

Doctoral School of Pedagogy Eszterházy Károly University

ENIKŐ GULYÁS

POSSIBILITY OF USING DEVELOPER (E-)BIBLIOTHERAPY AMONG  
DISADVANTAGED STUDENTS

Thesis of PhD dissertation

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## **Subject and structure of the dissertation**

The dynamically changing technological environment of today calls for the development of methods that meet new social needs. It is especially important for the younger generation to follow these changes, whose members are easier to motivate in an environment rich in ICT tools, than for their predecessors. Digital transformation or digital shift (Racsko, 2017a), which some define as the 4th industrial revolution, has reached public education as well. Users of traditional methods have to face and react to these changes and ensure that their target audience continues to have opportunities meeting the new expectations. However, in the course of changes and developments, great attention should be paid to the development of new skills and abilities while retaining the old benefits.

With the present thesis I want to achieve several goals. Publications have been prepared in Hungarian that wanted to summarize the knowledge related to bibliotherapy in a certain area, but so far there has not been a complex work on the history, definitions, fields of application, possibilities and theory of bibliotherapy, which would have helped teachers and librarians during their daily work in public education.

Comparison of the bibliotherapy method with similar methods, such as literary therapy, literary lessons, digital storytelling, was late and gave rise to misunderstandings.

The expansion of the bibliotherapy method by infocommunication means that it is also a rarity at the international level, as there has never been an attempt to compare the workshops of the same subject from several perspectives, thereby taking steps towards the goal of making a scientific foundation for the wide scale use of bibliotherapy.

A total of 80 participants from 10 schools and 6th grade students of Borsod-Abaúj-Zemplén County participated in developer bibliotherapy (N = 40) or developer e-bibliotherapy (N = 40) during the course of my research, and the remaining students of the selected classes formed the control group. The workshop series consisted of 6 occasions. In a complex two-group experiment, teachers have been accredited for a 30-hour training to lead their workshops, titled *Application of developmental bibliotherapy and developer e-bibliotherapy in public education based on a specific topic*.

Methods used in my research:

- test (Coopersmith self-assessment test, Thomas-Killman conflict management test)
- observation (analyzing video clips of sessions 2 and 6)
- content analysis (video logs and pedagogical aspects)

In empirical studies I use a modern research apparatus (MAXQDA, Noldus Observer XT, SPSS) that allows a deeper level of exploration of context.

Before and after the session I analyzed the Coopersmith self-evaluation tests completed in the intervention and in the control groups, as well as the Thomas-Killman conflict management tests using the SPSS statistical program.

The video recordings of occupations 2 and 6 are analyzed using Noldus Observer XT video interaction analysis software, which allows detailed, multi-dimensional, deductive coding of events recorded from multiple angles, and then further analysis of the quantitative data thus obtained (Gulyás & Racsko, A videós interkációelemzés újmédia eszközökkel támogatott lehetőségei, 2015d).

After the sessions the video logs prepared by the learners and the teachers' written record of the teacher are analyzed inductively using the MAXQDA content analysis software. In order to analyze the impact of the occupations the pedagogical criteria developed by me may later be used to record in writing the experience of the supervisors of any bibliotherapy, thereby contributing to the conscious reflection of the experiences of the developmental bibliotherapy. Video logs also provide an opportunity to gain insight into the occupational thoughts of participants in the sessions, directly following the occupation.

In the light of all these, I have sought to cover two areas in my dissertation: the theoretical summary of bibliotherapy and the dissemination of the experiences and results of extensive research.

### **Definitions, descriptions and characteristics of bibliotherapy**

The question of what is exactly a bibliotherapy cannot be answered with a single definition. Many defined it so far in many different ways.

The term "bibliotherapy" derives from the Greek words "biblion" (book) and "therapeia" (healing) (Bartos, 1987), and as a result, the simplest definitions are that bibliotherapy is the "healing power of books", "healing by books".

I think that the possibilities and types of application of the method are so abundant that it is impossible to cover all of them with a single definition if we do not want to be so generous that we simply say that it is to bring about positive change through literary works. The specific definitions are suitable for covering a certain area, but for creating a single definition, as it can be seen in my dissertation, would be too generalized.

