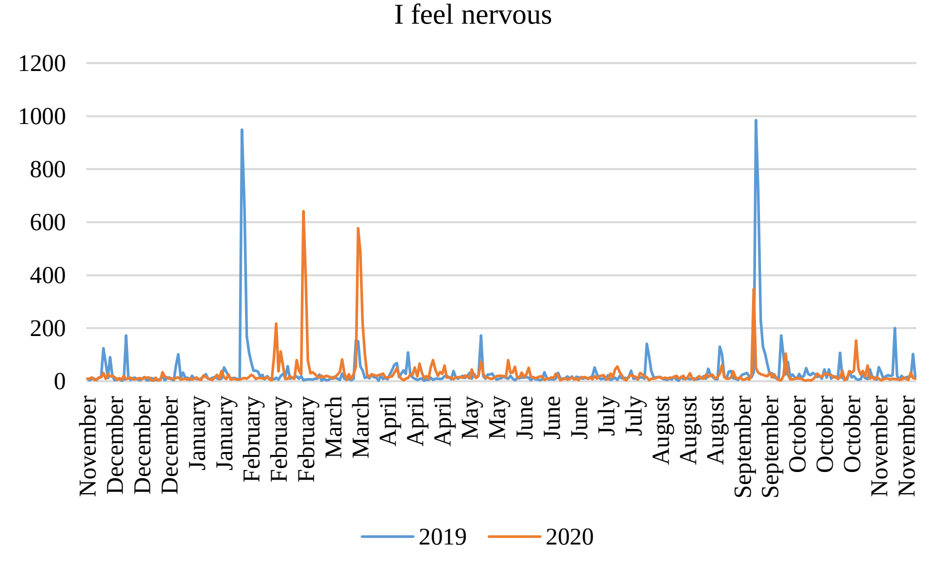
Graph 3
I can't calm down

Source: own research.



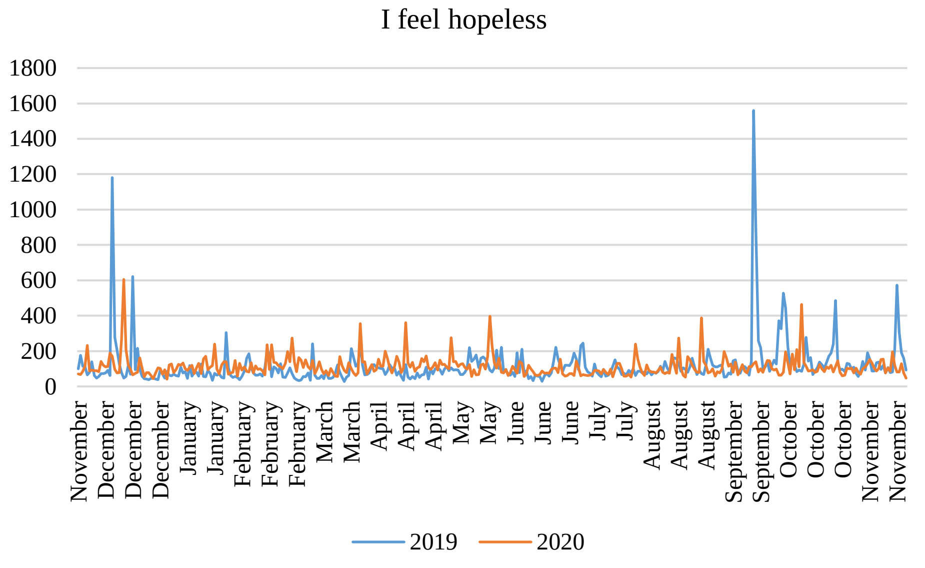
Graph 4
I feel that everything was an effort

Source: own research.



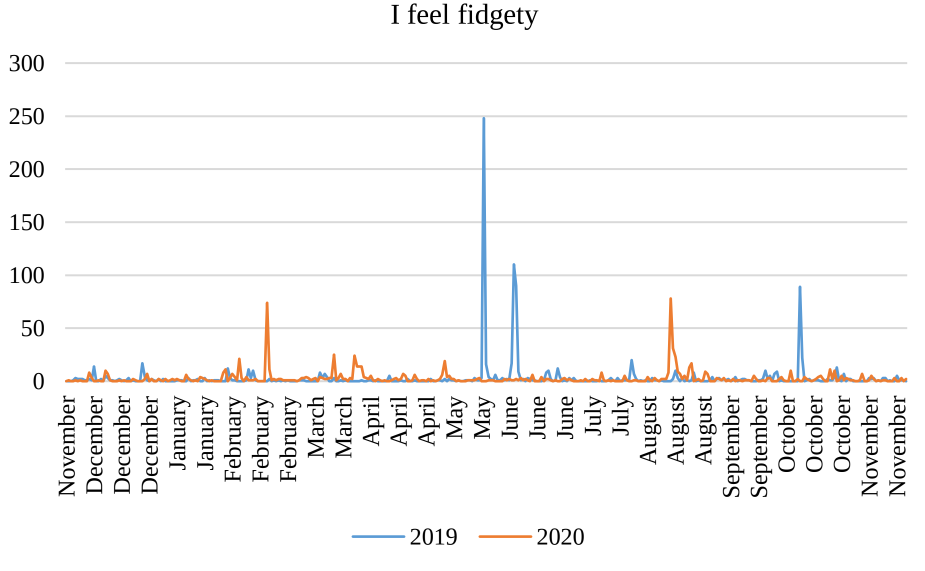
Graph 5
I feel nervous

Source: own research.



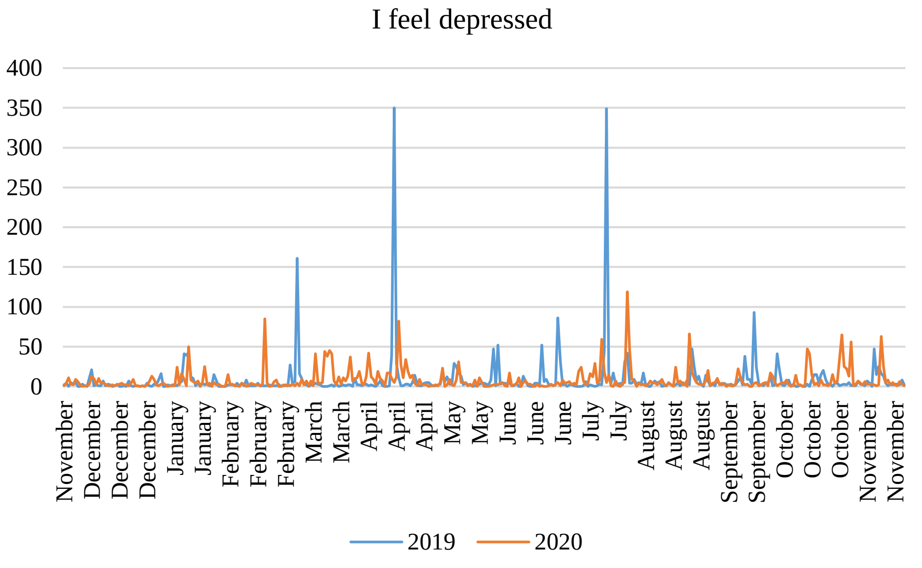
Graph 6
I feel hopeless

Source: own research.



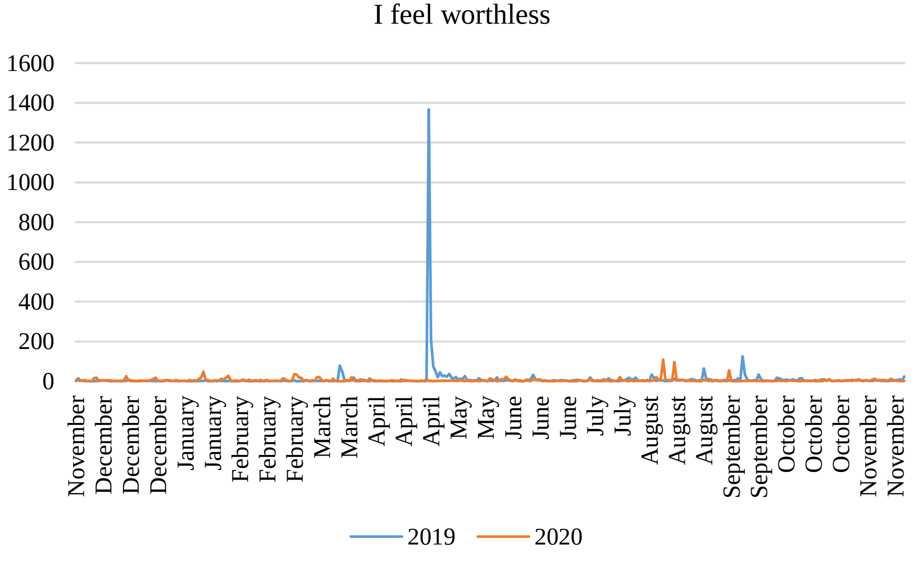
Graph 7
I feel fidgety

Source: own research.



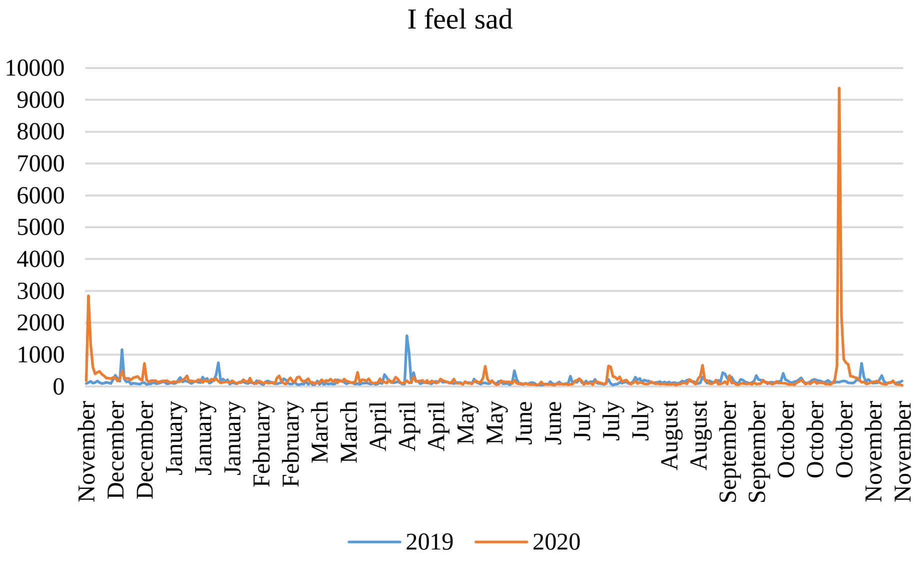
Graph 8
I feel depressed

Source: own research.



Graph 9
I feel worthless

Source: own research.



Graph 10
I feel sad

Source: own research.

Conclusions

The research in question was an attempt to use Kessler psychological distress scale K10 to analyse Internet users' behaviours. The analysis concerned two areas. The first one regarded the use of the modified scale to diagnose depression. The number of expressions found in social media suggests that this direction of the research has development potential. We deal here with a reversed research procedure. In an ordinary test, we can ask an examined person how often they feel tired. In the Big Data analysis I check how often Internet users write "I feel tired" in their Internet posts. In the research of that type it is not possible to find people at risk of depression, but it is possible to diagnose moods in the whole population.

The second area regards a diagnosis of how the COVID-19 situation is reflected in Internet users' behaviour. Abundant press news or everyday observation let us suppose that the epidemiological threat, limited interpersonal contact or working from home experienced by a vast group of people may be reflected in a worsened mood and an increase in depression symptoms. The research is not able to determine how depressive observed Internet users are as the applied methodology lacks a reference system. The difference between the year without the pandemic and with the pandemic was sought. Significant statistical differences occurred with three variables: “I feel tired,” “I feel restless” and “I can’t calm down.” It shows that the year 2020 differs significantly from the previous one and the COVID-19 pandemic is one of possible factors. The difference in these areas reflects the situation of threat and changed lifestyle. At the same time, statistical significance in three variables out of ten leads to the conclusion that Internet users are tired of the situation but not as much as to increase the possibility of permanent mood worsening and depression.

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Objawy lęku i depresji w mediach społecznościowych w związku z zagrożeniem COVID-19

Streszczenie

W piśmiennictwie naukowym Internet i media społecznościowe postrzegane są zazwyczaj z perspektywy zagrożenia. Wiele opracowań opisuje ryzyko korzystania z Internetu, zarówno praktyczne, które wiąże się z możliwością zagrożenia bezpieczeństwa czy finansów, jak i psychologiczne związane uzależnieniem czy depresją. Coraz częściej jednak cyberprzestrzeń jest traktowana, jako obiekt badań sam w sobie lub przestrzeń, w której można badać zachowania internautów. Niniejsze opracowanie jest przykładem tego drugiego podejścia. Za pomocą analizy Big Data mediów społecznościowych dokonana będzie próba wykorzystania Kessler Psychological Distress Scale (K10) do porównania, jak często w wypowiedziach internautów pojawiały się sygnały zachowań depresyjnych w roku bieżącym i poprzedzającym zagrożenie COVID-19.

Słowa kluczowe: depresja, media społecznościowe, big data, COVID-19.

UNIWERSYTET HUMANISTYCZNO-PRZYRODNICZY IM. JANA DŁUGOSZA W CZĘSTOCHOWIE
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Piotr JUSIK
https://orcid.org/0000-0001-5824-9966
Centro de Investigacion Cientifica y Cultural, San Pedro, Guatemala
e-mail: piotr_jusik@hotmail.co.uk

Educational passivity – from theory to practice

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Abstract

The article offers a review of *Passivity at school* by Pierzchała (2013) in terms of the implications for theory and practice of transactional analysis. The main findings from the research project were summarised and compared to other studies concerning passivity. Pierzchała's contribution to theory lies in providing an evidence base for the concepts of passive behaviours by integrating qualitative and quantitative research methods. The practical implications underline the necessity to confront passivity both in teachers and learners, taking account especially of overadaptation that is reinforced systemically. Relevant short case studies illustrate how theoretical discussions can be translated into educational practice.

Keywords: passivity, educational transactional analysis, applied research.

Introduction

Research is an important aspect for many schools of psychology, however there are considerable differences in the ways they lend themselves to evidence – based study. Transactional Analysis is a mixture of cognitive–behavioural and psychodynamic approaches (Schlegel, 1998, p. 269–287) and some of its concepts are more measurable than others. For instance, passive behaviours (Schiff and Schiff, 1971, p. 71–78) can be more easily observed and quantified than intrapsychic dynamics, such as discounting (Mellor, Schiff, 1975, p. 295–302). Nonetheless, it is important to integrate various epistemological perspectives to enhance the processes of teaching and learning. If TA is to genuinely make an impact in educational practice, it is vital that educators are fully aware of "the potential for passivity and symbiosis that is typical of schooling models of learning" (Barrow, 2009, p. 301). There are many ways of confronting symbiotic invitations (Wayne, 1976, p. 253–254) to consistently promote students' full awareness of their Adult capacities. Choosing the right one may be challenging. Therefore, this paper will discuss studies of educational passivity (Pierzchała, 2013) in terms of the theoretical and practical implications for TA.

The research project

The aim of the research project entitled "Passivity at school" (Pierzchała, 2013) was to broadly describe passive behaviours within the context of the Polish education system. Pierzchała set out to identify the factors conducive to passivity, both in students and teachers. She investigated a number of variables such as gender, ego states, tendencies to form symbiotic relationships, life positions, satisfaction of psycho-biological hungers, student learning outcomes, and the length of teacher classroom experience to name a few. These were examined thoroughly, using statistical tests in order to ascertain the correlation between the frequency of passive behaviours and the aforementioned variables. The data gathered included 211 teacher and 333 student responses. Pierzchała devised and verified a questionnaire measuring passive behaviours on a scale of 1–120. The generic results of the study are shown in table 1.

Table 1
Results of the study of school passive behaviours in Poland

PASSIVE BEHAVIOUR	STUDENTS	TEACHERS
Mean values of passive behaviours	58,33	50,04
	Mean values for each passive behaviour	
Doing nothing	12,46	7,42
Overadaptation	12,81	11,04
Agitation	10,83	9,45
Violence	6,82	7,96
Incapacitation	8,01	9,42

Source: Pierzchała, 2013.

Additionally, the quantitative data was complemented with qualitative research consisting of 34 student and 10 in-depth teacher interviews. The main findings emphasised that overadaptation was the most common passive behaviour, both for teachers and students, as it appeared to be socially acceptable. Pierzchała pointed out that passivity in both groups was highly correlated. Teachers and students reinforced each other's passivity through positive feedback loops. The main recommendations included awareness building for teachers and students to uncover their Adult motivators for the tasks relevant to their corresponding roles (Schmid, 1994, p. 31)

Theoretical implications

First of all, Pierzchała's research validates the TA concept of passive behaviours by integrating quantitative and qualitative research methods. She used a range of statistical tools (e.g. α ‑ Cronbach and semantic differential coefficients) that enabled to assess the measurable aspects of passive behaviours with scientific precision. The research contains detailed descriptions of the process of validating the questionnaires and thus contributes to the evidence base aspects of TA theory. Therefore, Pierzchała shows that TA has also potential for being a precise science that measures observable behaviours.

Other authors also set out to quantify aspects of TA in the context of education. For instance Fine, Covell and Tracy (1978, p. 236–239) carried out research on the effects of TA training on teacher attitudes by using three questionnaires:

— the 28 item self-reported Personal Orientation Scale for Teachers (Fine, 1975) measuring scores representing the four Life Positions;
— the 20 item self-reported Pupil Control Ideology Questionnaire (Hoy & Blankenship, 1972) measuring the teachers' tendency to employ controlling versus non-controlling practices of student education;
— the 18 item self-reported Social Climate Inventory measuring the educational environment as either open and accepting or closed and negative.

Throughout the training the researchers introduced the experimental teachers to TA concepts such as structural and transactional analysis, life positions, stroking, time structuring, games, rackets, discounting, passivity, and briefly scripts. They found that TA training resulted in significant increase in the I'm OK – You're OK position and contributed to teacher self-awareness. Furthermore, in TA terms, the following outcomes were reported: "(a) greater awareness of own behaviour and greater ability to change it. (Includes awareness of their ego state transactions with children.); (b) more listening to children and awareness of their needs. (Includes awareness of what strokes children need and were inviting.); (c) more awareness of how they had been hooked into games and how to stay out of them; (d) greater responsibility given to students" (Fine, Covell and Tracy, 1978, p. 238). This shows that providing teachers with a basic working knowledge of TA concepts reduced the potential for the occurrence of educational passivity. These findings are consistent with Pierzchała's (2013) recommendations for teacher training, such as building awareness of Ego States, openness to form professionally intimate relationships with pupils, identifying ulterior messages and acting from a position resourcefulness on the part of the educator.

However, this research by Fine, Covell and Tracy yielded data for only 18 teachers both in the experimental and control group and thus the contribution of the aforementioned study to validating TA theory is limited. Apart from the studies mentioned here, there is little research carried out in the area of educational passivity and further work is required to construct a quantitative evidence base for TA concepts applied in education.

In terms of qualitative data, Pierzchała analysed teacher and student interviews, which provided a psychodynamic rationale for the observed passive behaviours. For example, in the student interviews some stated:

> If the teacher teaches me something, then well, this is his job, this is his task, and I can't blame him. And the others will not teach and still pick on us during the lesson. But I still have half a year until I graduate… (Pierzchała, 2013, p. 196).

> Because the teacher always screams when someone chats in the lesson, and when you defy her… she screams so much. So we keep quiet but the class is so boring that I ... I can't stand it, so I have to hold my eyes to stay awake (Pierzchała, 2013, p. 197).

These quotes demonstrate that students respond to teachers' passivity (verbal violence in this case) with passivity (doing nothing and overadaptation), which creates interrelated positive feedback loops. These findings suggest that, generally, most educators are not particularly interested in the pupil's world and tend to avoid more intimate contact.

Montuschi (1984, p. 29) underscored that the schooling experience is often reduced to mechanical procedures that neglect the quality and meaning of the process, which results in the impoverishment of the student-teacher relationship. Barrow (2009, p. 300) echoes these findings by stating "in school and other educational institutions there is the potential for the recreation of early symbiotic relationships and the potential for corresponding transference and countertransference experiences". Thus, the classroom becomes a space for the potential enactment of an "unresolved symbiotic relationship" (Schiff & Schiff, 1971, p. 71), which comes in the way of teaching and learning. Furthermore, Campos (1975, p. 60) points out that institutions are resistant to change due to cultural scripting for passivity. The root cause of this scripting lies in "the politics of family life in which the child learns early to abdicate his problem-solving capacity for adaptation to parental power". Therefore, in order to tackle educational passivity effectively, teachers need to take account of the underlying dynamics that perpetuate the status quo.

Additionally, it is interesting to consider these transference phenomena across different cultures. "*Passivity at school*" provides a base for further research that can potentially validate TA interculturally. Currently, there are three researchers working on a study aiming to compare the frequency of teacher passive behaviours in Poland, Ukraine, the UK and Guatemala. Similar research has been carried out by Zerin, Zerin and Cuiran (1997, p. 241–255) who compared stress responses of Chinese and American high school students. They used an 18 item instrument, with some questions addressing passive behaviours. However, their methodology was less elaborate than Pierzchała's and they concentrated solely on the pupils.

In short, these works contribute to creating a coherent theoretical base of educational passivity while considering crucial psychodynamic mechanisms. The aforementioned authors (Pierzchała, 2013; Fine, Covell and Tracy, 1978, p. 236–239; Montuschi, 1984, p. 29; Barrow 2009, p. 300; Campos, 1975, p. 60) describe the underlying symbiosis by characterising the psychological processes of teachers and students.

Practical implications

Pierzchała's research identifies the necessity to confront passivity in teachers and students, as well as in the very nature of educational processes. For example, she recommends that teachers gain sufficient awareness so that they can effectively pinpoint transactions containing discounts as to reduce the frequency of passive behaviours.

Babcock (1975, p. 392–395) studied passivity amongst caregivers and provided a systemic overview, which underscored the importance of awareness building for carers. She also put forward some valuable suggestions for tackling systemic issues, e.g. "The revolter takes small steps to test the solidarity of his group, gets commitments in writing" (p. 394). Babcock instils a sense of hope by offering a set of steps necessary to confront systemic passivity in the public health system. She does it playfully and invites TA practitioners to identify resources that can support them in facilitating change.

Furthermore, Edwards (1979, p. 60–62) notes that overadaptation is, indeed, the most frequent passive behaviour at school as it is likely to be unnoticed. These remarks are consistent with Pierzchała's findings. Edwards argues that the longer a particular problem is discounted, the more severe the deficits in the students' social and emotional development. This shows that TA practitioners working in education need to be particularly vigilant towards overadaptation if they are truly to support growth and development of young people. This requires a high level of professional integration because it takes away the certainty of a rigid Parent – Child relationship and opens the doors for authentic and more intimate Adult – Adult relating that comes with some vulnerability for the practitioner.

Equally, Pickett (1986, p. 241–246) shows that the process of inviting student's full Adult capacities does not have to be unstructured by translating Berne's operations (1966, p. 233–234) into classroom practice:

Interrogation – asking a series of questions, e.g. "What would you like to learn?"

Specification – highlighting specific and relevant information for future reference, e.g. making a vocabulary list, separating causes from effects, summarising etc.

Confrontation – pointing out an incongruence related to either the teaching material or to the students behaviour, e.g. challenging students with problems not seen before or assertive messages "When you call out during the lesson, I feel frustrated. Please get back to work".

Explanation – providing clear guidance to students to increase their understanding or eliciting explanations from students via differentiated questions, e.g. providing model answers.

Illustration – this is an anecdote, a story, a metaphor, a comparison that reinforces the teaching material, e.g. comparing negative numbers to a dive to the bottom of the sea.

Confirmation – reaching an agreement that the material has been understood and accepted as valid through students' committed actions such as homework or tests.

Interpretation – forming individual opinions and drawing conclusions concerning the material taught, e.g. evaluating the actions of a historical figure or expressing students' point of view.

Crystallisation – teacher statements that recognise the students' awareness, understanding and capability as a result of the teaching and learning process; crystallisation statements are made from the teacher's Adult and received by the student's Adult, which subsequently reinforces the student's decision to move in a new direction with crystal clear awareness.

Pickett, based on Erskine (Erskine, 1982, p. 26), also adds

Direction – guiding students into new behaviours that they would not initiate on their own, such as supervising, providing written guidelines, designing learning experiences e.g. providing differentiated guidelines for science experiments.

Table 2. provides a summary of Berne's operations, translated into classroom practice.

The context of these interventions is the distinction between obedience and cooperation. In traditional education models students are expected to comply with the requirements of the teacher, whereas cooperative practices enable students to grow through enquiry based learning, open discussions and peer editing with the educator acting as a facilitator, supervising for a successful outcome. This perspective helps to decrease student overadaptation and complements Pierzchała's recommendations.

Table 2
Therapeutic operations applied to teaching

OPERATIONS	DEFINITIONS	EXAMPLE
Interrogation	Questions to document important points of information	When did the Medieval Period begin?
Specification	Statements that categorize certain information for later reference	The Magna Carta formalized trial by jury in 1215.
Confrontation	Using information to point out a discrepancy or inconsistency in order to increase awareness	Read this. Your second paragraph contradicts the first.
Explanation	Supplying information to orient thinking and to make ideas clear	In 1066, the Battle of Hastings ended the Anglo-Saxon Period.
Illustration	An anecdote, simile, or comparison to reinforce information	Acts of political terrorism in 1985 are like what Grendel did in *Beowulf*.
Confirmation	To identify corroboration of an understanding or a skill	Reviewing for, taking, and grading tests.
Interpretation	A decoding of information in a way that helps students regroup learning to make sense	Rewrite act I of Macbeth using modern language.
Crystallization	To take on a definite new form of commitment	A teacher statement acknowledging a student's readiness to move in a new direction that results in the student deciding to stop getting high and to start doing homework.
Direction	A statement that guides behavior that the individual is not initiating on his/her own	Rewrite this and use topic sentences in each paragraph.

Source: Pickett, 1986, p. 244.

Confronnting passivity in educational practice

At this point the question arises: How do TA practitioners can translate these ideas into impactful interventions? The following examples are drawn from the author's experience and represent an attempt of transforming theory into practice: as such these are not evidence based and enter the realm of human subjectivities. Each type of passive behaviours (doing nothing, overadaptation, agitation, incapacitation and violence) can be confronted in many ways and the short case studies illustrate some options available, but are not, by any means, exhaustive.

Example 1: Activating Physis via the Child when learners are doing nothing

The author was involved in running a professional development course for teachers (Transactional Analysis Proficiency Awards for Teachers and Educators) in Guatemala. Then the Covid-19 pandemic wrought havoc around the world. As a result, the training had to move online via Zoom. In the Guatemalan context where Internet access is inconsistent and IT skills of teachers require enhancement, the training process became ineffective. The computer screen became a barrier that caused the teachers to lose their interest, not attend and avoid the necessary tasks, such as reading or participating in group discussions. The following steps were taken:

1) Teachers were asked to do something pleasurable and fun for their Child Ego State, e.g. spend an afternoon listening to music, go for a walk, play with their children, watch a hilarious comedy, cook or paint, to name a few.
2) Each participant was supposed to send a photo of the activity they were involved in.
3) During the next training session on Zoom, the slide containing all their pictures was shown.

Photo 1
Assignment for teachers – do something fun for your Child

Source: author’s resources, 2020.

4) Each course participant was asked to write one word in the chat in response to the pictures (responses included: freedom, joy, purpose, lightness, creativity, change, flow, connection)
5) The idea of Physis (Berne, 1971, p. 98) was explained to the participants with reference to the pictures and the words. The following definition was used: “the force of Nature, which eternally strives to make things grow and to make growing things more perfect” (p. 98). By connecting the experiences of joy, meaning, connection, creativity and freedom with Berne’s definition, the teachers had a felt sense of the concept of Physis.

Subsequently, the teachers became more engaged, they spoke more during online discussions, asked questions and demonstrated their active learning by making links between various TA concepts. By injecting playful Child energy into the training, the author created conditions for uncovering and activating Physis.

Example 2: Crossing transactions to confront overadaptation to the teacher

The author delivered training concerning vocational orientation for third year psychopedagogy students at a Guatemalan university. The tasks in the workshop were quite open ended and required the participants to formulate their opinions. For example one of the questions was "Discuss the different vocational needs of each Ego State in the context of your work". The students were working in pairs. It transpired they seemed to think that the facilitator expected particular answers from them. Instead of becoming an all knowing Parent, the author invited the students to examine their thinking and consider its validity. As a white man in the context of an Indigenous Mayan population that suffered persecution during the Civil War from 1960 until 1996, the author was mindful of his White Privilege (Naughton, Tudor, 2006, p. 159–171). By treating the students with respect and affirming their dignity the author suggested that they deserved to be listened to. They no longer had to overadapt to some imaginary standard they had to reach. Instead, they responded by opening up and left the workshop with a calm sense of self-assurance and validation. Figure 1. shows the relevant transactions.

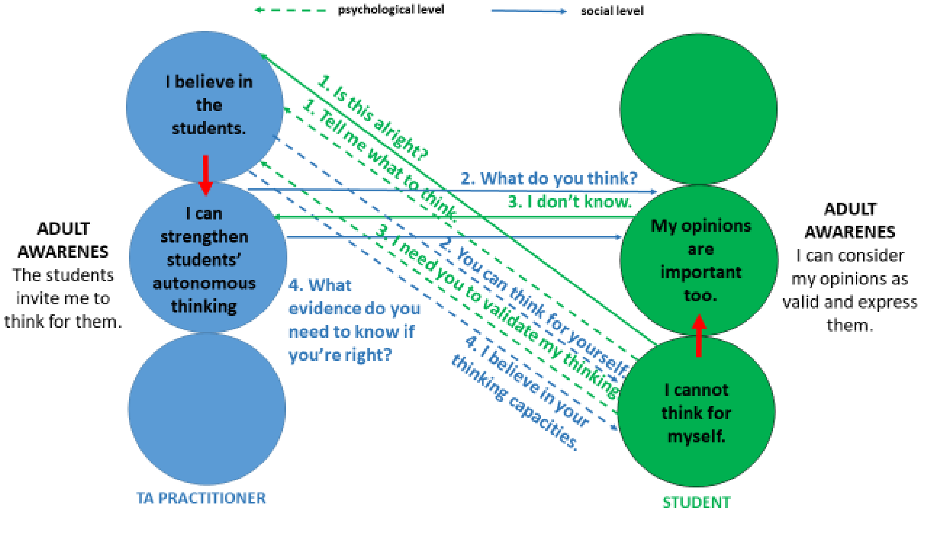

Figure 1
Crossing a transaction to confront overadaptation

Source: author's construction, 2020.

Example 3: Naming transactions containing discounts

During the professional development course for teachers mentioned in example 1 the participants studied the concept of script. They were asked to share with the group their favourite childhood fairy tales. Most of them gave answers containing examples drawn from Occidental culture, such as Cinderella, Little Red Riding Hood, and Snow White. One of the participants said in a very apologetic tone "These are some fairy tales from my village". It became clear that the fairy tales representing the dominant culture (White, Occidental) were seen as more legitimate. The author named the discount that indicated that the participant wanted to overadapt to what they perceived as more valid examples of fairy tales. Following the decontamination, a discussion emerged about internalised racism, while the participant who discounted the significance of their examples (discounted at **T_2**) was invited to celebrate their culture. Figure 2. shows these decontaminating transactions.

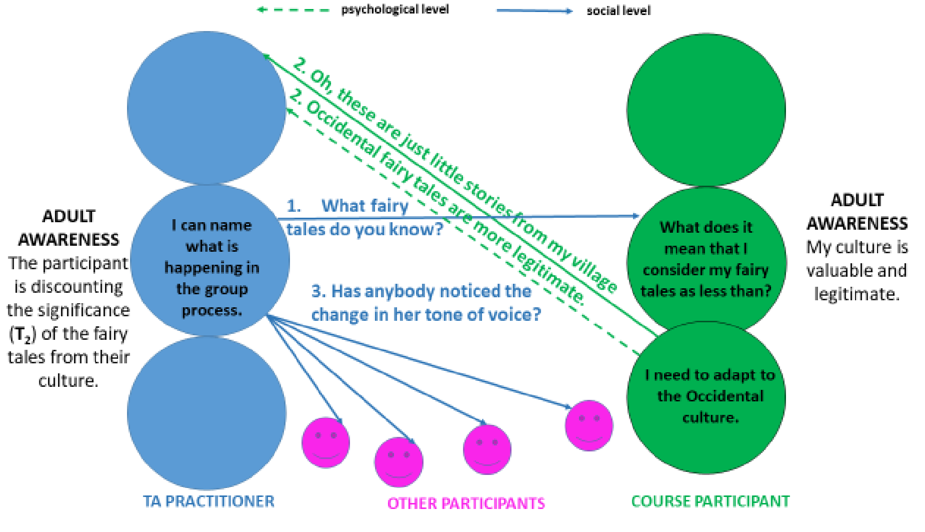

Figure 2
Naming a transaction containing a discount

Source: author's construction, 2020.

Example 4: Agreeing a common frame of reference with agitated learners

The author worked as a key-teacher in an international school. The role included co-teaching core subjects (English, Maths, Science, Humanities) while supporting students with special educational needs. The author was a consistent figure over a period of two years for a group of multicultural fifteen year olds, acting as an informal counsellor (Jusik, 2017, p. 70) apart from differentiating the teaching material. During the exam period the teenagers became agitated and inattentive. In a classroom consisting of ten different nationalities, there was no common frame of reference (Schiffs, 1975, p. 290) regarding listening. In order to expand the student's individual frame of reference and establish a group one, the following steps were taken:

1. A survey of the students' preferred ways of learning was conducted and the results (shown in Figure 3.) were presented. The most popular activities were: "Discussing my ideas with someone else"; "Doing something exciting"; "Visuals and diagrams". Following the survey we contracted **(**Berne, 1966, p. 362) for activities that would maximise their learning.

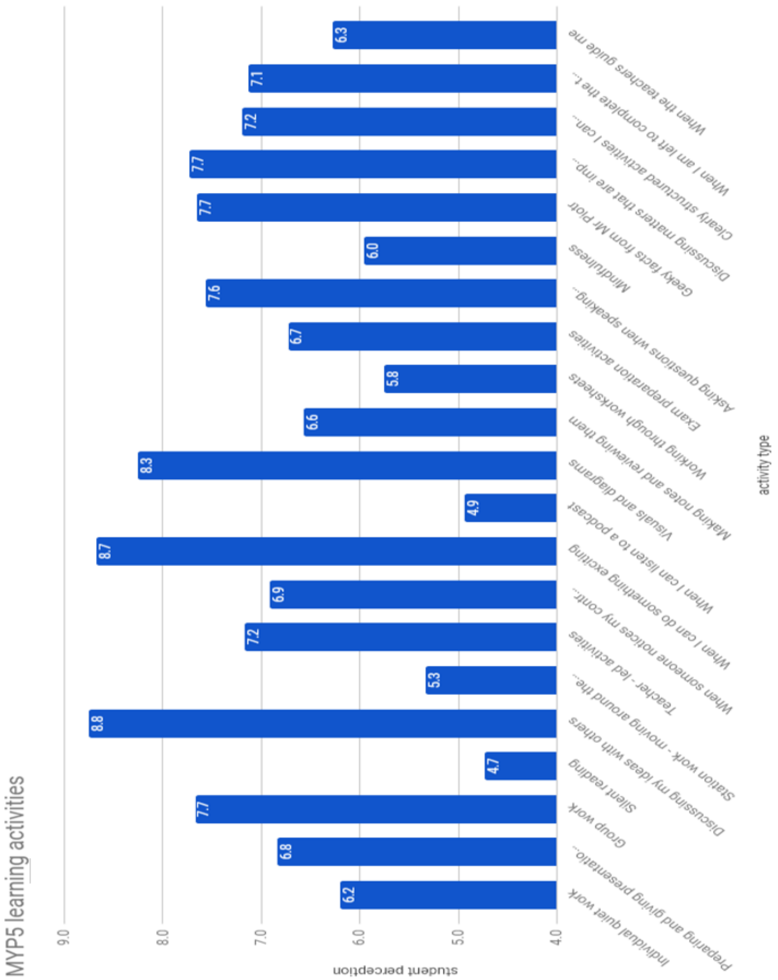

Figure 3
Results of a student survey concerning preferred learning activities

Source: author' s resources, 2020.

2. The students were asked three questions
   a) How do you value your own words?
   b) How do you value the words of others?
   c) Do you want to change anything?

There was a variety of responses from the students, however most of them said they valued their own words. Question number 2 revealed some incongruences:
— "It's important to listen to others."
— "Not much."
— "I listen to words of others' if they are important to me."
— "I want to hear others and believe what they say."

Based on question 1, it was clear that all students wanted to be listened to, but not all of them were willing to listen to others. The students reacted by quietly pondering this confrontation (Berne, 1966, p. 233–34).

3. Student answers were presented while accounting for different frames of reference and different voices in the class (e.g. "I would like to understand people more") and a discussion was facilitated.
4. The author modelled listening through positive strokes and by challenging inattention:

I would like to hear what you say because your ideas are valuable.

Subsequently, the students reflected and started listening to each other. Conditions for meaningful transactions (Schiffs, 1975, p. 292) amongst students were created by expanding individual frames for reference and by agreeing a group frame of reference. The teenagers enhanced their Adult awareness by identifying shared values – all students wanted to be heard. Figure 4. presents the transactions that contributed to the shift in the students frame of reference.

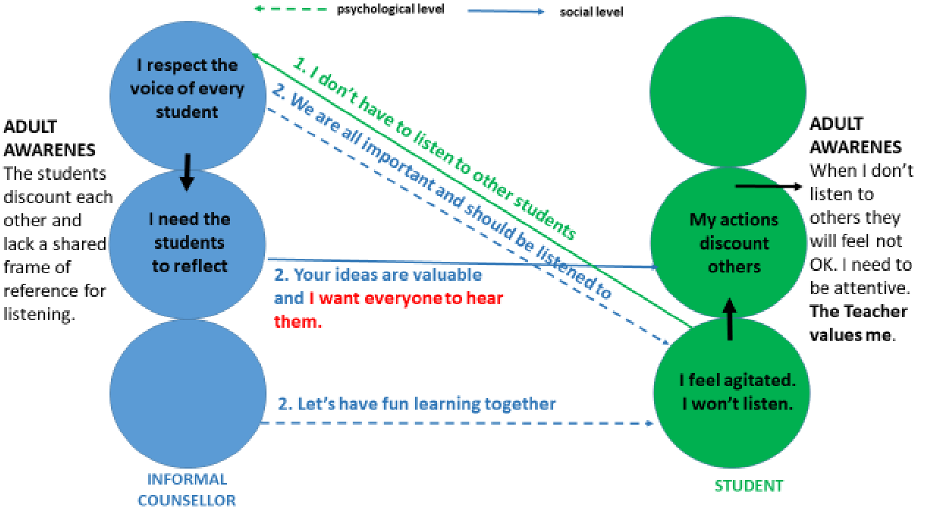

Figure 4
Confronting inattentive students

Source: author's construction, 2020.

Conclusion

In conclusion, the studies of educational passivity carried out by Pierzchała and others have significant implications for the theory and practice of transactional analysis. Not only do they contribute to the evidence based aspects of TA, but also pave the way effective teacher training interventions. These works shows that counselling and educational contexts can be studied systematically using psychometric instruments. In a nutshell, combining phenomenological approaches with quantitative ones allows educators and counsellors to gain valuable insight that will inform their practice.

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Pasywność edukacyjna – od teorii do praktyki

Streszczenie

Artykuł stanowi przegląd *Pasywności w szkole* Pierzchały (2013) pod kątem implikacji dla teorii i praktyki analizy transakcyjnej. Podsumowano główne ustalenia projektu badawczego i porównano je z innymi badaniami dotyczącymi pasywności. Wkład Pierzchały do teorii polega na dostarczeniu bazy dowodowej dla koncepcji zachowań pasywnych poprzez integrację jakościowych i ilościowych metod badawczych. Praktyczne implikacje podkreślają konieczność konfrontacji z pasywnością zarówno nauczycieli, jak i uczniów, ze szczególnym uwzględnieniem nadadaptacji, która jest wzmacniana systemowo. Odpowiednie krótkie studia przypadków pokazują, jak dyskusje teoretyczne można przełożyć na praktykę edukacyjną.

Słowa kluczowe: pasywność, edukacyjna analiza transakcyjna, badania stosowane.

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Amanda LACY
https://orcid.org/0000-0001-8873-6220
International Transactional Analysis Association
e-mail: mandy@mandylacy.nz

Integrating TA concepts into team meetings through micro-learning approaches

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Abstract

Micro-learning within team meetings offers immediacy of knowledge application and integration into practice. As a pedagogical method micro-learning has grown within workplace settings through being able to deliver small amounts of knowledge often, that is relevant, upskilling and applicable directly into practice.

With more meetings happening in the workplace than ever before leveraging learning opportunities has never been more important. Learning opportunities have regularly been missed during team meetings due to competing priorities, information overload, lack of shared attention, divergent mental models and failure to identify learning needs.

This article covers one aspect of a PhD research project focused on learning in team meetings. Discussion are two transactional analysis concepts delivered as micro-learning topics within team meetings and applied into practice. The approach, findings and further considerations are presented.

Keywords: micro-learning, meetings, transactional analysis.

Transactional analysis is a practical psychology of learning
(Newton, 2016 p. 31)

Introduction

The research setting for the research project was a telecommunications company senior leadership team (SLT) embarking on strategic business change. The company had experienced exponential growth over the preceding two years and was finding that the current executive meetings and processes weren't keeping up with business demands or providing clear oversight. Along with improving meeting practices, the Managing Director (company owner) wanted this project to focus on the planning required for leading change and creating a new operational structure.

The SLT agreed each meeting would be a combination of; activities to support learning, incorporation and reflection of new practices and developing a shared understanding for planning the strategic direction. The SLT roles included the company owner as Managing Director, and Managers for the Business Hub, Learning and Development, Finance, Operations, and Retail.

The micro-learning sessions were incorporated into the team meetings as short presentations with exercises to apply directly into practice. Appendix 1 provides the topics along with their relationship to the meeting practices, learning and application. Of the topics, it is two transactional analysis (TA) concepts, 1. Contracts (referred to as agreements) and 2. The competence curve, that are discussed in this article.

This article commences with a contextual overview of the literature in relation to learning in team meetings and micro-learning. This is followed by a brief outline of the TA concepts delivered and findings through highlighting exerpts from the TA micro-learning sessions. The discussion includes an assessment micro-learning model as a practical framework that can also be utilize as a micro-learning planning tool. The article closes with a summary of the research project.

Learning in team meetings

> A collection of different individuals is not a sufficient condition to learning as a team (Boon, 2013, p. 230).

Gustavsson (2009) posits that a community of practice in the context of learning at work needs to be integrated into everyday working activities. Team meetings arguably are the most common workplace activity, yet research to date about learning in team meetings is limited.

What is known is that more meetings are happening in the workplace. Meetings have increased in length and frequency over the past 50 years, to the point where executives spend an average of nearly 23 hours a week in them (Rogelberg, Scott, & Kello, 2007; Rogelberg, 2018). This is a significant investment in organisational, people and time resources.

When considering the positive return on investment from the increased number of meetings a senior executive stated in a recent Harvard Business Review;

> I believe that our abundance of meetings at our company is the Cultural Tax we pay for the inclusive learning environment that we want to foster… and I'm ok with that. If the

> alternative to more meetings is more autocratic decision-making, less input from all levels throughout the organization, and fewer opportunities to ensure alignment and communication by personal interaction, then give me more meetings any time! (Perlow, Hadley & Eun, 2017, p. 1).

The latest key issues reported in the research literature about team meetings include a paradigm shift. Teams have entered a new era (Tannenbaum, Mathieu, Salas, & Cohen, 2012) and need to operate in "more fluid, dynamic and complex environments, needing to adapt to virtuality, changing boundaries and calls for new ways of operating" (p. 3).

Even so, the systemic meeting issues remain, such as the potential loss of; project knowledge (Akgun, Byrne, Keskin, & Lynn, 2006) sharing of information (Decuyper, Dochy, & Van den Bossche, 2010), sharing knowledge awareness (Dehler Zufferey, Bodemer, Buder, & Hesse, 2010), team decision making (Halvorsen & Sarangi, 2015) and team learning (Nisbet, Dunn, & Lincoln, 2015; Decuyper et al., 2010).

Teams today need to navigate through the complexities of team members belonging to more than one team, team meetings being virtual, and a rapid rate of change. Many researchers – including Decuyper et al. (2010), Nisbet et al. (2015), Fong (2003), Ratcheva (2009), Tavella and Franco (2014) – all argue that learning opportunities are missed in meetings and valuable knowledge is lost in between meetings. The solution Ewenstein and Whyte (2009) claim is that knowledge work should be at the core of team meetings.

Learning in team meetings is defined by Van Den Bossche, Gijselaers, Segers and Kirschner, (2006) is what allows the "building and maintaining of mutually shared cognition, leading to increased perceived team performance" (p. 490). Boon, Raes, Kyndt and Dochy (2013) argue that "a collection of different individuals is not a sufficient condition to learning as a team" (p. 360).

