

A necessary institutional condition to use the ECTA is an agreement between the teacher(s) and the study program director regarding the scope of operation that the teacher(s) have. In our experience, it is very likely that students will try to appeal to the next level of institutional authority to resolve their conflicts, rather than negotiate with each other. However, it disrupts the explorative approach when the study program director interferes without coordination.

7.7 Discussion (Authors: Jürgen Radel & Roland J. Schuster)

By providing a synopsis of the HCM, followed by an interpretation from a group dynamics perspective, we have elaborated the advantages of combining the HCM with a GDa to teaching. The importance of combining relatively dissociated, rational analysis with reflection on the here and now within a group is a promising way to increase the complexity of teaching. Using a concept from the field of therapeutic depth psychology, we have illustrated how it can be helpful to include the subconscious and unconscious in considerations of teaching or communication processes among students, teacher(s), and the teaching institution as a whole. Finally, we introduce the experience-centered teaching approach (ECTA), and show how it can be applied to teaching, particularly within the UAS system and other similar teaching institutions or settings. ECTA offers teachers and students the possibility to modify the learning experience, gradually moving towards GDa or back to HCM when a guiding institutional or professional authority seems necessary.

Regarding students and teachers, the ECTA includes

- Analyzing complex cases rationally as well as emotionally (HCM), thereby providing students with experiences concerning the importance and relevance of empathy; and
- Reflecting on the here and now of the teaching situation (GDa), including the roles of students and teachers and their impact on the case discussion process. This is inextricably linked to the indispensability of emotions and the development of emotional intelligence (EQ).

Regarding teachers, their role within the teaching institution, and their superiors, the combination suggests

- An agreement regarding teachers' scope of operation and – if necessary – its approval and support by the superior.
- Teachers' awareness of the authority complex and his or her authority by virtue of office.

Based on our experience to date, we believe that the advantage of the teaching approach lies in its increased complexity compared to other models. Future research is planned to gather more data and gradually refine the ECTA.

