

The following TA research has abstracts in English

<http://www.cc.jyu.fi/~liikanen/egroup.htm>:

Koivisto, P. & Luttinen, H. 1997. Love, Respect, Accept? How transactional patterns connect with self-esteem in the kindergarten. Jyväskylä; University of Jyväskylä, Faculty of Education. Master Thesis in Education. 133 p.

ABSTRACT

Developing and strengthening children's self-esteem is one of the major goals of day care and school education. However there is not enough research that would reveal how this important goal has been fulfilled in practice in kindergartens. That's why we wanted to study the relationships children have in kindergartens and to find out what is the meaning of children's relationships to their self-esteem. We studied both the quality and the quantity of the relationships children had in kindergartens. Especially we were interested in the feedback (strokes in TA-language) the children got from adults and peers, because the principle according research findings is that children must be given a lot of positive feedback to insure the growth of high self-esteem. We used TA-theory in analysing interaction situations. TA uses the notions "a stroke and a transaction" in explaining the communication and the development of self-esteem. A stroke can be defined as any act of recognition. Berne has defined a transaction as a basic unit of social interaction. A transaction includes a single stimulus and a single response which can be verbal or nonverbal. A transaction is an exchange of messages (strokes) between two people. (Berne 1964, 29; Freed & Freed 1977, 8; Harris 1977, 31; Harris & Harris 1986, 24; James & Jongeward 1980, 58; Keepers & Babcock 1986, 34; Stewart & Joines 1987, 59, 72; Temple 1996.)

In this article we will concentrate in telling about the results we got. Results in our research showed that the children had very few interaction situations with the adults. The children got only few strokes from the adults and a large part of these strokes were given in a negative way. The adults didn't give positive unconditional strokes almost at all. The peers gave more strokes than the adults and they gave also unconditional strokes. We can say that the adults strengthened only behaviour and performance of the children.

Keywords: Self-esteem, transaction, feedback, stroke, kindergarten, transactional analysis (TA)

added 2nd Jan

Lerkkanen, M.-K. 1994. Us and Them. A Transactional Analysis Perspective on Racism. Jyväskylä: University of Jyväskylä, Studies in Education, 193 p.

ABSTRACT

The aim of the study was to investigate how Transactional Analysis (TA) theories explain racism and tolerance. According to TA, a prejudice is a Parent Contamination, and delusions are Child Contaminations. A Contamination is when a person mistakes Parent or Child ego-state material for Adult, and archaic beliefs are held as present facts. It is possible to have Parent contaminations (prejudices) or Child Contaminations (delusions) or both.

In the study a homogenous and averagely non racist student group (n = 96) completed traditional racism measurements. Within the group were two different subgroups: prejudiced and not prejudiced students. I chose five student teachers; three from the first group and two from the second. I looked over their stereotypes, prejudices, ego-states, life position, early childhood memories, family messages and behaviour as a teacher by qualitative case analysis.

The three students who were racist confirmed the TA theory. Their Contaminations were connected with inability to consider others as equal. As Berne said, the Parent Contamination has connections with both stereotypical thinking and nationalism. They also had stereotypical views about teaching, namely that "Teacher talks and pupils listen". The student whose personality had Child Contaminations had strong feeling and delusions about foreigners as a threat. The third student had double Contaminations, and he had a very authoritarian and conservative personality. These three students were examples of three different kinds of racism: "good meaning racism", "red neck racism" and "modern racism". Their life position in relationships was "I'm OK, We're OK, They are not OK" with me.

Of the two non prejudiced students, each was of a different type. The first student demonstrated "problematic cultural relativism" and behaved flexibly, fairly, responsibly and cooperatively with pupils. The other demonstrated "apparent tolerance" a person who thought very stereotypically, and had learned some kind of "tolerance game". This unrealistic game didn't work in real situations and then she had problems. The life position of the tolerant students was "I'm OK, We're OK, They're OK" with me.

Firstly this study showed that the case studies gave deeper information about racist and tolerant people's personality and behaviour than other kinds of measurement. Secondly it showed that TA is a useful tool for studying racist and non racist behaviour. Thirdly it showed that it is necessary to pay more attention to teacher students' personality and life position in relationship when they start to study education and particularly Teacher Training.