However, Van den Bossche et al. (2006) consider that "being able to depend on and trust each other when working together is positively related with team learning behaviours and effectiveness" (p. 373). And equally, that building mutually shared cognition through team learning processes enhances team meeting effectiveness.

Informal learning was found to take place with health professionals as part of their attendance at regular team meetings (Nisbet et al., 2015). The meetings provided a practical, time-efficient and relevant opportunity for interprofessional learning, resulting in benefits to individuals, teams and patients. The learning process was determined by attendees' conceptions of their own learning; for example, team meetings were described as learning opportunities resulting from participation.

As with partner knowledge awareness (Dehler Zufferey et al., 2010) learning was articulated through observing others. This included listening and asking questions, participating in discussions, along with gaining insights into other professionals' practice and capabilities, and the sharing of academic and theoretical knowledge.

Micro-learning

> Special moments or episodes of learning while dealing with specific tasks or content and engaging in small but conscious steps (Hug and Friesen, 2007, p. 2).

There are differing opinions on the origins of micro-learning; however, what is agreed is that this pedagogy is receiving more theoretical attention driven by recent research. As early as 1970, micro-learning was a term used by William Attea (1970) in conjunction with short micro teaching sessions. Hug (2010) mentioned the varied and relatively new history of micro-learning in outlining the breadth of interpretations, stating that the "discourse, or rather the multiple discourses that have emerged and developed around micro-learning are above the polyvocal and international" (p. 48). This was supported by Eldridge (2017) who considers that the field of micro-learning is in its infancy but rapidly involving (p. 51).

The definition of workplace micro-learning can be summarised as learning with micro content in small, fragmented learning units, consumed quickly (up to 20 minutes), which cause only "short-term interruptions to the actual working process" (Decker, Hauschild, Meinecke, Redler, & Schumann, 2017, p. 133).

Micro-learning is generally characterised by brief amounts of time committed in small chunks, with short periods of effort and narrow topics (Hug & Frieson, 2007). Kovachev, Cao, Klamma and Jarke (2011) describe micro-learning as short-term learning activities on small learning units from web resources for self-identified knowledge gaps (p. 51).

In a similar vein Bruck, Motiwalla and Foerster (2012) claim that micro-content, delivered in a sequence of micro-interactions, will enable users to learn without information overload. A further claim is "that learning results, and retention of propositional content improves, through this micro-learning approach" (p. 527). Pimmer & Pachler, (2013) consider that micro-learning and mobile learning contribute to learning for work and learning at work, which supports competence development directly within workplace activities.

Employees require constant training claim Carpenter, Stevens, Flango and Babcock (2016). Unfortunately, most managers cannot afford to pull employees away from their duties for regular, lengthy training sessions, which causes organisational conflict between training and production. Performance-error trends confirmed that an immediate intervention was needed to address this problem. Evidence is mounting to support the idea that small bite-sized learning sessions can lead to better learning results and business outcomes (Gutierrez, 2014).

Transactional analysis micro-learning topics

Transactional analysis (TA) is based on psychological tenets, studies of human interaction and communications, and offers a theory of human behaviour, human development and social psychology. TA can also be viewed through professional practice and applications within organisations, education, counselling and psychotherapy. Originally developed by Eric Berne, a psychiatrist in the 1960s, contemporary transactional analysis theorists (Cornell, 2018; Mazzetti, 2012; Mountain, 2017; Newton, 2016; Tudor, 2013) to name a few – continue to research, examine and develop the core foundational conceptualisation s of TA in relation to current relevancy, practice and applicability. Newton (2016) considers that "transactional analysis is a practical psychology of learning" (p. 31). Lacy (2012) examined learning TA through the learning science of cognitive apprenticeship where learning takes place through observing and learning from others through knowledge, practice and application. This approach aligns well with learning in workplace activities and team meetings.

Contracting – Agreements

Agreements was the term used in the research project for the TA concept and theory of contracts and contracting. A contract was defined by Berne (1963) as an explicit bilateral commitment to a well-defined course of action. At this time, Berne introduced administrative, professional and psychological parameters in the contract definition. Overall TA is considered a contractual method of equal understanding between people to take shared responsibility for achieving the changes planned. Steiner (1974) introduced a group contracting process that included mutual consent, consideration, competency and lawful intent. Stewart and Joines (1987) stated that "contracts were business arrangements or goals not imposed on each other but are arrived at by negotiation" (p. 260). Hay (2011) further developed the contract theory to include six foci, based on Levin's (1982) protection and permission and Steiner's (1989) addition of potency to this particular contracting framework. Hay's six foci are; procedural, professional, purpose, personal, psychological and physis. Each had following questions aligned in relation to the project:

1. Procedural: What attention is needed regarding dates, times, practical implications and administration considerations?
2. Professional: What considerations are required regarding professional boundaries for each participant?
3. Purpose: What determinants are needed to be specific about the purpose of the project and the expected outcomes?

4. Personal: What considerations are necessary regarding personal commitments and interactions within the group and to others?
5. Psychological: What unspoken things need to be brought to the surface?
6. Physis: What commitments and actions are needed to be in place for learning, professional and personal growth during this project?

Competence Curve – leading change

Understanding change was based on the cycles of development (Kubler-Ross, 1983; Levin, 1982, Napper and Newton, 2000) and the change competence curve (Hay, 1991, 2009) theories and concepts as shown in Figure 1 below. The blue lower-case text shows cycles of development and the black text commencing with a capital letter shows Hay's corresponding competence stages. According to Mountain and Davidson (2012) the competence curve also relates to 'concepts for thriving' (p. 228). They purport that it is natural for people to experience a range of emotions when going through change. By accepting the range and nature of emotions during change that can ebb and flow and not necessarily follow the curve order precisely – this then enables support interventions of self and others during the various stages and phases. Mountain and Davidson (2012) also posit that through understanding the competence curve this model can then be utilised as an assessment tool (p. 230). Appendix 3: Change competence behaviours, needs and leadership strategies shows the assessment and practical strategies information provided to the SLT as a continuing learning resource.

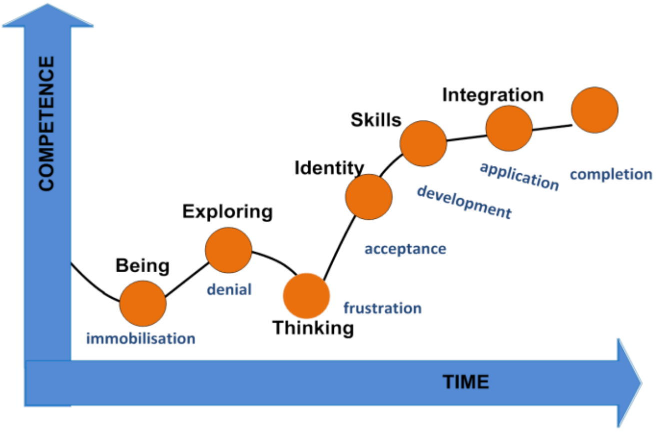

Figure 1
Competence Curve – Kubler Ross (1983), Levin (1982), Napper and Newton (2000) Hay (1991, 2009)

Findings

The learning in meeting learning findings are now presented through examples of learning being integrated into practice. Excerpts are presented to demonstrate specific learning discourse in relation to each TA topic.

Agreements

The objective of the agreements micro-learning session was to introduce the concept and then facilitate the learning being applied in practice so as to form group agreements specifically for this project. A brief introduction to the agreements concept was provided via a PowerPoint presentation followed by a group exercise to decide on the agreements the team wanted.

Upon completing this six-step process the group were invited to discuss how to continue the practice of agreements. This being in terms of regularly checking relevancy and whether updates or additions needed to be included. The group agreements were recorded on a flipchart at the first meeting and then kept within an online project folder. There was an understanding that group agreements would often evolve by being regularly reviewed.

Meeting excerpts illustrating the agreements concept and iterative learning being integrated into practice throughout the course of the project is shown in Table 1. Through the introduction and application of agreements – it became a standard meeting practice. Agreements allowed a transparent process for group consensus and allowed shared mental models to be strengthened by being visually presented and documented.

The first meeting excerpt comes at the end of the micro-learning session and shows the MD reiterating that agreements are regularly reviewed. By the end of the first meeting the learning concept of agreements is being realised as a regular practice and learning experience.

At the second meeting the excerpt highlights the MD taking the lead on formulating a group agreement that is a regular practice for the group when working together as a team. Meeting three presents an excerpt where new agreements from the previous week have been raised that have not yet been documented. Agreement is gained as to the wording of the added agreements.

In the fourth meeting the excerpt pinpoints a key moment where the MD again emphasises the importance of having an agreement so that all SLT members are able to make contributions. The excerpt also demonstrates the nature of agreements being an evolving and iterative meeting practice.

At the fifth meeting the agreement decision made at the fourth meeting is formally agreed. Also, at the fifth meeting OM endorses the commitment to embracing the new meeting practices. The final excerpts in meeting six highlight three incidents where the practice of having an agreement as a group has been integrating into practice.

MD	Managing Director
HM	HUB Manager
RM	Retail Manager
OM	Operations Manager
LDM	Learning & Development Manager
FM	Finance Manager
F	Facilitator

Figure 2
Excerpt Legend

Table 1
Agreements micro-learning integration into practice

Meeting No.	Situation	Excerpt
1	At the end of the micro-learning session	**F:** Is there anything else you want to add to the agreements as a group? Are there any practical ones? **MD:** I think there is a real practical one, that we need to put in the hard yards outside of these sessions as well. **F:** Would you put those words like effort and commitment against expectations? **MD and group** – nods **MD:** One point OM raised was about when we talk about things and there is no action **F:** It is intended that we start every time together with confirming our agenda, timeframes and new agreements needed – that type of thing – so that we put it into practice. **MD:** Obviously we are going to review how effective this is right? **F:** Yes
2	At the end of the meeting	**F:** Before we finish this session let's have a quick word from each of you around where you are at with agreements and if there is something else you need in there? **LDM:** The communications work at a high level needs to be done **MD:** As a concept (agreements model) it is a lot to absorb – the examples were excellent and improved my understanding **OM:** It was great the agreements and things we came up with. I trust you guys that if I do something wrong you will let me know – I am comfortable. **RM:** The key to the whole process is being open to learning
3	The group review of agreements	**MD:** Do we need … some agreement around what we expect of each other and what expertise we can bring to each part of the business? **LDM:** I think all of us need to be open to know that we can all learn stuff from each other and be better in our own roles. **F:** Around adding these core concepts about behaviours and working together as a team that would be added to our agreements – what are they going to be? **MD:** I just think taking our existing agreements and instead of thinking of them inside this meeting environment, that they exist all the time.

Table 1 (cont.)

Meeting No.	Situation	Excerpt
4	Review of additional agreements	**F:** So, in terms of the agreements, the key things that I think came out of Tuesday (last meeting) were about high speed ….so these were the agreements that were made the first time we were together, so the ones that I thought came out of Tuesday were …. Connecting with each other sooner rather than later if there are areas of tension or concern or wondering. That was the agreement wasn't it? **Group:** Nods – yeses **F:** So how was that to be written? **FM:** Deal with the problem when it arises, not just leave it basically. **F:** And having each other's back – I thought that was another one. **HM:** Yeah **F:** Ok so I'll add those to the list
5	Discussing the boundary of decision agreement	**MD:** And I think it is important …. I think we need to agree as a team that if one of us isn't not here what process do we undertake to continue moving forward and balance the need for consultation and involvement from the other person as well. **F:** So, In hearing that when one person is away – is to keep going and to put in a review process – so that everyone is included. **MD:** Then what's your view on that RM (person who is going to be away) **RM:** I think when we have decided where we build stuff together like this (corporate services) usually we come out with a strong outcome. I guess I'm just a little bit apprehensive about the fact that there could be changes and how I can be part of that. **F:** What I am hearing though, is it wouldn't be finalising or making definite decisions until you could contribute **MD:** Yeah – I think it's a really important consideration that we need to agree on – just so we are clear it still allows for everyone to contribute – and we keep moving. **F:** So can we put this up as one of our agreements – that when a SLT member is absent that nothing will be finalised without their contribution?
6	Confirmation of new agreement	**F:** All right so we didn't add anything more to the agreements? Discussed was what agreement to have when an SLT member wasn't present at the meeting. Group – agreed **F:** today you will be finalising your SLT meeting terms of reference so that agreement can be transposed into that work. Essentially though it was that no major decision would be made without input for all SLT members. Is that how everyone understands the agreement? **MD and group** – agreement yeses and gestures.
7	At the end of the meeting an informal agreement was put forward.	**OM:** I think we all need to agree that we don't want the old meetings … which we don't, and let's agree that we don't let that happen, you know? That's how I feel …. That it's up to us to not allow it to happen and with a good agenda, you know, it doesn't have to be a negative thing. **Group** – gestures and noises of agreement **MD:** I agree OM -it is up to our commitment to adopt the new meeting format fully. Thanks.

Table 1 (cont.)

Meeting No.	Situation	Excerpt
8	Informal agreements throughout the meeting.	A lot of discussion with informal agreements about possible actions, timelines and next steps. **LDM:** So we will need to agree on some key messaging that is consistent before RM sends the meeting appointment to the managers. **MD:** Yes
9	During the meeting	**LDM:** We need agreement to ensure our teams are informed about where we are and visa versa with our managers. **F:** Yes, its about good contracts and agreements with people

Source: own research.

Leading change

Before the micro-learning session was facilitated in the fourth meeting of the project, participants had been asked to think about their own experiences of change – whether voluntary or involuntary. The micro-learning session commenced with participants sharing some of these experiences. The change competency curve was presented supported by a handout as shown in Appendix 2, which provides more detailed information for further reading, assessment, strategies and assimilation. The micro-learning was a brief introduction to the topic with the expectation there would continued discussion in the following meetings.

The first excerpt is from SLT members sharing experiences at the beginning of the session. The second excerpt is after the micro-learning session where the MD shares his awareness and asks a question of the group in regard to the progress of change within the SLT. The discussion being highlighted in the excerpt.

The following week when the meeting reflection is taking place, the micro-learning topic is addressed again. An SLT member considers that the micro-learning topic increased understanding of each other and the process of change has taken place. This is also reiterated in the final excerpt. These excerpts provide examples of having introduced a topic to the SLT team for consideration about their own experiences of change to then apply the learning from this experience to the current situation and their leadership roles – and when needing to understand and support their team members' reactions to change.

Table 2
Micro-learning topic – the competence curve – leading change

Excerpt No.	Situation	Excerpt
1	The first activity within the micro-learning session invited feedback from team members about their own experiences of voluntary and involuntary change.	**OM:** voluntary, I do a lot of planning so as to be ready - involuntary change I need quite a bit of time **RM:** I guess for involuntary I'd like to say I think a lot about what the opportunity is and with voluntary I am a planner and I can determine what the change is going to be. **LDM:** With voluntary I have a heightened awareness of the stages of change because I have made the decision. If is involuntary, I tend to go backwards and forwards and wonder what's wrong with what we're doing now? I am aware of the stages I have tended to go through … at the moment I am not sleeping that well – and I know it's not going to be forever **HM:** You have to take the positives from it – cause its obviously led by us – and I am the same – can't sleep at all. When I get to a place where I am comfortable with what's happening I become more settled. **FM:** I don't worry about what might happen bad (my husband does, and it rarely happens). Over the last five years to where I am now, there has been huge change (in this company). My biggest struggle is getting my head around being here (in this SLT group) – and I am to and fro with that. But voluntary change, determined by me – I am usually happy and excited about the change coming up. **MD:** Arguably I am leading and driving the change yet this week I have had role reversal in terms of potential for change in how one of the business channels could be administered. So that has been insightful for me and a potential unplanned change – which has allowed me to have a real fresh perspective on what it is like for me as well as comparing it with leading change.
2	After the micro-learning session	**MD:** Huge awareness and insights for me were around the placings on the spectrum. Asks the group 'how do you guys feel around the speed at which we are progressing? **HM:** It's good overall – however think we could now be faster. **FM:** The graph (slide) was good as I think as a group we are at the top two stages (application and completion) **RM:** Like that we are putting things in place and in action – I think we are onto it. **LDM:** Our teams know something is up – so knowing there is going to be a change point. **OM:** At first I thought we were going too slow – but I think we have needed the time to work as a group. There is no way, at the beginning we could've thrown it out to the wider group 'cause we needed this time – so at the moment I think slow is good. **LDM:** I like to have more time only because I also know we need to get everyone else along as well – so I'm happy with the pace. **MD:** So it sounds like you are all agreeing that having clear planning is important and utilising these learnings.

Table 2 (cont.)

Excerpt No.	Situation	Excerpt
2	After the micro-learning session	**HB:** I think we are pretty well all on the same page as in our group. I would like to see us move faster now **MD:** Well for me I just don't think we could have possible got to this stage without the processes and learning we have been through, particularly today around change, – I feel so much more armed and understanding and I feel more capable of our ability collectively to drive and lead the business change.
3	Then the next week when reflecting on the change micro-learning session.	**MD:** The micro-learning change piece was excellent – that from this learning we as a group moved along way forward on the back of that hardcore learning in relation to our obligations and communications to the whole team. Now have a better understanding of how people think and process change because of that model. **HM:** Yes, I think we actually understand how each other experiences change from that session
4	At the final project meeting when reviewing the learning aspects included and learning experiences in the project.	**FM:** 'I like the structure and the mini learning topics particularly in regard to how we work as a group in team meetings and change. **RM:** We have increased our knowledge as a team **OM:** The change micro-learning sessions was so good for my own self-assessment in relation to myself as a leader and my team.

Source: own research.

Discussion

Incorporating micro-learning topics relevant to the meeting work allowed for instant and deeper learning because of their relevance to the meeting work, the team dynamics and the immediacy of application and integration into meeting practices. The micro-learning sessions and topics were planned as formal learning to be integrated throughout the meetings. Learning in meetings also occurred through observing and gaining insights from others, listening and asking questions, participating in discussions and sharing information which contributed to the progressive nature of mutually shared cognition.

Along with the learning within the micro-learning sessions, there was also spontaneous instances of knowledge transfer and unplanned teaching moments. The spontaneous learning instances represented the immediate learning needs of the meeting group and individual participants within meetings. Learning occurred through "on-the-go" interventions as the information was relevant to the meeting participants and meeting work. Van Den Bossche et al. (2006) agrees that learning in team meetings enhances the building and maintaining of mutually shared cognition.

Introducing participants to the concept of developing group agreements at the beginning of the project work was an important intervention to enable the setting of expectations and boundaries. This was a highly effective intervention for improving meeting practices, transparency of group interactions, clarity of roles, processes and increased understanding. Agreements are a contractual method of equal understanding between people to take shared responsibility for achieving the changes planned. Through having agreements trust in each other fostered learning, knowledge sharing and knowledge creation.

In contrast, introducing a change model mid-way through the project leveraged the change already experienced as a group, along with the confidence gained by working together. Improved communication and the ability to solve problems related to change was also evident as the group related to the individual and team stages and phases related to the competence curve model.

The model provided support strategies for leaders to support themselves, each other and team members through change (as shown in Appendix 2). Each SLT member had staff members directly reporting to them. The leaders identified with being further along the change curve and being more familiar with and more accepting of the change compared to their team members who would be just learning about the change. The change competence guide provided understanding of the typical behaviours and reactions at change stages with strategies support team members.

In both instances' participants were able to apply an experiential frame of reference both as peers and from their subordinates' perspectives. Results showed that adoption of the agreement model was evident throughout all meetings, either formally by revisiting the group agreement or informally as participants requested up-dating the group agreements. The episodes of learning led to building and maintaining mutually shared cognition in the team meetings and the project generally, which improved team performance and team meeting satisfaction.

Even though micro-learning research is in its infancy according to Eldridge (2017), the study by Decker et al. (2017) found that there was high use and adoption of micro-learning when it involved context relevant to the work and could be accessed informally.

When it comes to workplace learning Avery (2016) considers the five criteria are essential. These criteria are; knowledge should be on demand, information must be tailored to meet individual specific needs, learning should be embedded in business processes, employee should be able to collaborate to boost learning and there needs to be confidence in the. Reliability and quality of the information being used.

Table 3 shows the utilisation of these criteria as an assessment tool applied to the research project TA micro-learning topics. These criteria can also be utilised as a micro-learning planning and preparation tool.

Avery (2016) posits that for these criteria to be successful there needs to be a balanced approach to blended learning in leadership programmes. Further, it is beneficial for there to be a synergistic cycle between formal and informal learning as new concepts are tested in real work situations.

Table 3
Workplace micro-learning criteria

	Avery workplace micro-learning criteria	Research project application
1.	Knowledge should be on demand.	All micro-learning artefacts and resources were available at the session and online to be accessed at any time.
2	Information must be tailored to meet individual specific needs.	Both TA concepts discussed were tailored with exercises to address both group and individual needs.
3	Learning should be embedded in business processes.	Learning sessions took place as agreed within team meetings.
4	Employees should be able to collaborate to boost learning.	The online space allowed participants to comment and upload other relevant resources as they saw relevant to build on learning. As both agreements and the change model were discussed each meeting – integration into practice collaboration took place.
5	There needs to be confidence in the reliability and quality of the information being used.	Anecdotal feedback and qualitative results show confidence in the concepts taught and practiced as being relevant.

Source: Avery, 2016.

Summary

Learning and micro-learning in team meetings has received little scholarly attention, at least with regard to incorporating micro-learning topics into team meetings. However, research on micro-learning in general has increased significantly over the last 10–15 years (Hug, 2010; Eldridge, 2017) as it has become a widespread practice in workplace settings. Learning in team meetings is the subject of new research paradigms and workplace practices.

This study investigated micro-learning as a method for knowledge building and a learning affordance in team meetings. The research argues that incorporating learning into meetings through micro-learning methods enhances outcomes for both individuals and the team. Further, it proposes that introducing knowledge and ways for immediate application and integration improves team learning, meeting performance, meeting practices and knowledge building.

It is not surprising that micro-learning has found a comfortable home in the workplace. There is little debate about the importance of learning at work in relation to economies of scale with performance and business outcomes. Van Poelje (2004) argued that learning occurs in real-life work situations “from key learning events, despite ingrained success formulas or scripts” (p. 225).

TA offers many models and approaches that are meaningful and effective for contemporary business practices and individuals alike. Particularly relevant is the iterative nature of micro-learning in team meetings where reviewing application and integration into practice becomes an on-going learning experience for individuals and the team generally. It is at the intersection of learning, integration into practice and iterative reflection where agreements and the competence curve and TA models and approaches generally, bring deeper understanding and learning opportunities not only for business purposes, also for self-awareness and in relation to the team that can be applied immediately into practice.

Thinking of the future complexities workplaces and staff becoming more digitally savvy, more insistent on receiving just-in-time knowledge, more supportive of collaboration, and more involved in multi-tasking, Tannenbaum et al. (2012) posits that the “science of workplace training will need to be even more multidisciplinary, incorporating findings from neuroscience, computer science, change management, human performance modelling and skill acquisition” (p. 94). With this in mind further research into the delivery and integration of TA models within modern workplace learning approaches will continue to test the validity of TA being very relevant for individuals and teams in current and future contemporary organisations and workplace settings.

Appendix 1

Table 3

Micro-learning topics, relationship to practice, learning and application plan

Meeting	Topic	Relationship to the project	Learning and application into practice
1	Agreements (contracts)	Agreements for meetings regarding practice, boundaries, behaviour, expectations of each other, the meetings, purpose and outcomes.	Completed in unison as a team and evolved during the project. Documented in the digital group memory. Provided structure and trust. Addressed at each meeting and added to during meetings as required.
2	Project purpose and goals	Individual identification of issues to address with proposed solutions.	Agreed values, solutions and time-framed actions.
3	Balance score card	Revisited the business model to align strategic goals and actions.	Strategic goals to be aligned to the business score card quadrant.
4	Change competency curve	Change model highlighting typical behaviours during various stages of change through the roles of leaders and team members.	Realisation that this team were already well into the change process, whereas staff were yet to begin. Planning to support the change phases.
5	Meeting structures	Terms of reference development of a for senior leadership team (SLT) meetings.	Application of templates, central repository for all documents and meeting materials, time structures, roles at meetings.
6	Recognition	Assessment of the positive and negative types of recognition given to self and others and the impact.	Techniques for increasing motivation and changing unwanted patterns through individual leadership communications.

Appendix 2

Table 4

Change competence curve – behaviours, needs, leadership strategies

	STAGE	Behaviour Clues & Observations	Reason	Individual Needs: Yours & Others	Leadership strategies to support Staff
1	**Immobilisation** **BEING**	We need time to absorb the change and to compare our expectations to the new reality. Can appear to be marking time, doing nothing, maybe not coping. **Competence drops** **Withdrawal** **Marking time**	• We lack information about the new situation. • We are concerned about doing it wrong and appearing stupid. • We may lack the motivation to make the change work.	Time to get used to being in a new situation. We need reassurance and not to be pressured into starting the change too quickly. **Reassurance** **Time to get used to the change**	Provide clear and written information about change You're doing fine Ask me anytime… Contain anxiety **STAY IN FREQUENT CONTACT WITH INDIVIDUALS**
2	**Denial** **DOING**	We act as if our behaviour patterns and knowledge from the past will still be appropriate. We hope our existing skills and knowledge will still be useful. **Can act as if nothing has changed** **Can waste time**	Problems can arise if: • We feel a threat to our level of competence and skill. • We are reluctant to experiment. • We fear failure and rationalize that it worked okay for us in the past so why not now. • We can be unaware of our denial and continue to do and behave in that was previously successful. Slowly we allow our defence mechanisms to weaken and start to notice the need for change.	We want to explore at our own pace. We want others to be patient with us while we take time to describe and assess our situation. We may want to go off on our own to get more information, or to meet others and find out what they would do. **Patience** **Change to explore own way**	I like the way you ask awkward questions Provide clear boundaries including what is open to negotiation and what is a management decision **STIMULATE STAFF – OPEN COMMUNICATION**

Table 4 (cont.)

	STAGE	Behaviour Clues & Observations	Reason	Individual Needs: Yours & Others	Leadership strategies to support Staff
3	**Frustration** **THINKING**	We now recognize we need to do things differently and we don't know how. We can feel incompetent during our efforts to apply new approaches. Others may think of us as incompetent as we struggle with new skills, new knowledge and new situations. Sometimes we turn our frustration against others and see to blame them for our position. We can blame others for not helping us enough, not training us properly beforehand, even not warning us against the problems we now face. May want to manage the managers Know they need to change but not sure how	• Potential overload due to our genuine need to learn new approaches • Fear of losing status through decreased competence • Loss of our power base or our network of contacts • We struggle to work out how we should be and what to do different, what new skills do we need, what qualities are required in the new situation.	We now want to do our own thinking about the change. We need tolerant listeners to discuss our thoughts and opinions. We need models and frameworks, so we can understand what is going on for us. It will help if people ask us questions and listen to our ideas with interest. Tolerance Test own Thinking	Review information, timetables and roles Focus on individuals Invite feedback Listen to problem solving without judgment Ask how individuals are feeling PROVIDE CLEAR INSTRUCTURES
4	**Acceptance** **IDENTITY**	We let go of the attitudes and behaviours and skills that were comfortable and useful in the past. We can now start the process of acquiring new skills. We begin to test out our new ways of doing things. There will still be occasional moments of frustration, such as when our new skills are not quite practiced enough, or we identify yet	• We consider the differences and develop frameworks for understanding where we are now. • We begin to actively experiment. • We may still appear incompetent to a degree. • We are working out our identity in the changed situation, so although we have now accepted the change there will still be temporary	We move into creating our revised identity. We need to believe that we have an element of choice and that others will be accepting of whatever we decide. At this stage we consider alternatives, so it will help if we have some knowledge of problem solving and decision-making models.	Invite staff to work out implications of options and prioritise effectiveness Give positive feedback about individuals in front of their peer group GIVE RECOGNITION TO STAFF AND WORK

Table 4 (cont.)

	STAGE	Behaviour Clues & Observations	Reason	Individual Needs: Yours & Others	Leadership strategies to support Staff
4	**Acceptance** **IDENTITY**	another area where we lack knowledge. This phase represents our move psychologically into our personal learning cycle. We review the situation and compare it with the past to identify difference. Time to explore and select options appropriate to new situations	problems as we try out new approaches.	Acceptance Defining own identity	
5	**Develop-ment** **SKILLS**	We concentrate on developing the skills and knowledge required in the new situation. We become increasingly competent at operating in the changed environment. We make decisions about the most effective techniques and then become skilled at using them. Acquiring new skills and knowledge	Our knowledge increases so that others come to regard us as the appropriate expert in our field.	We are now ready to learn the skills required to effect the change. Coaching and training might be required once we have determined our action plan. Training Support Team Building	Provide time for training and development including mentoring and coaching Feedback to provide a sense of progress Focus on developing teams and interdependence FOSTER EXCITING ASPECTS OF WORK
6	**Application** **INTEGRA-TION**	Most importantly we consolidate our identity in our changed role / changed CRM. We develop our own views on how the job should be done, how we should relay this to others and how they should relay it to us.	We resolve in our minds the questions about our status, our new skills, our beliefs about the situation, and our view of the organization. In particular we work out how we fit in the new scheme of things.	We want to integrate the previous stages. We start pulling together our prior efforts of exploration, decision making and learning. Gradually, we begin to feel that we are performing as we should. We may	Compliment staff on how they are integrating change Be clear about future change, budgets, timetables Review strategic plan Revise objectives for the year

Table 4 (cont.)

	STAGE	Behaviour Clues & Observations	Reason	Individual Needs: Yours & Others	Leadership strategies to support Staff
6	**Application** **INTEGRA-TION**	Applying new skills Teams settle		rework some of the earlier stages to cover parts we missed. Encouragement Delegation	ENSURE ENDINGS OF PROJECTS & MOVING ON / NEW CHANGES
7	**Completion** **RECY-CLING**	We now feel comfortable and competent once again – so much so that we are no longer conscious of having experienced a transition. Maximum competence	We are really into the new situation and have ceased to compare it, favourably or unfavourably, to our position before the change.	We have completed our transition and are on our way with a changed approach. Soon we will hardly remember how we were before we made the changes. Interdependence	Roles models, champions and leaders

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Integrowanie koncepcji AT w spotkaniach zespołu za pomocą metod mikrolearningu

Streszczenie

Mikrolearning w ramach spotkań zespołowych zapewnia natychmiastowe zastosowanie wiedzy i integrację z praktyką. Jako metoda pedagogiczna, mikrolearning rozwinął się w miejscach pracy, ponieważ jest w stanie przekazywać niewielkie ilości wiedzy, która jest istotna, podnosi umiejętności i może być stosowana bezpośrednio w praktyce. Ponieważ więcej spotkań odbywa się w miejscu pracy niż kiedykolwiek wcześniej, wykorzystanie możliwości uczenia się nigdy nie było ważniejsze. Podczas spotkań zespołowych regularnie tracono możliwości uczenia się z powodu konkurujących ze sobą priorytetów, nadmiaru informacji, braku wspólnej uwagi, rozbieżnych modeli mentalnych i braku identyfikacji potrzeb edukacyjnych. W tym artykule omówiono jeden z aspektów doktoranckiego projektu badawczego, skoncentrowanego na uczeniu się podczas spotkań zespołowych. Dyskusję oparto o dwie koncepcje analizy transakcyjnej dostarczane jako tematy mikrolearningu podczas spotkań zespołu i stosowane w praktyce. Przedstawiono koncepcję, wnioski oraz dalsze rozważania.

Słowa kluczowe: spotkania, analiza transakcyjna, mikrolearning.

On the border

Na pograniczu dziedzin

UNIWERSYTET HUMANISTYCZNO-PRZYRODNICZY IM. JANA DŁUGOSZA W CZĘSTOCHOWIE
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Dorota SIEMIENIECKA
https://orcid.org/0000-0002-0745-9960
Nicolaus Copernicus University in Torun
e-mail: dsiemien@umk.pl

Communicators in e-learning – recommendations for teaching practice at the times of coronavirus COVID-19 – report from pilot research

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Editorial preface

Transaction analysis is a key and the most characteristic element of the transaction analysis theory. The course of a given conversation is determined by ego states that initiate interactions and ego states that respond to a given signal. The pandemics, home confinement and the use of internet communicators drastically limits the possibility of analysing an interlocutor's non-verbal signals and the right communication course. The interaction process might create a situation where the structure and the way a given communicator functions might influence proper transaction interpretation. The research conducted by Byron Reeves and Clifford Nass shows that the human brain cannot always distinguish a message from media elements. Thus, if an interaction participant has an impression that a communicator is "chaotic", they might unconsciously attribute this feature to the recipient's features. Taking into account the fact how often we use internet communicators at the times of the pandemic, the analysis of their functioning and, what is more important, participants' subjective impressions might constitute an interesting contribution to the analysis of people-to-people transactions.

Zbigniew Wieczorek

Abstract

The text presents an excerpt from qualitative research conducted in the situation of coronavirus COVID-19 at Nicolaus Copernicus University in Torun. 50 students took part in the qualitative research. The aim of the aforesaid research was to determine the ways in which students use Internet tools for educational purposes at the time of the pandemics and what are their expectations concerning the educational use of Internet communicators by their lecturers. The research was to diagnose the state of e-learning (with respect to the group of NCU students) and, after data analysis, to make recommendations for educational practice. The results obtained show that the majority of students use communicators for educational purposes, especially to work on projects with their colleagues. They also seek help in a group of their friends, whereas lecturers rarely appreciate possibilities of using communicators in education.

Keywords: communicators in education, new technologies in teaching, didactics of new technologies, social tools in education, media in education.

Introduction

The research published in annual *Social Media 2019* shows that the Internet is used by 4.388 billion of users. 98% of them use communicators and social networks. There are 3.484 billion of social networks users in the world. They most frequently choose Facebook (2.271 billion of users), YouTube (1.900 billion), Messenger (1.500 billion) and Instagram (1 billion) (https://socialpress.pl/2019/02/ilu-uzytkownikow-korzysta-z-sieci-i-social-media-w-2019-roku). In 2019, Facebook, Instagram and Messenger were used by 27% of users aged 18–24 (11% of women, 16% of men). Social tools were used by 32% of users aged 25–34 (13% of women, 19% of men). This research shows that young men use social tools more often. There is a smaller percentage of teenagers using social media, 3% of girls and 4% of boys.

The NASK (National Research Institute) Report *Teenagers 3.0* informs that girls interact by means of the Internet more frequently than boys. More often than their male friends they communicate with their schoolmates (F: 71.4%; M: 64.4% – a few times a day), their friends outside school (F: 64.5%; M: 56.0% – a few times a day) (NASK Report *Teenagers 3.0*, p. 26). The authors of the research point out that teenage communication via the Internet concerns in particular their peers (p. 30). Young people communicate via the Internet with their teachers with the following frequency: a few times a week – 4.8% girls and 3.3% boys, a few times a month – 12.5% girls and 9.3% boys, a few times a year 26.5% girls and 21.4% boys, never – 53.3% girls and 63.8% boys (NASK Report 2017 *Teenagers 3.0*, p. 27). It is emphasized that “the frequency of Internet communication grows with the age of the researched, including communication with teachers” (NASK Report 2017 *Teenagers 3.0*, p. 30).

Unfortunately, there are few Polish publications devoted to didactics of new technologies that tackle the issue of using communicators in teaching. I was motivated to focus on the topic of the current state of e-education after conversations with teachers and students who reported various difficulties in realising tasks given to them at the time of the pandemics by the Ministry of Science and Higher Education and the Ministry of National Education. The coronavirus made education face new challenges and teachers from all levels of education, who had occasionally or never used new technologies before, had to seek opportunities of communicating with their groups of pupils (students) and realizing their didactic process.

The research whose results are discussed in this paper was conducted in March and April 2020 and its aim was to determine difficulties, needs and expectations towards e-learning. The data obtained makes it possible to show preferences concerning e-learning tools (including communicators) and their use in teaching in the situation of limitations deriving from the Ministry's recommendations.

The research aimed at developing recommendations and guidelines for teachers and lecturers teaching online at the time of the pandemics.

The data presented constitutes an excerpt of the pilot research results. The text describing the results of the research concerning social media in education at the time of the pandemics was published in the book entitled *Zdalne kształcenie akademickie dorosłych w czasie pandemii* (*Online teaching of adult students at the time of the pandemics*) edited by Jakub J. Czarkowski, Mariusz Malinowski, Marcin Strzelec and Maciej Tanaś (Wydawnictwo DIG, Warszawa 2020).

50 students of NCU took part in the research, 45 women (constituting 90% of the research group) and 5 men (constituting 10% of the research group), aged 19-24 (Table 2 shows the age structure in the research group), one researched person was 42. Table 1 shows the sex structure in the research group.

Table 1
The sex structure of the research group

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Woman	45	90.0	90.0	90.0
	Man	5	10.0	10.0	100.0
	Total	50	100.0	100.0	

Source: own study.

Table 2
The age structure of the research group

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	19	6	12.0	12.0	12.0
	20	16	32.0	32.0	44.0
	21	12	24.0	24.0	68.0
	22	4	8.0	8.0	76.0
	23	6	12.0	12.0	88.0
	24	4	8.0	8.0	96.0
	25	1	2.0	2.0	98.0
	42	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Source: own study.

Table 3
The structure of the research group concerning the faculty and year of studying

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Pedagogy, Year I, first cycle (BA)	32	64.0	64.0	64.0
	Pedagogy, Year II, second cycle (MA)	4	8.0	8.0	72.0
	Pedagogy Year I, second cycle (MA)	7	14.0	14.0	86.0
	Physics/Mathematics	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

Source: own study.

The research covered Pedagogy students from three different years: Year I first cycle (32 persons constituting 64% of the research group), Year I second cycle (7 persons constituting 14% of the research group), Year II second cycle (7 persons constituting 14% of the research group), and students of Mathematics and Physics completing their pedagogy course (7 persons constituting 14% of the research group). This data is shown in Table 3. The research took a form of an anonymous questionnaire.

The research tool (The questionnaire entitled *Limitations and Potential of Online Education – its Condition and Teaching Guidelines at the Time of Coronavirus COVID-19*) consisted of 26 questions, including: personal information (4 questions), 12 open and 10 closed questions. The questions concerned the ways students look for information with the help of information technologies, types of social tools (portals, communicators) students currently use and their use in the process of learning. Some questions referred to limitations that they encounter in this situation (the pandemics) when they experience full online education (with regard to using offline materials provided by teachers and synchronous education – lectures run by lecturers in real time). Students also evaluated various tools used for video conferences, pointing to their potential and limitations. Some questions included in the questionnaire regarded students' expectations concerning their lecturers' use of IT tools in online education.

The fragment of the research presented aimed at an attempt to determine the ways in which students use Internet tools for educational purposes during the coronavirus COVID-19 pandemics and students' expectations concerning the use of Internet communicators for teaching by their lecturers. The research was to diagnose the condition of online education (with regard to the researched group of NCU students) and to develop recommendations for educational practice on the basis of data analysis.

Research questions

As the research presented is of a practical-diagnostic nature, there is no need to formulate research hypothesis. The research was based on questions.

The research was to find answers to the following questions:

Q1. Which communicators are used most frequently by students for learning purposes in the situation of coronavirus COVID-19?

Q2. How do students use communicators for learning purposes in the situation of coronavirus COVID-19?

Q3. What are students' expectations concerning the use of communicators by teachers for teaching purposes?

Table 4

Qualitative analysis of the answer content to the question: Which tools are used by lecturers working with your group?

Tools used by lecturers providing lectures	Frequency
Facebook	1
Moodle	14
MS Teams	18
Conference rooms	12
Skype	18
Zoom	14
Webex	2
Mail/USOS (University Support System of Studies)	6
Other	10
Messenger	1
Discord	1
Google Disc	1
Slack	1
Total	99

Source: own study.

The students' answers pointed most frequently to MS Teams (18) and Skype (18). The next most frequently lecturer-used tools for online education were Moodle Platform (14) and Zoom (14). Quite a big group of students (12) pointed to a general category, i.e. conference rooms. Some academic teachers used university e-mail. They rarely used Messenger, Facebook, Discord and Slack for didactic purposes.

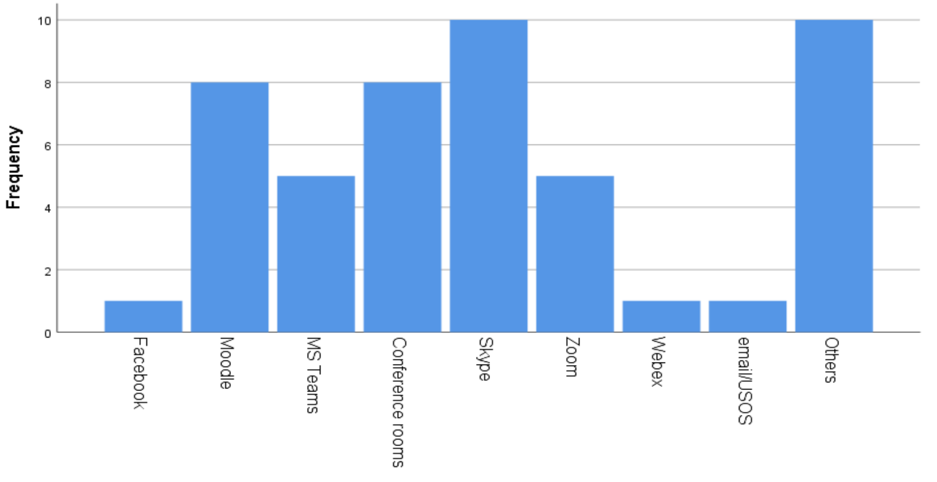

Fig. 1
Qualitative analysis of the answer content to the question: Which tools are used by lecturers working with your group?

Source: own study.

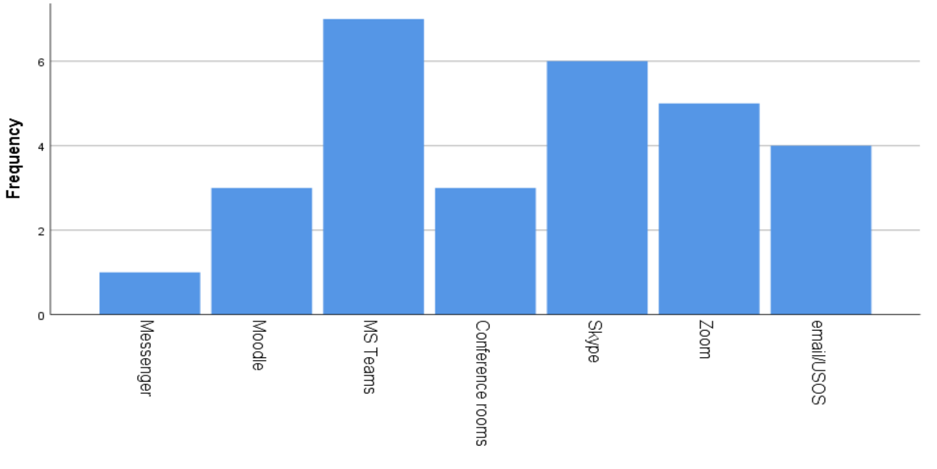

Fig. 2
Qualitative analysis of the answer content to the question: Which tools are used by lecturers working with your group?

Source: own study.

The students were asked to detail their answers, describing disadvantages and advantages of using tools used by their lecturers in online teaching during the pandemics. The students' answers are presented in table 5.

Table 5

Examples of the students' answers concerning the question: which tools do your lecturers use when they run classes with your group – describe their drawbacks and benefits

Facebook, Messenger, Moodle, Microsoft Teams
Microsoft Teams , only ++++
Various platforms, each of them overcharged.
Conference rooms, Skype, zoom
Skype, Teams, Office, Zoom – no difficulties
Skype, Moodle
We have teleconferences, sometimes technical problems occur (due to a large number of people taking part in a given lecture). It's good that we can discuss a given portion of material in real time and in a way comprehensible for students.
Teams Office is good in case of small groups, it is too chaotic when groups are bigger. Moodle – no drawbacks, a very good platform.
Moodle – very easy to handle (a plus). Sometimes a presentation won't get downloaded (a minus).
Big Blue Button, Zoom, no difficulties, everything works well, and it is good that we can communicate freely with our lecturer, ask them questions, show presentations.
Moodle (Big Blue Button), Skype, MT. Big Blue Button – very good (especially during your lectures). Skype – sometimes the connection gets broken, but you can chat with your lecturer.
Skype, Zoom, Big Blue Button, Microsoft Teams. Difficulties – occasional bad sound quality.
Moodle, Big Blue Button, Skype, Office Teams. A plus is that such lectures actually take place and we can discuss a given topic and understand it better. A disadvantage is being disconnected by the system and no way to log in again.
Zoom, Skype – very easy to operate, no distractions, good sound quality. Big Blue Button – similar to zoom and Skype, easy access, and Microsoft Teams – difficult to log in, frequent interruptions
Zoom – a good option for running online, video classes, Moodle, Office Teams, conference rooms. Generally, everything works well, but each lecturer uses a different communicator and some of them do not run online classes but send many books to read, books we don't always understand, and then one may interpret a given topic in a wrong way.
Skype, Microsoft Teams, videoconference rooms, a plus is contact with your lecturer, a minus is that one has to change a meeting place with a given lecturer.
They use a camera and they show something handwritten on a piece of paper – a disadvantage: the visual quality is often lost. A slide show is a big advantage, though we don't know then what to write down, what to learn. A plus is that they use a chat: what they write is saved and one can come back to it when one wants.
Zoom, Skype, Webex, Slack – they allow for direct contact with a lecturer and explaining doubts, they can show their materials and discuss them. Noises from participants' flats can be disturbing and a few online classes in a row can be very tiring. Materials placed on Moodle or sent by e-mail – getting familiar with them takes much more time than with the help of a lecturer.
Lectures – recorded screen with PDF and sound. A weak Internet connection might be a problem, I can't sometimes play a film in my flat.
We use Webex for most of our classes and I must admit it is quite convenient. I haven't faced bigger difficulties.

