

Didactic Possibilities of Using the Teaching of "Non-Directive Intervention" by Michel Lobrot in Teaching

Anna Georgiou (Corresponding Author)

School of Humanities, University of Ioannina, GR

Veroia, 59100, Greece

E-mail: georgiouanna2393@gmail.com

Ioannis Fykaris

Department of Philology, University of Ioannina, GR

Department of Philology, University of Ioannina, Ioannina, 45100, Greece

Tel: 30- 26510-05187 E-mail: ifykaris@uoi.gr

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Abstract

The main objective of this presentation is to highlight the teaching technique of "Non-Directive Intervention: NDI" by Michel Lobrot, as an option of use in modern teaching. It also aims to answer why this technique is an alternative teaching technique, given that its originator considers the teacher as an indirectly intervening guide of the student during the teaching. On this basis, a scientific question is how the teacher, through the "NDI" teaching technique, can help the student to be led to learning, coordinating his learning process. Also, it is documented why the teaching technique of "NDI" is an alternative teaching technique, which can contribute to the achievement of the student's free expression during teaching, through activities that favor the student's self-activity during the learning process. For this purpose, in this presentation, activities are presented, through which it is possible to make constructive use of the teaching technique of "NDI" in teaching.

Keywords: didactic, alternative, technical, learning

1. Introduction

Michel Lobrot (1924-2019) was a philosopher, psychopedagogue and the initiator of the alternative didactic technique of “Non- Directive Intervention”(NDI). In the early 1960s, Lobrot was influenced by the Human Resources and Non-Directivity movement of Wilhelm Reich – who studied character analysis – and Jacob Moreno – who was a pioneer of group psychotherapy, Kurt Lewin – who introduced group dynamics, Carl Rogers – who referred to the person-centred approach – and Frederic Perls – who was the inventor of the term "Gestalt therapy". The principles of the above theories are applied by Lobrot in the formulation of his technique.

In 1964 Lobrot created the movement of Institutional Pedagogy (Pedagogie Institutionnelle) with René Lourau (the theorist of institutional analysis and the concept of innuendo), Georges Lapassade (he relied on institutional analysis in order to define the sociology of intervention) coming from the pedagogical movement of Celestin Frenet, which proposes pedagogical self-management in the teaching process, which establishes, follows and maintains the dialogue (Institute of “Non- Directive Intervention “of Psychotherapy and Research). In his book, *La Pédagogie Institutionnelle* (1965), Michel Lobrot writes: "the most important thing is to promote self-management wherever we can, with a view to educating the whole people, to make people autonomous, so that they can then autonomously invent new models of functioning of individuals, groups, society."

Then, in 1969, Lobrot taught at the Experimental University of Vincennes-Paris VIII. His experience working with apprenticeship groups, as well as his desire to broaden the application of his views, led him to human resource development and psychotherapy groups. It creates a method of animation and therapy, called *Expression Totale*, which facilitates different forms of expression in a non-directional environment. Lobrot acts and innovates by proposing radical pedagogical experiences and methodological bases of the technique of “Non- Directive Intervention ". Its technique is based on the person-student and the teacher and has the ability to be applied at school and depending on the way it will be used, it can lead the student to knowledge. It is a teaching technique that focuses on the relationship between the teacher and the student and the interaction between them and the interaction of the student with his wider social environment.

2. Method

The main objective of this presentation is part of a broader research that utilizes the review of foreign and Greek literature on didactic possibilities of utilizing the didactic technique of "Interventional Non-directionality”of Michel Lobrot in teaching. The search for relevant research in the foreign language bibliography was carried out based on the terms didactic, alternative, technical, learning, NDI. It was made in the databases IKEE / Aristotle University of Thessaloniki (<http://ikee.lib.auth.gr/?ln=el>) and the National Center for Documentation and Electronic Content (<https://www.ekt.gr/>), through which access is given to reputable scientific journals and doctoral dissertations, while the search engine Google Scholar (<https://scholar.google.com/>) was used. Filters were also used to search for research

concerning the Intervening Non-Directionality of Michel Lobrot. The initial search resulted in about 80 scientific papers. Some 26 papers were blocked as their content was not available. Another 23 papers were rejected because their content had no relevance to Intervening Non-Directive Intervention. This process led to the final selection of 31 papers that were indexed on: (a) the year of their publication, (b) the subject area, (c) didactic techniques that can be applied to Non- Directive Intervention. Based on this method, among others, the following teaching techniques that can be applied to Non- Directive Intervention were codified: i) the technique of proposals, ii) the question-and-answer technique, iii) the technique of Plein Air Painting, iv) the technique of listening desire.