Keyword: Transactional Analysis, other, racism, tolerance, stereotype, prejudice

Liikanen, P. 1990. A fairy tale as a model of identity and life position. University of Jyväskylä. Department of teacher education. 141 p. (University of Jyväskylä. Department of teacher education. Research, ISSN 0357-7562.42). ISBN 951-680-394-6

Abstract

Stories made by the mind are various: life stories, childhood memories, memories of conflict situations of life, fairy tales and folk tales. All stories are processed by the individual mind. The story with its themes and heroes and its make up by the mind affect on the life and behavior of the individual person. This project is based on the childhood memories on human relations and the childhood fairy tales as a predictor of adult personality. Transactional theory of Eric Berne serves as the frame of reference theory of the study.

The purpose of this report was to find out (1) what and what kind are the childhood fairy tales, (2) what and what kind of the heroes of the fairy tales are as a model of identity and life positions, (3) what is the relation between the hero of the fairy tale and the personality of the fairy tale teller and (4) are there a relation between the sex of the fairy tale teller and the traits of the hero of the fairy tale? The theoretical background of the study is based on transactional analysis, especially on the script analysis including childhood's favorite fairy tales.

The subjects of the study were 93 university freshman students studying to become class teachers. The students recalled their childhood's favorite fairy tale as a response to a fantasy trip. After the trip they wrote their favorite childhood's fairy tale and evaluated the feelings of OK and not OK and life positions of themselves and of the hero of their favorite fairy tale. Also the ego states of the subjects were evaluated.

The agreement of the evaluations of traits of the hero based on the fairy tale between persons varied from 87,7 % to 100,0 %. The reliabilities of the scales of the feelings of OK and not OK were all except one higher than .83. The reliability of the Parent ego state was .67, of the Adult ego state .80 and of the Child ego state .70.

The results of the study indicated that the childhood's fairy tales told by the students represented over national, mostly western fairy tale tradition. The percentage of the fairy tales based on the Finnish origin was 14,29 %. The English (20,41 %) and the German (16,33 %) fairy tales were the most popular. There were told 49 different fairy tales, most often the fairy tales by Grimm e.g. Cinderella (11,24 %), Snow White (11,24 %), Sleeping Beauty (7,87 %) and Red Little Riding Hood (4,49 %).

The heroes of the told fairy tale were more often human beings (62,2 %) or animals (27,8 %) than other fairy tale characters (10,0 %). Among the heroes there were as much women, men and fairy tale character whose sex was not described.

Mostly the heroes of the fairy tales felt themselves accepted (74,7 %), they felt seldom OK if feelings (11,0 %). 28,6 % of the heroes felt being rejected or not accepted. The heroes accepted themselves and the members of the family. Very often the life position of I +, Y + dominated in relation to the relatives, the teachers, minority and different religious groups and different cultures. The life position I +, Y - was reflected in relation to the gypsies (24,2 %), the South Africans (23,1 %), the Russians (18,4 %), the refugees and religious groups (17,2 %) like the Laestadian Christian group, the Hindus and the Buddhists. The life position I -, Y + was felt by the hero in relation to teacher (20,3 %), mother (13,8 %), grandmother (12,8 %), sister (12,2 %) and to the Swedish people (10,9 %).

The heroes of the fairy tales acted as victims (45,1 %), persecutors (16,5 %) rescuers (46,2 %), winners (68,1 %) and losers (12,1 %). The social roles supported the hypothesis of the transactional analysis also as the psychological and existential levels.

The sex of the hero effected on the feeling of OK/not OK, the life positions and the social roles of the hero. The female heroes had Not OK feelings, the life positions of I-, Y- and the role of a victim. The male heroes had more OK feelings and less Not OK feelings than the female heroes. The life position of I-, Y + was dominated among the male heroes. The male heroes had the role of a winner, a rescuers or a persecutor more often than others. The fairy tale characters, whose sex was not described, had a lot of OK if -feelings, less often of the life position of I +, Y +, and more often the role of a looser than of a winner.