Personally, I agree with Hász's formulation that bibliotherapy is "just like most or almost all art therapy, not only for the treatment of sick people, but also for prevention and rehabilitation, but it is also useful when someone wants to learn how to live with a chronic illness. [...] The bibliotherapy conversation differs from simple text interpretation in that it is practiced that what the given text

here and now "means" for the recipient, who has a past, present and future, and is a very sensitive and complex personality (Büki & Büki, 2005).

The definition of developer e-bibliotherapy must also be included in the list of definitions, descriptions and attributes. Developer e-bibliotherapy is a partially active art therapy, in which the specialty of active therapies is that the participants create a product and also observe the characteristic of passive therapies in the process of joint oral processing of a work that has been read and/or heard and participants can share their opinions and thoughts. During the session, participants use a variety of ICT tools (tablet, interactive whiteboard, cloud technology), which helps develop the ICT tool usage skills of participants in addition to the goals they want to achieve during the bibliotherapy (conflict management, self-knowledge, discussion ability).

### **Why do we need developer (e-)bibliotherapy?**

Bibliotherapy can help reduce the distance between people and eliminate the feeling of isolation, as the group talking about books develops a sense of belonging.

In bibliotherapy sessions participants have the opportunity to argue over their views and reach a consensus after a constructive discussion.

Compared to the OECD average, a decrease can be observed in the Hungarian results in reading comprehension and creative problem solving (PISA 2012 measurement, 2013). The Hungarian reading comprehension results are statistically significantly lower than the OECD average, "in Hungary there are 107 points of performance difference among students who love reading and the ones who do not love, that is, a learner who loves to read is so much better at reading, as if he were going to school over 3 grades of non-reading students (PISA classifies a school year as 39 points)" (Gergely, 2013). In this light, it is particularly important to make children love reading, as their poor reading performance can adversely affect their learning outcomes, further learning, and later career choices.

The school is not able to compensate for social differences, and even on the basis of the data, we can say that these differences are further strengthened by the school (Schüttler, 2009).

The balancing role of the school is also of paramount importance, as according to Eurostat data for 2015, 26.3% of the population of Hungary and 2.5 million people live in poverty in the country (Szász, 2017). For the children living in these households, the only opportunity for social mobility is knowledge provided by the school.

Thanks to lateral thinking, there is more than one solution for solving a problem (Keresnyei & Egedy, 2015) that arises as a result of collective thinking in the development of bibliotherapy.

The bibliotherapy needs to respond to social needs and technical changes as one of the pillars of the National Infocommunication Strategy 2014-2020 is digital competence skills, with the aim of reducing the primary (digital illiteracy) and secondary (low-level use) digital separation and benefitting of long-term set back classes the benefits of the digital ecosystem (eUnderstanding) ” (Nemzeti Infokommunikációs Stratégia 2014-2020, 2017, p. 5).

In Denmark, the empathy class was introduced in 1993, where children can talk about their conflicts and look at their problems from different perspectives and work together to find solutions to them (Helliwell, Layard, & Sachs, 2016).

Statistics show that there are more and more students diagnosed with integration and learning disabilities in the Hungarian education system (Gyarmathy, 2012). At the same time there is a steady increase in the number of school leavers without qualifications (Végzettség nélküli iskolaelhagyás elleni küzdelem: Cselekvési terv 2014-2020, 2016).

Research on the Z and Alpha generation reports that it is more difficult for them to detect the emotions and viewpoints of others (A mobilozás hatásai a gyerekekre).

The Digital Education Strategy (DOS) highlights that developer digital competence is not the responsibility of IT classes only. It considers digital competences as important as native communication. It is indispensable to “organize ICT in public education” and “to maximize the potential of interdisciplinary development” (Digitális Jólét Program: Magyarország Digitális Oktatási Stratégiája, 2016).

### **Possibility of further development of developer bibliotherapy - developer e-bibliotherapy**

Developer bibliotherapy can be classified as passive art therapy. After getting to know the work, the participants of the session talk about the learnt literary works. The primary purpose of the conversation is for everyone to share their thoughts and ideas about the literature they have listened to. With this process their tension dissolves, their oral communication and discussion skills develop. The session concludes with a summary, briefly summarizing what has been said during the session.

For young people who have encountered smart devices during their childhood, they have a motivational force, and thus can be involved in bibliotherapy with greater efficiency. For those who have a sense of opposition to these tools, the developer e-bibliotherapy is an opportunity to get to know these "gadgets" and overcome their negative attitudes. During the session, these tools contribute to inducing conversation as a possible form of expressing thoughts and emotions.