Table 5 (cont.)

Some classes are run with the help of various communicators such as Skype or Microsoft Teams, which is a very good solution in this situation. It lets us understand different issues. Some subjects are run with the help of Moodle with recorded comments, which I also find interesting and which gives us an opportunity to comprehend various parts of the material. However, when it comes to Moodle, there is a drawback, i.e. too big material portions are uploaded there at one time. It is very tiring to learn in this way, at least for me.
Skype – positive, Zoom – positive, Teams chat – so-so, one can't run good classes only at the level of a chat
Various tools and that is a problem, there is a big chaos and it is difficult to find tasks to complete.
Moodle. Very chaotic. Hard to operate. Little interaction between a lecturer and a student. Email --> chaotic, many e-mails at the same time. Instead of sending one e-mail with a Google link to a disc with presentations, lecturers send 5 or more e-mails….terrible. Teams is a plus. Very lucid and makes it possible to communicate with a lecturer easily. Clear organization of bookmarks.
Big Blue Button – it is not the worst platform but unfortunately my laptop freezes when I try to use it and I have no possibility to check if it would work on a different computer. We also have classes on Zoom, but one session lasts 40 minutes and after this time the meeting is interrupted and you have to log in again. Skype – it turned out that our group was too big to meet our lecturer and we had to change the tool to Zoom.
Mostly they share presentations and discuss them, which is clear and lets us focus better.
Microsoft Teams, Skype, conference rooms. Problems with the Internet, too many people at the same time, there should be a division into at least 4 groups. Then, it would be easier to concentrate. The way it is now, many people find it problematic and others suffer because of it too.
Big Blue Button. Skype, Microsoft Teams, ZOOM. I've written about the difficulties above. A plus is that an online lecture is more interesting than tasks to complete on your own at home.
Presentations, often short, unclear, not contributing anything new. 2. Word – task description, a plus of the Word description is that a lecturer describes in detail which task to do and how it should be done.
email, teams, Moodle
A pronounced minority of lecturers run online synchronous classes, some send us loads of tasks to do in a given time, and there are also lecturers there is no contact with.
Moodle – all the materials in one place, USOS mail – information comes on an ongoing basis, Skype – it is often impossible to connect with a bigger group of people
Video chats – they help a lot to understand the content, sending texts without any explanation makes them difficult to understand
Presentation – it depends – it is quite clear and it's good to see what a given lecturer is talking about, but slides can change too fast
Skype, e-mail
Moodle and Zoom
Moodle, big blue button, zoom, skype
Skype: a limited number of people that can participate in a lecture at the same time. Moodle: lack of difficulties, everything is clear and there is a very good option of asking questions that we can write e.g. in a Word file without the necessity of using the Internet all the time. Microsoft communicator: I know it is used but it requires quite a good Internet connection.

Table 5 (cont.)

Moodle
On-line lectures, written sources and presentations (material explanations during on-line lectures) – then everything is clear and work goes smoothly.
Skype, Big Blue Button. No benefits, many difficulties.
Moodle, Teams, Zoom
Moodle, Skype, Teams – I haven't noticed any difficulties yet. Thus, a plus is lack of minuses.
I can often see a presentation but later on it won't slide due to overcharging.
Skype – no flaws so far. Both the camera and screen sharing options. Microsoft Teams – failure. Distorted voice, low visual quality. Discord – it was impossible to activate many cameras at the same time.
Zoom – a limited talking time on the communicator but a good chat quality. Big Blue Button – occasional sound problems, but also a good chat quality. Skype – only a small number of people can use it, easy access. Microsoft Teams – problems with logging to the communicator.
Teams, USOS-mail as mentioned before
Microsoft Teams

Source: own study.

In majority, the students positively evaluate the opportunities created by the use of videoconferencing tools. They often talk about difficulties concerning technical problems with the Internet, system errors resulting in being ejected from the group, problems with logging (e.g. Microsoft Teams), sound issues, losing visual quality, weak connection, problems with presentation downloading (e.g. Big Blue Button). The students regard the use of multiple tools by academic teachers (requiring logging to different systems) as a drawback. Frequent sending of too many messages creates chaos in their mailboxes, which makes it impossible to find their tasks; lecturers upload too many materials or they are too simplified (e.g. shortened, unclear information). 40-minute lectures are too long in the students' opinion, and participation in many online classes in a row is tiring for them.

The students' practical recommendation deriving from their opinions is to run classes in smaller groups, to discuss content presented on platforms on an ongoing basis (teachers may use communicators, answer chat questions, record their comments to presentations, use video calls). To understand the students' situation better, it is worth quoting *Larista*'s (F, aged 20) opinion.

> I am very grateful to these lecturers who undertake to run their classes by videoconferencing. However, it is not going to replace face to face meetings. I have noticed I concentrate less on the content during such classes, there are more things that distract me. Nevertheless, I feel great respect for undertaking such activities by teachers. These meetings take place on Zoom or Big Blue Button. Out of 12 classes, 4 are run in this way. Other lecturers send tasks via Moodle or e-mail, and most frequently in order to complete them, one has to read uploaded materials first. Others share texts and presentations on Moodle, giving us a choice if we want to get familiar with them on our own. In this last case – there

is no motivation. Summarising, it is good when we can hear a given teacher's voice. A significant drawback is sending materials only – sometimes too big and presented in a boring way.

Table 6

Answers to the question which communicators students use in the process of learning

Communicator's name	Point average	Point total
Messenger	54.6	2.732
WhatsApp	2.1	105
Viber	1.7	85
Gadu Gadu	0.0	1
Hangouts	0.0	1
Microsoft Teams	16.4	819
Teamspeak	0.0	1
Discord	1.2	59
Other	23.9	1.197

Source: own study.

Choosing a particular tool, the students granted it points from 0 to100, which were to determine the frequency of its use. In the process of learning the students use Messenger most frequently (this choice got 2732 points), they also mention Microsoft Teams (this choice was given 819 points). These results are confirmed by the data presented in Table 7.

Table 7

Social tools and communicators which students use for learning purposes

		[Messenger] [1-100 points]	[WhatsApp] [100 points]	[Viber] [100 po-ints]	[Gadu Gadu] [100 points]	[Hangouts] [100 points]	[Microsoft Te-ams] [100 points]	[Teamspeak] [100 points]	[Discord] [100 points]	[Other] [100 po-ints]
N	Valid	49	6	3	1	1	33	1	5	32
	No data	1	44	47	49	49	17	49	45	18
Average		55.76	17.50	28.33	1.00	1.00	24.82	1.00	11.80	37.41
Minimum		5	1	1	1	1	1	1	1	5
Maximum		100	50	76	1	1	100	1	30	85
Total		2732	105	85	1	1	819	1	59	1197

Source: own study.

Among the students, Messenger communicator is the most frequently used tool for educational purposes (49). All the students taking part in the research use it. The next popular tool is Microsoft Teams (33 students use it). However, this choice should be related to the results obtained from the data given in Table 4. This tool was one of the most frequently used ones by teachers so students use it as it is required from them. However, it is worth remarking that teachers rarely use Messenger for didactic purposes. Another popular communicator used by the students is Skype (27) and Instagram (15). Below, there are categories describing activities undertaken by the students and related to education and their use of communicators. The students use communicators to:

1. Communicate in order to get help in solving tasks/ checking their answers
2. Look for inspiration and ideas for undertaken projects and tasks
3. Work together on tasks and share knowledge
4. Look for supplementary information and extra knowledge
5. Look for information concerning their studies
6. Exchange notes, watch didactic materials
7. Get in touch with their lecturer/ participate in videoconferences and online lessons organised by them
8. Keep in touch with their laboratory group
9. Read articles and watch films
10. I don’t know/ other.

Table 8 presents detailed results.

Table 8
Qualitative analysis of the question: Describe which activities connected with studying at university you use communicators for

	Frequency	Percentage	Cumulative percentage
Communicating with other students to get help in task solving	15	18.3%	18.3%
Looking for inspiration and ideas for undertaken projects	3	3.7%	22.0%
Working together on tasks and exchanging knowledge	17	20.7%	42.7%
Looking for supplementary information	3	3.7%	46.3%
Looking for information concerning studies	13	15.9%	62.2%
Exchanging notes, watching didactic materials	6	7.3%	69.5%
Getting in touch with a lecturer	16	19.5%	89.0%
Keeping in touch with one’s lab group	6	7.3%	96.3%
Other	2	2.4%	98.8%
Reading articles and watching films	1	1.2%	100.0%
Total	82		

Source: own study.

The students use communicators to exchange notes (6) and information (13), to consult their group. They often ask their friends about ideas for task solving or get in touch to eliminate lack of clarity. They look for help in task solving (15), especially for working together on tasks (17). The students also get in touch with their lecturers (16). Table 9 contains the students' answers to the question which activities connected with education they use communicators for.

Table 9
The students' answers to the question which activities connected with education they use communicators for

Contacting the lecturer, sending homework tasks, communication with friends to e.g. work on a group task, sending files, pictures
Exchanging opinions and ideas, looking for information concerning the tasks assigned
Making sure that I haven't missed any information from a given lecturer, assigned tasks and deadlines.
Lectures, doing homework
Supplementing information
Explaining terminology, exchanging information with other students
Lectures – videoconferences
Exchanging/ sending notes between friends, quickly asking a friend about a room, time of a given class
Looking for information on topics I am interested in. I study topics we talked about e.g. during our lectures
Communicating with group/ faculty mates, looking for information on classes, participating in classes
MT – participating in classes
I use communicators mainly to participate in lectures, online chats, but also to talk to my group mates about e.g. a task assigned, we often help each other sharing our remarks on this task.
I use them to look up words I don't understand, to see what something looks like in the picture (I am a visual learner).
None
Participating in lectures and obtaining information
Participating in online lessons, communicating with lecturers and university mates, e.g. to discuss a presentation we are supposed to prepare or consult them on "homework".
Communicating and getting information on tasks, presentations and exams
Keeping in touch with group mates
Communicating with group mates, more information, complementing information on a given topic, e.g. YouTube films, interesting articles or research connected with this topic
Listening to lectures, doing tasks
I use communicators to participate in lessons run via the Internet (online classes), communicating with my lecturers via a written chat (though I'd rather lecturers demanded students to speak out – I, for example, would like to take part in interaction very much).

Table 9 (cont.)

Participating in online classes: listening to lectures, consultation on workshops. What is more, contacting my year mates to solve tasks together and explain to each other issues problematic to us.
I ask about deadlines, participate in online classes, watch materials placed on Moodle.
In majority, taking part in classes run by university professors in the situation we are right now. Apart from this, communicating with university mates, comparing task solutions and helping each other.
Using communicators to communicate within a group, getting to know what was discussed during classes and comparing various task solutions.
Communicating with a lab group
Sending tasks, online consultation, arranging final assignments with lecturers
Communicating with group mates, exchanging information, working together on projects, sending notes, books, sending exam questions, motivating, sending end-of-semester assignments.
I use communicators to get to know when I have classes and which ones and what was discussed on previous classes or what we have to do for a given class.
Working in a group, brainstorming, which helps to solve tasks sent by our teacher
Discussing tasks with other members of my class group
I contact my friends if we do something in a group and have to share this work
Preparing presentations in a group, reading assigned texts together and explaining to each other how we understand given issues, questions to the group if we don't understand a given task or asking for help in completing/ sending/ finding a given task.
I use them most often to ask my friends if I have done a given task well. We also use communicators to talk and solve assigned tasks together.
I use communicators to talk to my university mates about presentations that we have to work on together.
First of all, sharing our thoughts on matters connected with the university, lecturers, year mates and not only, doing tasks, preparing presentations together.
Videoconferences, homework via Moodle
Complementing my knowledge
Communicating with lecturers and people I work with on a given task
Checking tasks, consulting my friends on given tasks and issues
Occasionally I try to solve a mathematical task with my group mates.
Verifying information/ topics in more detail, making presentations
Participating in online classes, assigning tasks to do, task sharing
Communicating with other group members, online classes
Communicating with lecturers
End-of-semester papers
Working on presentations together
Pair and group projects
Doing and sending tasks

Source: own study.

The next question directed to the researched let us obtain the answer to the question how the students would like their teachers to use communicators in teaching. The qualitative analysis rendered the following categories:

1. To interact with students (conversation, chatting, discussions, asking questions)
2. To explain material, terminology
3. To work in small groups
4. To present interesting materials (links, presentations, multimedia materials, films, book recommendation)
5. To run synchronous classes (on-line lectures, e-lessons, streamed lectures)
6. To test
7. Other
8. I don't know.

Table 10 presents overall data (figures) of the qualitative analysis for the answer to the question how the students would like their teachers to use communicators in teaching.

Table 10
Overall data (figures) of the qualitative analysis for the answer to the question how the students would like their teachers to use communicators in teaching

	Frequency	Percentage	Cumulative percentage
To interact with students	14	19.7%	19.7%
To explain material, terminology	19	26.8%	46.5%
To work in small groups	2	2.8%	49.3%
To present interesting materials	6	8.5%	57.7%
To run synchronous classes	18	25.4%	83.1%
To test	1	1.4%	84.5%
Other	9	12.7%	97.2%
I don't know	2	2.8%	100.0%
Total	71		

Source: own study.

Conclusions

The students would like their academic teachers to use communicators for explaining terminology and the material they teach, to run synchronous classes, to interact with students (results in Table 10). The emphasise the need to focus on working in small groups. The students notice drawbacks which are not only technical issues that are caused by a weak connection or software limitations that make a given programme freeze or automatically log out participants if there are too many of them. They also discern lack of methodological and didactic preparation of their lecturers who, while using distance teaching tools, copy methods and structure of courses run in the classroom (e.g. 40-minute lectures, too much content to analyse individually) during online classes. The research shows that lecturers rarely use activating methods, uploading complex content to be analysed individually by students and forgetting about instructions or explanations concerning tasks assigned. It also happens that the students point to lack of any link between tasks and materials placed on platforms. Education based on the Internet is of a unique character, which was very accurately described by Michał Ostrowicki (2009) who writes, "The idea of online education aims at benefiting from the potential of the electronic environment to such an extent that is not possible in the traditional educational system – it is regarded as a goal in itself and not only a process supporting traditional education. It is treated as a complete educational system – alternative and independent of traditional didactics, self-sufficient and able to teach comprehensively, but based on different rules than traditional education." A starting point for teachers might be getting familiar with the rules of planning and running online classes, described in a paper by Marcin Dąbrowski (2004). Communicators facilitate direct contact with a given group, in this way each piece of information is immediately sent to receivers. Communicators offer contact in the form of a video chat with one or more persons, they are perfect for running synchronous classes. It is interesting that lecturers use systems operated within a given institution (Moodle, Zoom, Office365 Teams), whereas the students use communicators linked with social tools. The students seek help and explanations, addressing their group (on social media portal or on a communicator), not addressing the same question to a teacher who is not present on social media (or their account is private only). The research also shows that the students are interested in materials in the form of YouTube films. Thus, it is worth considering if a teacher's presence on social media, e.g. in the form of a webpage of a given course with uploaded materials (interesting links, multimedia presentations, films, references to literature) is not a better alternative for teaching based on distance teaching systems and teleconferences as it allows them to use the features of social media such as: scope, accessibility, usefulness, interaction, immediate transfer and permanence. Communicators offer direct contact with a given lecturer, which makes it possible to explain issues of the material and tasks that students find problematic. Video connections available in communicators facilitate the individualization of teaching (e.g. running an advanced group or a remedial group for students who do not grasp the material so easily). Concluding, it is worth quoting two students participating in the research, which constitutes a summary of this text:

> Teachers might recommend short films that we can watch e.g. on YouTube. I try to look for such films on my own, but I am often not sure if what I have found is suitable. […] I have only participated in two Skype lectures and I liked it a lot, but I did not feel any

> difference between the content presented directly during a lecture and the one presented via the communicator. Such lectures are useful, we can ask questions, like during a traditional lecture, we can write on an available chat and the only problem is that such communicators require quite a big Internet packet. (Marta, F, aged 20).
>
> I would like my lecturer to communicate via Messenger as it is generally available, easy and offers fast communication, sending materials, there are no limits as far as the number of people and time are concerned. (Jabłko, F, aged 19).

I would like to thank all my students who participated in the research and devoted their time to describe in as much detail as they could how they use online education at the time of pandemics.

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Komunikatory w zdalnym kształceniu – wskazania dla praktyki edukacyjnej w sytuacji koronawirusa COVID-19 – raport z badań pilotażowych

Streszczenie

W tekście zaprezentowano fragment wyników badań jakościowych zrealizowanych w sytuacji koronawirusa COVID-19 na Uniwersytecie Mikołaja Kopernika w Toruniu. Badaniem jakościowym objęto 50 studentów. Przedmiotem przedstawionego fragmentu badań była próba określenia sposobów, w jaki studenci korzystają z narzędzi internetowych do celów związanych z nauką w czasie pandemii oraz jakie są oczekiwania studentów w zakresie wykorzystania komunikatorów internetowych w nauczaniu przez wykładowców. Badanie miało na celu diagnozę stanu edukacji zdalnej (w odniesieniu do grupy badanej studentów UMK) i na podstawie analizy danych sformułowanie zaleceń skierowanych do praktyki edukacyjnej. Uzyskane wyniki badań wskazują, że większość studentów wykorzystuje komunikatory do czynności związanych z uczeniem się, zwłaszcza pracy nad wspólnymi projektami, poszukują oni również pomocy w grupie kolegów, wykładowcy zaś rzadko dostrzegają możliwości ich zastosowań w nauczaniu.

Słowa kluczowe: komunikatory w edukacji, nowe technologie w nauczaniu, dydaktyka nowych technologii, narzędzia społecznościowe w edukacji, media w edukacji.

UNIWERSYTET HUMANISTYCZNO-PRZYRODNICZY IM. JANA DŁUGOSZA W CZĘSTOCHOWIE
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Grażyna CĘCELEK
https://orcid.org/0000-0002-2303-7442
Stefan Batory State University
e-mail: cecelek.gra@wp.pl

Information technology as an important tool in contemporary lifelong learning

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Editorial preface

Bob and Mary Goulding described twelve script topics constituting the basis of early negative decisions. Don't exist, don't be yourself, don't be a child, don't grow up, fail, don't do, don't be important, don't have your own place, don't be close, don't be healthy, don't think and don't feel. Together they create a more or less consciously transmitted episcript, being a kind of a family curse. The child, who will not function better than the parent, gives them a pathological feeling of success resembling a psychological game – in comparison to the child, they do not feel worse. For many people episcript records are the basis of passive behaviour at school and lead to general aversion to school, learning and development. Usually it leads to strengthening a losing or non-winning life approach, attempts of personal development do not bring any positive results and sooner or later they are abandoned. Transferring the idea of vocational training to the area of new technologies might create a situation where a change of the educational context will help to overcome some episcript records and lead to self-development decisions.

Zbigniew Wieczorek

Abstract

The pace of civilization changes taking place in our country causes radical changes in all spheres of life, which is also reflected in the educational reality. Competitiveness of the labour market, globalization processes and the development of new technologies necessitate lifelong education as a key factor determining personal development and life success, as well as the stable development of society and the knowledge-based economy. Therefore, the concept of lifelong learning is becoming increasingly important. The newest information and communication technologies play a special role in its implementation. The computer network offers enormous possibilities of reaching information, searching for it, storing and processing it. Information technology, available at any time and in any place, is an extremely important tool for the realisation of tasks of modern lifelong education. It enables constant access to knowledge and adapts the pace of learning to individual needs of the student.

Keywords: lifelong learning, permanent education, IT society, information technology, e-education.

Introduction

In the modern society of knowledge focused on continuous development and continuous improvement of the individual, the idea of lifelong education is becoming more and more important. The changeability of contemporary civilization and its increasing complexity require from people to constantly update their knowledge and improve skills and social competences. The intellectual and social capital created in educational practice is becoming one of the most important factors in promoting change. Lifelong expansion of knowledge and improvement of skills and competences is necessary to keep up with the pace of changes, to understand the surrounding world and its phenomena, and finally, to find oneself in the increasingly demanding labour market as well as to deal with the difficult, unstable, constantly changing reality.

> The dynamics of changes in the modern world is already so great that lifelong learning, in formal and informal terms, is no longer a matter of willingness, but a necessity in order not to be excluded from, for example, the labour market. Getting and keeping a job requires more and more qualifications that should be systematically improved (Kuźmińska-Sołśnia, 2008, p. 27)[1].

Today, education is commonly indicated as the central element of the social system and, at the same time, a place for shaping the skills of work and cooperation, as well as for forming the identity of an individual, for creating personal knowledge and cultural competences as an arena of mobilization and learning to act and for many other competences (Kołaczek, 2004, p. 24). That is why lifelong learning becomes an important determinant of both the improvement of an individual and of the quality of the overall functioning of the society. Being open to systematic lifelong education is a great opportunity to enrich the individuality of a person, increase reflectiveness and choice, improve the process of building the quality of life, cooperation and social integration.

According to G.S. Becker (1993) and T.W. Schultz (1976), the investment in human education is much more cost-effective than that allocated to increasing physical capital. Therefore, obtaining education is not only intended "to prepare

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[1] All transl. – author.

for work and increase professional efficiency in the dynamically changing labour market, but also to shape awareness, the ability to understand oneself and the world, to develop the sphere of human feelings and the system of values" (Kołaczek, 2004, p. 24).

Thus, educational processes are nowadays considered in the context of the idea of lifelong learning and they assume the need or even the necessity to constantly deepen and supplement knowledge in school and academic institutions (formal education), as well as in the area of non-formal structures (courses, trainings, workshops) and during professional work, and in the process of relations with other people (informal education) (Cęcelek, 2020, p. 41). It should be remembered that

> already after a few years, even the best education obtained as part of formal education requires reconstruction consisting not only in updating the completed field of education, but also in integrating with education assigned so far to other, not always related, areas, and in the case of higher education – to other scientific disciplines (Kwiatkowski, 2018, p. 16).

It should also be noted that the new needs of individual, social and economic life cause that duplicated traditional teaching concepts have little effectiveness in the educational process. They make it difficult to open up to novelty and innovation, and they create serious barriers to awakening intellectual courage, criticism and, at the same time, to the need for lifelong learning. Therefore, changes are necessary in the field of contemporary permanent education aimed at searching for new patterns of lifelong learning which are adapted to contemporary needs. On the one hand, such patterns will move away from transmission of knowledge and on the other hand, they will focus on the development of individual potential of participants in this form of education, on the process of improving their social competences and shaping the ability to use personal predispositions as well as on the effective management of their limitations and development.

Information technology plays an extremely important role in the implementation of the assumptions of permanent education. It provides unlimited possibilities for systematic improvement of modern people's skills and competences, as well as for extending and updating the possessed knowledge. The computer network, when it is used skilfully and rationally, constitutes an irreplaceable source of knowledge.

Lifelong education as an important requirement of contemporary reality

Lifelong learning is a process of continuous, permanent deepening of knowledge, improvement of qualifications and general and professional skills. It is a basic principle of the modern education system, according to which education lasts throughout a person's life. It encompasses renewing, broadening and deepening a person's general and professional qualifications (Okoń, 2001, p. 196). Lifelong education is a very important requirement of the rapidly changing contemporary reality, shaping a new type of society based on knowledge and information, in which education constitutes the main factor of growth and socio-economic progress (Cęcelek, 2009a, p. 7). Constant economic, cultural and scientific transformations that take place in all areas of social life necessitate adaptation to them. An inevitable consequence of dynamic socio-economic changes is the necessity to constantly acquire knowledge and skills in order to be able to meet the ever-increasing requirements of the external world (Montwiłł, 2006, p. 93).

The effective functioning of an individual in the modern world is determined not only by the individual's ability to adapt to the rapidly changing world, but, above all, by the potential to transform this world, to model the surrounding reality and influence it in a desired way.

> However, it is not only about adapting the school to the changing reality, but also about preparing young people for what will happen – for the future. Students' aspirations as well as the sense of their meaning and quality of life should also be shaped according to the future (Dyrda, 2009, p. 220).

Over time, education acquired in the school system becomes inadequate to the changing labour market, and therefore, should be continued and supplemented.

> Market competitiveness, globalization processes and the development of new technologies necessitate lifelong education as a key factor determining both personal development and life success, as well as the stable development of society and the knowledge-based economy (Kuźmińska-Sołśnia, 2008, p. 25).

The concept of permanent education undermines the old view about the division of human life into the period of preparing for life through school education, the period of work and the period of mature participation in social life.

The traditional division of life into separate periods – the period of childhood and youth, which is intended for school education, the period of professional activity, the period of retirement – does not correspond to the realities of modern life and, even more so, the requirements of the future. Nobody today can expect to accumulate in their youth the basic amount of knowledge that will last a lifetime. The rapid evolution of the world creates the need for constant updating of knowledge, even if there is a tendency to extend the initial period of education of young people (Delors 1998, p. 85). Educational passivity in such realities coincides with failures in many areas of life, which makes the traditional model of teaching completely obsolete.

Contemporary education is responsible for the professional fate and place on the labour market of its participants. Of extreme importance is its impact on the possibility of finding employment and the ability to be economically active, which can only be realized in a continuous way when the demands of lifelong learning are accounted for.

> Competitiveness in the labour market requires being up-to-date, following news and constantly improving one's skills because the effectiveness of actions depends, among other things, on the speed of reaction and skilful decision-making (Bogaj, Kwiatkowski, 2006, p. 45).

Lifelong education covering the entire life of a person and serving his comprehensive development is aimed at raising a new type of people, characterised by a creative and dynamic attitude to the environment. Such people can perfect themselves and change living conditions improving them for the good of the whole society. Permanent education is also the guiding principle that determines the direction of contemporary educational reforms concerning all levels of education and professional development of working people, parallel education and upbringing in the family and in the environment.

The key role of lifelong education in the modern world is fully reflected in the aspects of education, highlighted in the report of the International Commission on education for the 21st century for UNESCO. These aspects should constitute the pillars of a person's knowledge throughout his or her life. They are enumerated below:

- learning to know, i.e. to get the tools of understanding in order to be able to take advantage of the opportunities offered by lifelong education,
- learning to act in order to gain not only professional qualifications, but also competences that will allow for facing various situations, working in a team and being able to influence one's environment,
- learning to live together, i.e. to participate and cooperate with others on all levels of human activity and to implement joint projects and learn to regulate conflicts with respect for the values of pluralism, mutual understanding and peace while pursuing a fuller understanding and perception of interdependence,
- learning to be – to make it easier to achieve the full development of one's personality and be able to act constantly, increasing the capacity for autonomy, judgment and personal responsibility (Delors 1998, pp. 85–98).

All these pillars are intertwined with common values and form an inseparable whole. They are not only anchored to a specific phase of life or to one place. The educational area, time and content should be thought over, they ought to complement and permeate each other in such a way that each individual, throughout his or her life, could benefit as much as possible from the constantly expanding educational environment, which is caused, inter alia, by the pace of technological development and changes in the labour market as a result of the use of new technologies.

An effective system of lifelong learning should enable every citizen to satisfy his or her aspirations and personal educational needs in optimal conditions, regardless of age, sex, family conditions, degree of disability, place of residence, social and material status, education, nationality. Hence, there is a need to build a more human-friendly system of access to various levels, forms and methods of acquiring knowledge and shaping skills which would have such features as, openness, diversity, permeability, comparability, transparency and recognition of qualifications.

Continuous improvement of competences and their permanent updating is a prerequisite for keeping up with the pace of constantly occurring changes, understanding the surrounding world and coping with constantly changing reality. The idea of lifelong learning is becoming a key issue in the age of knowledge and development of the information society. Permanent education based on the use of information technology is becoming an extremely important factor allowing for overcoming the barriers of conventional education and, at the same time, a factor that brings many opportunities, values and benefits to the contemporary processes of lifelong learning and improvement of contemporary people.

The specificity of using multimedia resources in the process of permanent education

In achieving the objectives of lifelong learning, it is particularly important to use the latest computer and online resources that enhance potential, offering increasingly greater virtual communication opportunities between physically distant environments.

Thanks to the Internet, education has gained a new dimension. On an unprecedented scale, access to vast resources of knowledge, data, information, as well as tools enabling the search and processing of specific data has been made available (Gajda, 2007, p. 142). Information technologies have allowed not only for reaching areas inaccessible to traditional means of learning about reality, but have also made it possible to measure and visualize such data that are beyond human perception. The computer network, the Internet, mobile phones enable immediate interaction with a specific place in the world, which makes it possible to "touch every point" thanks to electronic devices (Izdebska, 2007, p. 526). Attractive virtual reality allows for being in different places in the world, learning and improving various skills, observing and interfering in the world inaccessible to direct perception.

Information technology enriches the ways and possibilities of acquiring knowledge and skills, generates new opportunities for problem-solving and decision-making, and facilitates holistic perception and dealing with uncertainty in action. The development of modern digital technologies generates the creation of new as well as more and more active forms of education, including an appropriate selection and combination of information content. Using them in everyday practice requires good knowledge and appropriate qualifications (Bednarek, Lubina, 2008, pp. 112–113).

Multimedia education that comprehensively uses a variety of teaching aids begins to occupy an extremely high position in education technology. It is an extremely attractive multicode learning that affects most of the senses and activates learners in many ways (Cęcelek, 2010, p. 31). An increasing number of families have computers at home, more and more people use them at work and in schools. At the same time, the number of Internet users is constantly growing. The Internet has eliminated time and space constraints and made information accessible to millions (Aouil, Kajdasz-Aouil, 2002, p. 63).

Currently, the rapid development of information technology enables full implementation of the idea of universal lifelong learning. Information technology, commonly understood as a set of elements, such as computer networks, computer software, information and communication channels that serve the process of broadly understood, comprehensive use of information, “plays a very important role in lifelong learning thanks to its enormous potential for innovation in ways of learning, as well as in teaching methods, didactic aids and educational environments” (Sysło, 2004, p. 11).

A. Klim-Klimaszewska (2009, pp. 71–72) believes that information technology which covers information, computers, informatics and communication, equips the user with new tools that prove to be extremely useful in educational processes and should be understood as a set of means (i.e. devices such as computers, their external devices and computer networks) and tools (i.e. software, as well as other technologies, e.g. telecommunications), which serve the common use of information.

According to S. Juszczyk (2007a), when analysing information processing technology, its two types should be distinguished:

— informatics technologies covering all technical activities related to the methods of designing architecture, producing technical means of computer science, such as integrated circuits, processors, computers and the methods of constructing system, tool and utility software;
— information technologies (IT), i.e. the entirety of methods and tools for information processing, including methods of searching, selecting, collecting, saving, storing and processing information, as well as sending or deleting it.

When we combine information technologies with elements of (tele) communication, we get integrated information and communication technologies (ICT), which have an extremely significant impact on the functioning of modern humans (Juszczyk, 2007, p. 16).

Exerting a huge impact on all areas of human life and activity, information technologies also determine and significantly enrich the system of interpersonal communication, satisfying important social needs of users.

> Information technology is not only an extremely important education technology, but it is an integral part of every field of activity of individuals and entire societies, and it constitutes a driving force of economic development (Cęcelek, 2009b, p. 339).

In the age of the information society, the Internet constitutes an indispensable tool in the process of searching and exchanging constantly produced information. Therefore, one of the key life competences is the ability to search for, select and manage information, as well as to assess its credibility and quality. Information literacy is a fundamental skill determining membership of the information society.

Information technology plays a very important role in lifelong learning thanks to its enormous potential for innovation in determining learning methods, as well as teaching methods, didactic resources and increasingly more attractive learning environments. Its important advantage is also the provision of technical environments for lifelong learning (e.g. in the form of an information flow channel and access to educational resources) that easily adapt to changes.

S. Juszczyk (2007b) distinguishes the following types of currently used electronic learning:
- classic distance learning with the use of radio, television and the Internet, including both synchronous and asynchronous forms of learning;
- asynchronous learning, containing only asynchronous forms of learning, such as: e-mail, discussion forum, computer simulations, group projects, interactive essay, lectures on CD-ROM or DVD and others;
- computer-assisted synchronous learning and synchronous audio and video conferencing;
- on-line learning using Internet links and resources.

M.M. Sysło (2004, pp. 11–12) enumerates the most important advantages of information technology in relation to lifelong learning:
- flexibility with regard to time and place,
- flexibility with regard to the content and scope of teaching,
- easy access to information and people,
- an important factor in the evolution of education,
- ease of communication and interaction between people,
- supporting learning by doing, i.e. the so-called functional learning,
- new organization of learning,
- fostering integration of personal, professional, private and leisure activities.

The author also draws attention to the fact that, at present, it is not enough to consider the above-mentioned features of information technology as an educational technology. Information Technology has become an integral part of every area of social life and its use in almost every area of activity of individuals and entire societies is equally important. “Practicing” any profession in today’s world is associated with professional use of information technology, of course in the scope relevant to the given field.

Large opportunities for the implementation of the idea of lifelong learning by satisfying each person's aspirations and personal educational needs in optimal conditions are created by the development of e-learning "covering education and self-education processes based on Internet technologies" (Przyborowska, 2008, p. 92), creating at the same time significant opportunities in the field of social communication. E-learning is a teaching technology free from restrictions related to the place and time of learning, oriented to individual needs of the learner, creating the possibility of constant access to knowledge, allowing for simple updating of the content provided. In recent years, many new initiatives promoting distance learning and information technologies have been created, "from the basic categories of e-learning (databases, forum, chat, newsletters, e-mail) to the most advanced (e-learning platforms working in synchronous and asynchronous modes)" (Kramek 2005, p. 72).

In the contemporary world, permanent education is a kind of bridge between the history, the present and the future of education. Therefore, the educational process in schools should lead to the development of students' positive attitudes and motivate them to learn at school, and also after graduating. The scientific and technical progress is so fast that it is necessary to be really active to keep up with these changes.

Preparing the young generation for participating in the lifelong learning process and improving their skills is an important challenge of contemporary education. Developing the ability to learn independently and use information is essential in future life and in professional work. Reliable scientific information is extremely important nowadays. The addressees of such information must be thoroughly prepared to receive it. The basic skills in the global information society include information competences shaped by changes taking place in the whole society, especially in informatics and information technology.

The development of Internet technologies allows for the implementation of solutions that complement and deepen the teaching process carried out using traditional methods. Training forms that use both traditional methods and elements of e-learning are referred to as blended learning solutions. This specific synergy of knowledge and technology facilitates the use of complementary features and the richness of the offered possibilities of traditional and modern educational techniques, in particular, such as:

— e-learning that provides the basic, initial portion of theoretical knowledge (the use of modern technologies),
— meeting with the teacher – the proper element of teaching, when the transferred knowledge is being developed through practical exercises, workshops and discussions,
— use of e-learning solutions to consolidate the acquired knowledge (assimilation of material, revisions, sample tests and exercises),

— verification and assessment of the acquired knowledge with the use of e-learning tools (tests, tasks, case study) (Kramek, 2005, p. 68).

The use of a wide range of information and communication technologies serves the use and exchange of dispersed information resources, which are stored on various carriers and constantly increase in size at a very fast pace.

Benefits and limitations generated by information technology in the process of lifelong learning

New information technologies make it possible to transfer proven teaching patterns to e-learning, as well as to introduce new methods and techniques, unknown in classroom teaching. Despite considerable opportunities created by this form of education in the education process, they are not unlimited.

> The limitations of the use of e-learning in lifelong learning lie in the material sphere, that is, in financial possibilities of the teaching-learning relationship participants, in their equipment and software, and most of all in the sphere of their personality (Wołk, 2007, p. 77).

It is extremely important to have access to the necessary IT devices. Additionally, readiness and motivation of both learners and teachers to use the latest information technologies in education play a very significant role. That is why it is worth investing in education, including IT, as it largely prepares citizens to use modern information technology and multimedia in the process of gaining education and in social and professional life (Kuźmińska-Sołśnia, 2006, pp. 40–42).

The most important factors influencing the learning outcomes from the technological point of view comprise the quality of IT and programming tools used on e-learning platforms, the costs of using the platform, the quality of IT solutions offered, completeness of the tools for creating and managing courses, ease of use of the platform (for the creators, instructors and learners alike), possibility of further development, compatibility of the tools with the standards used on the network and other e-learning platforms. The availability of the platform on the network and the continuity of that access are also important criteria to be taken into account (Kramek, 2005, p. 69).

Lifelong learning is characterized by its general social coverage and significant diversification of participants of this form of education. They can be young people who are perfectly prepared to use electronic media, as well as middle-aged and older people. Consequently, there is a need to recognize their opportunities and attitudes towards e-learning. Therefore, “it becomes significant to overcome the barrier of mistrust towards microelectronics and communication with the use of electronic media, as well as the lack of confidence in their use”, which allows for using extensive opportunities offered by lifelong education with the use of computer technologies and for boldly reaching for this form of education in various life and professional situations.

> It is significant that electronic enclaves, which slowly turn into apartments equipped with mobile phones, pagers, hi-fi music equipment and home theatre, calculators, faxes, digital cameras, scanners and computers, not only do not satisfy technological hunger, but paradoxically, they intensify it, arousing increasingly deeper interest in the world of media and virtual reality (Tanaś, 2005, p. 29).

However, it should not be forgotten that apart from many benefits, information technology also carries certain risks, especially in relation to the younger generation, such as computer and Internet addiction, isolation, contact with unwanted information often filled with pornography and cruelty, contact with dangerous people, disclosure of personal data or information, posture and vision defects resulting from spending many hours at the computer and the lack of exercise associated with this lifestyle.

Since the development of modern information technology is irreversibly accelerated in the modern world, it is extremely important to shape in users the ability to use its resources wisely. These skills are indispensable for active participation in the knowledge society.

Summing-up

In conclusion, information technology is a very important tool for modern lifelong learning, which, like every sphere of human activity in society, undergoes transformations related to changes in the conditions in which it is conducted.

> A rapid increase, or even an overflow of various information, doubling of scientific knowledge in a relatively short time, frequent job changes and the need for retraining, what is more, systematic improvement and training for all working people provide the primary task for education which involves mastering methods of fast and effective learning, including the ability to use the available information. It encompasses a wide range of different tasks that all levels and types of education face. It seems particularly urgent to master the newest technology of education and develop skills of selective and critical reception of media (Gajda, 2007, p. 73).

Due to the enormous information overflow, which significantly hinders reaching important, true, current and needed information, the ability to properly select information is significant (Cęcelek, 2005, p. 55).

Therefore, the key task of modern educational systems is to enable permanent access to rich information resources and, at the same time, to prepare the individual and the entire society in the best possible way for optimal functioning in the rapidly changing and increasingly demanding reality.

> Although the wealth, diversity, and ambiguity of mass messages, together with sophisticated manipulation techniques, call into question the problem of human control over mass

media and multimedia – that is, the right choice and fair use of their reception – the process of acquiring the ability to use media in an enriching way is the basic task of education, regardless of the effect achieved (Gajda, 2007, p. 74).

No protection against harmful information will be effective as long as there are people willing to reach for such information (Musioł, 2007, p. 161).

The undeniable advantages of educational multimedia resources, such as continuous access to knowledge and individualization of the education process, allow for predicting that, by bringing new forms of education to lifelong learning, information technology will contribute decisively to the constructive development of the entire society.

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Technologia informacyjna ważnym narzędziem współczesnego kształcenia ustawicznego

Streszczenie

Tempo zmian cywilizacyjnych, jakie dokonują się w naszym kraju, powoduje radykalne zmiany we wszystkich sferach życia, znajdując swoje odzwierciedlenie także w rzeczywistości edukacyjnej. Konkurencyjność rynku pracy, procesy globalizacyjne oraz rozwój nowych technologii wymuszają konieczność edukacji przez całe życie jako kluczowego czynnika decydującego zarówno o osobistym rozwoju i sukcesie życiowym, jak też o stabilnym rozwoju społeczeństwa i gospodarki opartej na wiedzy. W związku z tym coraz większego znaczenia nabiera pojęcie kształcenia ustawicznego, w realizacji założeń którego szczególną rolę odgrywają najnowsze technologie informacyjno-komunikacyjne. Sieć komputerowa daje olbrzymie możliwości docierania do informacji, wyszukiwania jej, gromadzenia i przetwarzania. Technologia informacyjna dostępna w dowolnym czasie i miejscu, umożliwiająca stały dostęp do wiedzy oraz dostosowanie tempa uczenia się do indywidualnych potrzeb ucznia, stanowi niezwykle ważne narzędzie służące realizacji zadań współczesnej edukacji ustawicznej.

Słowa kluczowe: kształcenie ustawiczne, edukacja permanentna, społeczeństwo informacyjne, technologia informacyjna, e-nauczanie.

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Monika CZAJKOWSKA
https://orcid.org/0000-0003-2162-304X
The Maria Grzegorzewska University
e-mail: mczajkowska@aps.edu.pl

Modern mathematics teaching with the use of computer-based tasks – reality or myth?

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Editorial preface

During traditional teaching, a teacher should stimulate the Adult ego state, support the ability of problem solving and proper situation assessment. It seems that in case of online teaching this process shall be disturbed. It turns out that on the one hand it generates organisational and communication problems, and on the other hand, in certain education areas, it allows us to use new, untypical ways of teaching. Selected mathematical tasks solved online make "students work at their own pace, approach problems in their own way, independently look for solutions, find and process necessary information." It might turn out that using the right approach, the Adult ego state can be appropriately stimulated. The teacher can follow the student's progress in real time with the help of computer technology and manage their work so that they can independently take decisions and draw the right conclusions. Showing the direction and supporting the student, which is facilitated by computer technology, can be a very good environment for the development and integration of the Adult ego state.

Zbigniew Wieczorek

Abstract

In this article, I present partial results of my research, conducted as part of the project entitled Introducing students aged 12-17 to solving computer-based tasks. Research shows that the vast majority of teachers are merely pretending to conduct modern teaching when making use of computer-based tasks during mathematics lessons. In reality, their lessons are typical and conservative, dominated by frontal work and methods based on knowledge transfer. Most often, lessons feature selected-response questions used to verify the student's knowledge, rarely implementing tasks which require the student to experiment by making use of a computer screen. This situation is caused by multiple factors, including: teachers' views on the place and role of using IT resources for teaching mathematics, insufficient number of computers, tablets, and smartphones in schools, not enough computer-based mathematical tasks with a significant didactic value, insufficient competence of teachers, outdated external exam system, incorrect teacher evaluation system.

Keywords: mathematics tasks, mathematics teachers, IT, modern teaching.

Introduction

The extremely rapid development of information and communication technologies and the growing popularity of computers and mobile devices (e.g. tablets, smartphones, iPods, iPhones) have made IT resources an integral part of everyday life (Bednarek, 2006, p. 8). The modern youth, "born with a computer mouse in their hands", are very strongly immersed in the digital world, which they consider a natural functioning environment. They do not remember times when there were no computers or smartphones. They came into contact with mobile devices and virtual reality as early as pre-school (Bąk, 2015, p. 7). The Internet is a part of their lives. They are constantly "connected" to it by way of various devices that they are unable to part with in order to participate in everyday life (Balcer and Wojnarowska, 2016, p. 30). Therefore, the inclusion of IT resources in the teaching and learning processes became a necessity. Research conducted by Rybak (2011, p. 127) shows that according to some mathematics teachers, IT resources currently appeal the most to students. The same teachers considered the following as some of the teaching aids necessary for modern students: interactive whiteboards, computers, laptops, and computer software (with emphasis on a modern and attractive look).

It is therefore not surprising that IT resources are being used more often in mathematics education. Computer-based tasks also appear more frequently nowadays. Such tasks are very different in terms of content as well as the mathematical and IT skills necessary for solving them, the degree of interactivity, the availability of operations that can or must be performed, the management of information (its acquisition and processing), the location and method of providing answers, etc.

The research I conducted between 2015–2018 and now, shows that students function differently when solving pen-and-paper assignments compared to solving assignments in computer-based form. The students must perform different actions and organize their observational field differently. Research has also shown that various tasks in the computer-based version determine the behavior of students and imply their actions (Czajkowska, 2016a, 2016b). It is therefore important to distinguish several types of computer-based mathematics tasks and to develop a methodology of approaching them.

1. Categorization of computer-based mathematics tasks

I first attempted to characterize computer-based tasks in the years 2014–2016 (Czajkowska, 2016a, p. 103). However, over the course of further research, I had to make certain modifications to their characteristics. Before briefly describing the distinguished types of tasks, I will provide an explanation as to what I consider a mathematics task in computer-based form.