The hero of the fairy tale had a relation to the personality of the fairy tale teller. The OK feelings and the life positions I +, Y+ and I-, Y- correlated positively between the heroes of the fairy tales and their tellers. The OK feelings of the heroes of the fairy tale correlated positively and Personal Not OK negatively to the Adult Ego State of the fairy tale teller. The social role and the change of the role of the hero of the fairy tale had some positive correlations to the OK and Not OK feelings, the life positions and the ego states of the fairy tale teller. The agreement between the sex of the hero and the fairy tale teller correlated with the OK and Not OK feelings of the hero of the fairy tale.

The sex of the fairy tale teller effected to the type and the location of the fairy tale and to the sex of the hero. There was no differences between the OK and Not OK feeling and life positions of the heroes told by a male and a female student.

Key words: Fairy tale or folk tale, Identity, Transactional analysis, Script analysis, OK, Not OK and OK if feelings, Life positions, Social role, Cultural tradition, Cultural script

Liikanen, P. 1991. From servant to master, from student to teacher; Finnish culture described by four successive generations. - University of Jyväskylä. - Teacher

Education, 1991, - 215 p. (University of Jyväskylä. Department of Teacher Education. Research, ISSN 0357-7562; 44). ISBN 951-680-428-4

ABSTRACT

This study describes the life and the reality of four successive generations as it is explained by cultural script and by Parent ego state in transactional theory. Cultural identity is based on the life and reality of successive generations.

The purpose of the study is to explain according to transactional analysis, what kind of personality included into Finnish cultural script is supported by Finnish culture. Finnish cultural script is described by answering to the following ques-

tions: 1) what kind are the values and the attitudes of Finnish culture transferred by one generation after an other and explained by Parent ego state in the personality structure?, 2) how do the young people comprehend the culture supported by school, is the culture transferred by the script messages of Parent or Adult ego state, and 3) what do the young people consider as Finnish culture i.e., is this conception of Finnish culture based on Adult ego state or not?

Finnish cultural script is described by the facts given by 681 persons in four successive generations, whom 87 teacher students interviewed and collected information about themselves, their parents, their grandparents and their greatgrandparents. The structure of the interview was based on the contents of Parent ego state: the structure of the family, values, education and profession, human relations, parenting practices, family meals, free time activities and hobbies. Information about the Parent ego state of teacher students was collected during the course of international education by doing group work about the religious beliefs and the play tradition of successive generations, handling stereotypes and prejudices, supporting human values and human rights by self made games and resolving conflicts at school by simulations.

Ninety % of teacher students were from happy families with mother, father and children. Their parents represented less working class and more upper middle classes than is the average in Finland. 25,3 % of teacher students had at least one parent whose profession was teacher, and with 16 % both parents were teachers.

The results of the study indicated that the Finnish cultural script is dominated by Parent ego state and there is very little Adult ego state. Religion, work, education and family human relations were important factors in the Finnish cultural script.

Key words: cultural identity, transactional analysis, culture, script, cultural script, personality structure, ego state, the Parent ego state, teacher education.

Added 12th January

Liikanen, P. 1991. Early childhood experiences in human relations as a predictor of personality and Finnish culture. - University of Jyväskylä. Department of Teacher Education, 1991, - 161 p. (University of Jyväskylä, Department of Teacher Education. Research, ISSN 0357-7562; 45). ISBN 951-680-472-1

SUMMARY

The purpose of this study is to describe early childhood experiences in human relations and their relation to personality. According to the transactional analysis during childhood written life plan, so called script is the basis of the theoretical frame of reference of this study. In human relations there are transferred in addition to facts, also feelings and life positions. The script messages are transferred from the ego state of the sender to the corresponding ego state of the receiver. The study tries to answer to the following questions: (1) What kinds are the childhood experiences in human relations (persons, content of human relation, OK, OK if

and Not OK feelings, life positions and script messages), (2) What are the relations of the persons involved in childhood human relations to the content of experiences in human relations, to the OK, OK if and Not OK feelings, to the life positions and to the script messages, (3) Does the sex of the receiver of script messages affect the experiences of childhood human relations and (4) Is there any relation between the childhood experiences in human relations and the adult personality, OK, OK if and Not OK feelings, life positions and ego states?