During the session, participants create an illustration of the work they listen to, using a pre-selected application. They can also represent the work with pictures, comics, animations or videos.

ICT tools can complement and reinforce the impact of occupations, motivate participation in the occupation, or otherwise motivate participants to use tools in order not to determine the use of device use as the primary goal of a bibliotherapy. As Racsko puts it: "Not the tool is the primary - even if we emphasize it from the IT side - but the person and the relationship with the technology." (Racsko, Digitális átállás az oktatásban, 2017a, old.: 19).

### **Developer bibliotherapy and developer e-bibliotherapy**

One of the direct antecedents of my research is the series of experiments at the Eszterházy Károly College Practical General School of Primary, Basic Art, which allows us to witness the implementation of the BYOD model, but the teachers taking part in the experiment reported negative experiences (Kis-Tóth, Borbás, & Kárpáti, 2014, old.: 66). These direct experiences have raised the need for a method that combines the use of ICT tools with a common activity and as an indicator of verbal communication that gives participants a sense of belonging to the community. There was a need for a method that develops children's literacy, communication skills and self-knowledge, while also acts as a trigger for social interactions. The aim of the pilot series was to realize workshops that promote interaction between students and the development of participants' self-esteem, social relationships, conflict management style, creative problem solving, text interpretation, critical approach and digital competence. However, my goal was to develop and apply a good practice for the target group of the K12 age group, which can have a direct impact on the positive development of the group community and the possible tightening of interpersonal relationships. The experiences of the experiment have been incorporated into the research underlying my doctoral dissertation.

### **Sampling**

In our experiment the institutions involved in the research were selected by targeted or expert sampling. The Türr István Training and Research Institute conducted a survey among primary and secondary schools in Hungary, which resulted in the filtering out of 139 institutions within the country, which performed poorly in the competence assessment and were therefore required to draw up an action plan (A kompetenciamérések eredményei, 2017), and the majority of their students were cumulatively disadvantaged.

Afterwards, the institutions were reduced to primary schools, and most of the county with such schools was selected (Borsod-Abaúj-Zemplén county, 24 schools). After the personal meeting 10 institutions took part in the research.

In the experimental group developer bibliotherapy sessions were held in 5 institutions (N = 40) and in 5 institutions develop e-bibliotherapy (N = 40) sessions were held. The members of both experimental and control groups were selected from the 6th grade.

In institutions with more than 6 classes, we chose randomly where the experiment was conducted, and the selection of students from the selected class in the intervention groups was repeatedly randomized. In choosing both classes and children we proceeded from the assumption that in these schools all children are cumulatively disadvantaged, so they have the same chance to get started. For each of the 6th grade each institution has chosen 8-8 children with this method, who have been involved in the developer bibliotherapy or developer e-bibliotherapy for 6 weeks. The members of the control group consisted of students who did not attend the sessions.

## **Methods**

### Tests

For the pre- and post-test, both the intervention and the control group completed the Coopersmith self-assessment test and the Thomas-Kilmann conflict management test before the first and after the last session. The test was completed at the same time in the intervention and control group for each institution.

Dependent variables tested and categories tested:

- self-esteem: self-esteem of the child: self-confidence; self-esteem for the child: self-satisfaction; school: satisfaction with their own school performance, school-related: they are more confident in their own intellectual success; self-esteem part of home effects: how much trust and understanding the parents demand from the child; self-esteem in relation to one-time associates;
- conflict management: self-advocating, competing, problem-solving, cooperative, bypass.

### Observation

Each session is recorded from 2 camera angles. Records recorded in sessions 2 and 6 were processed.

Reliability was ensured by the preparation of the encoders and the coding.

In order to ensure validity, we tried to ensure that the categories under review cover the general concept, after which the categories were determined after the experience of encoding the images made during the previous pilot experiment.

Dependent variables and categories tested in video interaction analysis:

- relationship: sits-stand, goes somewhere (to another student)
- engagement: length and number of questions; length and number of speech
- interest: arms folded - arms not folded; legs crossed - legs not crossed
- use of equipment: number and length of use of equipment

I used the Noldus Observer XT video analysis software to analyze the video footage.

### Content analysis

Analyzed video logs as well as filled-in pedagogical aspects were analyzed inductively using the MAXQDA content analysis software.