3. Lobrot' s technique of “Non- Directive Intervention “

The technique of “Non- Directive Intervention “is a didactic technique that concerns human relations and can be applied to humans in the learning process. It is also linked as a learning process based on an understanding of human functions at a psychological, institutional and social level. The basic principles of “Non- Directive Intervention “are expressed in the triptych "Listen, Suggest, Accompany", in which the teacher acts as an "animator" and "facilitator" of the learning process (Lobrot, 2002). The technique of “Non- Directive Intervention “proposes to focus on the "here and now", emphasizes listening, accompanying and sharing the experience in conditions of empathy, authenticity and full acceptance.

Comparing Rogers' theory with Lobrot' s technique, it is found that Lobrot' s technique focuses on the student, while in Rogers' theory the teacher intervenes discreetly or minimally, on the basis of the perception that the student knows what he wants to learn and how he can acquire the necessary knowledge for him (Zimring, 1999). According to Lobrot (1986) the teacher can and must intervene, but always in the direction of the student, because teaching is a framework of significant personal and social changes (Lobrot, 2002). Lobrot believed that the teacher could intervene by utilizing teaching methods that do not direct the student, but help him either to redefine his desire or to change it. The teacher must know and be next to the student, respect him and with the freedom he gives him, let him realize his desires whether they are negative or positive. Externalizing negative desires helps the student get rid of them. Moreover, by using alternative intervention techniques, the teacher helps the student to rely on his own abilities and to be led discoverively towards learning (Lobrot, 2002).

Lobrot' s technique of “Non- Directive Intervention” can be considered as a didactic technique, involving teaching techniques, which help the student to perceive and learn based on his own capabilities.

4. Identification of Lobrot' s Non- Directive Intervention as a didactic technique

The technique of “Non- Directive Intervention “can be considered an alternative technique, whose alternative consists in proposing it to encourage the student's freedom and "listening” to the student's desire. According to Lobrot (2003) two basic principles of the technique of “Non- Directive Intervention” are: a) to listen to the student's desire. b) To develop close cooperation between teacher and student. The teacher, on the one hand,

proposes and gives ideas to the student and, on the other hand, accompanies the student's ideas with a questioning by analyzing, approving and reinforcing the student's point of view. The student deals with his personal thinking and ideas and can be influenced at different levels, concerning himself, assisted by the teacher (Lobrot, 2003). Lobrot's technique is not only an alternative teaching technique but also a differentiated teaching possibility. According to Klafki, diversity teaching includes all those organizational and methodical efforts of the teacher, which aim at the fair utilization and effectiveness of the individual abilities, capabilities, inclinations and interests of each student individually or of a group of students (Fykaris, 2014).

As far as the didactic technique of Lobrot's "Non-Directive Intervention" is concerned, it is an indirect technique, in which the student is the center of teaching. The technique of "Non-Directive Intervention" suggests focusing on the "here and now" and what matters is the learning experience, acquired during teaching and possibly related to previous students' experiences and experiences. The teacher accompanies the student in the learning process, without interfering, but directing him and helping him to share experiences, within a framework of conditions that include: empathy, authenticity and full acceptance of both the diversity of each one and the spontaneous expression of each one. After creating a safe environment, where the teacher achieves the trust of his student, Lobrot considers that meaningful communication is achieved between those involved in the teaching process, leading to the removal of isolation and instead to the active participation of students in the learning process (Portera, Moodley, Milani, 2020). Lobrot's technique can be applied in teaching, contributing to the formation and enrichment of students' psyche (Lobrot, 1992).

The teaching technique of "Non-Directive Intervention" takes into account that students come to teaching having already formed subjective perceptions, which are not uniform and common to all students. Rather, they are dependent on a variety of factors of both individual and social origin. The differentiation of students is essential to be taken into account in the teaching process, but also to reinforce all these factors, which within the framework of differentiated teaching operate constructively in the learning process (Lobrot 2003, Fykaris, 2014). In this teaching framework they entail changes, which require a deeper search by the teacher. A prerequisite for the teacher is to understand students' ideas about learning contents, which leads to a redefinition of the concept of error in teaching practice. In this direction, the student progresses towards learning through trials and fallacies, positions and confrontations, while his mistake becomes an opportunity for new searches through which new learning situations are constructed that eventually result in new multilevel and broader knowledge (Fykaris, 2014).

The instructor acts as an advisor and indirectly guides his students. This is achieved through a continuous philosophical and didactic self-analysis, which the teacher himself attempts in his "didactic" self, aiming to realize, expand, and systematize both his teaching work and the perception of his own work (Lobrot, 2003, Fykaris, 2014). Based on the above, Lobrot's teaching technique of "Non-Directive Intervention" can be characterized as an alternative didactic technique.