I define a mathematics task in computer-based form (digital task) as any mathematics task which was recorded digitally and is made available to the student by means of computer-based devices (e.g. computer, tablet, smartphone).

Every computer-based mathematics task is interactive, in a sense. By moving the mouse a certain way or clicking on the appropriate buttons, the image on the computer or smartphone screen can be e.g. moved, enlarged, or shrunk. However, such interactivity is too primitive to have any significant impact on the students' acquisition of the experience necessary to shape, develop, or improve their mathematics skills. What is important are tasks which stimulate the student to take action and establish a research attitude. Computer-based tasks also differ in terms of where the solution or result is supplied. Sometimes, the student can or must provide it digitally. However, this is sometimes not possible, and the solution must be provided on paper.

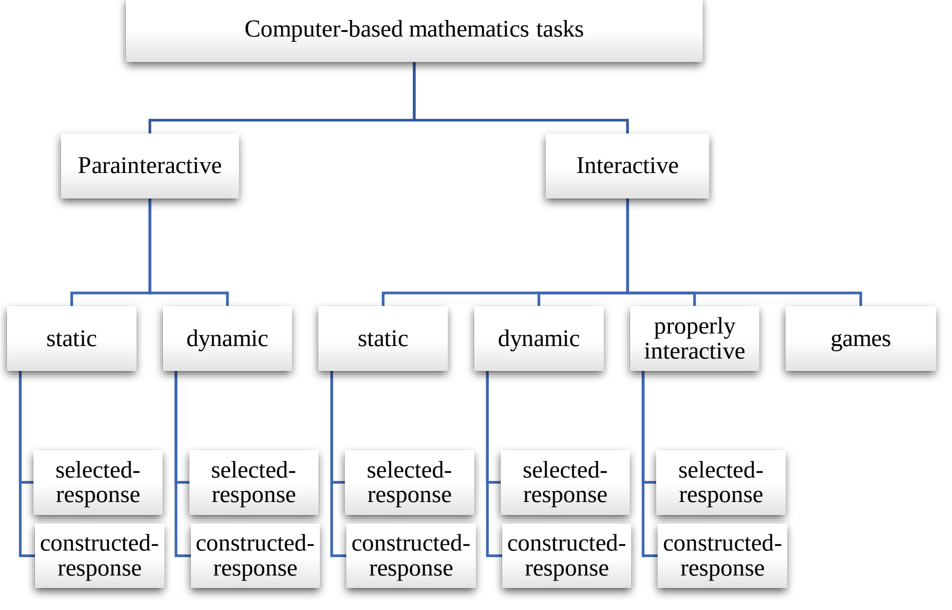

Chart 1
Categorization of computer-based mathematics tasks

Source: own work.

Therefore, my criteria for the categorization of computer-based mathematics tasks were: degree of interactivity, availability of operations that the student can perform, location of providing the answer, and whether the student is to come up with the answer on their own or to pick one from a set of readymade answers.

I define a *parainteractive task* to be an computer-based task with severely limited interactivity. The only available interactions include e.g. moving the text of the task on the screen, zooming in or out, taking a screenshot, or, sometimes, selecting fragments of the text or writing simple, short comments without any mathematical formulas. The student is unable to make any significant changes in the text or experiment on the computer or smartphone screen. They are also unable to provide the full solution or the result directly in the software - it must be done on paper. While the actions done by the student, such as enlarging the text, are intentional and conscious, they are so primitive and basic that they do not have any significant impact on solving the task.

I define an *interactive task* as an computer-based task which allows or sometimes even requires the student to carry out thoughtful, planned actions aimed at studying the presented situation and finding a way to solve the issue or to write down the answer, e.g. by experimenting, matching or selecting data, adding comments, entering or modifying data, moving, dragging, building, drawing and inputting the solution, or providing or selecting the result. Sometimes the student receives feedback on the actions taken after or during solving the task, including the correctness of the presented solution.

Parainteractive and interactive tasks can be static or dynamic. I consider a static task to be an computer-based task which is a direct copy of its paper form. The text is not provided traditionally (on paper), but on a screen. The person solving the task can print it out without issue to change the form of the task from computer-based to paper. In static parainteractive tasks (e.g. when the task is contained in a read-only PDF file or in the form of a JPG or PNG file) as well as some interactive tasks, the student is unable to modify the text, use different colors, or write long comments. In other static interactive tasks, this is allowed. The student is able to (e.g. if the task is contained in an ODT/DOC/DOCX/XLS/XLSX file) select certain fragments of the text, add notes, create drawings, or write down parts of the solution.

A dynamic task is defined as a task that contains a dynamic drawing alongside the text. To solve it, the student either must carry out a focused observation of the drawing or make use of such an observation to help choose a strategy for solving the task. If a dynamic task is also parainteractive, the student is unable to modify the text of the task or its animation. Sometimes it is only possible to set the speed of the animation or to stop it and resume it from the beginning or from the same spot. The student is to present the solution to such a task on paper or in a separate file. In the case of a dynamic interactive task, the student is able to e.g. speed up, slow down, and stop the animation at will, as well as modify the dynamic drawing by e.g. changing the parameters or the moving object, selecting fragments of the text, as well as writing comments or fragments of the solution.

I define a properly interactive task as a task which essentially forces the student to experiment by using the computer as well as to conduct focused observations of the effects of their actions and formulate hypotheses and verify them on the basis of pure mathematics. It is often impossible to solve a properly interactive task without using a computer. This happens e.g. when the task text lacks the necessary data. To obtain such data, the student must first plan, and then conduct appropriate experiments by using the computer. It is important for the student to not only perform the appropriate actions, but to also know what the purpose of performing subsequent actions is as well as to how to interpret the obtained results.

Among computer-based tasks I also distinguish constructed-response and selected-response tasks, making use of a slightly modified version of the task classifications described by Niemerko (1999, p. 104–111, 115–130) as well as Dolata and Sitek (2015, p. 49–50). The former do not suggest any answers and allow the student to come up with the answers on their own. In the latter, the student is to choose what they consider the best answer from a fixed, finite list of possible options. Among constructed-response tasks, I distinguish the following: *long answer constructed-response tasks* (which require a longer, logically constructed answer), *short answer constructed-response tasks* (which require a short, concise answer), and *gap tasks* (where a gap needs to be filled with a formula, term or phrase). I divide selected-response tasks into: *multiple-choice item* (tasks with one correct or best answer), *complex multiple-choice item* (tasks in which several answers are correct or none of the suggested answers are correct), *true-false item* (which require the assessment of a thesis, formula, etc.), *multiple true-false item*(which require the assessment of a set of thematically-related statements instead of a single statement), and matching tasks (which require the assembly of answers from the provided options, e.g. combining the drawings of geometric figures with their names).

In the case of a parainteractive task, regardless of whether it is constructed-response or selected-response, the student is required to present the solution either on paper or in a separate file, as it is impossible to do so in the document containing the task. In the case of an interactive task, the method of answering and presenting the solution depends on various other characteristics of the task. Usually, the student can provide an answer by e.g. clicking on the chosen answer (or in a specific location next to the answer), providing the answer as a comment, highlighting it in a color, or by making use of the drag & drop method (e.g. in a matching task).

I also consider mathematics games as interactive tasks. They are increasingly being used in education (Wawrzak-Chodaczek, 2012, p. 239–240, Polcyn, 2016, p. 123–125). In computer game tasks, the activities of the student are governed by the rules of the game. The student’s opponent can be the computer or another student. The game may also be based on the idea of getting the best possible result and beating one's own high scores. Some mathematics computer games are skill-based, used to practice certain skills. There are also many strategy or logic games which require the student to think ahead and to develop a winning strategy. Success and victory in the games are usually not dependent on chance (or do so slightly), but rather on the knowledge of the student as well as their ability to plan and predict the effects of their moves, the speed and flexibility of their thinking, and their proficiency in using the mouse and keyboard.

The typology of the computer-based mathematics tasks presented here is not a strict classification in the mathematics sense. The conditions for correct classification are not met, i.e. sharp separation of the classes of division and the exhaustion of the set by the sum of these classes. By assigning a task to a certain category, I intend to highlight some important feature of the task which may be important in the task-solving process and which could be used for a specific didactic purpose.

When choosing an computer-based task, the teacher should consider the extent to which the type of the task can influence its solution as well as which skills – not just concerning mathematics, but also IT – must be demonstrated by the student when solving the task, and how much impact can particular elements of the task have on the student's attitude towards the task and their motivation to solve it.

It is also worth noting that some computer-based tasks can be prepared by a teacher with average or even below average IT skills. However, properly interactive tasks, which are usually either web-based, desktop, or mobile apps, require programming skills which the teacher may not possess.

The definition of various types of computer-based tasks and the preliminary identification of strategies used by the students when solving interactive tasks (Czajkowska, 2016a, p. 106–108) led me to consider how often students are provided particular types of computer-based mathematics tasks, what the selection criteria are for in regard to the considered teaching goals, and what the method is for introducing the students to solving such tasks.

To clarify the indicated issues, I conducted basic research entitled Introducing students aged 12–17 to solving computer-based tasks, at the Maria Grzegorzewska University in Warsaw. This paper contains only an excerpt of the research and some of the obtained results.

2. Research aims and methods. Characteristics of respondents

The main aim of the research was to describe the attitudes of mathematics teachers towards the use of IT resources in mathematics lessons and to characterize the ways of introducing students to solving computer-based mathematics tasks. As part of this aim, I distinguished i.a. the following research tasks: 1) learning the beliefs and opinions of teachers about the use of computers and mobile devices in mathematics lessons, 2) ascertaining the frequency of making use of various types of computer-based tasks during mathematics lessons, 3) determining the criteria for selecting computer-based tasks in regard to the set teaching goals, 4) determining the way the students are introduced to working with computer-based tasks.

The main research method I used was a survey conducted by way of an computer-based questionnaire. The survey was addressed to mathematics teachers and was anonymous. It contained questions about: 1) the purpose of using computers and mobile devices in mathematics lessons, 2) the frequency of using such resources, 3) methods of planning a mathematics lesson which includes the use of Internet resources, 4) knowledge of Internet websites containing computer-based tasks, 5) using Internet resources for working with students with special educational needs (either mathematically gifted or having difficulties learning mathematics), 6) the frequency of offering students computer-based tasks, 7) methods of introducing students to working with computer-based tasks. In the survey, some of the questions were open-ended, giving the respondents freedom of expression and presenting their own point of view. In closed-ended questions which intended to identify the frequency of occurrence of a given phenomenon, I usually used a four-level scale. When analyzing the teachers' responses, I assigned the choices of "very often", "often", "rarely", and "never or almost never", as well as "during every or almost every lesson", "often, during many lessons", "rarely, during some lessons", and "never or almost never", the following numbers: 1.5, 0.5, −0.5, −1.5, respectively. This allowed me to calculate averages and make certain comparisons. The second method used was in-depth interviewing. The questions contained in the interview outline concerned the same issues as the contents of the questionnaire. Twenty mathematics teachers took part in interviews. The only criterion for selecting teachers to take part in the interview was their consent to participate in the study. I discuss only some of the results of the survey in this article, however I also make use of information acquired during the interviews when interpreting the results.

I conducted the research between July and December 2018. It involved 155 mathematics teachers working in various types of schools. The study group included 133 women (86%) and 22 men (14%). The respondents came from multiple voivodships. Respondents working in rural schools comprised 15.5% of respondents, while 84.5% worked in schools located in cities. Certified teachers comprised 68% of respondents, 11% were nominated teachers, 15% were contract teachers, and 3% were interns. The remaining respondents did not have any professional advancement degrees.

3. Research results

First, the teachers were asked to define the term "computer-based mathematics task (digital tasks)". It was an open-ended question, giving the respondents freedom of expression. The aim was to learn what mathematics teachers consider to be the meaning of the term. For approx. ⅔ of respondents, an computer-based mathematics task meant one or more of the types of tasks described in this article. Most often, the teachers equated it either to a static, interactive, selected-response, multiple-choice task, where the students receive feedback regarding the correctness of their answer immediately, or an interactive mathematics game. However, for approx. 25% of teachers, an computer-based mathematics task is defined as a task that can be presented to the student in any form (orally, on paper, digitally) and for which computers can (but do not have to) be used to help facilitate the solution (e.g. by visualizing the described situation or performing tedious or troublesome calculations). Several teachers explained the term in a somewhat surprising way, writing e.g. "it is a task which summarizes messages when it is complete" or "it is a mathematics task with IT-related content, concerning bit conversion, drive capacity, etc." Approx. 5% of respondents skipped this question or stated that they do not know this term.

Almost 91% of respondents declared that they advise students to solve computer-based mathematics tasks, while approx. 67%of respondents make use of mathematics tasks available on the Internet at least often. When asked to provide the websites they make use of most frequently, the teachers indicated a total of 63 different sites, with 32 sites appearing only once. Websites of publishing houses (GWO, Nowa Era, WSiP) were the most frequently mentioned by the teachers, alongside https://www.matzoo.pl/ and https://learningapps.org/. Some indicated that they use several different websites, with others preferring one or two. Approx. 14.5% of respondents who declared that they make use of tasks sourced from the Internet often or very often were unable to provide any websites.

Fourteen teachers declared not seem to be making use of computer-based mathematics tasks. They argued that they do not do it because: 1) such tasks do not appear in external exams, and therefore would be a waste of time, 2) they must follow the curriculum, which also makes these tasks a waste of time, 3) they are unable to do so, 4) they are not sufficiently prepared to do so, 5) they do not know what computer-based tasks are and where they are located, 6) there are no sufficient repositories of such tasks, 7) they are not convinced as to the effectiveness of learning mathematics with the use of such tasks, 8) they believe that schools are not a place for experimenting and that traditional teaching methods should be used, as they are known to be proven and effective. The teachers usually mentioned several reasons.

When asked whether the teachers introduce their students to solving computer-based tasks, 83% answered yes. However, only some of them were able to explain how they do it in a more or less detailed way. Approx. 30% of those who answered yes in the previous question either rescinded it in the question regarding the method used, noting that they do not do it as they either do not have the possibility or they lack conviction in the effectiveness of working with such tasks, or were unable to explain how they do it. This group also includes the teachers who had their own interpretations of the terms "solving" and "introducing". They did not consider the direct use computer-based tasks in a classroom environment. Some described searching the Internet during the lesson preparation phase for tasks to use when working with the students. Moreover, some of the respondents admitted to then printing such tasks and presenting them to students in paper form. Others stated that by learning how to solve tasks on paper, the students automatically learn how to solve computer-based tasks. One of the respondents wrote "It is not important whether the task is on paper or on the computer. When the students are solving tasks from a set, they are learning how to solve computer-based tasks as well". Approx. 20% of respondents stated that they familiarize their students with various computer programs, e.g. GeoGebra or Excel, which could help them perform troublesome calculations or figure out how to solve a task. Therefore, they did not distinguish between the aspect of IT resources facilitating the solution of a mathematics task (regardless of how it was presented to the student) and of a task being presented in computer-based form.

Typically, the teachers who used computer-based tasks provided several different ways of introducing the students to solving such tasks. The most frequently mentioned methods were: guiding students to websites containing such tasks (39 persons), using multimedia presentations or displaying tasks from online textbooks (24 persons), playing computer games and quizzes (20 persons), solving tasks on an interactive whiteboard (18 persons), solving tests on websites (e.g. https://gwo.pl/, https://www.matzoo.pl/) (16 persons). Nine teachers declared that they create interactive tasks for students themselves and publish them e.g. on the Moodle platform or their web pages.

Several teachers stated that their students are systematically introduced to solving computer-based tasks in various ways, as they use tablets during lessons. They noted that in such an approach to teaching, every student works at their own pace, approaches problems in their own way, independently searches for solutions, and finds and processes the necessary information. Additionally, the teacher can see what each of the students is doing; this lets the teacher know what difficulties particular students are facing and how they overcome them, as well as seeing when they make mistakes and of what kind. The teacher can also provide more support to students with learning difficulties in mathematics.

As many as 43% of respondents stated that they are unable to organize lessons in such a way as to at least sometimes allow the students to use computers, tablets, cellphones, iPads, smartphones, etc. for individual work. They noted the lack of necessary equipment and software, lack of access to computer rooms, and regulations prohibiting the use of cellphones and tablets at school, sometimes even for didactic purposes. Primary school teachers also informed that they are unable to use the children's personal equipment. Some of them do not have smartphones or do not bring them to school, while others do not have Internet access on account of it being blocked by their parents. Another problem is that the children's phones are different models. They are personalized – the students only have access to applications and functions which their parents allow for or consider necessary for the children. Moreover, when children are using their own equipment, the teacher is unable to have full control over what the students are doing – whether they are following the teacher's orders, or browsing the Internet or checking their e-mail.

Many of the teachers declare that they recommend students to solve mathematics problems available online at home, on their own. However, they usually do not check whether the students have followed their instructions, although some of the respondents stated that they do sometimes discuss these tasks with the students. Only a few of the teachers declared that they regularly check whether, and how, the students solve the computer-based tasks they were told to solve at home.

The teachers were also asked to specify how often they make use of particular types of computer-based mathematics tasks after being briefed on the definitions of the tasks. The results are presented in Table 1.

Table 1
Distribution of answers to the question of the frequency of using various types of computer-based tasks in mathematics lessons

	very often	**often**	**rarely**	**never or almost never**	**average**
interactive selected-response task	18,7%	34,8%	27,1%	19,4%	0,03
static parainteractive task	15,5%	34,8%	33,5%	16,1%	0,00
dynamic parainteractive task	4,5%	25,2%	40,6%	29,7%	−0,45
interactive mathematics game	7,1%	20,0%	36,8%	36,1%	−0,52
properly interactive task	4,5%	19,4%	39,4%	36,8%	−0,58

Source: own research.

Relatively speaking, the teachers most often make use of selected-response interactive tasks. Such tasks often appear in online mathematics competitions as well as various websites containing tests for auditing or auditing of the student's knowledge and skills. They also make use of static parainteractive tasks relatively often. They are usually in the form of PDF files or are extracted from digital editions of school textbooks. The content of the task is displayed on a screen or interactive whiteboard, and the students solve the tasks individually in their notebooks. It is also common for one student to present the solution on a traditional or interactive whiteboard, and the others copy it.

The tasks used least often by the teachers are properly interactive tasks. This may be due to the fact that such tasks require that every student has access to a computer or tablet in order to be able to conduct experiments, formulate hypotheses and verify them. Moreover, the number of available tasks of this type is still relatively scarce.

The teachers also stated that the main and deciding criterion for the selection of computer-based tasks for the considered teaching goals is the compatibility of the subject matter of the task with the issue at hand. Sometimes they also take into consideration whether the task allows for auditing and self-auditing of the student's knowledge.

4. Discussion

The constant development as well as the intensity of the changes taking place in the modern world cause the school to be unable to provide the students with knowledge which could be useful long-term. Therefore, more emphasis should be placed on self-education and equipping students with learning skills (Morbitzer, 2011, p. 52). This could be facilitated by the use of IT resources in education. However, as noted by Kowalik-Conder (2017, p. 107–110), the opportunities of students in Polish schools to learn with the help of these means are very limited. This thesis is confirmed by my research.

Despite most of the surveyed teachers declaring that they make use of computer-based tasks as part of their mathematics teaching and learning process, their statements show that such tasks appear in mathematics lessons only occasionally. There are several reasons for this. I will list the reasons which manifested themselves most often in my research.

Some of the teachers are not convinced of the educational value of computer-based tasks. However, they feel significant pressure and feel that the head of the school as well as the education authorities and local government are expecting them to make use of IT resources and computer-based tasks as part of the mathematics teaching and learning process. They perceive these social expectations as an obligation. Therefore, they state that they make use of computer-based tasks, despite not actually doing so. The use of outdated teaching methods is also in favor of the system of external exams which include only paper-based tasks and where key competences of the lifelong learning process are not tested (*Zalecenia Rady*..., 2018). Some teachers explicitly stated that their goal is for the students to achieve good scores in the external exams or that their work is assessed by their students' performance in the external exams, which is why they teach in accordance with the exam requirements. Since the exams lack computer-based tasks, they do not use such tasks in class.

Many teachers were not properly trained on how to work with students on computer-based tasks. They are unable to perform a didactic analysis of such tasks, they do not know how to pair them with considered teaching goals, how to introduce students to solving such tasks, how to organize working on such tasks in the classroom, or where to find such tasks or how to create them. Some think that if the students are able to solve tasks on paper, they will also be able to solve computer-based tasks. This is an educational trap, as it is known that some types of computer-based mathematics tasks, e.g. properly interactive tasks, are more difficult for students than those in paper form. This is caused by the difficulty of the mathematics task being compounded by the difficulty of using a computer (Czajkowska, 2016a, 2016b).

The teachers who stated that they advise students to solve computer-based tasks, do it somewhat blindly and impulsively. They are guided by intuition as well as their own observations and experiences. Many of them noted that the schools they work in are not sufficiently equipped with IT resources. They do not have free access to computer rooms, as mathematics and IT lessons take place at the same time. The teachers also noted poor Internet connectivity, causing them to not be able to make use of Internet resources when they wish to do so. Moreover, when planning a lesson involving the use of IT resources, they feel discomfort and fear regarding whether the equipment will be operational and the Internet connection sufficient. Many respondents stated that they only have access to an interactive whiteboard or one computer connected to a multimedia projector. It is worth noting that mathematics teachers have been emphasizing the lack of sufficient IT equipment in schools and classrooms for years (Rybak, 2011, p. 124–125; Czajkowska, Grochowalska and Orzechowska, 2015, p. 52–53, 71), and, unfortunately, little has changed. It is therefore not surprising that the teachers use static parainteractive tasks relatively often, with the students writing down the solutions to the tasks in their notebooks. However, this way of teaching, despite making use of IT resources and computer-based tasks, is still traditional, conservative teaching, where the student learns by being provided readymade content by the teacher.

Teachers rarely use the students' personal equipment or do not do it at all. Some because of the personalization of smartphones and the difficulties with controlling the work of the students, some due to the use of phones being prohibited in their schools, and some think that only equipment provided by the school should be used in class. A relatively common tactic used by the respondents is to advise the students to solve computer-based tasks at home, on their own. Sometimes the teachers guide the students to websites containing such tasks, and sometimes the students have to find them and solve them themselves. Therefore, the students are not being prepared to solve computer-based tasks and have to work out the best ways of solving such tasks on their own.

Conclusion

Some interactive mathematics tasks, particularly properly interactive tasks, when properly selected and used, could bring forth a new quality of teaching mathematics. They allow for shaping several key competences simultaneously (*Zalecenia Rady...*, 2018) – most importantly in the scope of mathematics, IT, learning skills, understanding and producing information, as well as multilingualism and being resourceful.

However, students in Polish schools are rarely able, if ever, to solve such tasks. This is because learning mathematics with the use of interactive tasks requires a change in the teaching culture and a shift away from the provision and transmission methods which are still dominant in mathematics lessons. The mere use of computer-based mathematics tasks is by itself not an innovation, and will not prepare the students to face the challenges of the modern world. Many of the teachers who use parainteractive tasks or some of the types of interactive tasks in class are merely pretending to conduct modern teaching, when in fact they conduct conservative lessons dominated by frontal work and methods based on knowledge transfer.

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Nowoczesne nauczanie matematyki z użyciem zadań w wersji komputerowej – prawda czy mit?

Streszczenie

W artykule przedstawiam częściowe wyniki badań, prowadzonych w ramach projektu pt. Wdrażanie uczniów w wieku 12–17 lat do rozwiązywania zadań w wersji komputerowej. Badania pokazują, że zdecydowana większość nauczycieli, stosując na lekcjach matematyki zadania w wersji elektronicznej, tylko pozoruje nowoczesne nauczanie. W rzeczywistości prowadzą typowe, konserwatywne lekcje, na których dominuje praca frontalna i metody oparte na przekazie wiedzy. Relatywnie najczęściej na lekcjach pojawiają się zadania w formie zamkniętej, służące do kontroli wiedzy ucznia, sporadycznie zaś takie, które wymagają od ucznia eksperymentowania na ekranie komputera. Na taką sytuację wpływ ma wiele czynników, wśród których należy wymienić: poglądy nauczycieli na temat miejsca i roli środków IT w nauczaniu matematyki, niedostateczne wyposażenie szkół w komputery, tablety i smartfony, zbyt skromną ofertę zadań matematycznych w wersji eletronicznej, mających dużą wartość dydaktyczną, niewystarczające kompetencje nauczycieli, skostniały i przestarzały system egzaminów zewnętrznych, niewłaściwy system oceniania nauczycieli.

Słowa kluczowe: zadania matematyczne, nauczyciele matematyki, TI, nowoczesne nauczanie.

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Sylwia GALANCIAK
https://orcid.org/0000-0002-9850-3954
The Maria Grzegorzewska University
e-mail: sgalanciak@aps.edu.pl

Marek SIWICKI
https://orcid.org/0000-0001-5467-1991
The Maria Grzegorzewska University
e-mail: msiwicki@aps.edu.pl

Students of pedagogy on social relations at the beginning of the pandemic – in the light of a qualitative analysis of their personal and social reflectiveness

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Editorial preface

Reflexiveness is essential in the development of the Adult ego state. Searching oneself, analysing one's emotions or values initiates the process of the Adult ego state integration, helps to draw on experiences of other ego states while realizing practical tasks, facilitates dealing with problems. In its development, the Adult ago state is in contact with its environment and takes it into account while acting, analyses relations with other people and evaluates the effectiveness of own actions. Contact with one's environment is at the same time contact with oneself, as the Adult ego state undertakes actions based on their consequences for the environment and other ego states. Staying at home due to the COVID-19 pandemic might facilitate reflexiveness as transactional deprivation is linked with fear of infection and meeting other people turns out more difficult than ever. More than in an ordinary situation, the Adult ego state has to take decisions based on priorities of other ego states. The compromise between what should be done and what one would like to do or what one is afraid of requires hard work and might be a catalyst of positive change, but might also expose the weaknesses of relations we maintain. The methodology of qualitative research makes it possible to study other people's reflections, describes the mechanism of taking some decisions and in this way offers an opportunity to better understand the mechanisms of personality development.

Zbigniew Wieczorek

Abstract

The article presents partial results of qualitative research concerning opinions of pedagogy students on the psychological-social situation experienced by people at the time of the COVID-19 pandemic. The necessity of limiting the transmission of the virus sentenced whole societies to home confinement, limited their mobility and people-to-people contacts, brought the world to a standstill. For many, it also became an inspiration to reflect on the current hierarchy of values. 36 students of the Maria Grzegorzewska University were the sample of the research and they were divided into two age groups - those beginning their studies and those finishing them. They were asked to prepare short essays collecting their reflections from the first stage of the pandemic. The texts were analysed in accordance with the research methodology. There were 4 key categories singled out in the students' utterances, which made it possible to show the group differences in their attitude towards discussed issues. The younger respondents were more concentrated on their personal perspective and their opinions were more emotional and optimistic. The older respondents showed more distance towards reality, their remarks were bitter and targeted the issues of social policy, consumerism and egoism of modern societies, more frequently treating the question of the pandemic not as an end in itself but as a springboard for more thorough social criticism.

Keywords: pandemic, COVID-19, lockdown, reflectiveness, social relations, family.

Introduction

Facing the situation of the COVID-19 virus pandemic attacking the world at the beginning of the year 2020, Polish universities primarily took all technical and organizational measures to control the situation concerning lockdown introduced by our government and the necessity to immediately pass on to distance learning. There was a smaller emphasis put on psychological support of university employees and students, although educational institutions having such possibilities tried to offer them, even if to a limited extent. This was confirmed by the results of studies attempted by numerous research centers analyzing the situation of education and higher education during the pandemic (Buchner, Majchrzak, Wierzbicka, 2020; Jaskulska, Jankowiak, 2020; Pyżalski, 2020; Ptaszek et al., 2020). Students, in majority belonging to the generation of digital natives, managed the situation from the technological point of view, yet psychologically they faced a very difficult situation. Young people, on the threshold of their adulthood, who had not had any opportunity to reflect deeply on their life yet, faced the perspective of a radical change in their lives experienced in loneliness and anxiety about unstable and threatening future. In their childhood, the globalised and digitalised world moving with thunderous speed carried them away. Their school years were filled with fighting for better marks, scoring more and more test points, nervous studying of school and university rankings. This stress and pressure were strengthened by their parents' anxieties as they remembered well the 20% unemployment period. Suddenly the world came to a halt and the young and adults were face to face with their own thoughts. Inspired by the essay entitled *Window* by the Polish Nobel Prize 2018 winner, Olga Tokarczuk, the research group decided to ask the students about these thoughts. Two groups – the one beginning and the other finishing their studies – prepared their written answers. In order to avoid filtering the answers through their own expectations, the researchers analysed the data with the help of instruments of their research theory. The collected material made it possible to analyse the pedagogy students' reflectiveness in the situation of the global crisis, to determine key areas of this reflectiveness and to notice differences in the way it was experienced by the two age groups.

Reflectiveness in the shade of the catastrophe

Every crisis situation by stopping people's rushing lives, disturbing their routine and everyday rhythm makes individuals, organizations and whole societies reflect on their biographies and the state of the world they all create. The global pandemic that touched us in 2020 definitely matches the definition of a crisis situation, even a catastrophe, which unexpectedly has shaken the lives of millions of people and taken the lives of millions as well. As other researchers dealing with psychological consequences of catastrophes, Krzysztof Kaniasty and Fran H. Norris think, mobilization and integration of societies in this type of situation is so strong that it creates in the eyes of a given community a utopian vision of an altruistic community, supportive in the times of crisis. After the "up" stage, however, there is a severe mood decline as everyone is tired of the situation, prolonged stress and disappointment with institutions and ordinary people. The researchers call this stage "the fall" (Kaniasty, Norris, 2004, 2006). This emotional pendulum is hard to bear even for mature people, yet it has become everyone's experience, regardless of age and life experience. As Agnieszka Dauksza emphasizes, the experience in itself is creative and impacts one's identity. Under its influence "issues look different, one redefines the way they act and perceive their relations differently, not only interpersonal ones, but their attitude to places, plants, animals" (Dauksza, 2017, p. 771). However, there are certain conditions that make it possible to benefit from this experience – on the one hand, it is one's environment's support, support of people sharing the same experience, the feeling of shared fate, on the other hand, it is readiness to reflect on it.

In Piotr Sztompka's opnion (2016) the key to happiness is, accumulated by an individual, "capital deriving from positive moral relations, trust, loyalty, reciprocity, respect and justice. […] people function in a given environment whose most important element are other people. Life in society means first and foremost one's engagement in interaction with other people" (Sztompka, 2016, p. 46). In this context, it is worth emphasizing "[…] the role of team spirit in team sport, morale in the army, good atmosphere at school. These are metaphorical terms demonstrating the need of community in certain groups" (Sztompka, 2016, p. 155). Meanwhile, Zygmunt Bauman remarks pessimistically that "[…] Nowadays, we live in the world where people […] fight with the distribution of interpersonal relations, experiment with various definitions of their own person and seek psychological truth, negotiating with interpersonal requirements of everyday life" (Bauman, 2018, p. 215). However, unprecedented rush caused by dynamic development of technical civilization does not leave people much space for careful development of stable interpersonal relations. It does not offer any opportunity for more profound reflection on „the sense of being and life" either (Tchorzewski, de, 2016, p. 177).

Reflexive thinking seems to be a sine qua non condition of experiencing the trauma of the catastrophe, finding own "self" and rediscovering one's place in a community. John Dewey already emphasised, with respect to pedagogy, the importance of reflectiveness in the process of constructing everyone's identity (Dewey, 1988, p. 33 and further on). Reflectiveness of a given subject should not be directed solely towards the very individual, but has to take into account the relations between them and the world, between them and another person. This necessary duality of reflection is aptly described by Wojciech Chudy, who writes that a reflexive person faces two horizons: the horizon of "self" covering "thinking inside one's consciousness" (Chudy, 2006, p. 70) and the horizon of existence referring to objective reality, relation of "self" and the real world and other "selves". As the author emphasizes, "we shall not have contact with ourselves if we do not have contact with reality; learning about existence, we learn about ourselves" (Chudy, 2006, pp. 70–71).

Following this reasoning, the authors of the research decided to focus on relfectiveness developed at the time of the pandemic in a particularly sensitive group – young adults, intensively experiencing the process of creating their identity. The subject of the research was the pandemic and lockdown caused by COVID-19 serving as catalysts for the pedagogy students' reflectiveness. This issue took the shape of three detailed questions: How did the perception of the world and themselves change in the eyes of the students? Which set of values was questioned and which one was elevated in the face of pandemic reality? Are there any differences in perceiving this reality by different age groups (choice of topics, attitude to them)?

36 students of pedagogy from the Maria Grzegorzewska University constituted the purposeful sample of the research. These were students beginning their first-degree studies in 2019/2020 (their opinions are marked as EME in the text)

and second-degree studies (PEK code), studying at two related faculties connected with media pedagogy. These students show a particular interest in cultural and social issues, they are keen observers of reality and its media representations. They were asked to prepare a short essay inspired by Olga Tokarczuk's text (2020), *Window*. The collected material was analysed with the use of the adopted research theory (Glaser, Strauss 1967; Glaser, Holton 2004; Konecki 2018). The looped comparative analysis of the data has led to the emergence of concepts that allow for a precise description of the key categories, not preceded by hypotheses.

After the initial analysis, there were 381 coded phrases obtained and they were attributed to 16 main codes. These were assigned to four categories which emerged in the process of the analysis. Due to a personal, even intimate nature of the respondents' utterances, all the essays share the common denominator – they showed the relation between "self" of the writing subject and the world – both the respondents' internal world and the external one observed by them attentively. The aforesaid four categories are of a relational nature and they were ordered according to the degree of proximity of a circle of elements to the writing subject. Thus, there is *subjective self*, self-turning, focused on reflection on oneself, one's own identity and internalized system of values; *self-relatives* – focused on contemplating values and evaluating the quality of primordial social links (family, friends, neighbours); *social self* – pertaining to widely-understood social relations and their state in the modern world, covering the reflection on human attitudes towards the pandemic threat, the role of social links, responsibility for the fate of others, criticism of the state and society, etc.; *self-environment* – connected with ecological awareness of the respondents, their attitudes towards nature and man as its part.

This article concentrates on presenting the results pertaining to two relational categories of a social nature: *self-relatives* and *social self*.

***Self-relatives*, i.e. on the value of family and weakness of links**

The *self-relatives* comprises altogether 43 utterance fragments revolving around two codes: the value of family and weakness of links. Here, the emphasis in on the younger group, where contact and conversations with closest relatives occur altogether 35 times, which constitutes 15 percent of thematic essay phrases. The diversification of selected phrases and their content seems both clear and characteristic. Among female and male students (22/2) from the younger group some selected content still signals strong attachment to family home. Their indicators are 24 phrases emphasizing the value of family and 11 others stressing the issue of weakness of links; only in six cases there are no direct references confirming the interest in this category. Older female and male students (9/3) put less stress on this issue in their opinions – which should be understood as the reflection of their own perception, evaluating the context of "self" between parents or by the significance of family home. This accent is only eight cases for all coded phrases (there are altogether 132 of them in that group), constituting the lowest rate of interest in that category. In eight essays (out of 12) there are no references to the category *self-relatives*, however, the older respondents demonstrate more care of the environment (15% of all the phrases), and the biggest one of social issues (44%).

I enjoy every moment spent at home…

The value of family. In case of the younger group, the reflection is directed towards the value of family – there are 24 out of 35 cases of this category under this code. This reflection occurs due to the paradox of the pandemic, which put people's rush to a halt, made them look at their rat race from a different perspective and concentrate on what is most precious. An EME2 student writes that the pandemic stirred people from their lethargy, interrupting a perfect dream about their career. Everything evaporated. Vanished. Bur there is family. It was and is – even in difficult times of the pandemic, which "Isn't it reach? Made us talk to people who are most important to us" (EME1).

> Everything that we were striving for has no value now. Family, health, safety are the values that we care for more these days (EME2).

And, according to the researchers, this is another piece of evidence that the time of the pandemic can have a healing effect on family:

> Confined at home, we have more time for ourselves and our family. We reach certain conclusions, dream, bring back memories (EME2).

> I think it is a great opportunity for us – people to stop for a while and appreciate what surrounds us, our family, our strengths and weaknesses, which show that nobody is perfect (EME3).

> This difficult quarantine time can be devoted to making up for last years. We can have a look at our family relations – what are they like? Maybe it is worth changing something, doing something to achieve it (EME6).

> I really miss meetings with my friends, colleagues or family (EME15).

> The beautiful world that people do not notice every day as they are too busy, they do not appreciate what they have, i.e. "happiness" in the shape of a lovely family, health. And time flies and we never know when our life will end. Currently, I can see what is going on now. Staying at home, one gets to know their own family (EME17).

> It's time to stop that life race and devote some time to our family, the elderly who need our support more than ever before (EME13).

The value of family lies also in the place where everyone dwells – due to the pandemic more often and longer: family home, no matter what it is like. It can be one's own room in a flat or a semi-detached house.

> I thank for that opportunity of spending time with my family, watching how my child is growing so fast, feed him with whatever I feel like, watch him again and again how he develops so fast

– writes an EME19 student, enjoying her new experience of motherhood and so far desperately trying to find some time for her child in her timetable filled with work and studies.

> I enjoy every moment spent at home, I appreciate the fact I am calmer, I have time for everything and I'm not rushing anywhere. For me this obligatory leave is something wonderful, and it's a pity not everyone appreciates that. Yet, one's glass can be half full or half empty (EME19).

Others also appreciate an opportunity of being with their families.

> I am glad I could come back to my peaceful family home. I really appreciate this time, when no one nags me, wants anything from me, pushes me to meet others. I rest. I feel full of energy again, I can spend more time focusing on my interests and I am happy (EME16).

An EME23 student perceives her family home as a value, asylum, where one gathers energy before they move on.

> We have out little nest. Sometimes it is empty, sometimes filled with family members who welcome us with open arms. We come back when we do not know what to do next. When we have a problem. And maybe that is why at such a risky time, the very first place to hide is not a sunny Florida beach, but our home where we used to grow up (EME23).

The author summarises everything with a reflexive conclusion,

> That is why when I look out of the window now, I can't see anyone. I can only hear the drumming of someone's suitcase coming back to their haven (EME23).

In the essays of the older group there are more general phrases concerning the value of family as the first main code of the *self-relatives* category. Their comments are less emotional than their younger counterparts', but very reflexive and pragmatic.

> I've understood how little time I used to spend with my nearest and dearest who are so important in everyone's life. It's a perfect time to think about ourselves and our priorities and maybe try to redefine them (PEK4).

There are three phrases concerning the need to focus on one's closest family, to redefine one's values.

> In these difficult moments we should look for benefits and good sides that may bring something good, something valuable. If we have that opportunity, it is good to use it to slow down for a while, calm down and focus on ourselves and our closest relatives (PEK4).

"Maybe it's worth devoting more time to my own family?" asks one PEK12 student, but she passes on quickly to broader social issues. "How long is it going to last?" asks another student rhetorically. And she remarks that "one thing is certain. It is not the world that belongs to us at the moment, but it is time and how we use it with our families" (PEK 11).

We have become strangers to each other…

Weakness of links. In the younger group this category covers 11 out of 35 indications. It is almost fifty percent less than in case of the value of family, but here the emphasis is put on the fear of infection – that is why we avoid others, even closest family members. An EME10 student writes that we used to be more joyous and smiling, but since the pandemic broke out, people have been dejected.

> I look into their eyes and I can see fear. Are they afraid of me? Unwelcoming looks directed at someone who dared to cough or sneeze.

The EME10 student continues:

> We have become strangers to each other. We don't want help from someone met on the street. We stay as far away from each other as possible.

This mistrust towards strangers is the fear of infection. Another universal and "pre-pandemic" cause of weakness of family relations is an absurd world pace, not letting anyone stop and build relations with their nearest and dearest.

> Every day we fulfil our duties speedily, falling into the so-called routine, and not paying enough attention to devote enough time to our closest family members. We believe we have unlimited time (EME13).

> Before the outbreak of the coronavirus pandemic the world was rushing. Sometimes we did not have time for breakfast, not to mention a conversation with our family members or a lazy day spent in pyjamas. And then we missed it badly. We wanted more time to take a deep breath (EME18).

And here is a pandemic paradox – the dream about time for our nearest and dearest comes true, but too much time to be together, getting to know each other, is too much and makes us realise what is missing in our relations.

> Now that we have too much time, we cannot handle it (EME18).

> We spend more time with people we live with and who we did not have time for, immersed in the humdrum daily round of work, studies, things to do. This brings us closer to each other. It teaches us how to develop relations with the nearest and dearest. It shows us whether we know the people we live with at all (EME10).

Yet, sometimes it is not easy. Lockdown is something forced on us, something that limits us, sentences us to each other's company.

> We are not used to being exclusively in the company of our family members all weeks, all days. This situation heightens negative feelings, irritation or anger. Probably people who spend that time alone are even in a worse situation. Obligatory closure of public areas makes it impossible to have a little respite from our family, to go out and relax. Even an ordinary walk is impossible (EME4).

Lockdown is a test for the value of relationships. As an EME12 student points out,

> in China after a long quarantine the number of divorces increased. Why? Because people had not fully realized who they had been living with. Everyone had had their own life and finally due to quarantine confinement they understood they did not match. It is due to the fact that after their marriage ceremony, they had had no time to get to know each other well.

> […] married couples have enough of each other, begin to feel irritation, get angry, due to that constant company children complain about their parents and parents complain about their children (EME7).

And although – an EME17 student concludes – "People are not used to spending so much time with their family members," in another respondent's opinion (EME21), this forced solitude

> is also a good time to renew some relations by online means, relations you keep thinking about but you don't do anything as it seems stupid to send a message after such a long time (EME21).

Spending time at home with one's family and very weak bonds before the pandemic; time of obligatory, intense presence of one's parents but also the renaissance of former relations – this is what an EME24 student writes very emotionally about. This very personal account is almost completely dedicated to the genesis of the metamorphosis of her relationship with her mother. "Before the quarantine, my family was tiring to me", she writes and adds,

> Every time we went out together or were supposed to talk – that was a torture. My contact with her was always cold, she irritated me by her very presence. […] I missed that bond. The quarantine, closed university […] I started missing the slightest contact with any human being. I missed human presence. My mum was more often at home, I didn't go anywhere else. And we started, oh gosh, we started talking. For the first time in years I wanted to hug her. I came to ask what was going on "in the world," which is further than on my way from home to a parcel machine and back. She asked me how I was doing at school and if I had eaten anything. She told me about her day. More and more often we talked as if that recent time, that time before the quarantine had been more distant than any other reality. Somewhere far away in space. I missed her, missed her in the same way like on my first day in kindergarten when she left me there with my favourite dinosaur. It was as if, during that whole time before the quarantine, I had been standing near the window in the playroom, upset and waiting for her to make a scene when she was back. But when she was back, there was no scene, I threw myself into her arms and hugged her. Hugging her like that I destroyed that wall between us separating us for years (EME24).

In the essays written by the older group, there were only two mentions concerning the importance of relations and their lack due to negligence. PEK10 and PEK3 students remarked on that:

> Ruining one's life and one's family's and relatives' life is that important? Do we have anyone to talk to right now, do we have another person's support? Or maybe we are alone (as we did not devote enough time to our relatives) and we keep thinking if it could be different had it not been for all this rush and overwhelming stress? (PEK 10).

> Of course, people get together as they share the same sense of humour or interests. But is it enough? Nowadays, people face an interpersonal test. And no wonder that some marriages break up now. Partners, more than ever before, notice what their other half is like. Personal norms and values that used to be shared have become completely divergent. There is nothing to talk about and playing on each other's nerves becomes boring (PEK 3).

Thus, the time of the pandemic is a trial for the quality of relations we have developed with our nearest and dearest. Like in Andersen's fairy tale, *The Emperor's New Clothes*, it exposes our weaknesses, superficial relations developed in haste. It also offers an opportunity to mend them. Similar reflections are generated as a result of students' observations of social reality spreading beyond the area of their households.

Social self, i.e. on empathy and criticism of the government

Social self is the second category with the biggest number of attributed phrases in the students' texts (after *subjective self* which is not the subject of interest in that publication), covering the students' remarks, reflections and attitudes concerning their experience of belonging to a bigger community – society, nation, and finally, human species. The phrases belonging to that category contain 134 essay fragments, grouped in four thematic blocks: social change, social sensitivity (empathy), commonality and responsibility (including criticism of the government). This category was represented more strongly in the opinions of the older respondents (44% of all extracted phrases) than younger ones (30%). One could also notice differences in emphases put on particular themes in both groups.

We are acting at two levels simultaneously…

Social change. An important topic frequently occurring in the younger group's reflections are their remarks on change deriving from spatial isolation, and what follows – to a large extent – social one. Space was subject to abrupt implosion, accumulating all human activities within four walls of a given household.

> Work, school, family life – all that is found in one, bigger or smaller space. Work and school have entered our family lives. The virus forced us to combine these two worlds that we had separated previously. We are acting at two levels simultaneously,

– writes an EME2 student. This situation inevitably produces fatigue:

> The time of the epidemic is really tiring and offers a horrible perspective. Restrictions whose number is growing every day limit our needs to an absolute minimum. Human life is based on a simple functionality of a Tamagotchi toy: eat, drink, sleep… (EME14).