### Video diary

Each student in the intervention groups prepared a video log at the end of each session, with some help questions provided to them on a paper basis in order to get to know their opinions and experiences about the occupations.

Dependent variables and categories tested in video content content analysis:

- student's attitude to the given occupation (How did you feel at today's session; What did you like most about today's session; What did you dislike about today's session?)
- Knowledge of a piece of work that has been processed on a given occasion (What was the story about; What teaching the story had?)
- Attitude to the actors of a given work (Which was the most sympathetic actor in the work? Why?; Which player was the most hostile in the work? Why?)
- Usefulness of a given occupation (Did you learn something in today's session? If so, what?)

### Educational aspects

After each session, the trainers recorded their experience in the workshops in electronic form, for which we were provided with an eye-line (teacher-oriented system) that allowed the analysis of the events from their own perspective.

Dependent variables and categories studied in the content analysis of the teacher criteria system:

- participating and missing children (How many students attended today's session, who missed the session today and for what reason?)



- subjective experiences of teachers (What positive things did you observe in today's profession; What negative things did you observe in today's session ?; Notes, personal and subjective impressions, self-reflection?)
- Difficulties in the sessions (Have you had a conflict in today's session? If so, how is it resolved? Have you had a professional problem during today's session, a situation that has been difficult to solve? Was there a situation that you couldn't find a solution to today? Have you had a technical problem today?)

### **Summary of research results**

The hypotheses formulated at the beginning of the research and the results of the post-research data analysis are presented in detail below<sup>1</sup>.

Self-evaluation of students in intervention groups

- self-esteem (T) in the relationship with one-time companions in the developer bibliotherapy group and the self-satisfaction of students (S) in comparison with the control group
  - T-scale +
  - S-scale +
- self-esteem (T) in relation to one-time companions in the positive e-bibliotherapy group, and the self-satisfaction (S) of the students with the control group and the developer bibliotherapy group change in a more positive direction.
  - T scale compared to control group +
  - S-scale compared to control group +
  - Compared to a T-Scale developer bibliotherapy group -
  - Compared to S-scale developer bibliotherapy group +

Students in the intervention teams have a compromise-seeking and problem-solving conflict management style

- in the developer bibliotherapy group it changes positively compared to the control group
  - compromise-seeking conflict management style +
  - problem solving conflict management style +
- the developer in the e-bibliotherapy group changes in a more positive direction compared to the control group and the developer bibliotherapy group
  - compromise-seeking conflict management style control group +

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<sup>1</sup> Legend: hypothesis proven (+); hypothesis refuted (-); appearance too low ( )

- problem solving conflict management style control group +
- compromise-seeking conflict management style compared to developer bibliotherapy -
- problem-solving conflict management style compared to developer bibliotherapy group +

Correlation is observed

- between self-assessment (T) and the compromise-seeking conflict management style in the interactions with same age companions +
- self-assessment by students in self-satisfaction (S) and compromise-seeking conflict management style in intervention groups +

Metacommunication signals from students in intervention groups show that as the occupations progress,

- they are more open (fewer arms folded, crossed legs) and they use more non-verbal positive reinforcements (smile, nodding)
  - arms folded in developer bibliotherapy groups +
  - Legs crossed in developer bibliotherapy groups -
  - smile in developer bibliotherapy groups -
  - nodding in developer bibliotherapy groups -
  - arms folded in developer e-bibliotherapy groups -
  - legs crossed in developer e-bibliotherapy groups +
  - smile in developer e-bibliotherapy groups +
  - nodding in developer e-bibliotherapy groups +

Students in intervention groups

- express their views several times and longer (number and length of speech)
  - number of speeches in developer bibliotherapy groups -
  - length of speech in developer bibliotherapy groups -
  - number of speech in developer e-bibliotherapy groups +
  - length of speech in developer e-bibliotherapy groups +
- asking more often (number and length of questions)
  - number of questions in developer bibliotherapy groups +
  - length of questions in developer bibliotherapy groups -
  - number of questions in developer e-bibliotherapy groups +
  - length of questions in developer e-bibliotherapy groups +

The metacommunication signals from session leaders show that as the occupations progress