5. Identification of Lobrot' s Non- Directive Intervention as an alternative didactic technique

Lobrot developed his technique initially as a technique of group facilitation of students. In the 1970s he began practicing psychotherapy and adapted to psychotherapy the technique of "Non- Directive Intervention ", considering it as a didactic possibility of psychotherapeutic approach to education. The technique of "Non- Directive Intervention "has at its base factors both exogenous and endogenous, which affect the development of the individual, which depends on the environment, his limitations and sometimes his oppressions (Portera, Moodley, Milani, 2020).

Lobrot considered education as the best field to change society. On the basis of this view, he considered that his technique sought to develop interventions through which the teacher's ability to make assumptions or pose questions to the student would be examined. Hypotheses are not interpretations in the sense that their very formulation is subject to the student's desire and the teacher considers the student capable of evaluating the accuracy of his wishes (Lobrot, 2003).

"Non- directionality" is the first characteristic of the "Non- Directive Intervention "technique. Rogers, unlike Lobrot who wanted to preserve it, abandoned the concept of "non-directionality" in favor of the personometric possibility, which he considered more positive. He clung to the values of self-management and the negation of power relations (Lobrot, 2002). This technique has not only psychological bases, but also philosophical and political. The technique of "Non- Directive Intervention "perceives the environment as a factor affecting the development of the individual. In the case of education, the school environment can exert a negative influence on the student when it takes the form of oppression, but exerts a positive influence when it is non-directional and focused on the student's desire (Portera, Moodley, Milani, 2020).

Teachers who utilize the technique of "Non- Directive Intervention "do not "hear" all students in the same way and on the basis of the same dimensions (Lobrot, 2003). This is perhaps the result of an empathetic conception of teaching, which focuses on the subjectivity of each individual, without reassigning him to a category, but also without prejudging how they may have been affected by the external environment.

6. Characteristics of the alternative teaching technique of "Non- Directive Intervention"

Lobrot' s teaching technique of "Non- Directive Intervention" focuses on the teacher's respect for the student's freedom and independence. He accepts the intervention, mainly, in the context of the required and necessary explanations and tries to match his proposals with the learning intentions of the students. The intervention of the teacher is necessary, in such a way, so that students can achieve the learning goals. The teacher does not direct them, but tries to understand what the students want or do not want to do. The teaching technique of "Non- Directive Intervention "is part of the epistemological field, shaped by the theories of

Kurt Lewin and Carl Rogers, influenced by phenomenology (Note 1) and existentialism (Note 2)

The purpose of the teaching technique of "Non- Directive Intervention" is to shape and enrich the mental world of students, through experience and focus on desire (Lobrot, 2002). The basic principles of the approach are analyzed as "listening actively and with empathy, with genuineness and intention of positive acceptance". On this basis, the teacher must ensure the creation of a safe learning environment, where the students who participate can express themselves freely.

In addition, in the teaching technique of "Non- Directive Intervention" emphasis is placed on active listening, which means that the teacher listens carefully to the student, with interest and understanding in what he says (Rogers, 2006). At the same time, the role of the teacher is to coordinate and facilitate communication between students, as well as for the manifestation of their free expression, focusing on the emergence of their personal needs and desires (Archontaki & Filippou, 2005).

In the teaching technique of "Non- Directive Intervention" the personal involvement of the teacher takes place in order to ensure a positive learning environment (Bonfanti & Lobrot, 1999). The teacher does not impose or ask students to follow him, but respects their individuality and the right to freely choose their path to learning. He suggests activities he deems appropriate, topics and contents, has ideas, makes comments, but does not impose them. Rather, it is concerned with creating a safe learning environment where students can express themselves freely (Lobrot, 1992). The teacher's suggestions facilitate the emergence of students' personal needs and desires aiming at communication, search, learning and personal development (Lobrot, 2015).

The teacher participates both in the emergence of the content of the learning activities and in the achievement of the emotional experience of the students, with empathic intent (Lobrot, 2002). Therefore, the teacher acts as an animator of students, their desires, needs and interests and acts as a facilitator in their learning path (Bakirtzis & Bitzarakis, 2007).

In the teaching technique of "Non- Directive Intervention" the concept of animation is basic and is the one that concerns the improvement of students' skills and expression, through interaction and the development of cooperative relationships, which enhance mutual trust and individual initiative. The teaching technique of "Non- Directive Intervention" enhances learning and aims to help the individual gain confidence in himself and make decisions, while taking into account individual and group desires and needs (Koupidou, 2007). The process of animation focuses on the positive elements of students and emphasizes them, creates conditions of acceptance of diversity, but also freedom of expression, where the "mistake" is not criticized, but is utilized learning, as another way of thinking (Lobrot, 2002).