> Home, so far being a safe asylum in the life full of rush and affairs, turns into a trap. We are trapped in homes that we have created. The place that was supposed to be our oasis, something safe, turns out to be a space that many of us want to get away from

– writes an EME21 student.

However, a certain group of people is happy with this radical change. These are people who have felt so far that they do not match a socially preferred pattern. These are introverts who barely managed to survive in a noisy, expansive society programmed to pursue success and develop self-promotion both in a real and virtual world.

> A human being understood as a product, to sell well, has to stand out in the crowd with their interesting, gaudy packaging. It does not take much to understand that it is easier for people who are insensitive to stress, self-confident, sociable, and full of ambition to develop. The connotation of withdrawal, certain shyness and calmness sounds negative. It is not important that it is inherent to almost a half of our society, as this is the number of introverts according to some data (EME8).

On the other hand, extroverts, setting the rules of the game so far, suffer unimaginably.

> The soul of a traveller, extrovert, who needs to contact another human being to survive, has been crashed by the vision of an illness that attacks fast and unexpectedly

– an EME23 student describes her own feelings.

Taking the perspective of isolation, the main axis of the observed change is especially well-visible: the world that had been rushing madly suddenly stopped, slowed down and in that way created a space for reflection for all these rushing people.

> The most important thing that I've understood, sitting at home for almost a month right now, is that people lived in neglect. We used to live in the abruptly fast 21st century and due to that fact we have forgotten about small, very simple but very important things

– an EME10 student admits.

This unexpected disillusionment that happened as a result of the world coming to a halt makes the young think there is no coming back to the former reality. This traumatic experience makes it impossible to carry on living like before, without fear.

> After all this that has happened to us and will happen to us, nothing is going to be the same like before (EME15);

> The world will be trying to come back to normal. We shall bewail the loss of those struck by the pandemic. And nothing is going to be the same (EME10).

An EME5 student presents the situation vividly:

> The virus from Wuhan changes our environment, habits, the way we function […]. We experience living from scratch. It is as if we had to learn how to walk again. Maybe it is exaggerated a little bit but does not a child that makes its first, independent step begin a new stage in its life? Are we not doing exactly the same thing? We change every previous move into a different one.

> We are all chasing prosperity, perfect looks, striving for recognition or acceptance. This race can be tiring so maybe it is worth stopping for a while

– an EME16 student remarks.

"I'd like," writes EME9, "people to find each other once it's all over and fight only for what can make them happy, and not what satisfies their ambition that is often realized trampling the dead underfoot". "Let everyone keep their own pace," agrees an EME8 student, "without any pressure that demands impossible. The cult of greatness, superiority, speed is not achievable for everyone, and it is not desired as success is not an equivalent of fulfilment and happiness".

Yet, are we strong enough to maintain that change? To give up hurry, multi-tasking, greed with which we devour life? An EME18 student sounds skeptical:

> We are not used to such life. Till the beginning of the pandemic, the world was rushing off its feet. […] Now that we have too much time, we cannot handle it…

The group of students finishing their studies seems less worried about the very contemplation of change. They are more interested in issues concerning the functioning of society at the time of the pandemic. There is a feeling of the end of the world they know, which so strongly accompanies their younger counterparts.

> There is one thing which is certain, nothing's going to come back to normal as a new norm is emerging in front of our very eyes

reckons a PEK1 student. There are also single opinions touching upon the question of uncertainty caused by a sudden change of social life organization.

> Everything happened so suddenly, one day everyone got to know that their life would be turned upside down in the nearest future (PEK4).

> Nobody expected that such a situation would happen, a situation in which time would stand still and people would have to be locked in their houses. A ban on parks, forests, a limited number of people in shops, keeping social distance, stricter safety measures – obligatory masks and gloves. How long is it going to last? (PEK12).

There is also a chance of a positive evolution of the attitude of societies touched by the pandemic.

> If […] we can come back to ordinary life, what will we start with? Is there going to be too much of everything? […] This comeback may turn out to be a big change experienced by people who will be finally able to visit their relatives, will appreciate every moment spent with others or surrounded by nature (PEK12).

There may be changes pertaining to the way we work and communicate, to this extraordinary human ability to adjust to changing conditions:

> This situation has shown us how we, people, are able to adapt in difficult and sudden situations. In less than two weeks we mastered distant learning and working. I think that due to this situation, this form of performing our duties will significantly develop (PEK4).

Yet, there are more pessimistic voices, emphasizing how superficial these changes in human mentality are, how shallow and ephemeral reflections on the system of values shaping the consumerism culture are.

> It might seem that thanks to this situation we shall stop and notice what is important, what escapes our attention

– writes a PEK2 student,

> We shall appreciate time spent in open air, in nature, we shall long for it once it has been taken away from us. But all I can see is even more rush for money, shopping, political turmoil.

Her friend echoes her and says that we still miss mindfulness with which we shall treat each other:

> The former world created a meritocratic society that has always strived to become wealthy. Achievements, success, money, own prosperity. Have people learned anything from the quarantine period? […] I am surprised how much people are focused on themselves. Children are running happily in the park, showing their parents with big smiles on their faces what they have discovered in the nearby bushes. And parents? With their phones glued to their ears, they tell them, "Oh, it's great. And now go and keep playing!" (PEK 3).

So, there is no hope for positive change.

What is our life going to look like?

Social sensitivity. The younger respondents seem to be woken up from a deep dream. They look around and to their amazement discover a surrounding reality and first and foremost people they share their fate with. An EME2 student writes that

> We begin to notice things have been invisible before. We begin to notice people that might have been somewhere out of the way. We're getting immersed into the world we have not appreciated so much before.

This remark provokes questions about the future, going beyond an individual perspective.

> What next? What is out life going to look like? How are Poland and the world going to look once it's all over? (EME16).

> Watching TV, the only thing we learn about are new virus victims (EME1),

which generates anxiety about others, especially those less socially privileged than we are. The respondents are, for example, worried about ill children:

> How about their parents? How are they supposed to tell a four-year-old they don't know when they can see them? That their child is going to spend time in hospital surrounded entirely by strangers? (EME11).

Other issues under discussion are e.g. psychological consequences of isolation:

> The majority of young people already live in the Internet era, some of them addicted to it. Is the phenomenon of addiction to digital technologies not going to become more serious after the time of an obligatory quarantine? (EME16)

and the fate of the elderly or people “imprisoned” in small flats:

> I cannot imagine how the elderly feel when they are sentenced to their own company (EME14).

The respondents are also concerned about the situation of home violence:

> How many of these people have been locked in the company of their oppressors? (EME22).

Yet, it is worth emphasising that this concern about individuals turns, to a lesser extent, into a general evaluation of the social and economic situation, like in case of an EME18 student:

> Mental diseases, which might lead to suicide or even murder, will be a consequence of the pandemic that no one is ready for – neither the government nor our society. We know that the whole world shall struggle through an economic crisis – that is what we are talking about.

An EME10 student agrees:

> Economic consequences will be pitiful – airports do not work, means of public transport and tourism will not recover soon, not to mention small enterprises which shall stay closed no one knows how long. How many people are going to lose their jobs and won’t be able to make a living?

Empathy also covers those who risk their health and lives for the sake of others.

> How many people are working hard right now, all these nurses, doctors…They would probably give a lot to be home with their families, to rest (EME19).

> I go out and I can see the same people like before the pandemic

– writes EME10 –

> are they afraid of me? We have become strangers to each other. We do not want any help from a stranger met on the street. We keep as far from each other as possible. We do not trust anyone we have just met.

The respondents are also afraid that lack of trust shall affect foreigners. Like EME 20 says,

> The notion of xenophobia will also be important, no doubt like now, after the pandemic this phenomenon will stay with us for a longer time. A foreigner evokes and will evoke a lot of anxiety and fear of being infected with some disease.

However, the situation does not stop the younger students from being altruistic:

> Despite the threat, we want to help. As much as we can (EME6).

The older students also appreciate others’ sacrifice:

> It is these special situations that create everyday heroes who do not have capes, masks or superpowers but do extraordinary things. They sacrifice their health for others, for the benefit of all

– writes a PEK9 student. It is not about heroism of healthcare employees but about measures taken by many people in the name of solidarity:

> The presence of the virus made people demonstrate their humanity, […] ordinary, selfless help. Restaurants distribute meals to hospitals, famous people and foundations donate money for missing equipment so needed to deal with the situation, ordinary people sew masks, volunteers do the shopping for the elderly so that they do not have to leave their houses (PEK9).

> The pandemic made people charitable and kind

– echoes a PEK12 student.

> I can give an example of my own district. Neighbours have organised shopping for the elderly. Many places like posts, shops, entrances to blocks of flats displayed announcements of people volunteering to do the shopping for the elderly. Almost from one day to the next, in shops people became more polite to each other.

The older students are also worried about the fate of other members of our society.

> I am afraid to think about people, those younger and older ones, who suddenly lost their source of income

– writes a PEK1 student. However, their reflections more often take the form of a pessimistic social diagnosis.

> The old truth says we're not equal. It's always been and it will be like that and these times only strengthen all inequalities and deepen social stratification, although there are numerous measures taken to ensure equal opportunities, promote help and combat inequalities

– says a PEK10 student bitterly. Wealthy corporation employees working from home do not demonstrate more care about others than before. They have not reflected, in PEK8's opinion, on social order which they co-create.

> They are at the peak of their consumerism […]. They do not think about the fact that their new jeans were sewn in Bangladesh by 13-year-old Goi for a bowl of rice. They only think about what they have in abundance and what they lack. They argue on discussion forums. They post comments on Facebook that suddenly they are disturbed by nearby construction works. They are disturbed by workers hammering, using their tools […]. They don't care about the very same workers having a hasty, 15-minute meal of some potatoes and buttermilk, sitting on a kerb.

> I am tired of this

– confesses a PEK2 student –

> I am tired of people. I had an issue about it before the pandemic. The news about keeping a two-metre distance made me happy. Finally, people will learn not to trespass someone else's private zone and notice another human being.

If it is like that, maybe the pandemic is our opportunity sent by nature tormented by human actions? The opportunity paid with the offering of human suffering, which, in the long run, might still turn out to be the only hope for humanity. Taking a wider perspective, it is easier to distinguish imponderables from superficial values. A PEK10 student concludes pertinently:

> Reality that surrounded us had to finally slow down – what for? To make many people understand what is really important in life […]. We thought that money would give us happiness and now we know that we cannot really buy happiness… The illness gave us, humanity, an opportunity to realise that the most important thing in life is our LIFE.

This world at a standstill will finally end...

Community. The young respondents experience especially intensely the feeling of community.

> The quarantine, closed university, like me within the four walls of my flat. Apart from everyday activities, walks, friends, I started missing the slightest contact with another human being. I missed human company

– confides an EME24 student –

> This world at a standstill will finally end. To survive this, people have to support each other.

The sense of the last sentence resonates quite often in the respondents' utterances:

> Let us not divide but unite, as we're all experiencing it together (EME6).

The pandemic constitutes for the younger students an opportunity to come back to communal solidarity which they appeal for:

> We are different, yet we are all the same – we are all people. As a population, we should take care of living together in peace (EME3).

> We have no influence on where we are born, what our parents are like, whether we have received love and care from the very beginning. Capitalism tells us what the path of our earthly existence should be like, not paying attention to the fact that it is shaped quite differently for every individual. Let everyone keep their own pace, without any pressure demanding impossible (EME8).

There is hope, but whether we emerge victorious from this ordeal of humanity still depends on us. Like EME3 writes,

> and when the worlds is back on the old track, let us hope that we will become better versions of ourselves, […] that we won't stay indifferent to social injustice and we will be proud of being human.

Due to bitterness discernible in opinions of the respondents finishing their studies, community themes occur in their texts much less frequently. They resurface occasionally in their reflections about human uniqueness, about man as a social being, the feature which makes it difficult to survive the epidemics without the presence of other people round us (PEK3, PEK7, PEK12). They also take a form of sporadic appeals for mutual support, like in the words of PEK1:

> One has to realise we're all in the same boat and only acting together can bring about a desired effect.

The awareness of suddenly discovered equality in the face of the threat turns out to be essential as well:

> And there is a moment when you realise that you're only a human being, surrounded by other human beings, in a sense the same like you, yet different. But we're all equal, enjoying the same rights. Nevertheless, in the face of death all these aspects do not matter (PEK9).

However, the older students are quite skeptical about a deeper social change triggered by the pandemic. Some of them express their huge disappointment and detachment from society with its primitive consumerism. One of the most touching opinions like this comes from a PEK2 student, who cannot agree to the destruction of natural environment executed by people and who makes a dramatic choice, being against human actions:

> Maybe I have left the team of humans, betrayed my own kind […]. But have I chosen a weaker side? It seems to me I have. But if not, I would like it as we're the sum of our choices and decisions, they define us and let us change anything.

Maybe this hard time will teach us something…

Responsibility. The younger students' opinions are dominated by appeals for constructive actions, sometimes simple ones, showing responsibility for the fate of others:

> The coronavirus puts us to the hardest test of the 21st century. The key thing for me is responsible behaviour as only it can stop the pandemic (EME11).

> Every quarantine day we contribute to better tomorrow. Let us follow the guidelines. Let us help those whose life is at risk as much as we can. Let us stay at home. […] Let us not give doctors and the rest of the healthcare system more work. […] The quarantine is a big test of our responsibility. It depends on us if the virus is going to continue to spread. Let us say no to this (EME5).

So, there is a recipe for pandemic responsibility. Yet, not everyone wants to follow the instructions. As an EME7 student remarks,

> Someone who does not ignore the problem is not going to go out without any special reason, is going to wear a mask and protective gloves, and coming back from abroad is going to report to the Epidemiological Station for their quarantine. Another person who does not care about the issue will not comply with the rules.

Critical remarks, incidentally occurring in the younger respondents' opinions constitute a large group of phrases belonging to the *responsibility* category, coming from the older students' texts, which coincides with their generally critical attitude towards any communal human relations.

> When I look out of the window, I've got mixed feelings

– writes a PEK1 student –

> as on the one hand I can see people keeping social distance and complying with safety measures, but on the other hand, I can see people who do not care, stay together in groups and share one cigarette among three of them. It is quite terrifying how reckless and selfish people can be.

In the respondents' opinion, the government also loses the fight with the virus.

> Of course, I am quite surprised that such an initiative [providing healthcare employees with meals] must be initiated by society even though it is our government's responsibility. I am outraged about the state's attitude and it seems to me that we're living in two different worlds as far as decisions regarding health protection are concerned (PEK 1).

Regardless of the differences in perceiving social responsibility at the time of the pandemics by the two groups, all the students' reflections contain an important conclusion: social change will not be possible if we do not get rid of social and individual egoism. A PEK12 student comments on it simply and accurately:

> Maybe it is worth paying attention to another man and not only to the tip of one's nose? It seems so banal but it is very difficult. Maybe this hard time will teach us something…

Conclusions

The students look at suddenly changed reality, contemplate empty streets and try to deal with their own seclusion within the four walls of their flats. At the same time, giving in to a slowdown of life pace, they try to ponder on the situation in question. They can see that they witness and participate in more profound, irrevocable changes of a social nature. They face the fact that the old world is gone, but they find hope in the fact that they can actively contribute to a better state of the world to come. Especially for the respondents from the younger group the observed change is a source of fascination and anxiety. The older ones are less absorbed by observing the aforesaid changes, and more by participating in them. Their opinions are less vague and geared at action, simple contemplation is not enough for them. They are definitely more critical observers. However, many respondents are of an opinion that this change forced by the pandemic situation can become a catalyst of an intentional, qualitative change of all societies' lifestyle. We will not want to come back to this hectic race that our life has become.

Changes triggered by the pandemic, resulting in slowing down and reflection are becoming a demand and a project to realise. The shock caused by this sudden slowdown of life pace leads the students to more profound observation of the world, which they have overlooked so far, to noticing the fate of other people and to perceiving themselves as society members. What is interesting is the fact that the younger respondents look at the situation full of emotions, they experience it and internalise it. The older respondents are more distanced, more critical and have a tendency to transfer conclusions from their private pandemic observations to the overall social and economic situation of the world. Their reflection is sincere and in a sense more mature, less passionate. It is definitely more bitter as well. Emotions pertaining to the pandemics turn into a more profound reflection on the state of our civilization, mistakes we have made and we obstinately stick to. The feeling of social injustice seems to be particularly overwhelming in the opinions of both student groups; the young people turn out to be aware of social harm caused by the pandemic.

This shared experience of threat and awareness that in the situation of the pandemic an individual will not manage without others' support accompany the students' reflections all the time. That is why the respondents point to the importance of practical help – medical service, scientists working on new medication, public institutions ensuring safety or a woman working at the greengrocer's. What is also precious, they notice values concerning contact with their nearest and dearest and other people's company in general. They see the point in helping each other in that difficult time. What is more, the students notice this egoistic race for professional and financial success which made it difficult to see humanity as a community. They remind us that we, people, have forgotten that we are so similar, have similar needs and desires, similar fears and the same rights. And that human egotism and self-destruction tendencies destroy the chance to build a community.

What is comforting is the fact that the students from both groups demonstrate responsibility. Responsibility that seems precious in developing young people's identity. Responsibility as a human reflex, always important, but especially indispensable in these difficult times of the pandemic.

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Refleksyjność podmiotowa i społeczna studentów pedagogiki na początku pandemii – w świetle analizy jakościowej

Streszczenie

Artykuł stanowi prezentację częściowych rezultatów badań jakościowych dotyczących opinii studentów pedagogiki na temat sytuacji psychologiczno-społecznej, w jakiej znaleźli się ludzie w czasie pandemii COVID-19. Konieczność ograniczenia transmisji wirusa zamknęła w domach całe społeczeństwa, ograniczyła mobilność i kontakty międzyludzkie, zatrzymała świat w miejscu. Dla wielu stała się także inspiracją do refleksji na temat obowiązującej hierarchii wartości. Badaniem objęto 36 studentów pedagogiki z Akademii Pedagogiki Specjalnej w dwóch grupach wiekowych – zaczynających studia i zbliżających się do ich końca. Poproszono ich o przygotowanie krótkich esejów gromadzących refleksje z czasu pierwszej fazy pandemii. Zgromadzone teksty poddano analizie zgodnej z metodologią teorii ugruntowanej w badaniu. Pozwoliło to na wyłonienie w wypowiedziach studentów 4 kluczowych kategorii, a następnie na wskazanie różnic pomiędzy grupami w podejściu do poruszanych kwestii. Młodsi badani wykazywali większą koncentrację na perspektywie osobistej, a ich wypowiedzi cechowała większa emocjonalność i optymizm. Starsi, bardziej zdystansowani wobec rzeczywistości, poddawali ją częściej gorzkiej refleksji ukierunkowanej na kwestie polityki społecznej, konsumpcjonizmu i egoizmu współczesnych społeczeństw, częściej traktując kwestię pandemii nie jako cel sam w sobie, ale jako punkt wyjścia dla szerszej krytyki społecznej.

Słowa kluczowe: pandemia, COVID-19, lockout, refleksyjność, relacje społeczne, rodzina.

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Agnieszka MAJEWSKA-KAFAROWSKA
https://orcid.org/0000-0002-9673-6172
University of Silesia in Katowice
agnieszka.majewska-kafarowska@us.edu.pl

Education as the Space where Identity Processes Come to Play – Based on Educational Narratives of Women

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Editorial preface

The concept of script included in the transactional analysis theory assumes that we realise quite a stable life scenario. On the other hand, an important area of the theory assumes the development of the Adult ego state, integration of other ego states, and what follows, personal development and taking over the control over one's life. One way to explain that paradox is looking at Eric Berne's concept from a historical perspective. Every life scenario passed down by parents or carers is created in a given social reality. The postmodernism era brings changes that make clear descriptions of standard behaviour, social roles attributed to sexes, jobs or a place on a social ladder blurred. Script realization is linked with self-interpretation and one's image against the background of other people, and a change in social roles perception naturally influences that process. Another important aspect is the influence of the educational process, which does not always go hand in hand with values instilled at home. In this process, an individual is created for life, realizes script records but modifies their behaviour based on new information. Difficulties in self-definition might result in the process of change and personal development.

Zbigniew Wieczorek

Abstract

In this text, the Author carries out theoretical discussion and presents the outcomes of her studies of the shaping process of women's identity in the context of a human (auto)biography, referring to the category of identity, putting particular stress to the educational biography, called a special type of a thematic biography (important for the category of identity), and a category of narration, of key importance for comprehending the phenomenon of auto(biography). A human biography is an invaluable source of information on their life and the person her/himself. Getting acquainted with the biography, looking for information about a given person, learning her/his story from her/himself (biography passed through an autobiographical account) or from the biographical materials, e.g. diaries, letters, memoirs and recollection of others. The Author says that one of the identity criteria is the sense of one's own continuity in time. This criterion can be fulfilled thanks to the autobiographical memory, or a memory of personal episodes and autobiographical facts. The problems of biography are closely connected with the autobiographical memory. In the text the Author presents three intertwined categories: identity, autobiographical memory and biography.

Keywords: thematic biography, educational narratives, stories of learning, life stories, self-determination, women's education, self-development

Role of Education in the Postmodern Context

Nowadays, education is perceived as an indisputable value, especially when we consider the situation of humans in the times of highly advanced progress, scientific development, social changes and civilisation threats. The demand for lifelong learning or self-education, as defined by Dzierżymir Jankowski, being a component of the plan or strategy for life, seems particularly valuable and legitimate (Jankowski, 1999). In my opinion, the everyday life and its specific properties in 21st century, both in the individual and global dimension, makes the motto from the report by Edgar Faure of 1975 – "Learning to be", more understandable and closer to one's heart (Faure, 1975). This "being" should be understood a bit metaphorically: as the sense of identity, the picture of me or a concept of oneself. It is not necessary to convince anyone that the aspects of identity development are of crucial importance. It is enough to quote Erik Homburger Erikson who mentions the effects of disturbed identity development for an individual, including the sense of isolation, shyness, uncertainty, lack of faith in one's abilities, belief that life happens rather than is intentionally lived, absence of plans or creation of unrealistic ones, no trust in people and the whole world or, eventually, sense of disintegrity (Witkowski, 2000). The negative consequences suffered by an individual translate into the social dimension. In other words, they afflict not only the individual but also social relations.

Faced with the identity threats growing in the postmodern era, education should be considered also as a factor shaping the individual identity, offering multiple chances and opportunities for gathering information on oneself, and helpful in self-defining. This is why the fact that women in Poland are better educated than men, participate in the education process longer, are more eager to start it and still take an inferior position in many areas of socio-economic life suggests that education should be analysed not only as a factor determining the quality of life but also as a plane where the identity processes come to play and as their factor (Domański, 1992). Education accompanies women for many years, their identity forming and developing in its course. This is why, in my opinion, education should be considered also referring to the identity shaping process which is rarely included by scientists discussing education.

It seems that in recent decades the interest in the problem of identity has been growing, especially when it comes to social sciences and humanities (so also educational science). This is caused by the processes taking place e.g. in social life, bringing a new quality of life and the compulsion to redefine oneself and one's place or even finding oneself anew (adopting a new identity). According to Katarzyna Rosner, the shared direction of changes in various research disciplines dealing with human identity consists in deviating from perceiving a human as a being with specific features and replacing it with a category of a being "developing in time and yet finite, that is the one whose existence starts at the time of birth and ends with death" (Rosner, 2003, p. 6). In such an approach, a human is a being spread in time and also the one undergoing continuous development. In this context, the identity is not offered but requested, demanding to be defined. This definition consists in self-defining which takes place in time. This is why the self-understanding, as mentioned by K. Rosner, becomes a basic factor constituting the individual identity (Rosner, 2003, p. 6). The identity perceived in this way is spread, just like the human existence, in time meaning it has a changing, processual nature. The author emphasizes that the notion of human identity, constructed by reflecting on one's own existence, is a problem for redefinition of a human being (in philosophy or social sciences). The problem pertains especially to the process of constructing one's own identity and also the accompanying factors (Rosner, 2003, p. 7).

Authors such as Charles Taylor or Anthony Giddens justify the need to reflect on the individual identity (its formation) by means of changes occurring in the contemporary culture. Their focus is also on the factors that influence the forming of identity. They contemplate the properties of Western culture from various perspectives (Ch. Taylor from the philosophical one, A. Giddens from the sociological one), in the context of changes that have already taken place. According to Ch. Taylor, the changes in thinking about a human started at the very threshold of the modern era. The central current of those changes was the appearance of the individual autonomy notion, individual right to freedom or the demand, formulated by John Stuart Mill, that everyone should be able to develop their personality without any restrictions (Taylor, 2001, p. 26).

Postmodern Identity Determinants

The deliberations on identity, regardless of the discipline, are always focused on its determinants. In the social context, the contemplation refers to cultural determinants, among other things. Pre-industrial, traditional societies had clearly defined and unequivocal descriptions of e.g. gender roles. The immutable standard of behaviours and properties ascribed to a "typical woman" and "typical man", present in the previous epochs, is no longer valid today, in the era termed Postmodernity or Liquid Modernity (e.g. Zygmunt Bauman – Bauman 1994, 2003, 2004, 2006) while by others Late Modernity (Anthony Giddens) or even Risk Society (Ulrich Beck – Beck, 2004). All the same, defining oneself becomes more difficult but still indispensable. It should be stressed that the Postmodern epoch is characterised by diversity, ambiguity, variability, ambivalence, pluralism of values and cultures and also, as mentioned by Anna Barska, "the wealth of changes, instability, discontinued concept of oneself, both for an individual and for the group"[1] (Barska, 2005, pp. 15–16). Z. Bauman highlights that globalisation, included in the Postmodernity (or rather in the Liquid Modernity), affects the stability and persistence of identity and makes the individual identities mobile, changing, unstable, uncertain and liquid. All the same, the continuous and consistent narration becomes impossible. Such a situation gives rise to unlimited opportunities for individual self-creation. Such opportunities, as pointed out by Z. Bauman, are connected with a threat of losing the identity we already have (Bauman, 2001, p. 11).

The changeability and inhomogeneity so common in the (Post)modernity refers not only to one individuality-forming axis that is the sexuality (and the more and more emphasized bodily aspect connected with the gender) (Melosik, 1996, p. 61; Bauman, 1995, p. 70). According to Hanna Mamzer, it seems to be a rule that all the identity axes (e.g. gender, class, racial origin, age, sexual orientation) "are related to and interact with one another which is why it keeps changing throughout the whole human life, never becoming a petrified formation" (Mamzer, 2002, p. 71). Those identity axes also interact, to a certain degree, with the outer world, causing continuous changes. This is why, according to H. Mamzer, self-defining is not a stable, complete condition but a long-lasting process. Identity keeps changing and transforming, is narrative as it is something allocated. It keeps shaping till the very end of human existence, of human biography. The processual nature of identity and the need for continuous self-definition stem from the fact that the individual is undergoing constant changes but also that the changes are found in the conditions and times when the individual lives, as I have already mentioned before. The context of the individual's life changes but the same is true for the social context. This dynamism of life, constantly changing reality require unceasing reflection on one's own identity. Self-definition is modified, thus requiring redefining, "identity is open as the contemporary human is as if not completed" (Bokszański, 1989, p. 210; Rosner, 2003, pp. 6–7). A human enters adult life convinced that s/he is going to change and, according to Zbigniew

[1] All transl. – author.

Bokszański, displays readiness for those changes (Bokszański, 1989; Rosner, 2003). Here a question arises: why self-definition, searching for or adoption of a given identity is so important in the (post)modern world? There are two possible answers. Firstly, self-definition, definition of one's identity is always important, not only in the (post)modern era. Secondly, it seems especially important in the (post)modern era due to the continuous changes of the world which encompass us whether we wish it or not. In the past, those changes were not so intense and surely they did not concern the humans as much as they do today which is why it was easier to determine and maintain the identity. Approaching the essence of the response to the above question, it is necessary to refer to the function played by identity. According to Jolanta Miluska, defining and maintaining identity is the basic biological rule: "life lasts as long as living creatures are able to retain their identity. Losing it, the being disintegrates" (Miluska, 1996, p. 10). According to the author, this rule is imperative also for the psychological functioning of humans. Identity loss is the most disorganising factor for human personality. Accordingly, identity is crucial for the normal functioning in the world. In the opinion of A. Giddens, identity is a prerequisite for the sense of security and subjectivity, self-acceptance and self-confidence (Rosner, 2003, p. 42). Constructing and maintaining identity is, apparently, of special importance due to the roles of identity, so crucial for the individual's participation in social life and the world.

Education as the Space where Identity Processes Come to Play

Self-interpretation largely takes place in the broadly taken educational process. During the process *a humancomes to life*, which is described by Małgorzata Malicka as a keystone or even the essence of the educational process (Malicka, 1996, p. 213). I am certain that the differences between the situation of women and men (in various areas of life) can be explained by referring to the paths their identities were formed but also to the education as the social area where learning is accompanied by personality formation based on the applicable standards, models, customs and stereotypes. In such a context, it is possible to discuss also identity imposed by education on both genders and for this reason I will consider education as the source of identity differences between women and men, and one of the reasons for their differing social situations.

Education and, more specifically, school contribute to copying gender-related stereotypes offering the popular cultural message. The division into female and male activities, jobs, features, behaviours is deeply rooted in the Polish culture and this is where education draws from. Stereotypical opinions largely define the direction of girls' upbringing in Polish families and schools and they do not level the differences in the social status and opportunities of girls/women and boys/men.

The differing situation of both genders in the social space is apparent in the course of socialisation, school education (starting from the school customs to the relations with peers, teachers, but also the contents, models and evaluation of female and male roles found in the handbooks, Siemieńska, 1997), the division of study disciplines and specialties into male and female, to the different situation of men and women in assuming and performing social and professional roles. The differences are clear in all those aspects. Although women and men are similar in many ways, in certain respects their situations differ only because of gender or rather its social significance. It should be noted that this difference takes the form of an explicit tendency to place women in inferior positions in various areas which was broadly described in Poland by e.g. I. Boruta (Boruta, 1996), H. Domański (Domański, 1992), A. Titkow (Titkow, Domański, 1995), D. Pankowska (Pankowska, 2003), E. Gontarczyk (Gontarczyk, 1995) A. Żarnowska, A. Szwarc (Żarnowska, Szwarc, ed., 1995), M. Fuszara (Fuszara, 2001), P. Budrowska (Budrowska, 2000), E. Pakszys or I. Reszke (Pakszys, Heller, 1999; Reszke, 1984). The male roles and jobs are more prestigious. This is how the society assesses them which means, we, the women, do the same.

During the school education, an individual participates not only in the didactic process. Besides learning (that is teaching and learning), various other phenomena take place at school. One of them is a process of socialisation that is learning social life. According to A. Giddens, socialisation is the basic channel of cultural transfer through times and generations (Giddens, 2004, p. 50). This is a process where a human learns to move about in the culture s/he lives in. The process can be divided into two stages. Stage one, primary socialisation, takes place in infancy and early childhood and is highly intense (learning to speak, acquiring basic patterns of behaviour). Stage two, secondary socialisation, covers older children and adults. The first socialisation stage takes place in the family while at the second the responsibility shifts to such institutions as schools, peer groups, organisations, media or work environment (Giddens, 2004, p. 51). Learning social gender roles outside the family takes place also at school, and when we consider the time spent there (even perceived in years), its huge impact in this respect becomes visible. The very essence of the socialisation process suggests that school (insitutional education creating a community) should be perceived as the place where values, standards and opinions of humans are shaped (Tillman, 1996, pp. 111–171). The socialisation process taking place at school enables an individual to create their social identity and contributes to shaping the individual identity.

The socialisation for gender roles by schools takes place at various levels. In this respect, school life can be analysed based on the criteria proposed by M. Chomczyńska-Miliszkiewicz (Chomczyńska-Miliszkiewicz, 2001). One of the criteria, as presented by the author, of analysing school life in the socialisation context covers school structure, teacher-student interaction and curriculum as the most important socialisation factors. Other suggestions include formal school organisation, leadership and disciplinary strategies, material contents and teaching strategies, social skills development, students' attitudes and behaviours. Another interesting proposal is the analysis of the socialisation process at school, distinguishing the mental area affected by it, that is intellect, emotions and social attitudes (Mandal, 1995, pp. 40–44). According to Eugenia Mandal, there are obvious differences in the intellectual training of particular genders. They start from different toys for girls and boys (at home, nursery school), through different games, books, curricula, and ending with different girls' and boys' patterns (consisting in e.g. appearance, behaviour, social roles, like profession or family role) promoted by mass media and literature (including handbooks) (Mandal, 1995). Socialisation accompanying the education process at the above-mentioned levels (intellect, emotions and social attitudes) contributes also to getting to know oneself. It helps the individual to build one's own self-awareness and the sense of identity. It works by enabling the individual to act (in various aspects) and by consequent experiencing oneself, but also by providing her/him with information on the self, one's place in the social structure (e.g. in the class), own abilities (tasks and grades) and how s/he is perceived by others etc. By creating the opportunities to act (even forcing to act) and thanks to the information on the self-offered to the individual (grades for school accomplishments, for conduct), the school contributes to getting to know oneself. However, the cultural message promoted by school is very important, as I have already mentioned. Its significance lies in its context-forming properties, offering the background for self-discovery. The context (culture) delineates, to a certain degree, our path to self-discovery by the promoted patterns, values, standards, ideals or rules of social life. The culture assesses a given component of social life in a specific way while it would be assessed differently in another culture.

Experiencing the value of oneself is inscribed in self-discovery. In this area, education (school) offers a vital source. Considering school as the source of opportunities to experience one's own value, it is possible to distinguish several areas of school life, contributing thereto, that is: teacher-student relations, peer relations (with the same and opposite gender), evaluating (in terms of grades but also opinions of others), verifying oneself in action (initiating activities). Those areas enable us to experience oneself, learn one's own value. This is interrelated with shaping self-esteem, a crucial component of human sense of identity. According to Kinga Lachowicz-Tabaczek, a statistical woman feels, interprets the world and behaves in a way resembling the one of people with low self-esteem. A statistical man, on the other hand, resembles people with high self-esteem (Lachowicz-Tabaczek, 2000, pp. 63–64). It can be inferred that low self-esteem is typical of women. High self-esteem promotes better adaptation, more efficient actions, helps to defend against adverse effect of failures and, eventually, "is a buffer protecting the individual from experiencing the anxiety, especially the existential one" (Lachowicz-Tabaczek, 2000, p. 64). Paradoxically, women reduce their chances to succeed by disbelieving in their abilities to do so. According to K. Lachowicz-Tabaczek, this derives from the women's acceptance of stereotypes, describing them as less competent and ambitious than men. Most women believe, once they have succeeded, that the success can be attributed to their luck or immense effort and not to their capacities (Lachowicz-Tabaczek, 2000, p. 66). Unfortunately, school contributes to such self-esteem shaping by offering the above-mentioned socialisation process.

Mirosława Nowak-Dziemianowicz has many doubts concerning education and its reference to contemporary reality. She asks if the contemporary education perceives the changes that have been taking place? Does it respect the approach to individuality, characteristic of the (post)modern culture? Does it allow to shape an individual identity of a human, identity detached from "the imposed, unvarying rules and models of life that used to define human life in the premodern era" (Nowak-Dziemianowicz, 2003, p. 282)? In her response, the author postulates to open humanist education to reflection or even change the firm certainty into the reflective approach.

Educational Biography and Discovery of Identity

If we wish to consider the role of education in the identity processes, we need to study education but from the perspective of the experience, emotions of its participant, or more precisely, its female participant in this case. Education should be perceived through the eyes of the participant, the subject of education. It is necessary to reach down to her educational biography. The educational biography covers the subject's history of participating in education. This participation covers a number of events, situations, interactions which took place in a specific period of time or, more exactly, during the educational process. The educational biography shows primarily participation of a specific subject in education. We learn about the history of the biography subject along the educational path, including schools attended, what type of student s/he was, what her/his relations with others were, what s/he learned and how s/he did it, what grades s/he had etc. An undoubted feature of the thematic biography is that it is always related to the holistic one, and even that "those two biography types are intertwined" (Helling, 1990, p. 17). Thematic biography is an integral part of the history of life of a given person and all the same it is not detached from the broad context of human life. For this reason, the educational biography may include also information from other areas of the person's life. This stems from the specific nature of human life, its multidimensionality. Education is intertwined with family life; references to education but also certain aspect of family life appears in professional life. Specific aspects of human activity are to a certain degree interrelated, they appear together, creating a general context of human life, her/his history. The context complements the thematic biography, detailing specific histories, presenting them in a broader plane. It adds what is not presented explicitly but also shows certain relationships. For this reason, it is so valuable as it offers in-depth knowledge of certain biographies and presents certain links.

Educational biographies are a potential source of knowledge on various aspects of the individual's participation in education. One of those aspects is identity. Identity formation is coupled with the formation of educational biography, accompanies the latter and becomes its constituent. According to Hanna Malewska-Peyre, by studying a given biography we stand a chance of "apprehending what is the least changeable in one's identity, best preserved in one's memory, most important for one's individuality" (Malewska-Peyre, 2000, p. 130). Identity is formed primarily during the school years, but the process goes beyond those frameworks, accompanying later education. Education, upbringing and socialisation are of crucial importance for identity formation, providing grounds for the identity processes. Within the education the individual is exposed to processes that not only form the personality of an individual and facilitate her/his socialisation, but also develop her/his identity. They provide information and situations helping to formulate oneself, to self-define, to create one's own picture, self-concept. The education, with its constituents of upbringing and socialisation, is processual and continuous, similar to identity formation. Studying someone's biography is, to a certain degree, getting to know the person and, consequently, her/his identity. Human identity itself, in its complexity and developmental nature, can be considered thematic biography: history when the individual identity is formed which is close to the narrative identity proposed by P. Ricouer. Biographies, that is life histories, are at the same time the histories of learning (Backe, Schulze, ed., 1979; Urbaniak-Zając, Piekarski, 2001, p. 80). Learning is an immanent component of human life regardless of the educational path of that person. In the course of learning (participating in education), the processual identity forming and sense of life constructing takes place. This means that in the educational biography you can find also the scope of life history pertaining to human identity.

Studying educational biographies of women, besides the educational path we can learn also the process of their identity formation, see the determinants of women's identity (the problematic identity of women, as I have already mentioned) ingrained in education. Thanks to such an approach, education can be perceived and analysed as the area of human life which significantly determines the identity of humans and primarily of women. According to Th. Schulze, pedagogical attempts always have "biographical references" (Schulze, 1979, p. 13), as upbringing is "a biography companion and in this way it structures individual biographies" (Jacob, 2001, p. 111).

Proprietary studies

Getting to know a given educational path, that is a certain school reality, educational reality, you create chances to pinpoint the constituents of the institutional education that participate in identity forming and influencing the individual, or more specifically a girl/woman here, in various (what type?) ways. What is more, there is a chance to learn if there are any differences in educational impact on identity, found at various stages, levels and forms of education. My particular interest was the women's perception of those aspects. I wanted to learn how the women perceive their education, if they believe their education was based on a stereotypical gender picture and to what degree, and also what their subjective assessment of such a situation is. These questions became grounds for turning my research interest to the institutional education area. As the identity processes are of special interest to me (how women perceive themselves, what their sense of identity is), my studies focus particularly on the interdependencies between the formation of the sense of identity and the institutionalised education. I therefore assumed as if by default that such interdependencies exist (it is acceptable in the qualitative studies) which is supported by the reference works from the field of psychology, sociology and philosophy.

Based on the focus of my studies, I formulated the following research subjects. These include s e n s e o f i d e n t i t y and e d u c a t i o n a l b i o g r a p h y. These notions need to be made more precise. This is especially important when you refer to the *sense of identity* which has an interdisciplinary nature, with significant differences in its definition. Having analysed the definition of identity, I assumed that the identity will be perceived from the subjective individual perspective which is why the term of the *sense of identity* will be more appropriate. Human identity is formed in the course of the psychosocial development of an individual and refers primarily to the conscious sphere. According to many authors, human identity must be discussed based on an individual's account of her/his subjective condition. It would be difficult to study the identity objectively also because the identity is not a stable state of mind that can undergo verifiable quantitative examination, but rather a dynamic process, experienced through narration constructed by a human existing in the world (Morciniec, 1995). As we are in the (post)modern era, based on the opinions of A. Giddens, Ch. Taylor or P. Ricoeur I assumed that we have a new identity form, a narrative identity, nowadays (Giddens, 2001; Taylor, 2001; Ricoeur, 1998). I assume that the narrative identity has a dual nature, that it is formed but still forming which is related to the continuous creation of one's own life history, biography. This means that creating individual biography is connected with developing identity narration. Even more so, as today the identity is a task to complete which a human should face and manage to do.

I understand the educational biography, the other subject of study, as a part of the comprehensive biography, covering the fraction of life in which educational activity of the individual takes place. Here, it is the participation in the institutional education. I intentionally focused solely on institutional (school and extracurricular) forms of education as I am convinced that this will enable to study this apparently broad area in detail. I am also aware that the forms of education omitted here are an important and vast research area requiring a dedicated study. Thematic biography, besides the information on a given individual and her/his activity in the area, offers also information on events taking place in the broadly taken social milieu that is the one going beyond the delineated area. The information offers a certain context of the educational biography, completing its picture and explaining certain threads at the same time. The context is of utmost importance for qualitative studies as it complements the information collected. In the educational biography (seen from the perspective of the individual educational activity), we find also information on her/his sense of identity at a given time of education. As I have already mentioned, identity formation overlaps with education in terms of time frames, with the latter being one of the factors influencing identity processes.

In the studies carried out, I distinguished two types of objectives: diagnostic ones, i.e. *diagnosing women's biographies and their sense of identity* and exploratory ones: *looking for bonds between the educational biography and sense of identity*. The studies were to offer answers to my questions related to the existence of the interdependencies (if any and what type) between the participation in education and forming (but also modifying) of the sense of identity. In other words, I wanted to know if the educational path selected by a given individual and its course (creating the educational biography as a result) affected (and in what way) the sense of identity of the said individual and, vice versa, if the individual's sense of identity was a determinant of the selection and course of the educational path of that individual. To arrange the information and to ensure transparency of information collected, I formulated two major research problems. The first was: what is the educational biography and sense of identity of particular respondents and what were its determinants? The second was: is there any interdependence between the educational biography and the respondents' sense of identity and what is it?

The studies were carried out by the biographical method or, more specifically, by a special type of interview included in the method, that is a narrative interview supported by the analysis of biographical documents. I carried the studies out from November 2003 to February 2005. The sample included 21 women from various locations in the voivodeship of Silesia, in Poland. The sample was selected purposively, with the only condition of selection being the gender: female. According to K. Konarzewski, the purposive sampling is the most appropriate for the individualising studies. It consists in including only the items that meet the set requirement in the sample (Konarzewski, 2000, pp. 107–108). In this case the requirement compliant with the research interest was gender (Maszke, 2004, pp. 84–85). Selection of the study sample is justified primarily by theoretical cognitive reasons stemming from the purpose of the studies and research questions formulated (Lamnek, 1993, pp. 187–194). In such studies the sample size depends on the theoretical saturation of the collected material. Saturation takes place when the analysis of consecutive cases does not bring any new threads, new information to the knowledge already obtained (Urbaniak-Zając, Piekarski, 2001, p. 24; Krüger, 2005, p. 161). Having collected the study material based on 20 interviews, I considered the material saturated and finished the studies (Pilch, Bauman, 2001, p. 283). I decided to analyse 18 interviews in greater detail.

During the study, the respondents were aged 28 to 47. 15 out of the 18 women whose interviews were qualified for further analysis were married (3 of them did not have children), 3 were single (none of them had children). More specifically: there were 4 respondents aged 28–30, 5 aged 31–35, 3 aged 36–40 and 6 aged 41–47. During the study, 5 women had university education, the other were well advanced in their university studies. Two respondents had their PhD degrees at that time.

The method was selected based on the specific subject of studies (educational biography and sense of identity). Narrative interview is introspective, enabling to reconstruct the educational path and offering opportunities to learn the sense of identity creation process. I also analysed biographical documents (school reports, keepsakes etc., Nowak, 1998, p. 103), as an auxiliary technique to support the introspection process. This was applied only to a limited degree: it was helpful during the interview as the respondents could aid their memory by means of the documents to facilitate narration.

Narrative interview, termed also a specific form of unstructured interview or indepth interview (Prawda, 1989), was developed by Fritz Schütze in early 1980s (Schütze, 1997). According to Heinz Krüger, narrative interview is a standard in the pedagogical and sociological biography studies (Krüger, 2005, p. 163).

I decided that the best way to analyse 18 interviews selected (totalling to 600 pages of text altogether) is to analyse the contents. This was determined primarily by the specific nature of the research area (Cierpka, 2000, p. 129). Using the contents analysis, it is possible to uncover the structure of the entire biography by dividing the biographies based on specific criteria and notions (Nowak, 1998, p. 105). This division was possible thanks to coding which “is equivalent to replacing parts of the text with labels representing text categories” (Konarzewski, 2000, p. 166).

Conclusions drawn from proprietary studies

The analysis of the study material (autobiographical statements) enables to consider education important for human identity. Although the presentation of the influence of education on the sense of identity had differing intensity, this influence was perceivable. Only one biography failed to present a direct impact of education on the sense of identity formation. However, the cross-section analysis of that biography revealed that education reinforced the sense of identity, the source of which laid in the family life which reflects the inter-penetration of various areas of human life and the indirect impact of education on the sense of identity formation.