- they are more open (less arms folded, crossed legs, more smiles)
  - arm folded in the developer bibliotherapy groups
  - legs crossed in the developer bibliotherapy groups
  - smile in developer bibliotherapy group, number: -      time: +
  - arms folded in the developer e-bibliotherapy groups
  - legs crossed in developer e-bibliotherapy groups +
  - smile in developer e-bibliotherapy groups +

The session leaders, as the occupations progress

- speak less times and shorter (speech number and length)
  - number of speeches in developmental bibliotherapy groups +
  - length of speeches in developer bibliotherapy groups +
  - number of speeches in developer e-bibliotherapy groups +
  - length of speeches in developer e-bibliotherapy groups +
- fewer questions (number of questions)
  - number of questions in developer bibliotherapy groups +
  - length of question in developer bibliotherapy groups +
  - number of questions in developer e-bibliotherapy groups -
  - length of questions in developer e-bibliotherapy groups +

At the end of the sessions, students in the intervention groups report that

- they felt good at the session +
- they mostly liked the games and conversation in the session +
- they least liked the time of the session -
- they can word the teachings of the story +
- they can summarize briefly what the story was about +
- the most sympathetic character of the work for them is the positive character +
- the least sympathetic character for the work is the negative character +

The session leaders' reports show, that

- students were absent from occupations due to illness +
- more positive things than negative were observed during the sessions +
- during the sessions there are conflicts between the members of the intervention group, what they can solve during the session +

- during the sessions, the trainers have no problems that could not be solved during the session +
- technical problems occur at the beginning of the session in the developer e-bibliotherapy group +

## **Summary**

The purpose of writing the dissertation was to give a complex picture of bibliotherapy, its formation, history, definitions, types, and application and further development possibilities, as well as supporting the validity of developer bibliotherapy and developer e-bibliotherapy in public education.

The 21st century posed a new challenge to public education, and the use of new tools is now inevitable in the educational process, and children are no longer captured by traditional teaching methods. As with public education, the developer bibliotherapy had to renew and react to the changes in the technological and social environment. On the basis of foreign examples, the availability of online reading lists has been available, but it only helps to find problem-relevant literary works, yet the profession itself is made up of traditional elements. As I outlined in the historical review, the method of bibliotherapy has been constantly changing, and this is well illustrated by the fact that there is no single definition adopted by everyone that would fully cover the possibilities and areas of application of bibliotherapy; you consider it useful to use the method. However, due to the fact that there is currently no consensus on the methodology, the application areas and methods show a very diverse picture.

Internationally unique developer e-bibliotherapy already incorporates the use of ICT tools in its methodology, thus opening up further intervention opportunities for users. For the young, technophilic generation, participation in the sessions - as the research on which the dissertation is based - proves to be a significant motivational force; they also see the work on the tools as a game, and for the older, technophobic generation, this is an opportunity to learn about these tools, thus reducing the second level digital separation.

The difficulty of developer bibliotherapy is that to date, there have been a limited number of objective research results on the efficiency and results of occupations, making it difficult to adopt in everyday practice and in scientific life. However, over the past decade, we have witnessed an increasing number of people taking part in such sessions and having a positive experience of them. It is difficult to quantify the feelings in an empirical study, but it confirms the effectiveness of the method that more and more people are returning to such occupations. The difficulty of measuring efficiency is also due to the fact that we cannot control the intuition, experience, experience and

impact the participants experience during the at least one week period between each sessions. The only way to assess the effectiveness of developmental bibliotherapy could be to hold sessions in the same topic in more than one parallel group. Before my research, however, no report of this kind was available. However, the generalization of the results continues to be hampered by the fact that we can only generalize the results of such extensive research in order to apply the given works in a particular order. Among other things, this may be the reason why no such research has been conducted so far.

My research results show that the need for developer bibliotherapy and developer e-bibliotherapy is ensured from the side of the session leaders and the participants of the session as well, and there is also a need for a longer-term series of sessions.

With this dissertation, I hope to contribute to the wider acceptance of the methods of developer bibliotherapy and developer e-bibliotherapy and to promote its application possibilities.

My plans for continuing the research include assessing further options for analyzing occupations used in different fields and for different purposes, and conducting such research, examining the practical application of further methodological possibilities (developmental e-bibliotherapy, virtual developer e-bibliotherapy, creative e-bibliotherapy), which is made possible by the development of technology, and exploring further areas of application and further development of the method.

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### **Conference presentations (approved by scientific panel)**

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