Abstract

On more than one occasion in my classroom teaching, I have sensed that something significant is happening, and this vitalizes the learning, energizes me, and also invigorates the connection between me and the other learners. In contrast to this, sometimes I feel that the group learning experience evokes a feeling of dry desolation, or of intimidating anxiety, in me and in the other learners.

Similarly, more than once while treating a patent as a professional educational psychologist, or as a coach to teachers or parents, I have felt that something surprising and wonderful is happening. On the other hand, at times I feel that even though all the right words are being spoken, that empowering experience is not taking place.

However, when I try to figure out what it was about those words that were spoken at that moment of learning that induced such distinctive experiences for me and the others I, surprisingly, find it difficult to identify the cause.

This study presents the results of my attempts to identify a learning component that pertains to both classroom teaching and psychotherapy, in light of the Hasidic thought of the Maggid of Mezeritch and the psychoanalytic thought of Wilfred Bion. The existence of this element empowers learners, and its absence is felt quite strongly. It is apparently influenced not only by the content of the words spoken during the learning experience, but also by elusive factors hidden in the blank spaces between the lines.