Based on the presentation of women's biographies related to their sense of identity, the following aspects of education that strongly determine the sense of identity formation can be specified:

— **acquired educational experiences**. The longer the educational path was, the higher was the impact of education on the sense of identity formation; also the learning contents acquired were important.
— **level of education**. The higher the education was, the more it supported conscious creation of one's identity.
— **successes and failures at school, school performance**. They are the most important for the sense of self-confidence and self-esteem.
— **school environment and atmosphere**. Peer relations but also contacts with teachers are important.
— **teachers.** Not only their professional competence but also personality is important.
— **initiative and additional activity at school**. It is very important as it enables to test oneself, which means discovering oneself, but also develop.
— **changing schools and teachers**. This refers both to going through consecutive educational stages but also changes of teachers and schools at a given stage.
— **selection of field of study, profession**. A very important aspect is the way of selection (e.g. freedom to choose, compulsion) and motivation (e.g. interests, contingency).
— **adult education.** Adulthood, because of its developmental achievements promotes conscious participation in education, self-reflection and ability to improve more than previous developmental stages.

The above-mentioned factors of the sense of identity can be termed socio-cultural, ingrained in education. They prove that education to a significant degree participates in the identity processes, being a crucial context for and the area of the sense of identity formation. Analysis of the collected biographies enabled to distinguish certain constituents of education as particularly important for the identity processes. This makes it possible to examine the identity forming processes in the field of education in greater detail.

In the studied biographies, the education-related determinants were accompanied by other identity factors: genetic determinants, family determinants, family structure and bonds, social context, stereotypes and cultural gender dimension, social roles played, especially maternity, socio-economic reality, job, body and its appearance, diseases, specific local environment, marital status and married life, emancipation, leaving family house.

The above-mentioned factors, both those belonging to the sphere of education and those outside it, do not refer to single biographies but at least to a couple of them. Most of them recur frequently and some are found in all the biographies. In a sense, this makes them universal for a given group.

The analysis of the statements of the female respondents related to their sense of identity reveals one more, equally important aspect. The respondents describing themselves used the terms referring to their whole biographies, whole life but also the ones significant also to a certain stage of life, that is education. This shows a certain specific property of the identity phenomenon which is the fact that human identity is both stable and changeable. What is more, the sense of stability despite the ongoing changes is a crucial identity criterion, enabling to retain the sense of permanency which means a sense of connection between who you were in the past and who you are at present.

The research material includes also aspects related to identity criteria, especially individuality and integrity. This stems from the statements presenting oneself in the group. Sometimes this statement suggests that the respondent feels a group member and identifies with it, saying *we* (social aspect of identity). Somewhere else, the same respondent says *I* and when she talks about the group, she uses *I* and *they* (individual aspect of identity). This shows that the dual nature of a human being corresponds to the two-aspectual sense of identity.

The analysis of the accumulated research material leads to the conclusion related to the significance of the respondents' age for the quality of their participation in education. There is a clear tendency that the attitude towards education and commitment to fulfilling obligations related to the participation in education change positively in time. It turned out that in the studied group of respondents middle age proved to be a factor significantly facilitating participating in education (see: Havighurst, 1981). According to the respondents, middle-age learning entailed a much greater awareness of the education role and significance and also more constructive commitment to fulfilling the obligations stemming from the educational activity undertaken. When compared to the earlier stages of life, the middle-age education was perceived by respondents as the source of opportunities and satisfaction. It is even more important as in many cases the middle-age education was started after a long break and it was accompanied by certain problems stemming both from the break and from age and the multitude of obligations. Case analysis showed that the maturity and experience enabled to overcome the difficulties so well that the respondents achieved at least equally good results learning as they did during the previous educational stages. In half of the studied biographies, the results were much higher than the grades at the secondary or primary school when they had, interestingly, a smaller burden of obligations.

The above-mentioned tendency is, to a certain degree, inscribed in the human development concept by Carl G. Jung for whom middle age is a special period in life due to the individualisation process taking place at that time. Individualisation promotes expression of one's individuality. It consists in "expanding the field of consciousness with the unconscious contents and acquiring the ability to include the archetype impact on the experience of oneself and the world" (Gałdowa, 1995, p. 141). Consequently, individualisation leads to changing the developmental orientation from the external to the internal one, reaching inside oneself and, as Jung says, accepting oneself. This means that the individualisation process is of immense importance for shaping the sense of identity in middle age as it enriches it significantly.

The accumulated research material shows also that not only the education determines the sense of identity, but also the sense of identity can determine education. This is particularly explicit for the adulthood participation in education. According to the biographies of respondents, the impact of the sense of identity on their participation in education is not that clear in primary and secondary school (although to a certain degree it can be seen in three biographies) as it is during the university education. In the group of respondents studied by me most women started their university education when they were adults, or more specifically, they were middle-aged. The awareness of oneself, of one's own capacities, as can be inferred from Jung's concept and proved by the research material, is much higher in the middle age than in the earlier stages of life. The accumulated biographies show also that in the middle age the abilities to create one's own sense of identity and using education theretofore are much higher. Education becomes a conscious tool for self-creation. The longer the education lasted and the higher stage of education a given women was at, the better she was able to use education to create her sense of identity but also biography. According to the research material, this was connected both with age (and consequent maturity) and with the educational level, translating into certain awareness and horizons.

This means that institutionalised education is a crucial space where the identity processes come to play. It requires further exploration especially in the specific postmodern context.

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Edukacja jako przestrzeń rozgrywania się procesów tożsamościowych – na podstawie narracji edukacyjnych kobiet

Streszczenie

W tekście Autorka podjęła rozważania teoretyczne, jak też zaprezentowała wyniki badań własnych nad zagadnieniem kształtowania się tożsamości kobiet w kontekście auto/biografii człowieka, odnosząc się do kategorii tożsamości, ze szczególnym uwzględnieniem biografii edukacyjnej nazywanej przypadkiem szczególnym biografii tematycznej (istotnym dla kategorii tożsamości) oraz kategorii narracji, kluczowej dla pojmowania zjawiska auto/biografii. Biografia człowieka jest nieocenionym źródłem informacji o jego życiu, o danym człowieku. Poznając biografię danej osoby zbierając o niej informacje, poznając jej historię, czy to od niej samej (biografia przekazana poprzez relację autobiograficzną), czy to z materiałów biograficznych, jak np. pamiętniki, dzienniczki, listy, wspomnienia innych. Jak pisze Autorka, jednym z kryteriów tożsamości jest poczucie ciągłości siebie w czasie. Kryterium to może być spełnione dzięki pamięci autobiograficznej, czyli pamięci zdarzeń osobistych i faktów autobiograficznych. Z pamięcią autobiograficzną silnie wiąże się problematyka biografii. W tekście tym Autorka ukazuje specyficzne splątanie trzech kategorii: tożsamości, pamięci autobiograficznej i biografii.

Słowa kluczowe: biografia tematyczna, narracje edukacyjne, historie uczenia się, historie życia, samostanowienie, edukacja kobiet, samorozwój.

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Sabina PAWLIK
https://orcid.org/0000-0002-9775-7856
University of Silesia in Katowice
e-mail: sabina.pawlik@us.edu.pl

Personal and social dimensions of the theatrical activity of people with autism spectrum disorder – the case study of the 'Authentic Artists' theatre group

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Editorial preface

One of many books popularising the theory of transactional analysis, written by Muriel James and Dorothy Jongeward is entitled *Born to Win*. It is, at the same time, one of key elements of the transactional analysis theory, saying that we can "win our life" in the sense of supporting our personal development and realizing our own potential. Unfortunately, sometimes this process can be made much more difficult due to one's disability. The author describes an example of a specific activity, namely theatrical activity of people with autism spectrum disorder. She shows the specificity of self-expression, development, getting to know oneself and undertaking actions for oneself, becoming victorious in this disorder and despite difficult relations with one's environment. In the aforesaid activity, there are specific transactions that have to be "explained" in both ways. The recipient cannot be passive, they have to concentrate on the uniqueness and originality of a message. From the point of view of transactional analysis, it is a specific way of communication, transactions go there beyond a classic framework, one cannot use simple diagrams and classifications. At the same time, the experiences of the actors and the audience show that it is an experience that allows for developing the right attitudes and that leads to being victorious, not by playing a given role but by talking about oneself through that role.

Zbigniew Wieczorek

Abstract

The theatre, in which the actors are people with autism spectrum disorder (I use the term "autism spectrum disorder" as the development of a person suffering from autism is not always linked with disorders that significantly make their functioning difficult or make them suffer), has not been researched extensively yet. Most of the texts consider the therapeutic contexts of theatrical activity performed by people with autism spectrum disorder, or even interventions against them using theatrical techniques. In this article, the author looks for a different perspective on the phenomenon of theatrical activities performed by people with autism spectrum disorder. The presented research aimed at showing the activities of "Authentic Artists" theatre in two dimensions: personal and social. The research method used was a qualitative study of an individual case, which was the theatre group of people with autism spectrum disorder, "Authentic Artists" from Łódź. The research showed that theatrical activity can be a source of personal satisfaction and fulfillment for people with autism spectrum disorder. The theatre also turned out to be a place to establish relationships and make friends. It was shown that the activity of "Authentic Artists" also has an emancipatory potential, being a space for searching for one's own forms of identity and creativity.

Keywords: autism spectrum disorder, creativity, theatre, emancipation.

Introduction

Till the second half of the 20th century, the approach to people with disabilities was shaped by a medical model of disability, which negatively influenced social attitudes towards them. People with disabilities were not perceived as society members actively creating the public sphere. Jolanta Rzeźnicka-Krupa remarks that even nowadays people with disabilities "[…] are located on the margin in the world of social relations, which […] creates, strengthens and maintains the phenomenon of auto-marginalisation and socio-cultural exclusion" (Rzeźnicka-Krupa, 2009, p. 9). Putting disabilities in the area of medical discourse, not only made "non-medical" opinions on people with disabilities void, but above all deprived these people of their voice, making them socially non-existent. Nowadays, there are attempts to break the monopoly of healthy people's opinions on disabilities, to get away from traditional, medical, rehabilitation and individual discourse, and to focus on humanistic discourse, where a lot of attention is given to reflection on freedom, subjectivity and autonomy of people with disabilities.

In the volume devoted to theatrical activity of disabled people, *Therapy and Theatre. On the Issue of the Theatre of Disabled People* (*Terapia i teatr. Wokół problematyki teatru ludzi niepełnosprawnych*), Rafał Zięba notices that silence understood as voice deprivation of people with disabilities, being a consequence of traditional discourse, has been broken in the theatre area (Zięba, 1999, p. 30). It offers people with disabilities "an opportunity to combat well-rooted psychosocial attitudes isolating disabled people, an opportunity to break free from the feeling of alienation, loneliness and helplessness" (Jajte-Lewkowicz, 1999, p. 7). Thanks to the theatre, people with disabilities have an opportunity to speak in their name. The theatre makes them treated with respect, perceived as individuals able to make independent, responsible decisions. Of course, on the condition that they are given a chance to transform their own experiences into the matter of a given play, and their unique way of speaking is taken into account (Zięba, 1999, p. 30). In her concept of "The Theatre Conditioned by a Person" Anita Stefańska promotes the theatre of people with disabilities as "an exceptional place of meeting another person who offers (a spectator, another participant) their original, unique way of feeling and comprehending the world, suggests other means of expression deriving from their different sensitivity" (Stefańska, 2011, p. 422). Similar thoughts can be found in the reflections of Lech Śliwonik on "the theatre for life" as he warns against imposing one's own visions on an actor with a disability, sticking to one role, previously chosen for them and trying to make a play "like in an ordinary theatre," subject to the director's vision, not taking into account the actor's sensitivity and their way of functioning (Śliwonik, 2006). Toon Baro, a therapist and director of Belgian *Tartaar* theatre remarks that "Apart from the right to develop, the theatre provides disabled actors with something else: an opportunity to express themselves, to show their discoveries to the whole world – their audience […] The Theatre allows them to show their feelings on stage, in their own pace, based on their own intuition, using their own symbolism, gestures and words, which they have chosen for this very part, at this very moment" (Baro, 2006, p. 77).

At the theatre of people with disabilities the most important thing is to discover and comprehend their world, to concentrate on their personality and uniqueness and to give them the right to be equal partners and to co-create an artistic event such as a theatre play. Otherwise, such a person is deprived of their identity, logic and truth (Zięba, 1999, p. 31). Andrzej Wojciechowski notices that „We also deal with falsification when a work of culture called a work of the disabled is not like that at all – it is a work of a therapist made by the disabled hands, bodies or voices – hence the necessity to tell the truth about this work" (Wojciechowski, 1999, p. 19). The theatre which follows a disabled person, letting them speak "with their own voice," in their name, letting them interpret the world differently, use their personal means of expression offers a space for an act of communication and understanding between "normality" and disability, creating a space of reciprocity and meeting (Godlewska-Byliniak, Lipko-Konieczna, 2017, p. 9). "I am convinced that a theatre play […] should […] be art, beautiful and engaged in a dialogue with the audience – and at the same time, it should support cultural emancipation of disabled people," writes Baro (2006, p. 75).

The theatre of people with autism spectrum disorder

The theatre, in which the actors are people with autism spectrum disorder, has not been researched extensively yet. Most of the texts consider the therapeutic contexts of theatrical activity performed by people with autism spectrum disorder (cf. Corbett, 2011) or even interventions against them using theatrical or drama techniques (Corbett et al., 2016).

It might seem that autism spectrum disorder and theatre are poles apart. If, as a point of reference, we take the model of autism focused on deficits, the model that describes its essence in terms of "lacks" and "delays," according to which it is something undesirable and worse than non-autism that we identify as a "norm" (Płatos, 2018), there arises a question how a person with communication deficits, with no social reciprocity, excessively attached to routine and with limited interests (APA, 2013) can stand in front of the audience as a rightful actor equipped with the ability of artistic expression. Social and cultural frameworks of autism perception turn out to be very important. Mateusz Płatos (2018) notices that "in the short history of autism its affiliation to known concept categories (illness, disorder, disability) has changed dynamically with time." The introduction mentioned that the medical and rehabilitation discourse concerning disability, including autism spectrum disorder, is gradually giving way to a different approach. An example of re-defining autism can be the concept of ASC (Autism Spectrum Condition) proposed by Simon Baron-Cohen, where the word "disorder" is replaced with "condition." In the author's opinion, this suggestion takes into account reservations of people with autism, who consider the term "disorder" as stigmatizing, whereas "condition" covers both their strengths and difficulties they experience (Rynkiewicz et al., 2019).

Another way of talking about autism is the concept of neurodiversity coming from the movement of autism self-spokesmen. Simplifying, it assumes that autism is another neurological version, a different, equally good way of being a human creature. Although there is no place in this article for a detailed description of the neurodiversity concept and scientific discussion about it, it is worth quoting social and ethical consequences of this approach. According to this concept, it is essential that people with autism spectrum disorder receive support that respects genuine forms of human diversity, expression and ways of being. It is not without a reason that one of few texts on the theatre of people with autism spectrum disorder is entitled *Neurodiversity on the Stage: The Effects of Inclusive Theatre on Youth with Autism* (Kim, 2015). Although it is not completely free from therapeutic discourse, a special emphasis is placed on issues concerning participation, participation of people with autism in theatre, and on the inclusive dimension of this activity (Kim, 2015). According to the authors, theatre as performative art creates social space where pre-established norms and values might be suspended and changed, offering an opportunity for personal and social change (Kim, 2015). In the article *Autism and comedy: using theatre workshops to explore humour with adolescents on the spectrum* (May, 2017) the author notices that actors with autism are not artists despite their condition but this condition opens a new door of artistic expression to them. Michał Borczuch, the director of

Paradiso play, performed by actors with autism and based on their improvisation with professional actors, in an interview with Agata Dąbek (2017) remarks that thanks to cooperation with people with autism spectrum disorder, the authors (healthy) had an opportunity to reject the categories based on traditional dichotomy *normative – non-normative*. What is usually treated as an exception to the rule, in theatre could be perceived as subjective and unique (Dąbek, 2017, p. 414). Theatre work with people with autism spectrum disorder convinced the authors that autism is not that far from the way the non-autistic majority functions. They also appreciated exceptional imagination of actors with autism spectrum disorder and unique sense of their utterances guided by subjective, internal logic (Dąbek, 2017, p. 413). In conclusion, theatre where actors are people with autism might become a way to explain and to celebrate this autistic difference.

Methodological framework of the research

The research focuses on theatre performance of teenagers with autism spectrum disorder. It aimed to present the activity of "Authentic Artists" theatre in two dimensions: personal and social. The main research question concerned the personal and social importance of the activity of the "Authentic Artists" theatre group. It was interesting to see how those teenagers with autism spectrum disorder perceived their own theatrical activity and in what way theatre can develop social awareness of autism.

The method of the research was a qualitative case study. It was an *instrumental* case study (Stake, 2009, p.628), where a particular case, i.e. the "Authentic Artists" theatre group served to broaden knowledge about a bigger phenomenon, i.e. theatre of people with disability, and in this particular case theatre of people with autism spectrum disorder. The qualitative case study showed the following elements:

1. Activity and functioning of "Authentic Artists" theatre
2. Historical background of the activity
3. Personal and social dimension of theatrical activity of people with autism spectrum disorder
4. Informants: the group leader, an actor with autism spectrum disorder and his parent.

The data was collected by means of an interview with Janek[1] – an actor with autism spectrum disorder and his parent, the analysis of documents provided by the group leader and posts in social media. The interview with the actor was run online. At the beginning of the interview, in the presence of his parent, the aim

[1] The name was not changed. Permission was given to use his real name. Janek is a self--spokesman, a public person, an actor.

of the research was explained to Janek and I asked for consent to record the interview. During the whole interview, the parent was nearby. Once the conversation with the Actor was finished, they joined the meeting to talk freely about their experience related to their son's theatrical activity.

The documents were provided by the group leader. These were notes on the theatre group created for the media, a record of an interview with co-creators of the group and a fragment of a book on "Authentic Artists."

Activity of "Authentic Artists" theatre

The theatre map of Poland does not contain many theatrical activities engaging people with autism spectrum disorder. The "Authentic Artists" theatre group is one example. I learned about the group thanks to my cooperation with the Foundation *Autism Team* from Łódź. One of the Foundation's field of activity is the Club of Aware Youth, which "gathers various, young people, who act together for issues that are important for them and their environment." The Club's author and organizer is Janek Gawroński, a self-spokesman with autism spectrum disorder. And it is his person that joins the club and the theatre. Janek says that many of his fiends are active both in the Club and in the theatre. These two forms of activity merge and have a common goal. "In this aspect, there is a possibility to change people's attitude towards autism. Joining the forces of "Authentic Artists" and the Club of Aware Youth to make the world better," says Janek.

The "Authentic Artists" group has been active since 2014 and was established in the same year in Primary School No 128 in Łódź. It was the idea of two teachers and therapists from that school, Agnieszka Sylwia Pisula and Wioletta Jadczak. Currently, the team is led by: Agnieszka Sylwia Pisula, Marcin Nowak, Anna Zielińska and Monika Pakuła-Żelazo. The group's activities are supported by Maria Pielas – the school's principal. The first two shows were performed in a culture centre. In 2014, it was *The Little Prince – a great story about learning* (*Mały książę – wielka opowieść o poznawaniu*), in 2015, *A Week in Blue* (*Tydzień w kolorze blue*). The next two shows were: *We are talented – a beautiful and wise story about worries* (*Mamy talenty czyli piękna i mądra bajka o troskach*) (2016), *Four Cultures – One World* (*Cztery Kultury – Jeden Świat*). The last performances showed in the Grand Theatre, on the cameral stage, were *Dreams in the Backpack* (*Marzenia w plecaku*) and *Tales* (*out*) *of This World* (*Bajki* (*nie*) *z tego świata*). In 2020, the group was working on the show *About Us Diversely* (*Różnorodnie o sobie*). It was supposed to be a special event, as it was to be performed for the first time on the main stage of the Grand Theatre in Łódź. Unfortunately, like Janek said, "The pandemic called off the show." The group's Facebook profile had the following post uploaded:

> Dear Ladies and Gentlemen,
> All Small and Big People, thanks to whom our Theatre develops and reaches for new projects,
> Dear Fantastic Actors of the Grand Theatre in Łódź,
> Dear Fans,
> Dear Friends,
> Always Reliable – Head, Colleagues, Parents, Pupils of Special Needs Primary School No 128
> Today we were supposed to enjoy the first night of our new play. We were waiting so much for this moment. It would have been our first performance on the main stage of the Grand Theatre.
> We do not want to write about emotions that inhabit us today. We would like to tell you that we miss our rehearsals, the unique atmosphere of the theatre, contact with other people, play and real adventure. In our thoughts and in our hearts, we are with you.
> We remember about every person met on our path. We would like to tell you that we will come back…We are just saying see you later.

Participation in theatre gives me joy and freedom in spectrum

According to Władysław Dykcik, artistic activity, including theatre performance, has got a self-realisation, anti-depression and anti-frustration sense (Dykcik, 1999, p. 35). While participating in theatrical activities, an actor discovers their own potential to change, strives to go beyond their boundaries, reaches a higher level of their development. In fact, it is the same in the case of our interlocutor. His words illustrate it best: "I have got a feeling of pleasure and strength after a performance. I feel mentally strong after a performance, I go home happily and, for example, wait with my friends for Facebook comments. Mental strength that we have made it. This is what I and my friends usually enjoy. That people applauded us and it gave me the feeling of strength and pleasure."

For Janek, being on stage is a source of personal satisfaction and fulfillment. It meets one of the most important human needs, i.e. the need of respect and recognition. In her book *People with autism spectrum disorder. A Manual of Empathetic Pedagogy* (*Człowiek w spektrum autyzmu. Podręcznik pedagogiki empatycznej*) (2018) Joanna Ławicka remarks how important it is to give people touched with autism "a sense of empowerment" and success by modeling social situations they participate in so that they have an opportunity to do their best and win other people's approval. Theatrical activities create such an opportunity. One person cooperating with the "Authentic Artists" group recalls: "[…] he threw himself in my arms and cried euphorically, 'We've made it! We've really made it!' This boy's gesture was the most precious sign of appreciation among all nice words and congratulations received that day as I realized what kind of struggle this young actor had had to go through, how many weaknesses he had had to combat."

In their lives, people with autism rarely get a message that they are extraordinary. Theatre can become a place where they have an opportunity to experience success. One of theatre co-founders remarks: “We can see how these artists become more and more open, combat their weaknesses and anxieties, integrate with other people, and achieve a great success at the end.”

Another important need that theatrical activity can satisfy is self-fulfilment. Janek illustrates it very vividly: “Participation in theatre gives me joy and freedom in spectrum.” When I asked him to be more precise about freedom in spectrum, he responded that “Freedom in spectrum means I can use my free time for free time and not for therapy and education, I can cherish my passions. And this is the most important thing. I am against objects of therapy-making. Theatre is a bit of therapy and a bit of passion, but first and foremost, passion.”

Theatre meets the need of self-fulfilment by giving actors with autism spectrum disorder an opportunity to realise their passions and potential. They need it even more as their only everyday experience of “appreciated” potential is “progress in therapy” (ibidem, p.68). This is what Janek rebels against, saying that he is “against objects of therapy-making.” For him, theatre is a “space of freedom,” free expression and joy deriving from it.

I teach my audience how to applaud quietly

„Making some people meet other people that they would normally not meet, arranging situations, confrontations, exchange, co-existence and cooperation is in this perspective not only a process of achieving a certain result, but the result in itself” (Ogrodzka, 2016, p. 189) – this is an essence of relational art, where the emphasis is switched from creating works of art to creating relations. Artistic activity, including theatre, can act as de-alienation as an individual addresses the world. In the interview, Janek repeats more than once that relations that he develops within the framework of his theatrical activity are very important for him. When asked for reasons why he considered one of the shows the most important one, he answered, “Because I had a friend, unfortunately he’s already graduated from my school, who played a hyena and stole the hearts of the whole audience.” In his theatre manifesto, he regarded relations as the foundation of his activity. “I make friends with mates,” he wrote.

The relational, communal nature of artistic activity lies not only in the opportunity to build direct relations, but is also created with the help of signs, symbols or codes attributed to the language of theatre. The authors, Katarzyna Krasoń and Beata Mazepa-Domagała remark that, „The act of creating a work of art is a communion with oneself, but one accepts the thought of letting the third party – the recipients – participate in this specific intimacy. It meets the need of contact, communication, expressing oneself” (Krasoń, Mazepa-Domagała, 2003, p. 13). Marian Golka (2008, p. 210) notices that „A work of art is a certain ‘letter’ written to anonymous addressees, and though it expresses individual experiences, they might be, even if not read carefully, important to many recipients, for whom there is only one thing which is always important, namely that a particular individual is a sender." "The audience is essential. Thanks to it, our work makes sense. Our actors reflect in it. Thanks to it, they can see how much work they put in. Our audience is getting bigger and bigger. Initially, these were the actors' nearest and dearest and their school friends, next there were invited guests and finally a bigger audience– children from kindergartens and primary schools – joined in. Soon there will also be teenagers and adults," notices one co-founder of "Authentic Artists."

Janek emphasises that in his opinion performances can shape the audience and make society more sensitive to the needs of people with autism spectrum disorder: "I would like to mention this show as we were supposed to play peas, difficult smells were to be played, an egg maybe, ketchup and chocolate and coffee, but the pandemics called it off. The play talks about the whole diversity of people with autism and food selectivity in its different aspects. The play was to teach about autism and the power of diversity." Answering my question on the aforementioned power of diversity, the actor explains that "this person does something else, this one something else and this one as well. And that is how it looks. The power of diversity… I can refer to the last-year play and I can say not differently but with diversity." In the aforementioned manifesto and more than once during the interview Janek emphasises, "I teach my audience how to applaud quietly."

For him, theatrical activity complements his self-spokesperson activity that he has been running for a few years, "In this aspect, there is also a possibility to change people's attitude towards people with autism spectrum disorder. Joining the forces of "Authentic Artists" and the Club of Aware Youth to make the world better." The actor thinks that his both activities often overlap, "And I have some friends at the club of aware youth […] The media saw [the performance – S.P.]. Once, for example, the third channel of Łódź Television visited us before a rehearsal and during the performance, during the general rehearsal, and later on, on the opening night, the media asked me about my letter about Community Self-Help Homes, to the former minister of Family, Work and Social Policy, Ms Rafalska, so I also talked about that."

In fact, the theatrical activity of "Authentic Artists" has the hallmarks of self-theatre, where actors (authors) speak from the stage from themselves and about themselves, refer to their own experiences, test their own limits, expose weaknesses (Krakowska, 2016). The essence of self-theatre is formed by the Actors of Theatre 21 (Teatr 21)[2] and expressed in this remark: "In this theatre actors talk about themselves" (*21 myśli o teatrze*, 2016). Its ideal is expressed in the following way: "Why do people need theatre? To be open to other people." On the other hand, the rule of self-theatre is formed by this remark: "An actor can see a spec-

[2] Teatr 21 is a theatre group whose actors are mainly people suffering from Down's syndrome and autism. During 15 years of its activity, it has created several performances presented in theatres and cultural institutions all over Poland.

tator, and the spectator can see the actor." "These three points guarantee that theatre can be a place of empowerment, and not playing and watching," notices Krakowska (2016).

Conclusion

The research presented in the article shows that theatrical activity can be a source of personal satisfaction and fulfillment for people with autism spectrum disorder. It offers them an opportunity to realise their passion, satisfying the need of fulfillment. Theatre also turned out to be a place of co-existence and cooperation – supporting relation development and making new friends.

The activity of "Authentic Artists" has also an emancipatory, empowering potential, it is a place where people with autism spectrum disorder can be seen and heard, bringing benefits not only to themselves but to the whole community (cf. J. Rzeźnicka-Krupa, 2018). Justyna Sobczyk and Magdalena Hasiuk, the curators of the Project "More than Theatre" („Więcej niż teatr") wrote: "Quite often it turns out that theatre (art) of people with disabilities becomes a centre for articulating issues important not only for this environment […] (Sobczyk, Hasiuk, 2016). And it is the case of „Authentic Artists" theatre. Looking at their activity, one can see how art strengthens emancipatory aspirations of "excluded" individuals, defending their right to freedom and expression. It constitutes a space of looking for one's own form of life, identity, artistic work, play, a certain asylum for people who are described by oppressive society as misfits" (ibidem); saying it in Janek's words, "This play was to teach about autism and the power of diversity."

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Osobiste i społeczne wymiary działalności teatralnej osób ze spektrum autyzmu na przykładzie grupy teatralnej „Autentyczni Artyści”

Streszczenie

Teatr, w którym aktorami są osoby ze spektrum autyzmu nie doczekał się jeszcze wielu opracowań. Większość tekstów rozpatruje terapeutyczne konteksty aktywności teatralnej osób ze spektrum autyzmu lub wręcz działania interwencyjne wobec nich przy użyciu technik teatralnych. W artykule autorka poszukuje innego spojrzenia na zjawisko teatru osób ze spektrum autyzmu. Przedstawione badania miały na celu ukazanie działalności teatru „Autentyczni artyści” w dwóch wymiarach: osobistym i społecznym. Zastosowaną metodą badawczą było jakościowe studium indywidualnego przypadku, którym był teatr osób ze spektrum autyzmu „Autentyczni Artyści” z Łodzi. Badania ukazały, że działalność teatralna może być dla osób ze spektrum autyzmu źródłem osobistej satysfakcji i spełnienia. Teatr okazał się również miejscem nawiązywania relacji i zawierania przyjaźni. Zostało ukazane, że działalność „Autentycznych Artystów” posiada również potencjał emancypacyjny, stanowiąc przestrzeń poszukiwania własnych form tożsamości oraz twórczości.

Słowa kluczowe: spektrum autyzmu, twórczość, teatr, emancypacja.

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Krystyna MOCZIA
https://orcid.org/0000-0002-8125-9940
University of Silesia
e-mail: krystyna.moczia@us.edu.pl

The (un)commonness of being ill. The kaleidoscope of colours, smells, and tastes in hospital school

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Editorial preface

The quality of life, self-satisfaction and the feeling of one's worth depend to a large extent on recognition signs which we give and receive from others. The theory of transactional analysis emphasizes the importance of positive and unconditional recognition signs. However, due to the fact that a human being is a transactional individual, every type of recognition shall be better than lack of it. In an ordinary life situation, the needs of "being noticed" are usually met. It is different in case of big changes in the way of functioning, e.g. hospitalization or separation from others. Boredom, nothing to do and helplessness in case of hospitalization limit the exchange of recognition signs, leading to transactional hunger. The situation is particularly difficult for children, who are usually not able to deal with lack of stimuli successfully. From the point of view of transactional analysis, boredom and no possibility to act are not only discomfort but a serious developmental issue. A change in everyday routine, stimulation and encouragement to act is not only amusement but a therapeutic activity. Apart from interaction, the character of medical treatment requires diversified stimulation of senses, which should be clearly rewarding for the Child ego state. A meal can be eaten alone but it can be also an opportunity to maintain interaction and to enjoy the smell and atmosphere.

Zbigniew Wieczorek

Abstract

The research has been aimed at examining how children and teenagers perceive their everyday life during their hospitalization and to show the ways that allow these patients to leave behind unpleasant emotions resulting from both the illness itself and the monotony of being confined to a hospital. The everyday life has been presented here as both commonness and uncommonness. Furthermore, solitude and boredom have been discussed as states experienced by pupils suffering from protracted diseases, followed by a presentation of teacher-therapists' reflections on (un)commonness of their work in hospital conditions. The research has been conducted with the participation of pupils and teachers at Special Needs Elementary School No. 38 and Special Needs Junior High School No. 38, both of which constitute departments of the Independent Public Clinical Hospital No. 1 in Zabrze.

Keywords: everyday life, protracted disease, hospitalization, hospital school.

Introduction

In the life of a child, every illness is an undesirable phenomenon. It permeates and disrupts the child's development and everyday activities. Cancer particularly penetrates and damages this immature organism, attacking both *some* and *psyche*. Additionally, the experience of being hospitalized in the haematology/oncology ward has a detrimental effect on the patient's state of mind. So do separation from relatives and isolation from basic educational environments, which increase pain, suffering, anxiety and uncertainty of the ill child. The white or grey of the hospital, the monotony of surroundings and social contacts, the smell of canteen food can intensify negative feelings of patients. What may offer hospitalized children a certain substitute for commonness and normality are the activities organised in the hospital school (cf. Antoszewska, 2006; Binnebesel, 2000, 2003; Mickiewicz-Grudzińska, 2011; Moczia, 2010, 2016, 2017; Samardakiewicz, 2011). They often lend colour to the world of illness. Despite the uncertainty, the drips or pumps, the nausea and other unpleasant aspects of this life, *here and now* such activities let one hope for a better tomorrow (cf. Murawska, 2016).

Nowadays, the subject matter of everyday life is no longer "uncommon" in specialist literature published in the fields of sociology, psychology and educational studies. In Poland, the scholars who have devoted their research and publications to this issue were, inter alia, the authors of a monograph titled *Socjologia codzienności* (*Sociology of everyday life*), edited by Piotr Sztompka and Małgorzata Bogunia-Borowska (2008), and a volume titled *Barwy codzienności. Analiza codzienności* (*The colours of everyday life. Analysis of everyday life*; Bogunia--Borowska, 2009).

Among publications in the field of educational studies, which deal with everyday life issues, worth mentioning is *Codzienność w szkole. Szkoła w codzienności* (*Everyday life at school. School in everyday life*, 2010), edited by Maria Dudzikowa and Maria Czerepaniak-Walczak, as well as a duet: *Codzienność szkoły. Uczeń* (*Everyday life of a school. Student*; Bochnio, Nowasad, Szymański, 2014) and *Codzienność szkoły. Nauczyciel* (*Everyday life of a school. Teacher*, Łukasik, Nowasad, Szymański, 2014).

In the group of special needs educators, everyday life has been analyzed by Zenon Gajdzica (2009, 2010), Magdalena Bełza (2014), and Dorota Prysak (2014, 2015), but their interests lay mainly in intellectual disabilities.

Problem of Research

What is everyday life? Theoretical considerations

Zygmunt Bauman was of an opinion that:

> In the past the word *everyday*, whenever one chanced upon it, brought first to mind associations with *routine*. Monotony. Today is the same as yesterday; tomorrow is going to be the same as today […]. Everyday life exuded the sense of safety, the certainly as to what is going to happen […]. The daily bread and lack of deceptive temptation. Absence of surprises and amazements. Peace and boredom (2009, p. 77).

According to another sociologist, Piotr Sztompka, "the everyday represents the most obvious form of being, present in direct experience, the most real and overwhelmingly imposing on our perception"[1] (2008, p. 25). It is not contrary to the festive and is not of an elite nature. Particular elements of life are equal, although they may occur with varied frequencies. He also believes that everyday life should not be equated with private, "home" life.

Sztompka distinguishes features of everyday events and practices:

1. everyday life always denotes life with others, in the presence of others;
2. everyday events are repetitive, cyclical, rhythmic, and routine;
3. sometimes they take ritual forms, performed according to a certain scenario;
4. everyday life involves our carnality, our biological equipment with all its limitations, weaknesses and infirmities, but also with its potential, strength and capabilities;
5. everyday life is located in a specific space, in a particular place;
6. episodes of everyday life have a certain durability and time range.

Marian Golka's stance is that uncommonness has to a certain extent been annexed to the area of everyday life (2009). He expresses the view that the reasons for distinguishing everyday life from uncommonness are:

- the attitude to time, i.e. the so-called *calendar greying out* (dwindling number of days and even moments experienced as exceptional);
- the attitude to *sacrum* and *profanum* – the prevalence of states experienced without the feeling of attentiveness, uniqueness and rapture;
- the attitude to space, understood as the decrease in the number of exceptional or unusual places;
- the attitude to clothing and other accessories of appearance;
- the attitude to aesthetic and artistic values present in art;

[1] All transl. – author.

— the domination of well-known, repetitive, almost routine issues;
— the attitude to play which stops being unique and becomes a daily entertainment, filling every free moment (cf. Wojnar, A., Alma Mater http://www2.almamater.uj.edu.pl/104/32.pdf).

Anna Zadrożyńska-Barącz writes about the everyday/uncommonness in a similar manner: “daily life is permeated with the formulas of festivity, and vice-versa – everyday habits penetrate into festivities” (2010, p. 51).

This thought can be applied to eating food, i.e. both daily and unusual activity. With the words of prayer, “give us this day our daily bread”, we place it at the forefront of all food. The common term “sharing bread” denotes not only giving a slice of bread to the poor, those in need, but also sitting together at the table. Urszula Jarecka is of an opinion that “meals can still connect people, but they are not necessarily based on bread. Gathering at one table, the family community is a good example of the image of bonds” (2015, p. 232). The authoress continues stating that meals are not celebrated every day, and Sunday dinners may not differ much from everyday ones very much. It also states that the availability of certain products, such as exotic fruit, makes it possible to have a holiday feast on the table every day.

Meals, especially when consumed in the company of others, demand time and often take long to prepare beforehand. While considering time as a pedagogical category, Anna Murawska refers to the opinion expressed by Marek Szulakiewicz: “To have time means to be with someone, in something, for someone. To have time means to experience things, the world, people” (2014, p. 25). Time understood in this way has to be allowed for in the course of a protracted disease during hospitalisation. Referring to Murawska, one can conclude that having time does not mean doing nothing, because such a state can lead to fatigue and monotony.

> Fatigue is above all the fatigue of oneself and one’s duty to exist. It does not result from the colourlessness and commonness of the environment, or from the repetitiveness and banality of actions, but is a consequence of the obligation towards one’s own existence… (Murawska, p. 26).

At this point, the following questions should be asked: is the illness, along with the hospitalization resulting from it, monotonous and boring in itself? Is it possible to bring colour to the child’s world in illness and help the young patient discover some taste in it? Who is to be responsible for such an endeavour – the child’s parents, teachers, medical staff or volunteers from various foundations?

Disease, monotony, boredom, occupation

Aleksandra Maciarz defines a child’s protracted illness as: “a long-term impairment of the child’s health and wellbeing, which violates their appropriate psychomotor development, hinders their education and causes changes in the family situation” (Maciarz, 2006, p. 9).

What does the term “protracted disease” actually mean? This concept has not been given a uniform definition – sometimes it is difficult to distinguish it from such terms as disability, incurable disease or chronic illness. However, some features are common for many types of diseases: long duration, severity (resulting in – to some extent – exclusion from “normal” life), course of disease that is milder than in acute cases, irreversibility of pathological changes, need for continuous treatment, i.e. long-term medical care and physical rehabilitation (Nowakowska, 1983; Maciarz, 2006).

The above characteristics show that the life of a child with protracted disease is far different than the life of a healthy child developing in natural conditions, such as the family home, school environment and peer group. One should recognise that not only contacts with parents and other relatives, but also with teachers and peers constitute a substitute for the sick child’s normal life (cf. Moczia, 2016; Samardakiewicz, 2011).

When ill, people are bored. The monotony resulting from daily rituals discourages from taking any actions. Fears and anxieties caused by the disease itself are rarely conducive to intellectual upheaval or mental stimulation. Boredom is an unpleasant state which often cannot be helped (cf. Moczia, 2009). Is it possible to stop “nausea” that “makes one sick”? These concepts seem to be very similar in meaning and difficult to prevent.

How should the sick child’s illness, hospitalisation, social isolation be made more attractive? How to substitute for the family table? Is it acceptable to compare the time of illness to the time of “occupation,” to war? The next question: do cancer, tumour, neoplasm invade the child’s organism, or do patients invade and occupy the hospital together with their parents? This comparison arose after listening to a lecture by Anna Czocher, Ph.D. (Institute of National Remembrance), titled *Occupational boredom in egodokuments. Example of Krakow from 1939–1945* at the 4th National Conference on Boredom: Academic Tedium (21.04.2017):

> […] in general, ~~war~~ disease[2] is the time of great waiting, the time of great boredom […]. Life, although different than before the ~~war~~ disease, quickly turns into a routine. It is permeated with monotony, also with the monotony of repetitive problems and difficulties affecting the foundations of existence, with a sense of no perspective. The great waiting....

Referring daily life during the occupation to existing, persisting or vegetating in illness, one can find several concurrent situations:

- the invader takes over houses, streets, cinemas, cafés...,
- there is a police curfew, because you must not go out and come back when you want,
- it is not possible to turn on the light when you want to,
- one is not allowed to eat what they like,

2 The word “war” has been replaced with the word “disease.”

— one is not allowed to work/study where they prefer,
— one is not allowed to visit or meet with others who they want.

Methodology of Research

Research assumptions

In her book *Teoretyczne i metodologiczne podstawy pedagogiki antropologicznej. Studium sytuacji wychowawczej* (*Theoretical and methodological basics of anthropological education. A case study of educational situation*) Krystyna Ablewicz, an educator of anthropological and axiological interests, discusses the problem of everyday world and refers to "doxa" as a basis for relevance studies. Doxa (or *sens pratique*) is the "generated" knowledge, showing regularities of the nature of temporary truths – true from the perspective of generally accepted assumptions which are limited to given time and space. In this context, the terms "experiencing life" and "experiencing the world" are also applied (2003, pp. 99–104).

Maria Czerpaniak-Walczak believes that

> learning about what is happening in the natural conditions of everyday life, about both what is 'fully visible in the bright sunshine' as well as what is 'unclear behind the glass pane,' is done in two parallel processes: through intentional, professionally undertaken specialized research focused on a selected fragment, or in the process of spontaneous, occasional, fragmentary observation (p. 94).

Further, she describes what measures should be undertaken in order to dispose of subjectivism: "individual events are often interpreted from the perspective of personal experiences and constitute the basis for the formulation of generalised judgments". She also explains the understanding of emancipation in the context of everyday life (pp. 96–97) and emphasizes what psychologists and psychoncologists of the humanistic and existential trend (i.a. A. Maslow, C. Rogers, V. Frankl) pay particular attention to, i.e. the subjective process of "here and now" (F. Perls – Gestalt therapy).

Czerpaniak-Walczak also inquiries about the search for emancipation conditions in everyday life at school: "What to change in the curricula?" After Paulo Freire, she cites: "they must not be boring. The sense of seriousness must not be exaggerated; on the contrary, joy and fun in the teaching-learning process should accompany the daily interaction of teachers and pupils" (p. 110). Referring to the words of Pierre Bourdieu, she writes that the process of school learning "is a selfless ludic activity" (p. 110).

Murawska implies:

> More and more often in education we are also dealing with a phenomenon defined as *edutainment*, i.e. a combination of education and entertainment, introduced in order to make the former more attractive and effective (2014, p. 25).

Further on, she states:

> If, however, an attempt is made to treat everyday life as an inspiration or opportunity for personal development, to draw joy and satisfaction from it, to confirm the sense of one's own existence, one could learn to turn everyday life into a festive celebration (p. 103).

In the methodology of educational research, cognitive behaviour has nowadays acquired a great significance, which is connected with the humanistic approach. The humanistic model of scientific cognition is grounded in theoretical and methodological trends from the circles of sociology, philosophy, psychology and educational sciences (Palka, 2006).

The present research with the humanistic approach is qualitative and empirical. It examines experiencing (un)commonness as a social phenomenon in a hospital ward. One can assume this research to be classified as educational ethnography, which describes and interprets events in a formal educational context (cf. Juszczyk, 2013, p. 115; Kubinowski, 2010, p. 164).

Procedure of Research

I have been observing everyday life and uncommon events organized in the Paediatric Clinic in Zabrze for many years. During this year's 5th All-Polish Conference titled "Only children know what they are looking for"[3], during the break between lectures I had an opportunity to taste delicious and healthy snacks prepared by the teachers from the hospital school. The meals were served as part of a presentation of the "JedzOnko" ("OncoEats") project carried out in cooperation with the Iskierka and Zdrowolandia Foundations and were very popular with the guests (http://www.szkola38.pl/szkola/konferencja.html). There was also an opportunity to purchase a guidebook titled *JedzOnko* (*OncoEats*; 2017) by Katarzyna Stanko.

When talking to teachers who run classes at the haematology ward, I made arrangements to conduct interviews on the issues of interest to me.

The research aimed at learning how children and adolescents perceive everyday life during hospitalization and showing how patients can get out of the confines of unpleasant emotions resulting from the illness and hospital monotony.

The following research questions were asked:

- How do the patients of the Paediatric Haematology and Oncology Ward perceive the hospital's everyday reality?
- What classes/activities do teachers of the hospital school offer to students who suffer from protracted diseases to prevent monotony and inactivity?

The techniques applied in the research are adequate for qualitative research: document analysis (website, school chronicle), expert narrative interview (with

[3] The conference was organized by Special Needs Primary School No. 38 in Zabrze, 23–24 March 2017.

teachers as facilitators[4]), projection method (creating everyday common and uncommon plate through drawing, writing) (Juszczyk, 2013; Palka, 2006).

An attempt has been made to show everyday life as both a daily routine and a festivity, as well as to depict loneliness and boredom as a condition experienced by students suffering from protracted diseases. The research included selected students and teachers of the Special Needs Elementary School No. 38 and departments of Special Needs Junior High School No. 38 organized by the Independent Public Clinical Hospital No. 1 in Zabrze.

