

Information sheet on writing a thesis as part of the TCI graduation process

The information sheet refers to the following guidelines from the guide to obtaining teaching qualifications, p. 10:

"In addition to the two recommendations, an independently advertised and led TCI course relevant to the training must be conducted without a lecturer and a thesis must be written. This thesis shall include, among other things, a process analysis of a selected part of the course, a presentation of the author's own understanding of TCI teaching, and an assessment of their current TCI teaching competence.

In the case of co-teaching, we recommend that only one of the teachers write their graduation thesis on a course in order to comprehensively test their TCI teaching skills.

Particular attention is paid here to the didactics and methodology of one's own teaching. (...) As a rule, the self-led course comprises 18 work units of 90 minutes each in different formats. Any deviations must be clarified in advance with the Graduation Committee (GC)."

Basic principles

In the graduation thesis, the graduate describes and analyses their own graduation course. The focus of this work is on their own implicit and explicit teaching of TCI. This includes the didactic decision as to why they chose certain teaching content for the intended target group and situation of the participants; how much teaching content they chose and which methodology was used to design, stimulate and promote the learning process. It is equally important to consider successful sequences and interventions in terms of what made them successful, as well as those that hindered or impaired the participants' learning.

In particular, this means:

The subject of the **analysis** is the **teaching/learning process in and with the group**, stimulated by **my leadership actions** (and, where applicable, my non-actions and non-interventions) and the **impact of my personality**, as well as the influences from the respective **group process**. If the course is led by two people, the relationship between them and their influence on the group process must be described.

Contents and (possible) structure of the written paper

1 Planning

1.1 Initial situation and preliminary considerations regarding the course offering

Here I explain what is important to me and what I know about my target group; what I consider to be useful for this target group or what I would like to try out; what the institution's mission is and my own role in it, if applicable; Considerations on how to attract participants; what the appropriate course, format and time structure might be for them (weekly course, several parts, different setting – a total of 18 sessions) and the question of co-facilitation. My own ideas, hopes and fears and what results from them are described.

1.2 Text of the course description

The course description contains carefully selected topics, content and objectives relevant to TCI training, with reference to the current training regulations of RCI-international.

Flyers and information material are attached.

1.3 Preliminary course planning

The competence expectations of the participants are presented, justified and assigned to the respective course categories.

The preliminary course plan is attached in tabular form on approximately two pages with topic formulations and structures.

2 Process analysis

2.1 Participants

Information about the participants (e.g. age, gender identity, occupation, level of familiarity, previous experience with TCI and individual disposition, etc.) is described. (4FM)

2.2 Actual course progress

A brief progress report with an overview of all **content/topics and structures** of the individual sessions and, in the case of co-facilitation, who facilitated each session, is attached in the appendix.

2.3 Process analysis of selected parts of the course

Individual sessions or course phases are selected for an in-depth analysis of the teaching/learning process and the group process.

The following are suitable for this purpose

- a particularly successful course sequence in which my own teaching and initiation of learning processes becomes visible; an instructive course phase for the participants' learning or for me as a teacher;
- my own leadership and intervention in difficult, delicate phases of the group process (as an opportunity for implicit teaching);
- a surprising process that did not go as planned, a description of special learning processes (or non-learning) of individual course participants;
- the recognition of transference phenomena, of aspects of one's own personality in the relationship with certain course participants.

We recommend first providing a brief, factual, non-judgmental description of the event, followed by a detailed analysis of the influencing factors and a personal statement on them. The aim is to describe teaching/learning processes with the question: As a leader, what did I achieve, promote or even prevent with the choice and formulation of topics, my methodology and as a person? Which group phenomena had an effect and what did my leadership control? All of this should be done with a view to the interaction of all four factors. What conclusions do I draw from this analysis? Looking back, what would I do differently now – what have I learned from this situation? We assume that learning always occurs spontaneously and unplanned, especially at the level of personality development in individuals, in encounters with one another, but also in the area of methodological insights into leading with TCI. This can also be part of the reflection process.

2.4 Personal overall assessment

Next, a personal overall assessment at the end of the course: How did I fare as a teacher and leader? How satisfied was I with the result? What was surprising or pleasing for me? What was irritating or disappointing? What became of my plans, my concerns, my hopes and fears? How did my offer actually fit in with the participants, their experiences and learning needs? How satisfied were the participants (possibly results of feedback, individual learning outcomes, evaluation at the end of the course)?

3 TCI teaching understanding and assessment of one's own TCI teaching competence

Finally, an assessment of one's own current understanding of teaching/learning and current teaching competence follows: What have I learned for my new role as a TCI trainer through my course, what will I do differently in the future, and what development projects do I want to take on?

4 Bibliography

5 Appendix

Declaration on the release/non-release of the work for research purposes

Formal aspects

- The total length of the work is a maximum of 100,000 characters (excluding spaces and graphics), plus cover page, table of contents, bibliography, appendix and declaration.
- The external form is clear. Font: Calibri 11 pt or comparable, line spacing approximately 1.2. Page margins: approx. 4 cm on the right for readers' comments, 2.5 cm at the top and left, 2 cm at the bottom.
- The language used is appropriate; spelling and punctuation comply with the rules.
- The thesis should be written in the author's native language. If this is not German or English, please contact the Graduation Committee in advance.
- The thesis must be bound for ease of handling.

Please note the following regarding the additional documents:

- The graduation application should be approximately one page long, and the description of the graduation path (excluding the diploma path) should be approximately three pages long.
- The additional documents must be submitted in bound form

Graduates who submit their graduation documents to the members of the Graduation Committee should send

- both a printed copy and a PDF version to each member of the graduation committee and
- after graduation has been awarded, send another copy by email as a PDF file to the Berlin office for archiving: office@ruth-cohn-institute.org

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RCI Graduation Committee