The subjects of the study were 92 freshmen class teacher students who recalled their early childhood experience in human relations and the messages of the "Always" and "Never" script.

The results of the study indicated that mother and father dominated in all childhood experiences in human relations. Experiences were related to the success and being together more often than failure or disappointment. "Always" script messages dealt mostly with tidiness, "Never" script messages with security and traffic behavior, and both scripts with social behavior and morality.

The OK feelings included in the recalled memory of childhood experience in human relations but not so often in "Always" script messages. The Not OK feelings were supported most by "Never" script messages.

Life position "I +, U +" was included in half of the recalled memories of childhood experience in human relations and it was rare in "Always" and "Never" script messages.

"I +, U -" life position was more often in the messages of "Never" script than in the messages of "Always" script and in the memories of childhood experience in human relations. Also the life position of "I -, U +" was common in the messages of "Never" script. Life position of "I -, U -" was very rare in all recalled experiences in human relations included the messages of "Always" and "Never" script.

The messages of "Always" script supported mostly the negative counterinjunctions, the drivers (85.58 %), the messages of "Never" script negative injunctions (89.29 %). Recalled memories of childhood experience in human relations emphasized permissions (46.15 %) and negative injunctions (42.86 %). The Not-OK miniscript was supported by the childhood experiences in human relations more often than OK miniscript.

The childhood experiences in human relations effected to the feelings of OK, OK if and Not OK and the life positions of the recalled situation of the human relations. The sex of the receiver of the script messages in childhood did not affect to the childhood experiences of human relations, but the sex did affect as a adult to the OK, OK if, Not OK feelings, life positions and ego states.

Key words: transactional analysis, script, script message, counterinjunctions, injunctions, OK, OK if, Not OK, life position, ego state

added 12th Jan

Liikanen, P. 1991. Teacher personality and the Finnish culture. - University of Jyväskylä. - Department of Teacher Education, 1991, - 142 p. (University of Jyväskylä. Department of Teacher Education. Research, ISSN 0357-7562; 46).ISBN 951-680-451-9
SUMMARY

The individual personality is formed by culture. What kind is this learned structure of personality? The purpose of this study based on the transactional analysis is to (1) describe the structure of personality, (2) to analyze the relation between "OKness" and "Not OKness", life positions, ego states and the academic success, (3) to control the effect of sex to

personality structure, and (4) to discuss the limits and the obstacles in future teacher profession set by the personality of the class teacher students.

The subjects of the study were 93 first year class teacher students. The description of the structure of personality was based on self evaluations of the "OKness" and "Not OKness", the life positions and ego states of Parent, Adult and Child. The reliabilities of the "OKness" and "Not OKness" scales ranged between .77 and .92. Life positions were examined by four scales. The obtained reliabilities of life positions scales were between .56 and .91. The reliabilities of the structure of personality describing different ego states were for Parent .67, for Adult .89, and for Child .70.

The college freshman class teacher students had more the "OKness" than "Not OKness". The life position "I am OK, you are OK" was more frequent than the other life positions. Students had the life position "I am OK, you are not OK" towards minorities like gypsies (52.9-58.8 %), towards religious groups like hindus, buddhists (20.2-44.7 %) and towards other cultures (16.5-40.5 %).

The structures of personality between men and women did not differ. Both groups had more often the structure "Adult contaminated by Parent with weak Child" than the other types of the structure of personality.

Under discussion were the limitations and the obstacles set by personality of class teacher students based on the Finnish culture and related to self confidence, learning, teaching, understanding of other cultures, national/international approach to culture education, and internationalization.

Key words: Personality, culture, transactional analysis, OKness/Not OK-ness, life positions, ego states, academic success, sex.