Analysis of Collected Material

(Un)commonness at the Paediatric Haematology and Oncology Ward in Zabrze

I analysed the events recorded/archived on the internet sites of the school (http://www.szkola38.pl/szpital/strona_glowna_2.html) and the hospital (https://www.szpital.zabrze.pl).

When interpreting the collected material, I observed many (un)common activities of child patients and the responses of various communities to their expectations. Among other things, the following can be listed:

- The project "How art is made" – meetings with interesting people representing the world of theatre, film, literature. The guests of the hospital school were Grzegorz Kasdepke (writer), Marcin Pałasz (writer), Andrzej Marek Grabowski (song writer and a television programme creator), Waldemar Cichoń (writer), Maciej Patucha (conjurer).
- A mobile hospital library called "Bajkowóz" ("The Tale Wagon") with 100 therapeutic fairy tales for children. Art workshops are often inspired by a selected book (cf. Klinowska, Zimon, 2017).
- Art workshops titled "Sunny Gallery" Urtica for Children – the artworks created during workshops are auctioned at charity actions in Wrocław. The profits are given to 17 hospitals in Poland to fund medical equipment and art materials for patients.
- The action of the Rosa Foundation from Wrocław called "A Postcard from hospital" − in cooperation with the Museum of Warsaw Uprising, postcards are made for the heroes of the Warsaw Uprising who are still alive. The action called "BohaterON" ("HeroON") is a patriotic action whose aim is to cultivate Polish nationality, respect for the symbols, and traditions of our homeland among the young generation.

[4] Teacher-facilitator does not teach ready-made knowledge to the students, but supports their intellectual effort and exploratory activities connected with self-inquiry and seeking answers on their own (Nowak, 2007).

— “Pictures of the world” – the Nationwide Art Contest organised for hospital and sanatorium schools (in the school year 2016/2017, the fourth edition was held). The contest is very popular, which is reflected by numbers – approximately 200 artworks are evaluated by the jury every year.

My attention was especially drawn to the photographs and accounts of activities of “JedzOnko” (“OncoEats”) project and culinary workshops called “Zdrowiaki gotują” (“Healthy Ones Cook”). Extremely colourful, happy and appetizing!

Analysing the answers obtained during the interview, I would like to present selected statements of the examined teachers:

What is a usual day at the ward like? Is there a regular daily schedule (doctor’s visits, medical procedures, meals, school classes)?

> A day at the ward is organized according to a regular schedule. Meals, medical examinations, school and pre-school classes. Everything is prearranged, however, there are situations when the routine is broken. As an example, a situation may serve when treatment (e.g. steroids) affect the children’s behaviour so much that they must eat all the time, and cannot participate in the activities since they are irritated, whiny. However, this concerns only particular children. The whole daily schedule is routinized.

> […] such daily order, without unnecessary chaos, is strongly needed and offers the feeling of security to us all. However, in the long run, both, routine and mundanity are tiring for everybody and can decrease activity and strength mobilisation to combat the disease. I can see here a huge task for teachers […] who should organize time and space in such a way as to overcome routine and mundanity.

> I believe that meals, medical procedures and tests which are regulated by a schedule offer stabilisation and a feeling of safety to both children and their parents. Also, visits from family and friends. Pupils know when and at what time they can expect a teacher. All additional activities: art, culinary classes, theatrical workshops, etc., projects and meetings organised by the school are earlier reported to the hospital director and a ward sister.

Which activities, in your opinion, are special, uncommon, unusual for children?

> All activities which result from educational projects which are carried out. Generally, I can say that the aim of all these activities is to bring joy to children. They result from observed needs, and are prepared with great ingenuity and teacher passion. They are uncommon, periodic and attractive, and therefore special.

> All extraordinary ones, the ones which a child has not dealt with ever before. Activities developing creativity: culinary, musical – playing the instruments, reading – therapeutic fairy tales, meeting interesting people – especially those known from TV, photography and journalism workshops and others.

What ways of freeing themselves from unpleasant emotions can you observe in patients? Internet? Television? Conversations with medical staff? Conversations with a psychologist? Same classes with other patients in kindergarten, at school?

All the ways in which patients free themselves from bad emotions listed in the question occur in our ward. Also, I would add the need for isolation (silence and peace), which is so difficult to get in this place, need for sleep and to have a quiet cry-out.

I observe various behaviours in the ward. For some, it is sleep and isolation, for others using the Internet or watching television, some need an ordinary talk and we, teachers, must adapt to this, too. Most frequently, however, the youngest pupils participate willingly in various activities organised in the hospital school. Starting from classes, and ending up with activities in an educational group or specially organised activities as a part of educational projects.

My question is aimed at … cooking classes. What did they start with and … where are they heading?

The main goal of the classes is to increase the awareness of children and parents of high-quality nutrition of ontologically treated children. Adjusting the diet to individual needs of a patient. Learning tastes and smells of dishes, desserts, juices, etc., prepared during classes.

Culinary workshops "Zdrowe JedzOnko" ("Healthy OncoEats") resulted from the need to educate parents and children on a healthy diet, and proper diet in the course of an oncological disease. After entering a competition for schools called "Live Tasty and Healthily," we drew a lot of conclusions. During the activities related to the competition, it turned out that children do not have sufficient knowledge on the subject regarding a healthy diet. A huge problem constituted also eating habits which translated into buying chips, coke or other unhealthy snacks and fast food by parents. We decided that the competition was just a beginning, and we should organise periodical culinary workshops whose goal would be to acquaint parents and children with the rules of a healthy diet. We decided that the classes would be practical. We did not want other meetings with illustrations and a text but with a real carrot, spinach and all products which are necessary for the body. A further step to make a dream about real culinary workshops on the Paediatric Haematology and Oncology Ward in Zabrze come true, was to get allies and sponsors – good spirits that would like to help children and parents to survive the period of treatment in fine fettle. Our first thought was the Iskierka Foundation, which has helped Silesian oncological wards for many years. People from the Iskierka Foundation joined our project very willingly, and were funding the products necessary for workshops for some time. Katarzyna Stankow – a dietician, blogger of "Zdrowolandia" ("Healthyland"), and most importantly, the mother of little Agatha, a girl treated in the clinic in Zabrze – helped us offering her knowledge and time. Since then, we had conducted workshops together. After a year we realised that we needed an additional sponsor who would equip workshops with knives, cutting boards, aprons, blenders, mixers and other kitchen essentials. The firm called Marco sp. z o.o. responded to our request. In this way, we obtained professional kitchen equipment, and additionally food products for our every workshop.

The observations of my friend, who also works at the ward, and mine were shocking. Unhealthy snacks, instant Chinese soups, and McDonald food were a common sight. We both joined the competition for schools called "Live Tasty and Healthily" […] In the course of time, we got an additional sponsor for the school, the firm called Marco from Gliwice. We named the project "JedzOnko" ("OncoEats"). All participants liked the workshops a lot. Their value consists in the fact that children themselves prepare dishes and drinks which we all eat and drink together later. Our flagship product is a spinach cocktail which arouses controversy among children, and consequently everybody likes it very much. Unfortunately, since the foundation and the dietician failed to keep the terms of cooperation, we had to continue our workshops alone. The firm called Marco gladly helps us financially and in this school year (2017/ 2018) we called the workshops "Zdrowiaki gotują" ("Healthy Ones Cook"). During the classes for an educational group, children and I make posters which invite all patients present on the ward to the workshops, and they and I sew "healthy ones," that is fruits and vegetables which are given various names by children, e.g., Tolek Banana, Raspberry Vitamin, etc.

The respondents were asked to describe uncommon colours, tastes, smells in a few words. Common colours of a hospital were described as grey and white (walls, doors, beds); however, there occurred a statement: "And that is why this whiteness needs to be coloured continuously". Uncommon colours were those "which children create during art classes", "they are colours of rainbow".

To describe common smells, the following were used: sterile, hygienic, smell of dinner brought from a hospital kitchen. Uncommon smells bring to mind citrus fruit, fresh herbs, vegetables and fruit, and baked (unsweetened) biscuits.

Common tastes, in the opinion of the studies, were bland, lousy, but there also occurred a statement "it is favourite food prepared by our mothers". Uncommon tastes were sweet, sour, "surprisingly delicious spinach cocktail".

Surveys among children were conducted in October 2017. Students-patients of the Paediatric Haematology and Oncology Ward in Zabrze received paper plates and the instruction, and were asked to "fill up" the paper plates.

You get a paper plate. It is a "plate of a common day in hospital."

Write on a piece of paper all activities, tasks, duties, medical procedures, classes which accompany You during a typical day at hospital.

Similar activities group together, e.g.

- breakfast, dinner, supper = meals;
- collecting blood, inhalations = procedures;
- visits from a grandmother, brother = visits from family;

Now, transfer your notes on the plate and mark separate groups with colours.

Are there other days in hospital?

Write down rare, unusual events on a piece of paper.

You get another paper plate. It is "a plate of an uncommon day at hospital."

Transfer your thoughts and notes onto the plate. You can write down in detail UNCOMMON THINGS, emphasizing their festive character, uncommonness.

How children-patients perceive commonness on the ward? The following notes on the plates were as follows:

- Procedures (blood collection, dressings, pumps);
- Meals;
- Visits from family (dad, grandma, aunty, siblings);
- Learning;
- Games;
- Conversations.

There also was a note "[…] it is such a usual day".

How is everyday life perceived by hospitalised patients? Pupils enumerated:

— Classes with a ma'am from the Iskierka Foundation;
— Meetings with authors; special guests' visits;
— Classes with arts Teacher;
— Preparing meals together (cocktails, salads, snacks);
— Visits (relatives, classmates);
— Contests organised by teachers.

There were also single answers: "Fr. Peter comes" and "renovation of the ward".

Results of Research

On the basis of the collected material, one may conclude that children participating in the studies perceive commonness as an ordinary, normal day full of routine activities typical of a hospital (examinations, meals, visits, learning).

For them, uncommonness means both attractions, such as meeting famous people, extraordinary activities organised by the representatives of foundations (e.g. "OncoEats"), as well as fascinating, attractive lessons conducted by teachers (e.g. "Healthy Ones Cook," artistic competitions, making decorations). Uncommon events also include the spiritual component (priest's visit) and peers' visits.

Based on the information from websites, the school chronicle, interview with the teachers, it should be concluded that the teachers follow the mandatory curriculum with great involvement and awareness, using standard methods of instruction and innovative educational projects (e.g. the mobile hospital library "The Tale Wagon", culinary workshops, artistic competitions). What should be noted is also the involvement of representatives of foundations (such as Iskierka, Serdecznik, Rosa) in the educational activities. The prestige and the patient's joy related to the meetings with famous people (writers, actors, journalists) cannot be overlooked, either.

According to the teachers participating in the study, the hospital ward is associated with white and grey colour, the odour of medicines and disinfectants as well as canteen food. The polysensory stimuli activate a patient and this should be taken advantage of through painting and colouring, decorating the ward, but also preparing colourful, fragrant and tasty foods.

Cooking classes are of special value. They appeal to various senses: smell, taste, sight, but also touch (active and passive). They are of special importance to a child with cancer, with dietary limitations.

Discussion

Uncommonness in the paediatric haematology and oncology ward should be seen in a multifaceted manner: through intentional, professional, specialised actions initiated by teachers or volunteers, but also in the process of spontaneous, occasional, separate activities (cf. Czerpaniak-Walczak). You can look from the perspective of the illness and its negative defence mechanisms (aggression, regression, escape, projection, resignation), but also from the perspective of hope, which can be aroused on the basis of positive defence mechanisms (rationalisation, compensation, transformation).

Uncommon events stimulate and activate, e.g. interesting school classes and extracurricular activities. It is the teacher that the child associates with the hope for returning to the ordinary everyday life and to the acceptance of what is. One should remember it is one of the basic purposes of the work performed by an educator and therapist in a health care institution (Binnebesel, 2000).

Uncommonness in a hospital is also embodied by meetings with people known from the media, a priest’s visit, visits of distant relatives or peers. One cannot forget that peers are often the best predictor of the children’s self-esteem, especially among adolescents (cf. Antoszewska, 2006, pp. 214–218; Moczia, 2017).

Shaping proper eating habits among patients with cancer is not only aimed at promoting healthy lifestyle, but it is also designed to speed up the healing process and return to health (cf. Stanko, 2017, p. 5). Preparing meals together is also a substitute for home cooking and shared dining room (Jarecka, 2015). It is a hope for returning to the ordinary, or maybe even for making a celebration of what is ordinary (Murawska, 2014). Shared meals are also consolidated, concentrated efforts of the parents against the common enemy that is the cancer (Stanko, 2017, p. 97).

Conclusions

A protracted disease and the resulting hospitalisation are difficult, unpleasant and uncomfortable for patients of all ages. Children are especially at risk of not having their development needs met. Their natural activity, contact with the nearest and dearest, eating favourite foods are all limited due to the illness and the hospital rigour. The patient has to give up their habits, everyday duties and pleasures for an unspecified time, unfortunately. The patient experiences pain, suffering, nausea, takes medicines and has prescribed injections and medical procedures. Commonness boils down to routine activities performed at specific times: meals, medical procedures, limited contact with the family and friends and classes at the hospital school as a substitute of everyday life.

The issues related to perceiving (un)commonness by children suffering from protracted diseases and their teachers from the hospital school, as discussed in the article, make it possible to suggest the following actions:

- ensuring education to the patients with cancer while they stay at hospital;
- organising activities that arouse the children’s creativity, cognitive and emotional activity by using valorisation methods (impressive and expressive);

— resorting to methods that appeal to multiple senses: sight, hearing, smell, taste and touch (active and passive);
— making it possible for patients to meet special guests (famous people, peers, a priest);
— on the basis of the analysis conducted on the results of the studies, cooking classes should be presented as those with priority value. They are of special importance to a child with cancer, with dietary limitations.

During the patient's stay at hospital, the child cannot be constantly flooded with attractions and singularities. The children need time to sleep, to rest and sometimes to cry. They need some time to be alone, separated, quiet. However, one should prevent alienation and estrangement, as well as the feeling of monotony and boredom. The latter never help patients recover.

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(Nie)codzienność choroby. Kalejdoskop kolorów, zapachów i smaków w szpitalnej szkole

Streszczenie

Celem badań było poznanie postrzegania codzienności w trakcie hospitalizacji przez dzieci i młodzież oraz ukazanie sposobów pozwalających pacjentom na wyjście poza obręb nieprzyjemnych emocji wynikających z samej choroby i monotonii szpitalnej. Ukazano codzienność jako powszedniość i odświętność oraz zobrazowano samotność i nudę jako stan doświadczany przez uczniów chorujących przewlekle. Przedstawiono również refleksje nauczycieli-terapeutów o (nie)zwykłości pracy pedagogicznej w warunkach szpitalnych. Badaniami objęto uczniów i nauczycieli Filii Szkoły Podstawowej Specjalnej nr 38 i oddziałów Gimnazjum Specjalnego nr 38 zorganizowanych przy Samodzielnym Publicznym Szpitalu Klinicznym nr 1 w Zabrzu

Słowa kluczowe: życie codzienne, choroba przewlekła, hospitalizacja, szkoła szpitalna.

READING SAJTA

CZYTAJĄC SAJTA

For the last few issues of our journal, we have been focused on reviewing articles published in *Transactional Analysis Journal* (hence the previous title of the feature "Reading TAJ"). However, we have decided to go beyond this formula, showing the achievements of other local scientific journals dedicated to TA. Although it goes without saying that the quarterly magazine TAJ, released in English since 1971 under the auspices of the ITAA (International Transactional Analysis Association), belongs to the most well-known and renowned journals, it seems that other magazines dedicated to the same theme are also worth our attention. Let us add that Polish authors from the Educational Transactional Analysis Research Team have also published their articles there.

From this issue on, we shall review other interesting publications from annual, semi-annual, quarterly journals issued in other countries, on other continents or geographical zones. One of them is SAJTA – *South Asian Journal of Transactional Analysis* (formerly known as SAATA Journal). It is a reviewed scientific journal focusing on theory, rules and applications of transactional analysis in four domains of psychotherapy, counselling, education and organization's development. Its aim is to invite researchers, trainers and practitioners of transactional analysis from the region of southern Asia to share their experiences, applications and various innovations. The pages of this e-journal, issued from 2015 to 2019, hosted several interesting articles worth our attention, which, as we think, might also interest our readers.

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Jarosław JAGIEŁA
https://orcid.org/0000-0001-5025-0767X
Jan Dlugosz University in Czestochowa
e-mail: jaroslaw.jagiela@ujd.edu.pl

Cross-cultural transactional analysis

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Abstract

The article presents the review of the papers published in the *South Asian Journal of Transactional Analysis* in the period of time between 2015–2019.
Keywords: transactional analysis, subject literature review, *South Asian Journal of Transactional Analysis.*

Reviewing all the articles published so far in SAJTA, *South Asian Journal of Transactional Analysis*, it is easy to notice the dominance of those devoted to the issue of cultural diversity. This theme is present from the first issue and is discussed by many authors (mainly from India, Australia, South Africa and England) in further issues of this captivating, though exotic for us as far as its topics are concerned, scientific journal.

Multitude of cultures and scripts

In her article devoted to the issue of cultural influence on the Parent ego state, Meera Ravi quotes the view of many theoreticians that culture is an important factor shaping our personality, and people who are born and raised in the same culture share many personality features (Ravi, 2015, pp. 10–14). Therefore, researching characteristics of a given culture with the help of TA can be used as an efficient method of transformation of civilisation and society. Analysing the structure of the Cultural Parent known from the times of Berne, in this way, at different levels, we learn "what to do?", "how to do that?", "what can be done?". It corresponds closely to cultural beliefs and values, culture's technical features and patterns of emotional reactions. Thus, the Cultural Parent conveys the patterns of thinking, behaviour and appreciating particular things in a given society, real organization of material life in a known community and ways of feeling, satisfying biological needs and emotional expression. In particular it concerns an individual's social subordination or rebellion. All these elements (etiquette – technique – character) have an impact on taking everyday decisions, and cultural changes can take place at these three levels. The aforesaid article in the first issue somehow announced the continuation of similar themes in further issues of the journal in question.

Thus, the sixth issue is completely devoted to culture, both in its individual, group and organisational dimension. A part of presented materials comes from the ITAA-SAATA Conference of 2018. Despite the flood that struck India at that time (Kerala and Coorgu) and immense transport difficulties experienced by many lecturers, this symposium took place in Kochi and its motto was "The dance of cultures".

One participant that could not come because of the natural disaster was Gujan Zutshi. However, SAJTA gives us an opportunity to read his paper. The author conducts an extensive subject literature review and remarks that while there are many publications concerning organisational culture, there are not that many texts in the form of research or application of organisational scripts. The author thinks that this phenomenon can be understood thanks to the analysis of the Cultural Parent mentioned in the previous article. This analysis and the script trigger mutual influence. Organisational culture of a given group develops when societies struggle for survival. Similarly, a life script is created when individuals struggle to adapt to the place of their birth. All in all, "Choices and decisions taken by individuals define group culture and script" (Zutshi, 2018, p. 26). The author shows the relations between culture and script by a case study where he emphasizes the necessity of giving a more significant role to an organization's anti-script. He developed a questionnaire which, he hopes, shall demonstrate the nature of a given organization's script in order to facilitate its functioning. It is also worth noticing that the script of school as an institution does not exist in research. While articles, sometimes whole monographs or doctoral dissertations are devoted to cultural or multicultural aspects of school[1], un unconscious script that many schools and educational institutions apply is not the subject of interest on the part of educational transactional analysts both in Poland and abroad.

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[1] For example: J. Kuźmicz (2019). Kultura szkolna jako czynnik integracji młodzieży polskiej i niemieckiej. A doctoral dissertation written under the supervision of Prof. dr. hab. Mirosław S. Szymański. The Faculty of Pedagogy. University of Warsaw.

In the same issue of the journal, we find an article by Anando Chatterji who shows the influence of culture on group therapy (Chatterji, 2018, pp. 13–22). In his paper, the author tries to answer the burning question whether the western method of psychotherapy constitutes an efficient method in the Indian cultural circle. In this context he poses another question related to the previous one: is a therapist obliged to question social systems that strengthen oppression and discrimination? As we know, it concerns the caste social stratification in India. You have to admit that such dilemmas seldom occur in case of therapists representing the western cultural circle aiming at egalitarianism. The author's own experience in group therapy convinced him there is one more interesting issue. Accepting the western perspective led to the occurrence of mutual relation and dependence between the two cultures – one deriving from developing group culture and the other one resulting from a broader social and cultural context. The conclusion reads that questioning the importance of local culture by a therapist representing western standards, in relation to group members immersed in a different civilisation zone evokes anxiety and is in its essence non-therapeutic.

Steff Oates, a representative of the western therapy, writes about his anxiety to discuss the topic of script and culture due to different Indian customs. Analysing his fears he comes to the conclusion that it derives from childhood experiences. Upbringing in a small, country, mainly agricultural community on the English-Welsh border did not facilitate learning about cultural differences and diversity. In this way the script of the Cultural Parent was developed. However, due to his further experiences, this situation changed dramatically. At the end we read that

> The problem I am still fighting with is not only about how our original culture influences an individual, families, a community and organizations, but also about how cultures and customs, which, as individuals or groups, we have accepted our whole life, influence us in a better or worse way (Oates, 2018, p. 46).

Khushali Adhiya-Shah, a PhD student from the University of Mumbai conveys a similar message in the area of positive existential psychology. She is a lecturer at the Faculty of Psychology in Mithibai College of Arts, Science & Commerce (Mumbai). She also reflects on two general paths of comprehending culture: individualistic and collectivist. Describing features of individuals and groups, the author distinguishes societies of a vertical and horizontal nature. She notices how restrictive the influence of vertical-collectivist Indian culture is. Taking into account the assumptions of transactional analysis, she proposes the existence of specific "TA culture" which builds flexible boundaries and a horizontal, individualistic-collectivist perspective for people (Adhiya-Shah, 2018, pp. 48–57).

Another article dealing with multiculturalism regards the reflection on ancient Indian culture and tradition and their mutual connections with the script concept. This raises certain challenges concerning contemporary times on the Indian sub-continent. We find here the author's diagnosis regarding the relations of the script and culture by orders, prohibitions, contracts, decisions, or somatic components of the script. At the end the author suggests an antithesis for each individual script type as a way of treating destructive messages in an individual dimension and collective influence on the whole nation (Kirtane, 2018, pp. 58–70). Kirtane explains the influence of the culture he grew in on his decisions and choices which he made or did not make.

The last article is also very personal and focuses on analysing one's cultural influences in the context of TA. Madhabushi is a TA trainee. Professionally, he is a management consultant, and at a certain moment in his life he became an entrepreneur and established a company supplying computer software. He is an engineer who graduated from BITS, Pilani, and obtained his MS from the University of Warwick. He is also an MBA graduate of the Indian Institute of Management (Ahmedabad). His adventure with TA began a year ago. In his article he describes how transactional analysis offered him a deeper understanding, awareness and possibility to understand himself, while becoming more empathetic towards others (Madhabushi, 2018, pp. 71–77).

TA ethics

Ethical issues occupy an important place among SAJTA publications. The next three long texts make an attempt to make a more profound analysis of ethical aspects of transactional analysis. The first article presents a review of known ethical theories and the framework of ethical thinking. The next one is devoted to ethics in TA practice. The last one focuses on ethical dilemmas (Suriyaprakash 2016a, pp. 23–31; 2016b, 11–17; 2018, pp. 48–55). The author of these articles is a professor in Jansons School of Business, the head and founder of the Relations Institute of Development, and a lecturer at Asha Counselling and Training Services w Coimbatore (a town in the southern part of India). His scientific interests concentrate on Indian philosophy, the issue of leadership and social development and transformation. He is currently holding a post of the secretary of the South-Asian Association of Transactional Analysts (SAATA) and the chairman of the International Association of Transactional Analyses (ITAA). He is clearly the leader of the transactional analysts environment in the southern part of Asia.

The first of aforesaid articles constitutes a concise introduction to ethics as a philosophical discipline in order to encourage the readers to study this area in more depth. The author noticed that during TA trainings he had limited himself to discussing the ITAA code of ethics, which prevented trainees from developing ethical thinking and a deeper reflection at the meta level. Thus, the article lets us find the answer to the question: what is ethics? Socratic understanding of morality tells us, for example, that ethics is knowing what we should do. It helps order our thinking around values in such a way so as to know how to act if there are several options available. Therefore, it is a rational way to make very personal and often subjective decisions. It makes us aware of what is good or evil. Ethical theories can be generally classified as: virtue ethics, ethics based on rules and legal ethics. As a result, it makes us accept particular attitudes and ethical standards. The author poses several questions worth asking at such a moment, yet he makes it clear that

> Such a framework certainly does not guarantee a ready solution of ethical problems. No framework is intended for it. It is supposed to provide us with a schema for reflection on ethical issues and assure us that we have taken into account all possible ethical dimensions, before we decide to act in a given situation (Suriyaprakash, 2016a, p. 31).

The second article concerning ethics refers directly to the practice of transactional analysis. Suriyaprakash remarks that as transactional analysts, in our daily practice, we are forced to face many ethical questions. Some of them have easy answers (e.g. thanks to signing a contract), others are too complicated to be given the right answer. In some cases, the code of ethics suffices, whereas other cases require thorough contemplation taking into account different ethical perspectives. The TA community would like to achieve it by accepting well-known "Ethics and Professional Practice Guidelines" accepted by the International Association of Transactional Analyses (ITAA) and European Association for Transactional Analysis (EATA). Both share similar fundamental values and rules, with small differences concerning operational aspects. The previous code of ethics (till 2009) was a set of orders and prohibitions, and although it was useful, the range of its effectiveness was limited. Therefore, it was necessary to develop a broader model of ethical thinking. The latest code of ethical conduct ITAA (2014) and the manual of ethical procedures created such a new framework. Its difference and uniqueness consisted in evoking the values deriving from the UN Declaration of Human Rights (respect, empowerment, protection, responsibility, engagement in a relationship). On the other hand, it takes into account the individuals that these rules apply to (clients, self as practitioner, trainees, colleagues, human environment and the whole community). The correlated interdependence of these elements creates the framework of ethical evaluations. The author concludes that "We need a framework based on values which give us a tool to work on ethical dilemmas. The framework of ethical evaluations developed by ITAA offers such conditions taking into account values, rules and final recipients of ethical issues. All transactional analysts must navigate this landscape in their own way and draw their own conclusions concerning their conduct in response to emerging ethical problems (Suriyaprakash 2016b, 11–17).

However, it does not protect them from the necessity of facing various problems in their everyday activity. The last part of the aforesaid triptych is devoted to this issue. Suriyaprakash presents real examples of ethical situations in TA practice and dilemmas that emerge. The BESS, i. e. Business Ethics Synergy Star developed by D.A. Robinson (2003) might help solve them. This model puts an emphasis on cooperation without the necessity of initially choosing one or the other extreme solution. In such cases, one should consider both options and solve this dilemma with the help of certain values. Concluding, the author compares the concept of dharma present in his cultural circle of Hinduism and Buddhism, with Eric Bern's concept of *Phisis*, which as power of growth provides people with prosperity and pursuit of development. However, as he writes in the end,

> Solving an ethical dilemma does not mean finding the only, right answer to ethical questions. We develop a set of values, rules and frameworks, which we can use to skillfully navigate the landscape of ethics and make our own choices (Suriyaprakash, 2018, p. 54).

Relations

The second issue of the journal of 2016 was dedicated to the topic of relations. The articles prepared by Srinath Nadathuri, written from the organisational perspective, concerns difficult relations between an employee and an employer. It is the first part of a two-part essay which analyses the use of the "OK. Corral" model as a tool to comprehend the intention of feedback (Nadathur, 2016b, pp. 18–24). In the latter part the author focuses on the use of strokes and the economics of caressing for the purpose of efficient feedback in the workplace (Nadathur, 2017, pp. 22–30). The text draws from an example of training for a group of employees "Giving and receiving feedback efficiently" and the author demonstrates the ways in which employees can be trained and taught to understand and identify the "OK. Corral" matrix. During these exercises particular persons send and receive feedback. The participants of this training also prepared their own "Corralograms," which let them think which square they occupy most often and correlate this with a type of interactions experienced later on. As a result, it made the participants aware of the importance and significance of feedback coming from the victorious square (+,+).

The second article of this issue, devoted to relations was written by Deepak Dhananjaya. As a therapist actively working with a client's "drivers", he shares his remarks on a gentle way of interfering in this problem area (Dhananjaya, 2016, pp. 25–33). This work is based on three consecutive steps aiming at: strengthening the Adult ego state, giving permission to the Child ego state and building the "inner loan bank". It is also worth mentioning that before initiating a given therapy, the author is guided by certain assumptions. He assumes that most probably his clients are characterised by deficits in receiving signs of recognition and have unstable life environment, which causes great difficulty in introducing changes in former relations.

The last article of this author concentrates on egocentric relations. It shows the possibility of building a dialogue relation with others with the help of the familiar framework present in transactional analysis. The author convinces his readers that relations focused on oneself are the source of many problems emerging in that way. He writes that

> If a relation is defined by one person and is not a common identity of particular individuals, it is an egocentric relation. If one person decides on their own how such a relation should function, not only at the open level but also at the hidden level, problems occur as references show one direction (Geethan 2016, p. 35).

However, being aware of one's egocentrism does not automatically mean that while being egocentric "we are not OK." It is only the first and important step towards building significant relations. When we are aware and accept ourselves and others, we have an opportunity of a multiple choice, which makes our relations much more interesting.

Let us pass now to the next, fourth issue of SAJTA that focuses on working on internal and external conflicts. The editorial mentions the fact that they can boast 620 readers from various parts of the world. This issue of the journal contains, among all, an interesting article by Smita Chimmanda Potty who shares her experiences linked with conflict messages concerning success (Potty, 2017, pp. 11–20). On the other hand, Peter Miles from Australia presents a thought-provoking attitude to life positions in the "OK. Corral" position, suggesting the use of a matrix containing nine life positions (Milnes, 2017, pp. 31–44). Doctor Miles is a psychotherapist practising in Perth and several rural regions. He specializes in the analysis of individual transactions, transactions of couples and families, runs seminars and trainings in the area of mediation, development of local communities and trauma counselling. His suggestions of the matrix of life positions, which is worth quoting, contains the following positions: +,?; +,− −; +,−; +,+; ++,+; −,+; −,−; −,− −; −,?; ?,+; ?,?). Each of these positions is accurately and convincingly described. This simple model – as the author writes – offers an additional tool to transactional analysts and clinicians and makes it possible to identify more accurately and precisely the range of descriptors for people seeking psychotherapeutic help.

Psychotherapy

Another group of articles in the fifth issue of the journal regards various problems of psychotherapy. Annie Cariapa's text throws some light on bonding patterns built by children as a result of parental care and their influence on boundaries established later on in their adult relationships (Cariapa, 2018, pp. 12–21). The author illustrates her discussion with two short, but very interesting case studies. We can see how she used the script concept and life positions for diagnosis and matching them with bonding patterns. The description of a script illustrating unhealthy boundaries in parents-children relations particularly draws our attention. To understand this process, it is helpful to make use of the Systemic Constellations method, which was mentioned in one of the last issues of Educational Transactional Analysis (Jagieła, 2017, pp. 315–329).

In the same issue we find an article by Tony White, an author who needs no introduction in the world of those interested in TA. He undertakes a task that might become a subject of an interesting discourse. White attempts to invalidate the concept of projective identification. The author refers to this issue in his other publications, acknowledging that projective identification is an instance of magical thinking[2]. Let us remember that projective identification is considered to be one of early and primitive defence mechanisms. In the simplest way, we can say that it consists in attributing one's own unacceptable experiences to another person, while responding to that person as if they were really going through projected experiences. As a result, the other person starts reacting in accordance with the content of this projection. If this phenomenon takes place during psychotherapy and is directed towards the psychotherapist – and it usually concerns patients with disorders bigger than neurotic ones – it is the therapist's task to recognise this mechanism and try to transform their patient's feelings into a more mature form (Grzesiuk, Krawczyk, 2008, p. 272). In the opinion of many authorities in psychotherapy, it is one of ways of treating this type of disorders. White negates such treatment giving an example of people matching to play a game. He assumes (telling the truth, I do not know on which basis) that there are clear boundaries among game participants. Instead of projective identification, he suggests explaining how people match before a game with the help of the so-called Ockham's razor, i.e. a simpler explanation is more probable than a complex one. The author explains that in the following way:

> Two persons meet and intuitively assess each other as far as mental weaknesses of the other person are concerned. If that weakness is found, they can proceed to testing each other with the help of transactions such as games. If, on the other hand, this weakness is not found, the game will not take place in that case. During their whole life, she or he controls themselves and others as far as game matching is concerned by trial and error. It offers to me a less complex and, in my opinion, more credible explanation of how game matching happens (White, 2018, p. 27).

A critical attitude to the legitimacy of negating the projective identification mechanism would require a separate, more profound polemics. I shall draw the readers' attention only to one aspect. I think the author mistakes the postulate mood ("the way it should be") for real references ("like it happens sometimes"). White's thesis would be right if a game partner had – using the language of psychoanalysis – a strong and well-developed ego structure (in TA language: integrated structure of the Adult ego state), which would be demonstrated by, among others, an ability to build optimal psychological boundaries. Then, identification with projection would have no chance to exist. Neither would the game itself! However, as long as we can only expect this state or postulate it as the aim of an individual's development, White's thesis shall raise many doubts for me.

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[2] https://www.facebook.com/photo.php?fbid=10157404675219637&set=a.266016154636&type=3&theater [access: 16.06.2019]. https://www.facebook.com/search/top/?q=tony%20white&epa=SEARCH_BOX [access: 9.02.2020].

In the same issue of the journal, we can find an article somehow referring to the previous one. Sailaja Manacha writes:

> Boundaries are necessary for building healthy relations and healthy lifestyle. Setting and maintaining boundaries is an ability to create optimal relations. It might be a challenge for some of us as we might not have grown up in families providing us with such patterns (Manacha, 2018, p. 28).

In the first part, he presents an attempt to understand the beginnings of developing unhealthy boundaries in an individual. He efficiently combines it with Karpman Drama Triangle and development of a new script. In the second part, very interesting from the point of view of educational transactional analysis, he shares certain techniques which strengthen the Adult ego state, which is supposed to help in building healthy psychological boundaries. The author offers precious hints how to abandon the roles of the Oppressor, Victim and Rescuer.

There is one more article that touches upon the issue of boundaries in the context of coaching feedback. Srinath Nadathur reveals how work relations should be developed at work where boundaries, duties and various roles can get blurred (Nadathur 2018, pp. 39–47). Open communication and complying with rules of proper communication defined some time ago by Claude Steiner help to achieve success in task-based teams.

AT trainees

The pages of SAJTA are willingly given to trainees who are still learning about transactional analysis. These persons, impressed by benefits that TA can bring, willingly share their experiences in implementing various elements of this concept in their lives. One of such persons, specializing in HR, practising both NLP and Gestalt, analysed cases known from her practice (Geetha, 2015, pp. 21–28). Among them, we could find a slum dunk transaction (when, as a result, there is an exchange between the Adult ego states of two communication partners) or the bulls eye transaction (when a transaction stimulus from the Adult ego state of one person appeals to all the ego states of another person).

Similarly, another trainee, Ramya Kandavel, shares her thoughts and personal experiences after implementing the rules of TA in her own life. The author writes about her observations and changes of behavioural patterns deriving from e.g. the "not OK" mini-script or the OK mini-script. Concluding, she states that

> Trusting others, expressing our needs and asking for help, I feel I am important. Acknowledging my feelings and informing another person what I am going through helped me solve difficulties in a short period of time. It is noticeable also in my appearance, my friends notice it as well and say I am more energetic now (Kandavel, 2015, p. 34).

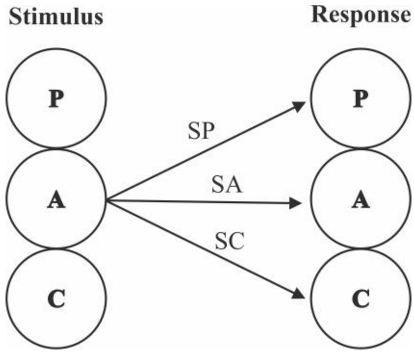

Fig. 1
Bulls eye transaction

Source: Geetha, 2015, p. 27.

Another TA trainee, who analyses their own script notes, calling this experience “a journey in the direction of expressing myself”, describes the results in the following way:

> Although it was a painful journey at the beginning, I notice some changes in my behavioural patterns. I am aware of my “strong” behaviours and I am able to identify emotions by sensations coming from my body (the pace of my breath suggests fear, I have hot cheeks and ears when I am ashamed, a headache occurs when I feel guilty). The moment I feel such sensations, I recognize a given ego state and pass on to a different ego structure that might give me better results (Chirravuri, 2015, p. 40).

Srinath Nadathur shares, in a similarly personal way, his script prohibitions “Do not grow up” and no right to cry (Nadathur, 2016, pp. 7–10). The atmosphere of his family home and the socio-cultural context made the author convinced that “men don’t cry!” However, dramatic events in his own life and working in a TA training group let him review his script drive and replace the former feeling that “one cannot cry” with “one can~~**not**~~ cry”.

The description of similar fighting with one’s several script drives was also presented by Sonal Kothari. Living in Bangalore, India, and being a certified instructor of *Gordon Training International*, she develops parents’ upbringing competencies (PET – *Parent Effectiveness Training*). As a Montessori method teacher, she transfers her personal experiences from the training process into her professional life (Kothari, 2016, pp. 12–15). Let me quote the last example of a text from the series of texts presenting personal experiences and thoughts of TA trainees. Kalita Agrawal shares her fears and anxieties from the beginning of her training:

> At the beginning I was a bundle of nerves, afraid of making mistakes, judging, afraid to express my thoughts, feeling a completely unsuitable and worthless person”. What happened next? “Ten months later and month after month I can feel I have made my own journey from fear to faith and courage, from being unaware to awareness, from chaos to

> light. Now, each interaction which takes place tells me something about myself. The most important point of the journey into TA is converting observations into small stages of action" (Agrawal, 2016, p. 16).

Examples of TA trainees' texts published in scientific journals convince us that such undertakings make sense. People dealing with various aspects and applications of transactional analysis for the first time, usually contribute a new, fresh and unusual outlook on this concept. However, similar attempts in case of ETA were found unacceptable by reviewers who considered them an unnecessary indication of lowering the scientific level of the whole journal.

TA trainings

The themes mentioned above are linked with the question of training. The issue of 2019, whose motto is "TA training in India – its influence on professional and personal awareness" is devoted to this topic. Four articles in this publication were written by women, which is particularly emphasized by the chief editor with a slight surprise that the authors "have broken through the glass ceiling" in their cultural circle.

Chytra Ravi, quoted at the very beginning of this review, writes about the path of her own TA trainings till the moment she became a transactional analysis trainer and supervisor (Ravi, 2019, pp. 13–29). She analyses her process of learning and presents her own way of running trainings as radically different from a dogmatic and traditional Indian style of education. Thanks to the questions she posed herself, she developed her own philosophy and methodology of training organization. She tries to make participants feel safe, create an atmosphere free of judgement, to offer participants an opportunity to learn at their own, unique pace. The words that she gives her attention to in her trainings are "abundance" and "generosity," concepts which are often used in this part of the world while working with a group. Thus, the author hopes that in the years to come, SAATA and her trainers will develop models possible to use in many other parts of the world.

Chytra Ravi shows in the company of Karen Pratt, as a co-author of the next article dedicated to the issue of the influence of values on contracting (Pratt, Ravi, 2019, pp. 27–50). It has to be mentioned that Pratt represents another culture, not Indian one. She was born and she still lives in South Africa. She works as a TA teaching consultant. She is the head of *South African Transactional Analysis Association* (SATAA) and the head of International Board of Certification (IBOC). Both authors are interested in slightly different areas of TA application, but it was not an obstacle to start a common project concerning questions that regard contracting. Pratt focuses on concluding contracts in a virtual multicultural group and shares experience that allows her to create such contracts in educational groups. Ravi, on the other hand, concentrates on the issue of a trainer's responsibility as an important contracting element during psychotherapy. She develops the value of group contracting from the psychological and procedural point of view. As the authors convince us, both ideas are convergent, which is particularly noticeable while working on transference and countertransference. They see the value of contracting above all in creating genuine interpersonal relations facilitating the effectiveness of the learning process.

The next article by Vidya Ramaswamy begins with a personal confession.

> I was often wondering what it means to grow, change and evolve. Even as a young girl I remember that most adults around me were aiming at an unattainable goal to "have a life as perfect as they have dreamt about". That would let them finally experience peace and happiness. I also began to pursue that goal, praising apparent linearity of my development (Ramaswamy, 2019, pp. 52).

These patterns acquired in childhood were exposed to confrontation during transactional analysis trainings. They made me aware of life non-linearity and a spiral nature of growth and countless chances that everyone can offer themselves. The author describes in detail experienced euphoria and consent to make life choices that would allow her to be more liberal than limiting herself and others. It is a very sincere and frank confession showing the importance of acquiring knowledge and skills during transactional analysis trainings.

The article by Merlin Mathili has a similarly personal character. The author describes her own tactics of organising and structuring time. As she remarks, many people try to answer an eternal question "what's next?" She associated transactional cravings with the way she spends her free time. This exploration led her to understanding consciously or unconsciously undertaken psychological games and benefits and results they render. She states in the conclusion:

> My understanding of time structure gave me means to recognize the problem of autonomy. Now, I am a more aware person who knows that mutual intimacy in sincere and game-free relations without exploitation might not be always possible. Nevertheless, the ability to perceive activity itself as a prize gave me spontaneous freedom of choice to give up the game. Thus, my autonomy helped me save this liberated and not hardened child in me (Mathili, 2019, p. 67).

Let us add that the author is an associate professor at Rajalakshmi School of Business, Chennai. She has been a lecturer and a researcher for 15 years. She is professionally interested in tertiary teaching pedagogy, organizational culture, workplace communication and the question of gender in management.

Research

SAJTA had enough place to contain one more article, a research review. T.R. Preetha presents one of such empirical announcements. She is a psychologist specializing in counselling and problems concerning learning difficulties. She is also an expert in court trials. She has her own counselling and training centre "PRATHYASHA" in Ettumanoor, Kottayam, Kerala (south-western India). Her psychotherapy includes, among others, pranic healing (an esoteric system with several techniques, meditation and practices facilitating recovery by increasing natural vitality and life energy, the so-called prana). The author empirically analysed patterns of units of recognition in marriage (strokes). Referring in her guidelines mostly to the achievements of Eric Berne and "the economics of caressing" by Claude M. Steiner, she sets several research goals and questions (Preetha 2016, pp. 33–48). They were down to evaluating certain typical patterns for signs of recognition (independent variable), their relation to each other and the link between this relation and the so-called happiness quotient for spouses (dependent variable). The happiness quotient is an extent to which a given person positively evaluates their whole life. All the factors above were typically related to respondents' age, religion, income and education.

The test was conducted on the sample of 30 spouses living in Kottayam (India), with the help of the Oxford Happiness Questionnaire by Michael Argyle and Peter Hills from Oxford University, and an inventory of patterns for sings of recognition developed by the author pursuant to the concept of caresses by Claude M. Steiner. The results were subject to a thorough statistical analysis. It made it possible to notice a decrease in the number of caresses proportional to the age of tested spouses. Women have a bigger tendency to give signs of recognition than men. People with a high happiness quotient much more easily break the limitations deriving from the economics of caressing. Nevertheless, the small and unrepresentative research group – which the author is aware of – does not entitle her to far-reaching generalisations. On the other hand, there is no doubt that this type of research is worth continuing in a larger scale, also in a cross-cultural dimension.

Education

It is with regret that I notice lack of texts dedicated to educational aspects of TA. A certain exception is an article in SAJTA with a provoking title "Leap and jump to get functional fluency" (Karuna, 2015, pp. 10–14). The article constitutes a metaphorical, philosophical and poetic form of description of S. Temple's functional fluency model. The author is convinced that play triggers an individual's willingness to change and transform. During TA trainings, an analogy emerged in her head, an analogy between the FF model and hopscotch, the popular backyard game. That is how the comparison of both schemes was created (fig. 2 and 3).

Fig. 2
Model FF

Source: Karuna, 2015, p. 14.

Fig. 3
Hopscotch

Source: Karuna, 2015, p. 14.

During one conversation with her friend, the author observed with great interest his “hopping” from one game field to another. While playing we are more focused on the process itself, whereas working on a particular mode makes us focus on the goal and final effects – Karuna writes. Therefore, play constitutes something more natural and closer to human experience. In this way, the concept of particular transactions became more fascinating, spiritual by its empathy and having a bigger educational value. Let us add that the author is a counsellor working in the area of early-school education with the help of Waldorf education model. She also runs trainings concerning organizational development.