Added 12th January

Liikanen, P., Illman, M., Koski, M., Kurjanen, K., & Nyman, T. (eds) 1992. Finnish culture in the international education studies of class teacher students and in the Unesco Associated Schools Project at the Department of Teacher Education, Jyväskylä University. - University of Jyväskylä.- Department of Teacher Education, 1992. 159 p. (University of Jyväskylä. Department of Teacher Education. Research, ISSN 0357-7562;48). ISBN 951-680-799-2

SUMMARY

This follow-up study deals with the programme of Finland-oriented events, termed Finnhappening, which was implemented by the School and Culture Project of the University of Jyväskylä and as part of Unesco friendship school activity (the Unesco Associated Schools Project in Education for International Co-operation and Peace). The whole project covers the period 1989-1993 for one group of 96 class teacher students. This Finnhappening took place in the second year of study. The purpose of the project is 1) to make contact with oneself, with one's own roots and with Finnish culture, 2) to develop teaching methods and to experiment with new ways of implementing studies in international education in teacher education and in comprehensive schools and 3) to emphasize international and cultural education in teacher education in Finland.

The Finnhappening in the Department of Teacher Education was carried out during class teacher education studies as part of integrated studies in basic subjects. The Finnhappening (2 study-weeks) was preceded by three study blocks: an introduction to university studies (Finnish cultural script), international education (1 study-week) and cultural education (1 study-week). The Finnhappening included activities and workshops in nature, hobbies, music, arts and crafts, clay modelling, space performance, Finnish sound and voice, slides of the main shopping street in Jyväskylä (acculturation), a 1920s-style coffee shop, and Finnish literature

in the world. The literary workshop was arranged by subject teacher students. There were also performances to do with Finnish culture, an evening show (3 hrs), gymnastics, folk music and a fashion show. This Finn happening, called "I Cry for My Homeland", was performed in Jyväskylä (2 study-weeks) in Finland, and in Trondheim, Norway (one study-week) at one of the teacher education colleges connected to the Department of Teacher Education of Jyväskylä University through the Unesco friendship scheme.

The follow-up study was based on the observations of 95 class teacher students and 87 other participants, of which 62 were subject teacher students participating in international education studies.

Marks for the Finn happening study block were based on independent study, not on lectures or literature. Help given by teachers was quite small in planning and carrying out the Finn happening. Students' work exceeded the planned two study weeks (80 hours' work). Teachers experienced the lack of cooperation between students and teachers negatively because students carried out the whole event with almost no consultation with teachers. It was also unclear how the Finn happening was related to international education and to the School and Culture Project.

In carrying out the "I Cry for My Homeland" event, the students paid no attention to what was said in the study programme about the description, objectives, contents and methods of this study block, "integrated studies in basic subjects" (Finn happening). It was planned that the event was supposed to be related to earlier studies. The teaching methods were not implemented in line with the curriculum plan. Perhaps for that reason the informational conception of Finnish culture and of Finland was superficial and fragmented. In written feedback the conceptions of Finnish culture and Finland were presented without criticism and argument. The Finn happening did not produce broad, integrated knowledge based on personal experiences. The happening did, however, help students to act independently. Finnish culture and the Finnish character were felt to be a value in themselves. The happening provided many models for carrying out cultural events at school and for the students' future vocation (teacher) in spite of the traditional way in which the event was realized. This Finn happening was completely different from conventional ways of studying in teacher education. The Finn happening, presented both in Jyväskylä and Norway, provided many of the students with their first real opportunity to involve themselves with total enthusiasm and commitment in their studies.

About one third of the subject teacher students considered the "I Cry for My Homeland" event to be very suitable for transmitting Finnish culture. No distinction was made between presenting the event at elementary school, high school or senior high school level. According to the participants, the event did not take into account the friendship schools of the Department of Teacher Education, for whom a functioning Finland teaching package should have been produced as a result of the Finn happening, and later realized in friendship schools in Norway and India. In this follow-up study the "I Cry for My Homeland" event was carried out by the Finnish students, not by the Norwegian class teacher students. The Finn happening initiated the cultural exchange between Unesco friendship schools: Trondheim Teacher Training College and the University of Jyväskylä, Department of Teacher Education. International education in teacher education was also supported in this way in line with the objectives of the Unesco-Aspro-project.

Keywords: International education, Cultural education, Finnish culture, Cultural identity, Teaching methods, Experiential teaching methods, Conception of knowledge, Teacher education

Liikanen, P. (ed.) 1993. Growth towards international understanding. Final report of a project of the Department of Teacher Education, University of Jyväskylä in international education and in the UNESCO Associated Schools Project in Education for International Co-operation and Peace in 1989-1993/ - University of Jyväskylä. Department of Teacher Education, 1993. -181 p. (University of Jyväskylä. Department of Teacher Education. Research, ISSN 0357-7562; 50). ISBN 951-680-975-8

SUMMARY

In 1989 the University of Jyväskylä Department of Teacher Education joined the UNESCO Associated Schools Project in Education for International Co-operation and Peace. Membership of the ASP-project requires the development of international studies in teacher education, participation in international field experiments, and research. The "School and culture" and "Finnish Cultural Script" projects were planned as preliminary qualifications for membership. For the first four years curricular development in international education was focused on the studies of class teacher and of subject teacher students. The Department of Teacher Education provided 28 studyweeks (or credit units) of international education studies for class teacher students and one studyweek for subject teachers. The starting point for international education studies was Finnish culture and personal identity, as well as establishing contact with the self, one's own roots and with Finnish culture. The Department of Teacher Education started cooperation with UNESCO friendship schools: Trondheim College of Teacher Education (Norway) and Seva Mandir's Teacher Education and Comprehensive School (India, Tamil Nadu), and also with Luleå College (Sweden) in class teacher students' third year of studies. The Finn Happening cultural event was organized in Jyväskylä and in Trondheim by class teacher students. The Norwegian teacher students organized an equivalent Norway Happening in Jyväskylä with various workshops. In addition students were able to take part in a Scandinavian Camp School as part of their field training. During a period of teaching practice students participated in a Finn Happening organized by the Jyväskylä University Training School. English Special Studies also included two study weeks of Global Education, carried out in the form of a world-wide computer simulation (ICONS). Almost thirty students are doing their MA thesis in international, environmental and cultural education. Stories and fairy tales made up the content of international education in the first grades of Jyväskylä University Training School. Stories and fairy tales by students, their parents and grandparents were exchanged for stories and fairy tales of students of the UNESCO friendship schools in Jyväskylä (Keltinmäki Elementary school) and in Parangipettai, Tamil Nadu, India (Seva Mandir). Research activity is based on four different sets of empirical data: 1) the cultural script of class teacher students, their parents and grandparents, 2) the Finnish cultural script transferred by school, 3) the story and fairy tale telling tradition of first grade students, their parents and grandparents, and 4) national images and stereotypes underlying international friendship activities. Empirical data were collected from 1461 persons representing class teacher students in Finland, Sweden and Norway, elementary school students and their parents and grandparents.

In terms of transactional analysis the Finnish cultural script included a lot of Not OK- and OK if -scripting which destroys and limits the identity of children. Scripting by school was based on the school readiness of the first graders, which correlated positively with later school success. Children who began their schooling with good learning readinesses had better marks than those children who had poor school readiness throughout the comprehensive school in grades 1, 3, 6 and 9. The roles of Victim, Rescuer and Winner according to the individual script correlated with the learning history of the students. In human relations the life position "I am

OK, you are not OK" was directed especially towards minority groups (e.g. gypsies). The scripts of Finnish youth contained many prejudices and ethnocentric attitudes.

The Finns, Norwegians and Swedes were seen as very different from each other, each representing their own ethnic group despite the fact that the Scandinavian image is considered quite homogenous in the world. The definitions of the national character of Finns and Norwegians were closer to each other than the Swedish image was to either one. Studies promoting international understanding and removal of stereotypes should be increased in comprehensive education and in higher education through, for example, global, multicultural and anti-racist education.