* * *

It is impossible not to notice that the publication of some articles provokes some criticism. Initial issues lack due care, e.g. bibliographies are not always arranged in an alphabetical order, and quoted authors do not always find their place in these bibliographies. The authors of these publications do not always give their full name and surname and in some cases it is difficult to guess if it is a surname or their pseudonym. Taking into account the fact that some names and surnames sound exotic to the Polish reader, it is also difficult to guess if we deal with a male or a female author. It is probably not so important but matters as far as translation in concerned. However, these are small oversights and they do not decrease the value of the texts presented. Thus, I encourage you to reach for the whole set of articles published in SAJTA – *South Asian Journal of Transactional Analysis*. You shall find there many more interesting and inspiring topics from the area of transactional analysis.

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Międzykulturowa analiza transakcyjna

Streszczenie

Artykuł jest przeglądem tematyki artykułów, które ukazały się w południowoazjatyckim czasopiśmie *South Asian Journal of Transactional Analysis* w latach 2015–2019.

Słowa kluczowe: analiza transakcyjna, przegląd czasopiśmiennictwa, czasopismo *South Asian Journal of Transactional Analysis.*

Reviews

Recenzje

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Jarosław JAGIEŁA
https://orcid.org/0000-0001-5025-0767X
Jan Dlugosz University in Czestochowa
e-mail: jaroslaw.jagiela@ujd.edu.pl

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If there was a ranking showing interest in particular ego states in transactional analysis, the Child ego state would definitely take the first place. Tony White states that 60% of therapeutic interventions are focused on exactly this ego area (whereas only 20% concentrate on the Parent ego state and 20% belong to the Adult ego state)[1]. This mental structure was described, among others, by T. Kahler (1974), T.A. Parry (1979), J. Moses (1985), P. Clarkson, (1988), B.D. Clark (1991), E. Conning (1998), R. Little (2005), D.M. Poda (2007), L. Capaccione (1991), J. Bradshaw (2008), T. Luvaas, (1995), Łastik (2008), J. Jagieła (2003, 2007, 2008, 2015) and many other authors. Therefore, there must be something crucial in the fact that therapists' and researchers' attention is drawn to this area of human personality. Every book or article contributes something new to the knowledge about deeply held childhood experiences, which have a significant impact on a given adult's taken decisions and their behaviour.

Thus, it is impossible not to notice in our rich publishing market the next book devoted to this very issue. Sold in nearly a million copies, the book was hailed as a worldwide bestseller. If we take into account its subtitle which tells us that it is "The key to solving (almost) all problems," there is no denying the author's and the editor's marketing enthusiasm. Unfortunately, the character of many such guides resembles juggling which amuses the public with its magic, tricks and creates illusions, e.g. "How to easily and without any difficulties become a neurosurgeon" or "How to build a submarine during one weekend at your summer house." It resembles, Rzędzian, a character from "With Fire and Sword" by Sienkiewcz, who traded in fake relics of saints. Some expressions in bold strike with their banality, e.g. "There are neither ideal parents nor ideal childhood," or "Who has no support in oneself will not find it in the outside world," or "We aspire to satisfy our desires and avoid unpleasant things, that is we aim to fulfil our needs in some way". It resembles advice such as "One should be young, rich and healthy, not old, poor and sick".

Let us leave these slightly malicious remarks and refer to the book in question. As it has been already mentioned, it is devoted to the inner child. The author describes this structure in the following way: "The inner child is an accumulation of our experiences, both positive and negative, which had an impact on us in our childhood, the ones that we acquired in our relationships with our parents and other persons close and important to us" (p. 16). The author differentiates between the inner Sun Child, a bright and joyful part of ourselves, and the Shadow Child representing a dark, sad, pressurised and anxious part. The first part of the book is devoted to the search of the strategy to reach the latter structure. There are numerous exercises consisting mainly in identifying cognitive schemas and one's own feelings. There are interesting descriptions pertaining to defensive

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1 https://www.facebook.com/photo.php?fbid=10157713007139637&set=pcb.10157713000354637&type=3&theater [access: 15.10.2019].

strategies applied by the Shadow Child and mechanisms that strive to protect inner mental injuries. The tactics applied are, e.g. taking the role of a victim, striving to be perfect, powerful, occurring narcissism, not to mention the strategies of withdrawal and avoidance, etc. This part also presents a typical path to addiction. Treatment of the Shadow Child goes through strengthening one's adult part of personality.

Reading this part of the guide concerned, it is hard no to reflect on the fact that not much has changed in this area for the last ten or more years. It is the same mechanism that Sigmund Freud in his lectures on the introduction to psychoanalysis put in the well-known maxim: "Where *id* was there shall *ego* be" (Freud, 1993). A TA researcher would be willing to utter a seemingly similar phrase: "Where the Child ego state was there shall the Adult ego state be." Therefore, the author follows suit. And this is good as what else can one think of?

The second part of the book focuses on discovering the Sun Child in oneself. It is looking for positive cognitive schemas deriving from one's childhood, one's strong sides and resources or deeply held values and strengthening them in oneself. Once we find this sunny child, all we have to do is to positively anchor in it. The undoubted advantage of this guide is its simple language, which is certainly the fruit of its skilful translation by Sylwia Miłkowska. This clear and lucid reading experience should be appreciated as it is not always to be found in other guides. We can also find excerpts proving the author's sense of humour, for instance the one concerning the so-called "cow meditation" (pp. 264–265). With this example, Stefanie Stahl shows that the cow's facial expression (cow's look) does not match experienced anger well. Moreover, the book's content is complemented by an interesting offer of "the Sun Child trance"[2] and "the Shadow Child trance"[3] meditations that can be downloaded free of charge in the mp3 format. They are worth referring to.

However, let us pay attention to the publication's characteristic feature. Apart from the inner child state category, the book contains many known concepts such as the Adult ego state, the inner parent, parental programming, autonomy, withdrawal, victim, "I'm OK" (the Sun Child) or "I'm not OK" (the Shadow Child), etc. These terms are well known in transactional analysis, though we shall not hear even a word about it. Some descriptions also sound familiar. Let us take this one: "People who suffer from the so-called helper syndrome protect their Shadow Child offering help to people who they perceive as those in need. Thanks to their good deeds they feel more appreciated and needed" (pp. 111–112). Further on, the author describes in which way such people get engaged into providing help they cannot share and which they think boosts their self-esteem. It sounds familiar for a transactional analysis researcher, does not it? It is the Rescuer in the Drama Triangle developed by S. Karpman. It is a pity it is not mentioned either, and the phenomenon itself is called "the helper syndrome." A classic simulacrum.

2 www.twojewewnentrznedziecko.pl/dzieckocienia
3 www.twojewewnentrznedziecko.pl/dzieckoslonca

I do not think that everyone in the world is obliged to be familiar with TA, refer to it and cite it devoutly. I understand that the author is attached to the schema therapy which also uses that kind of terminology. However, I am not going to hide that what I miss here is the approach similar to John Bradshaw's, who, while writing about the inner child, was able to admit that "First of all, I got familiar with the works of Eric Berne, a genius founder of transactional analysis (TA), a psychological concept of interpersonal relations. His theory emphasizes *the child ego state* – a spontaneous, natural child all of us used to be. Transactional Analysis also describes the reasons why the natural child early gets used to pressure and family life influence" (Bradshaw, 2008, p. 14).

I shall address some other slip-ups. Let us take this one: "Sigmund Freud was the first one who divided personality into parts (was he? – it seems to me it was already done in antiquity, JJ.). What contemporary psychology calls the inner child or the Child ego state, he describes as id, the Adult is defined as ego. He also singled out the third part – superego. It is a type of moral authority which contemporary psychology calls the Parent or the inner parent or the inner critic" (p. 22). However, the case is not as simple as it seems to the author. I refer her to the article by Tony White (White, 1980) on this subject and Eric Berne's remarks on "psychoanalysis-like" concepts of transactional analysis (Berne, 2008, pp. 453–455). Further on, Stefanie Stahl writes that in her book she shall limit herself to the happy inner child, the hurt inner child and the Adult. "My experience shows me that working with these three structures is enough to solve one's problems" (p. 23). Imagine that my experience shows me it is not enough. Apparently, our experiences differ.

The same applies to the term "shadow." As it is known, this term is so characteristic and present in the works of Carl Gustav Jung that no one needs to be convinced of it. It occurs as the archetype of hidden and unconscious human sides, both good and bad, suppressed or never recognized by one's ego (Sharp, 1998, p. 43). However, the book does not give us any information about Jung's archetype. Similarly, "the Sun Child" term is borrowed from Julia Tomuschat's book (*Das Sonnenkind-Prinzip*). Fortunately, the author mentions this fact this time. Maybe it is more significant to her than Jung's heritage?

Writing scientific books for the general public has its rights. I understand and accept it. It is not, contrary to what one might think, too easy or worse than works described as "scientific". It is true, it does not require meticulous footnotes or exact quotes from sources or other authors. Nevertheless, to stay honest and consistent, some specific, formal rules need to be obeyed. And this consistency is lacking here. The book contains both footnotes and an index of key terms or bibliography, but authors whose names one might expect were omitted. For example, if I read such a definite statement as "It was scientifically proven that subconsciousness is an exceptionally powerful mental authority that directs out life and behaviour in 80–90 percent" (p. 17), I would like to know by whom, where and when it was measured. It is an alarming tendency which, in the era of universal access to information (among all, thanks to the Internet), makes us irresponsibly formulate unequivocal theses without any empirical justifications. But it is a topic for a different article.

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UNIWERSYTET HUMANISTYCZNO-PRZYRODNICZY IM. JANA DŁUGOSZA W CZĘSTOCHOWIE
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Zbigniew WIECZOREK
https://orcid.org/0000-0001-5239-2171
Jan Dlugosz University in Czestochowa
e-mail: z.wieczorek@ujd.edu.pl

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The publication contains a detailed description of the procedure pertaining to the development, verification and use of the authors' diagnostic tool called the Questionnaire of Educational Needs (Kwestionariusz Potrzeb Edukacyjnych – KPE). Its name is important as it refers to a specific theoretical area, namely Transactional Analysis created by Eric Berne and a specific approach to the educational process.

Transactional Analysis, which debuted as a psychotherapeutic school, naturally focuses on human wellbeing and its whole theory serves to describe mental functioning from the point of view of striving after changes that are to lead us to happy and satisfying life. Adopting this perspective, the authors of the questionnaire focused on what can make students' and educators' lives better. This point of view is not very popular in studies on the system of education and certainly needs to be appreciated. The educational process is usually described from the perspective of its effectiveness, whereas the aforesaid publication reminds us that at school, at both sides of the desk there are people who have to deal with everyday problems.

The first part of the study contains the description of Transactional Analysis and its pedagogical implications. It is important, especially for those readers who are just getting familiar with this theory and are thinking about using it in their work. The description is synthetic and contains references that shall allow interested readers to broaden their knowledge. The authors decided to use the concept of transactional analysis psychological hungers as a basis of their questionnaire. To function properly, the personality described in the light of the transactional analysis theory needs the awareness of functioning in a broader perspective, which is reflected in the need of structure (structure hunger). Functioning among people means initiating interactions and their proper course depends on their proper identification. Interaction requires us to temporarily enter into the role of another person in order to address the message appropriately. For a while, consciously or not, we can see ourselves through the eyes of our interlocutor. This is reflected in recognition hunger, that is the need to be noticed by others. The third and the last type of hunger is the need of stimulation, that is stimulus hunger. This part of the study might have been broadened and the hungers might have been described in more detail. The authors of the textbook clearly addressed it to people who have contact with transactional analysis and do not need further explanation. It seems that explaining in this module how proper hunger satisfaction shall positively influence the educational situation might encourage more people to use the questionnaire, in particular those who do not use Eric Berne's theory every day.

The further part of the study contains the procedure of creating and verifying the research tool. The hungers described in the theory of Transactional Analysis were analysed, expanded on and adjusted to the educational process. The reader can get familiar with the procedure on the basis of selected examples. The authors describe the procedure of preparing the questionnaire and pilot studies. It is worth emphasizing that the questionnaire of educational needs was prepared in four languages: Polish, English, Spanish and Ukrainian. The authors described the procedure of preparing the translation and conducting the pilot studies and the studies proper on the sample of 407 educators in Guatemala, Poland, Great Britain and Ukraine. This part of the study contains a detailed description of the respondents' demographic structure and the procedure of statistical tool verification. Special attention shall be paid to advanced procedures of statistical analyses that allowed the authors to eliminate doubtful entries. The accuracy of the statistical control can be illustrated by the fact that the final version of the questionnaire that used to have 75 entries counts 30 entries. The very description of the statistical analyses can be a role model for other researchers and clearly shows that general opinions about low precision of tools used in pedagogy are definitely wrong. The analysis of diagnostic accuracy constitutes an important part of the book. The authors described the procedure of a factual analysis with the use of competent judges and further statistical calculations allowing for the evaluation of the tool's accuracy and reliability. Further on, in the chapter concerning tool normalization we shall find briefly described results of the study conducted in a group of educators in four countries, showing certain cultural differences. It clearly shows that the authors of the questionnaire made every effort to create a culturally neutral tool. The methodological part finishes with a short description of a results calculation procedure and an equally brief summary. Similarly like in the part devoted to the hungers, there is no information on how this questionnaire can be used in practice. It must be admitted that it is not needed for a person familiar with the theory of transactional analysis as defining educational hungers allows for taking appropriate pedagogical measures, though it would contribute to popularizing the tool and Eric Berne's theory among teachers and educationalists. As a consolation, at the end of the textbook we can find the questionnaire of educational needs with the key, prepared in four languages and ready to be used.

Summarising this review, it should be emphasised that the authors took an attempt to conduct an analysis of a very important and unfortunately often overlooked aspect of the educational system, which is students' and teachers' mental state. This issue is particularly important right now, at the times of the COVID-19 pandemic which contributes to a growing feeling of threat and deprivation of many psychological needs. One may hope it is one of many steps taken to make school a more people-friendly place. The reader will have an opportunity to learn about the process of developing the study tool and its verification, together with applied statistical calculations. They will be able to use the published tool and make their own analyses, which might lead both to improvement in educational activities and to the growth of interest in the use of the transactional analysis theory.

[rec.] Widawska, E., Pierzchała, A. (2020). Kwestionariusz Potrzeb Edukacyjnych (KPE). Podręcznik Pracowni Narzędzi Badawczych Komitetu Nauk Pedagogicznych PAN. *Przegląd Badań Edukacyjnych, 30a* (wydanie specjalne), ss. 45

Publikacja zawiera rozbudowany opis procedury tworzenia, weryfikacji i wykorzystania autorskiego narzędzia diagnostycznego o nazwie Kwestionariusz Potrzeb Edukacyjnych (KPE). Nazwa jest tutaj o tyle istotna, że odnosi się do specyficznego obszaru teoretycznego, jakim jest analiza transakcyjna stworzona przez Erica Berne'a jak i do specyficznego podejścia do procesu edukacyjnego.

Analiza transakcyjna, która zadebiutowała jako szkoła psychoterapeutyczna w naturalnym stopniu skupia się na dobrostanie człowieka i cały jej aparat teoretyczny służy opisowi funkcjonowania psychiki z punktu widzenia dążenia do zmian mających nas doprowadzić do szczęśliwego i satysfakcjonującego życia. Wychodząc z tej perspektywy, autorki kwestionariusza skupiły się na tym, co może sprawić, że życie uczniów i edukatorów stanie się lepszym. Jest to punkt widzenia, który jest mało popularny w opracowaniach dotyczących systemu edukacyjnego i z pewnością wymaga docenienia. Proces edukacyjny zazwyczaj opisywany jest z perspektywy jego efektywności. Recenzowana publikacja przypomina o tym, że w szeroko rozumianej szkole po obu stronach biurka stoją ludzie, którzy muszą radzić sobie z problemami dnia codziennego.

W pierwszej części opracowania znajdziemy opis analizy transakcyjnej i jej pedagogicznych implikacji. Jest on ważny szczególnie dla osób, które dopiero zapoznają się z tą koncepcją i rozważają jej wykorzystanie w swojej pracy. Opis jest syntetyczny i zawiera odnośniki, które pozwolą osobom zainteresowanym pogłębić swoją wiedzę. Autorki zdecydowały się wykorzystać jako bazę dla swojego kwestionariusza koncepcję głodów transakcyjnych. Opisywana w teorii analizy transakcyjnej osobowość do właściwego funkcjonowania potrzebuje mieć świadomość funkcjonowania w szerszej perspektywie, który przekłada się na potrzebę (głód) uporządkowania. Funkcjonowanie wśród ludzi wiąże się z wchodzeniem w interakcje, a ich właściwy przebieg zależy od prawidłowego rozpoznania. Interakcja wymaga chwilowego wejścia w rolę drugiej osoby, aby odpowiednio zaadresować komunikat. Przez chwilę, świadomie lub nie widzimy siebie oczami rozmówcy. To przekłada się na głód rozpoznania, czyli potrzebę bycia zauważonym przez innych. Trzeci i ostatni głód to potrzeba stymulacji, czyli głód odczuć i bodźców. Ta część opracowania być może powinna być rozszerzona i głody można by opisać bardziej szczegółowo. Autorki podręcznika wyraźnie kierowały go do osób, które mają styczność z analizą transakcyjną i nie potrzebują szerszych wyjaśnień. Wydaje się, że wzbogacenie tego bloku o wyjaśnienie, w jaki sposób właściwe zaspokojenie głodów przełoży się na poprawę jakości sytuacji edukacyjnej, mogłoby zachęcić do użycia kwestionariusza osoby, które nie korzystają na co dzień z teorii Erica Berne'a.

W dalszej części opracowania znajdziemy procedurę tworzenia i weryfikacji narzędzia badawczego. Głody opisywane w teorii analizy transakcyjnej zostały rozpisane i uszczegółowione oraz dopasowane do procesu edukacyjnego. Czytelnik może zapoznać się z procedurą na podstawie wybranych przykładów. Opisana jest procedura przygotowania kwestionariusza oraz badań pilotażowych. Warto tutaj zaznaczyć, iż kwestionariusz potrzeb edukacyjnych został przygotowany w czterech językach: polskim, angielskim, hiszpańskim i ukraińskim. Opisana została procedura przygotowania tłumaczeń oraz przeprowadzenia pilotażu oraz w dalszej kolejności badania właściwe przeprowadzone na grupie 407 edukatorów w Gwatemali, Polsce, Wielkiej Brytanii i na Ukrainie. Ta część opracowania zawiera szczegółowy opis struktury demograficznej badanych oraz procedurę statystycznej weryfikacji narzędzia. Na szczególną uwagę zasługują zaawansowane procedury analiz statystycznych, które pozwoliły autorkom na eliminację budzących wątpliwości pozycji. O szczegółowości sita statystycznego może świadczyć to, że kwestionariusz, który liczył 75 pozycji, w wersji ostatecznej liczy pozycji 30. Sam opis analiz statystycznych może stanowić wzór dla badaczy i wyraźnie pokazuje, że obiegowe opinie o małej precyzji stosowanych w pedagogice narzędzi są zdecydowanie mylne. Ważną częścią podręcznika jest analiza trafności diagnostycznej, autorki opisały procedurę analizy merytorycznej z wykorzystaniem sędziów kompetentnych oraz dalsze obliczenia statystyczne pozwalające na ocenę trafności i rzetelności narzędzia. Dalej, w rozdziale dotyczącym normalizacji narzędzia, znajdziemy krótko omówione wyniki badań przeprowadzonych na grupie edukatorów w czterech krajach, wskazujące na pewne różnice kulturowe. Wyraźnie widać, że autorki kwestionariusza dołożyły wszelkich starań, aby stworzyć narzędzie neutralne kulturowo. Część metodologiczna zakończona jest krótkim opisem procedury liczenia wyników i równie krótkim podsumowaniem. Podobnie jak w części poświęconej głodom, zabrakło tutaj bloku poświęconego praktycznemu wykorzystania kwestionariusza. Trzeba przyznać, że dla osoby znającej teorię analizy transakcyjnej nie jest on potrzebny, określenie głodów edukacyjnych pozwala na podjęcie właściwych działań pedagogicznych, przyczyniłby się jednak do popularyzacji narzędzia i teorii Erica Berne'a wśród nauczycieli i pedagogów.

Na osłodę, znajdziemy na końcu podręcznika kwestionariusz potrzeb edukacyjnych wraz z kluczem, przygotowany w czterech językach, przetestowany i gotowy do użycia.

Podsumowując recenzję, należy podkreślić, iż autorki podjęły się dokonania analizy bardzo ważnego i niestety często pomijanego aspektu systemu edukacyjnego, jakim jest sytuacja psychologiczna uczniów i nauczycieli. Problem ten jest szczególnie ważny w chwili obecnej, na której ciąży pandemia COVID-19 powodująca wzrost poczucia zagrożenia i deprywację wielu potrzeb psychologicznych. Można mieć nadzieję, że jest to jeden z wielu kroków wykonywanych w stronę uczynienia szkoły miejscem bardziej przyjaznym dla ludzi. Czytelnik będzie miał okazję zapoznać się z procesem budowania narzędzia badawczego i jego weryfikacji wraz z wykorzystywanymi do tego obliczeniami statystycznymi. Będzie też mógł skorzystać z opublikowanego narzędzia i dokonać własnych analiz, które mogą doprowadzić zarówno do poprawy działań edukacyjnych, jak i do wzrostu zainteresowania teorią analizy transakcyjnej.

About the authors (O autorach)

GRAŻYNA CĘCELEK

Dr prof. PUSB – Author and co-editor of pedagogical monographs and over 100 scientific articles on the border of social, care and educational and rehabilitation pedagogy, as well as in the area of preschool and early school education, pedeutology, permanent education and media pedagogy, as well as educational and vocational counseling – published in Polish and foreign periodicals and scientific monographs. Areas of scientific and research interest: environmental conditions for the development and upbringing of children and adolescents, pedagogical aspects of the functioning of basic educational environments, the problem of poverty in the contemporary Polish family, organization and processing of the human life environment, barriers to access to education and instruments for equalizing educational opportunities, psychosocial aspects of the phenomenon social exclusion, permanent education, distance learning, information technology and its role in the educational process, media pedagogy, professional and personal counseling.

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dr prof. PUSB – Autorka i współredaktorka monografii pedagogicznych oraz ponad 100 artykułów naukowych z pogranicza pedagogiki społecznej, opiekuńczo-wychowawczej i resocjalizacyjnej, a także z obszaru edukacji przedszkolnej i wczesnoszkolnej, pedeutologii, edukacji permanentnej i pedagogiki medialnej oraz doradztwa edukacyjnego i zawodowego – opublikowanych w polskich i zagranicznych periodykach i monografiach naukowych. Obszary zainteresowań naukowo-badawczych: środowiskowe uwarunkowania rozwoju i wychowania dzieci i młodzieży, pedagogiczne aspekty funkcjonowania podstawowych środowisk wychowawczych, problematyka biedy we współczesnej polskiej rodzinie, organizowanie i przetwarzanie środowiska życia człowieka, bariery w dostępie do edukacji oraz instrumenty wyrównywania szans edukacyjnych, psychospołeczne aspekty zjawiska wykluczenia społecznego, edukacja permanentna, kształcenie na odległość, technologia informacyjna i jej rola w procesie edukacji, pedagogika medialna, doradztwo zawodowe i personalne.

MONIKA CZAJKOWSKA

PhD. She is assistant professor at the Maria Grzegorzewska University. She was a member of several research teams, incl. PISA, TEDS-M, OBUT. Her research interests are focused on solving mathematical problems and teaching future teachers. She is the author or co-author of many scientific and didactic articles about learning process and teaching mathematics. For many years she has been cooperating with educational publishers. In 2011, she was awarded the Medal Komisji Edukacji Narodowej.

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dr, pracuje jako adiunkt w Akademii Pedagogiki Specjalnej im. Marii Grzegorzewskiej w Warszawie. Była członkiem kilku zespołów badawczych m.in. PISA, TEDS-M, OBUT. Jej zainteresowania naukowe skoncentrowane są wokół problemów związanych z wykorzystaniem środków TI, a zwłaszcza zadań interaktywnych w nauczaniu matematyki oraz z kształceniem przyszłych kadr nauczycielskich. Jest autorką lub współautorką wielu artykułów naukowych i dydaktycznych, dotyczących procesu uczenia się i nauczania matematyki. Od wielu lat współpracuje z wydawnictwami edukacyjnymi. W 2011 roku została odznaczona Medalem Komisji Edukacji Narodowej.

SYLWIA GALANCIAK
PhD in cultural studies, assistant professor at the Institute of Pedagogy, The Maria Grzegorzewska University in Warsaw. Her research interests are related to media and social pedagogy and the use of new technologies in teaching. Polish manager of the Digital Assessment for Learning Informed by Data to Motivate and Incentivize Students (Erasmus +) project. Editor of the „International Journal of Pedagogy, Innovation and New Technologies".

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doktor kulturoznawstwa, adiunkt w Instytucie Pedagogiki Akademii Pedagogiki Specjalnej im. Marii Grzegorzewskiej w Warszawie. Jej zainteresowania naukowe związane są z pedagogiką medialną i społeczną oraz wykorzystaniem nowych technologii w dydaktyce. Kierowniczka polskiej części projektu Digital Assessment for Learning Informed by Data to Motivate and Incentivize Students (Erasmus +). Redaktorka międzynarodowego czasopisma „International Journal of Pedagogy, Innovation and New Technologies".

ANNA HADY
Coach and trainer in the area of conscious parenting and building relationships based on respect and understanding. She works in groups and individually with parents, guardians and teachers, supporting families and institutions in building a better understanding with children and developing emotional intelligence. Certified trainer and coach of Process Communiction Model®, trainer of the Famililab Foundation. She runs a blog on personal development and building healthy relationships (www.annahady.pl/blog)

Coach i trener w obszarze świadomego rodzicielstwa i budowania relacji opartych na szacunku i zrozumieniu. Pracuje grupowo i indywidualnie z rodzicami, opiekunami i nauczycielami, wspierając rodziny i instytucje w budowaniu lepszego porozumienia z dziećmi oraz rozwoju inteligencji emocjonalnej. Certyfikowany trener i coach Process Communiction Model®, trener Fundacji Familylab. Prowadzi bloga dotyczącego rozwoju osobistego i budowania zdrowch relacji (www.annahady.pl/blog)

JAROSŁAW JAGIEŁA

social counsellor and psychotherapist. Head of the Educational Transactional Analysis Research Team at Jan Dlugosz University in Częstochowa. Lecturer at the Department of Psychopedagogy at the Jesuit University *Ignatianum* in Krakow. Honorary editor of the "Educational Transactional Analysis Journal" and the "Educational Transactional Analysis Library". Author of 20 books and over 300 scientific and popular scientific articles.

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pedagog społeczny i psychoterapeuta. Kierownik Zespołu Badawczego Edukacyjnej Analizy Transakcyjnej na Uniwersytecie Humanistyczno-Przyrodniczym im. Jana Długosza w Częstochowie. Wykładowca w Katedrze Psychopedagogiki Akademii Ignatianum w Krakowie. Redaktor honorowy rocznika „Edukacyjna Analiza Transakcyjna" i „Biblioteki Edukacyjnej Analizy Transakcyjnej". Autor 20 książek i ponad 300 artykułów naukowych i popularnonaukowych.

ANNA JASKULSKA

Psychologist, psychotherapist in the field of transactional analysis during training, member of the Polish Society for Transactional Analysis. English philologist, translator of workshops and examinations conducted by the European Society for Transactional Analysis, author of the translation of the EATA Training and Examination manual. He runs a private psychological and psychotherapeutic practice in Szczecin, works with teenagers and adults.

Psycholożka, psychoteraputka w nurcie analizy transakcyjnej w trakcie szkolenia, członkini Polskiego Towarzystwa Analizy Transakcyjnej. Filolog angielski, tłumaczka warsztatów i egzaminów prowadzonych przez Europejskie Towarzystwo Analizy Transakcyjnej, autorka tłumaczenia podręcznika Szkolenia i egzaminowania EATA. Prowadzi prywatną praktykę psychologiczną i psychoteraputyczną w Szczecinie, pracuje z nastolatkami i dorosłymi.

ELŻBIETA JASNOSIK

Psychologist, psychotherapist, Transactional Analysis practitioner in the field of psychotherapy, prison psychologist. She works with convicted men, penitentiary recidivists. She also runs a private practice.

Psycholog, psychoterapeuta, praktyk Analizy Transakcyjnej w obszarze psychoterapii, psycholog więzienny. Pracuje ze skazanymi mężczyznami, recydywistami penitencjarnymi. Prowadzi również prywatną praktykę.

PIOTR JUSIK

independent researcher affiliated with the Centro de Investigacion Cientifica y Cultural in San Pedro La Laguna in Guatemala. Since 2017 he collaborates with the Jan Dlugosz University in Czestochowa (Poland) by writing articles and sharing his international experience as a teacher, trainer, transactional analysis counsellor and coach. Piotr holds Qualified Teacher Status in the UK, he is a fully accredited psychotherapist/counsellor by the British Association of Counselling and Psychotherapy, he holds a Level 7 Diploma in Leadership and Executive Coaching from the Institute of Leadership and Management, UK. He is interested in applying transactional analysis in education to address the emotional factors of teaching and learning. Between 2015–2020 Piotr designed and led various coaching transactional analysis workshops in Poland, Ukraine, the UK and Guatemala. His particular interest revolves around training teachers in counselling skills. Currently, Piotr works internationally as coach & counsellor and provides educational training and workshops to NGOs in Guatemala. He is in his final stages of becoming a Certified Transactional Analyst in the field of Counselling.

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niezależny badacz związany z Centro de Investigacion Cientifica y Cultural in San Pedro La Laguna w Gwatemali. Od 2017 roku współpracuje z Uniwersytetem Humanistyczno-Przyrodniczym im. Jana Długosza w Częstochowie, pisząc artykuły i dzieląc się międzynarodowym doświadczeniem jako nauczyciel, trener, doradca i coach analizy transakcyjnej. Piotr posiada status wykwalifikowanego nauczyciela w Wielkiej Brytanii, jest w pełni akredytowanym psychoterapeutą/doradcą Brytyjskiego Stowarzyszenia Poradnictwa i Psychoterapii, posiada Dyplom 7 Poziomu Przywództwa i Executive Coaching z Institute of Leadership and Management w Wielkiej Brytanii. Interesuje się zastosowaniem analizy transakcyjnej w edukacji, zajmując się emocjonalnymi czynnikami nauczania i uczenia się. W latach 2015–2020 zaprojektował i prowadził różne coachingowe warsztaty analizy transakcyjnej w Polsce, Ukrainie, Wielkiej Brytanii i Gwatemali. Jego szczególne zainteresowania koncentrują się wokół szkolenia nauczycieli w zakresie umiejętności doradczych. Obecnie pracuje na arenie międzynarodowej jako coach i doradca oraz prowadzi szkolenia edukacyjne i warsztaty dla organizacji pozarządowych w Gwatemali. Jest na końcowym etapie zdobywania tytułu Certyfikowanego Analityka Transakcyjnego w zakresie doradztwa.

MAREK KUŹNIK

PhD in the humanities in the field of psychology; certified psychotherapist of the Scientific Section of Couples and Families Therapy of the Polish Psychiatric Association; Assistant professor at the Institute of Psychology at the Humanitas University, he worked, among others at the Department of Family Sciences at the University of Silesia in Katowice and at the Institute of Applied Psychology of the Jagiellonian University in Krakow; certified trainer of the psychological workshop of the Polish Psychological Association.

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dr nauk humanistycznych w zakresie psychologii; certyfikowany psychoterapeuta Sekcji Naukowej Terapii Par i Rodzin Polskiego Towarzystwa Psychiatrycznego; Adiunkt w Instytucie Psychologii Wyższej Szkoły Humanitas, pracował m in. w Katedrze Nauk o Rodzinie Uniwersytetu Śląskiego w Katowicach i w Instytucie Psychologii Stosowanej UJ w Krakowie; certyfikowany trener warsztatu psychologicznego Polskiego Towarzystwa Psychologicznego.

AMANDA LACY

Amanda (Mandy) Lacy's PhD research examined group memory, micro learning and knowledge building practices at team meetings. www.meetingintelligence.global outlines the practical application of MQ. Mandy is a consultant, coach and educator in the areas of: leadership, workplace learning, team development andbenefits realisation management predominantly with major digital transformation programmes. www.mandylacy.nz

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Amanda (Mandy) Lacy bada pamięć grupową, mikro-uczenie się i praktyki budowania wiedzy na spotkaniach zespołu. Strona www.meetingintelligence.global przedstawia praktyczne zastosowanie MQ. Mandy jest konsultantem, trenerem i edukatorem w zakresie przywództwa, uczenia się w miejscu pracy, rozwoju zespołu i zarządzania realizacją korzyści, głównie za pomocą programów transformacji cyfrowej. Strona internetowa: www.mandylacy.nz

AGNIESZKA MAJEWSKA-KAFAROWSKA

assistant professor at the Pedagogy Institute of the Faculty of Social Sciences of the University of Silesia. Her interests concern the adult man: conditions and threats to development, adult education, human identity, socio-cultural contexts of development, conditions of education in adulthood. Recently, a particularly close and important area of the author's interest has been human aging and old age, considered in the context of lifelong development, as well as biographical conditions, which she has devoted to many publications. Member of the Academic Andragogical Society, founding member, board member and president of the 2nd term of the Association of Social Gerontologists. Since 2007, she has been associated with the University of the Third Age in Jaworznik. Secretary of the "Edukacja Dorosłych" journal, published by the Academic Andragogical Society.

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adiunkt w Instytucie Pedagogiki Wydziału Nauk Społecznych Uniwersytetu Śląskiego. Jej zainteresowania dotyczą człowieka dorosłego: uwarunkowań i zagrożeń rozwoju, edukacji człowieka dorosłego, tożsamości człowieka, społeczno-kulturowych kontekstów rozwoju, uwarunkowań edukacji w okresie dorosłości. Ostatnio szczególnie bliskim i ważnym obszarem zainteresowań autorki jest starzenie się i starość człowieka rozpatrywana w kontekście całożyciowego rozwoju, a także uwarunkowań biograficznych, czemu poświęciła wiele publikacji. Członkini Akademickiego Towarzystwa Andragogicznego, członkini założycielka, członkini zarządu oraz prezes II kadencji Stowarzyszenia Gerontologów Społecznych. Od 2007 roku związana z Jaworznickim Uniwersytetem Trzeciego Wieku. Sekretarz Czasopisma „Edukacja Dorosłych", wydawanego przez Akademickie Towarzystwo Andragogiczne.

ŁUKASZ MICHALSKI

Employee of the Institute of Pedagogy at the University of Silesia in Katowice. In his research interests he oscillates around the philosophical and cultural contexts of upbringing and qualitative research strategies (in particular, using the interface between the methodology of literary studies and reflection on upbringing). Currently, he focuses his research efforts on issues related to the theory of historiography of education. He published, inter alia, the book *Transformations of Impossible Syntheses*. *Towards the pedagogical nature of the textbook historiography of education*, in which it explores the meanders of the narrative of contemporary historical and educational syntheses.

Pracownik Instytutu Pedagogiki Uniwersytetu Śląskiego w Katowicach. W swoich zainteresowaniach naukowych oscyluje wokół filozoficznych i kulturowych kontekstów wychowania oraz strategii badań jakościowych (w szczególności eksploatując styk metodologii literaturoznawstwa i refleksji nad wychowaniem). Aktualnie wysiłki badawcze skupia na zagadnieniach dotyczących teorii historiografii wychowania. Opublikował m.in. książkę *Przemiany syntez niemożliwych*. *W stronę pedagogiczności podręcznikowej historiografii wychowania*, w której zgłębia meandry narracji współczesnych syntez historyczno-wychowawczych.

KRYSTYNA MOCZIA

PhD of Humanities in the field of pedagogy; Assistant Professor at the Faculty of Social Sciences, University of Silesia in Katowice. Her professional interests focus on chronically ill children and their families in primary educational environments and during hospitalization. Authoress /co-authoress of over 60 publications, including several in foreign languages, mainly in the field of special education. Member of HOPE, i.e. Hospital Organisation of Pedagogues in Europe. HOPE is an international non-governmental organisation (NGO) which brings together teachers working with children and young people with medical needs all over Europe.

Doktor nauk humanistycznych w zakresie pedagogiki; adiunkt na Wydziale Nauk Społecznych Uniwersytetu Śląskiego w Katowicach. Zainteresowania zawodowe koncentrują się wokół dziecka przewlekle chorego i jego rodziny w podstawowych środowiskach wychowawczych oraz w warunkach hospitalizacji. Autorka/współautorka ponad 60 publikacji, w tym kilku obcojęzycznych, głównie z obszaru pedagogiki specjalnej. Członek HOPE – Hospital Organisation of Pedagogues in Europe. HOPE – nadzieja – to międzynarodowa organizacja pozarządowa zrzeszająca nauczycieli pracujących z dziećmi i młodzieżą wymagającą opieki medycznej w całej Europie.

SABINA PAWLIK

Assistant Professor at the Institute of Pedagogy of the University of Silesia in Katowice, doctor of social sciences in the discipline of pedagogy, special educator. She is coordinator for accessibility at the Faculty of Social Sciences at the University of Silesia. She holds the social function of head of the pedagogical section of the internal research unit Institutum Investigationis Scovorodianum at the Autism Team Foundation in Łódź. Her research interests include: the inclusive potential of art of people with disabilities, educational inclusion, transformations of contemporary special education, and disability and social exclusion in the biographical perspective.

Adiunkt w Instytucie Pedagogiki Uniwersytetu Śląskiego w Katowicach, doktor nauk społecznych w dyscyplinie pedagogika, pedagog specjalny. Jest koordynatorką ds. dostępności na Wydziale Nauk Społecznych UŚ. Pełni społeczną funkcję kierowniczki sekcji pedagogicznej przy wewnętrznej jednostce badawczo-naukowej Institutum Investigationis Scovorodianum przy Fundacji Autism Team w Łodzi. Do jej zainteresowań badawczych należą: inkluzyjny potencjał sztuki osób z niepełnosprawnością, inkluzja edukacyjna, przemiany współczesnej pedagogiki specjalnej oraz niepełnosprawność i wykluczenie społeczne w perspektywie biograficznej.

KACPER PRAUZNER

student of medicine, Medical University of Warsaw.

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student kierunku lekarskiego, Warszawski Uniwersytet Medyczny.

TOMASZ PRAUZNER

assistant professor, doctor of humanities in the field of pedagogy, higher education in computer science, electronics and technology. The main goal of the author's research is to analyze the usefulness of modern technical and didactic means in teaching technical subjects. As part of his interests, he also conducts research on the use of simulation programs to assess the threats occurring in the environment and in the widely understood OHS. Author of over one hundred and twenty publications in the field of teaching technical subjects, information technology, electronics and health and safety education. Member of the Polish Pedagogical Society, Association of Polish Electrical Engineers.

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adiunkt, doktor nauk humanistycznych z zakresu pedagogiki, wykształcenie wyższe z informatyki, elektroniki i techniki. Głównym celem badań autora jest analiza przydatności nowoczesnych środków technicznych i dydaktycznych w nauczaniu przedmiotów technicznych. W ramach zainteresowań prowadzi również badania dotyczące wykorzystania programów symulacyjnych w celu oceny występujących w środowisku zagrożeń oraz w szeroko rozumianym BHP. Autor ponad stu dwudziestu publikacji z zakresu dydaktyki nauczania przedmiotów technicznych, technologii informacyjnej, elektroniki oraz edukacji BHP. Członek Polskiego Towarzystwa Pedagogicznego, Stowarzyszenia Elektryków Polskich.

DOROTA SIEMIENIECKA

Ass. Prof. NCU Head of the Department of Didactics and Media in the Institute of Educational Sciences, Faculty of Philosophy and Social Sciences Nicolaus Copernicus University in Torun. She is a member of Polish Pedagogical Association and Polish Society of Cognitive Sciences and main editor of scientific journal Cognitive Science – New Media – Education. Member of the media pedagogy section Committee of Pedagogical Sciences of the Polish Academy of Sciences. Her scientific interests, research and teaching activities fo-cus on the issues of didactics, creativity in education, creative teaching, the use of media in the education process, as well as the cognitive aspects of media in education. She is also the chair-man of the scientific and organizational committee of a series of international conferences devoted to the issues of education based on educational technologies (http://www.edukacja.torun.pl/konferencje-i-seminaria/konferencje-organizowane-przez-kdimwe/).

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prof. UMK, Kierownik Katedry Dydaktyki i Mediów w Instytucie Pedagogiki UMK Wydziału Filozofii i Nauk Społecznych. Jest członkinią Polskiego Towarzystwa Pedagogicznego, przez wiele lat była członkinią zarządu Polskiego Towarzystwa Kognitywistycznego. Redaktor naczelna międzynarodowego czasopisma naukowego Cognitive Science – New Media – Education. Członkini sekcji pedagogiki mediów Polskiej Akademii Nauk. Jej zainteresowania naukowe, działalność badawcza i dydaktyczna koncentrują się na zagadnieniach dydaktyki, twórczości w pedagogice, twórczym nauczaniu, na zastosowaniu nowoczesnych mediów w procesie edukacji, a także na kognitywistycznych aspektach mediów w edukacji. Jest również przewodniczącą komitetu naukowego i organizacyjnego cyklu międzynarodowych konferencji poświęconych problematyce kształcenia w oparciu o nowe technologie (http://www.edukacja.torun.pl/konferencje-i-seminaria/konferencje-organizowane-przez-kdimwe/).

MAREK SIWICKI

PhD in humanities, assistant professor at the Institute of Pedagogy, The Maria Grzegorzewska University in Warsaw. A graduate of the Faculty of Journalism and Political Science at the University of Warsaw and the University of Physical Education in Gdańsk. He is interested in the issues of practice and ethics in the media, media and social pedagogy, as well as the history and educational aspects of physical culture, in particular sailing.

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doktor nauk humanistycznych, adiunkt w Instytucie Pedagogiki w Akademii Pedagogiki Specjalnej im. Marii Grzegorzewskiej w Warszawie. Absolwent Wydziału Dziennikarstwa i Nauk Politycznych Uniwersytetu Warszawskiego i Wyższej Szkoły Wychowania Fizycznego w Gdańsku. Interesuje się zagadnieniami praktyki i etyki w mediach, pedagogiką medialną oraz społeczną, a także dziejami i edukacyjnymi aspektami kultury fizycznej, w szczególności żeglarstwa.

AGATA SZEKIEŁDA

psychologist, mathematician, PhD student at the Faculty of Psychology and Cognitivism at Adam Mickiewicz University in Poznań. Psychotherapist, in the process of training in the trend of transactional analysis. Scientific interests: relations between mind and body (psychosomatics, somatomorpfic disorders, eating disorders), relation trauma, personality disorders.

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psycholog, matematyk, doktorantka na Wydziale Psychologii i Kognitywistyki UAM w Poznaniu. Psychoterapeutka, w trakcie procesu szkolenia w nurcie analizy transakcyjnej. Zainteresowania naukowe: związki psychiki i ciała (psychosomatyka, zaburzenia somatoformiczne, zaburzenia odżywiania), trauma relacyjna, zaburzenia osobowości.

ZBIGNIEW WIECZOREK

social counsellor and sociologist, PhD in Humanities, employee of the Department of Education Studies of Jan Dlugosz University in Częstochowa. He has an over twenty-year experience in assertiveness training and social skills training. His scientific interests focus on widely-understood social communication and using techniques from different therapeutic schools in the process of self-development and learning new behaviours. Privately he is interested in cycling, rock climbing and mountain trekking.

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pedagog społeczny i socjolog, doktor nauk humanistycznych, pracownik Katedry Badań nad Edukacją UJD w Częstochowie. Posiada ponad dwudziestoletnie doświadczenie w prowadzeniu treningów asertywności oraz treningów umiejętności społecznych. Zainteresowania zawodowe koncentrują się wokół szeroko rozumianej komunikacji społecznej oraz wykorzystania technik rożnych szkół terapeutycznych w procesach samorozwoju i uczenia się nowych zachowań. Zainteresowania prywatne to jazda na rowerze, wspinaczka skałkowa i turystyka górska.

EWA WILCZEWSKA

HR and communication strategist, certified trainer of social competences and business mentor, practitioner of transactional analysis. Author of the Feedback Development Value Project, the textbook *Effective and developmental interpersonal communication,* the e-book *Know-how in managing oneself in time* and e-learning courses on human potential management. Professionally, by combining business and mentoring experience, she supports organizations in information management and implementation of projects that allow them to build committed, effective teams, based on the identification of employees' potential. Research interests: feedback in the current of transactional analysis as a tool that works and brings profit to the individual and the organization.

Strateg personalny i komunikacyjny, certyfikowana trenerka kompetencji społecznych i mentorka biznesu, praktyk analizy transakcyjnej. Autorka Projektu Feedback Development Value, podręcznika *Skuteczna i rozwojowa komunikacja interpersonalna,* e-booka *Know-how zarządzania sobą w czasie* oraz kursów e-learningowych z tematyki zarządzania potencjałem ludzkim. Zawodowo, łącząc biznesowe i mentorskie doświadczenie, wspiera organizacje w zarządzaniu informacją i wdrażaniu projektów pozwalających budować zaangażowane, efektywne zespoły, w oparciu o identyfikację potencjału pracowników. Zainteresowania naukowe: informacja zwrotna w nurcie analizy transakcyjnej jako narzędzie, które pracuje i przynosi zysk jednostce i organizacji.