Key words: friendship school activity, international education, cultural education, teacher education, Finnish cultural script, transactional analysis, stereotypes, experiential learning

Liikanen, P. 1999. Child's development and learning: from theory to practice. Multi- and hypermedia programme. 261 pages (Asymetrix ToolBook II Publisher, 5.0)

This multi- and hypermedia programme "Child's development and learning: from theory to practice" shows how the development of a child gives the conditions for teaching and learning. Fourteen developmental theories are related to a practical teaching and learning situation. The support of the theories (e.g. Freud, Montessori, Gesell, Piaget, Kohlberg, Erikson etc.) is reflected in relation to educational practice.

The subjects and the teaching methods of school/preschool are always assumed to a developmental level, which a student (a child) has to master before he/she can take advantage of the teaching and of the learning situation. Many children/ school beginners have not yet reached the level which the teaching methods are required by the teacher/ the school. These children do not get any possibility to learn. In the presentation are shown the conditions given by the methods to teach reading (KÄTS; LPP; MAGGA) to children behaving at various developmental levels of the information processing.

The results of three separate research projects (TV-programmes, creativity, a follow up study from a school beginner to the student of last year at the comprehensive school (from 7 years old to 15-16 years old at the school) are presented.

The final part of the presentation is concentrated to the assessment of information processing development and how to support identity /self esteem. Children's developmental level has to be taken into consideration while planning and carrying through learning activities and teaching methods. Every child has right to learn.

Key words: information processing, developmental diagnosis, teaching methods, developmental conditions for learning, developmental theories and learning, transactional analysis, learning history, Okness, life position

Laes, T., Lerkkanen, M.-K., & Varis, E. (eds) 1998. TA opettajan apuna. Educational TA for Teacher. Jyväskylä: Jyväskylä Studies in Education, Psychology and Social Research 142, 207 p. Content.

Content

Tuula Laes, Marja-Kristiina Lerkkanen: Preface

David Evans : Why Do We as Teachers Need TA? .

Susannah Temple : Becoming a TA Educator

Pat Daunt: Promoting Self-Esteem: A TA Approach to Training in Child Care and Education

Susannah Temple : Teaching with TA

Pirkko Liikanen: TA ihmisyyteen kasvussa [TA towards humanity]

Liisa Hallikas: Et tietäisi meistä, ellei meitä olisi [You'll wouldn't know us if we do not exist]

Marja-Kristiina Lerkkanen: Script Prevention in the Primary School

Steve Duncan: Applying the Drama Triangle

David Evans: Resolving a Dilemma in Teacher Education

Päivi Koivisto, Hilikka Luttinen: Päiväkodin vuorovaikutussuhteet lapsen itsetunnon rakentajana [Transactions support children's self-esteem in the kindergarten].

Jean Illsley Clarke: The Need for Developmental Affirmations. Give Us Words.

Paula Ojala: Alkuopetuksessa TA-pahtuu [TA at Grade 1]

Trudi Newton: Transforming Learning

Tuula Laes: Transaktioanalyysi - ryhmäterapiasta psykologian välineeksi [Historical perspective to TA]

Temple, S., & Lerkkanen, M.-K. (in press) Student-teachers' professional and personal development through academic study of Educational Transactional Analysis. TA Journal.

Abstract

The aim of this study was to investigate student-teachers' personal and professional development following academic study of educational transactional analysis. Students from two countries, 21 from Finland and 15 from England, participated in the study. Both cohorts made an Action Plan and a Personal Growth Plan with regard to their personal and professional growth on completion of the two-day Introduction to Transactional Analysis (TA 101 course). Approximately six months after their respective TA courses, the students completed a Follow-up Questionnaire. The first stage results showed how the students considered they would apply certain transactional analysis concepts, giving evidence of their reasons, intentions and goals for achieving increased effectiveness as a teacher. In the second stage, the results showed the students' estimations of their increase of awareness and skill with respect to six key areas of personal and professional growth.

These results indicate a need to strengthen psychosocial studies in teacher education, and also that TA might be a very useful theory and instrument for the personal and professional development of student-teachers.

KEY WORDS: Professional Development, Personal Growth, Educational Transactional Analysis, Student-Teachers, Academic Studies