The role of the teacher-animator in the group or groups of students, in the context of the teaching technique of "Non- Directive Intervention" is not to impose, but to propose activities according to the needs and desires of the students, after having listened carefully to them. He

is ready to revoke these suggestions when they are judged not to meet the needs of students (Bonfanti & Lobrot 1999).

Examples will be given below where Lobrot's teaching technique of "Non- Directive Intervention" can be applied in the school environment and how they can be applied to teaching.

7. Examples of application of Michel Lobrot's Non - Directive Intervention

7.1 The technique of proposals

Lobrot's alternative teaching technique can be applied to his "proposal technique" (Lobrot, 1989, p. 29). Specifically, the proposals must have the following three characteristics, in order to correspond to the logic of the teaching technique of "Non- Directive Intervention": 1) What happens in teaching is done under conditions set by those involved - i. e. teacher and students - with the possibility of modification, when and when necessary. 2) Cover all possible learning activities of students. 3) Be flexible and adapt to the needs and learning level of each student (Lobrot, 1989, p. 29). In the teaching technique "Non- Directive Intervention" an important role is played by the use of activities focused on expression (Lobrot, 1989). Examples of such proposals are inspired by many well-known psychotherapy techniques such as psychodrama, spontaneous theater, Art therapy.

7.2 The question-and-answer technique

The teaching technique of "Non- Directive Intervention" can be used in the context of "questions and answers". Questions and answers are a key element of dialogue and their quality determines the development of the discussion. Dialogue is a key element of the teaching technique of "Non- Directive Intervention", as communication between teacher and learner is partially necessary (Bonfanti & Lobrot, 1999, Grigoriadou, Goulis & Gogoulou, 2009). Questions and answers increase students' interest, curiosity and attention and help to understand, summarize and consolidate the lesson. The students' answers are used for more depth in the topic and create a climate of communication and participation.

In this context, the questions aim to direct the speech where the teacher wishes to help the student reach the learning goal. A question is only valid if the teacher deepens and advances the speech (Vasilikou, 2011). Lobrot (1986) concluded that the question becomes a source of experience for the questioner, because the question helps the student discover new realities, new tendencies and behaviors.

An apt question, according to Lobrot, is one that is formulated by the teacher in a clear and natural way, that focuses exactly on the points that the student should focus on and the vocabulary of the question should be understood by the student. A question should be short and concise to be easily contained and include the key elements of the teaching content. Expediency should always aim at a goal (Trilianos, 2004).

The teacher ceases to provide only ready-made and prefabricated knowledge and becomes an assistant and co-researcher in the learning process. The student with his own abilities and

skills learns, participates actively, motivated by the feeling of satisfaction caused by the discovery of knowledge, achieved both by acting and cooperating with co-learners and the teacher. Questions are the means that help and guide the student towards the requested topic.

Teaching is based on the student's experience and aims at knowledge, the dialogue developed between the student and the teacher gives opportunities to acquire the technique of discovering knowledge and truths and strengthening the relationship between them. The role of the teacher is not intrusive, but is guiding, indirectly and helpful in enabling the student to reach knowledge on his own (Fysaki & Rizou, 2007).

7.3 The Plein Air Painting technique as an activity within the teaching technique of Lobrot' s "Non- Directive Intervention "

The alternative teaching technique of Lobrot' s Non- Directive Intervention can also be applied through the Plein Air Painting technique or outdoor painting. The term refers to the simple technical approach of truth to sensory reality (The editors of Encyclopedia Britannica, The art story, a 501(c)3). This technique of teaching is known and applied in France, because it was created by French impressionists, who aimed to depict the real. Through painting the student is free to express himself (Jordan, 2017). Lobrot had referred to free drawing as a very interesting technique, as the child can draw what he wants, without any guidance from the teacher, cultivating his imagination. A key feature of the technique is that it can be performed either outdoors or indoors. Outdoors, the student, apart from the freedom to paint what the teacher will ask him, without being directed by him, also comes into direct and visible contact with the object or landscape he will paint.

Lobrot' s teaching technique of "Non- Directive Intervention "can be applied, through the plein air painting technique, with the student learning to transfer his thoughts to free drawing and the teacher having the role of guide. The sketches allow students to improve the overall depiction of the landscape or their objects or abstract ideas, while the teacher is called upon to guide without interfering, encouraging students in the discovery of truth and knowledge. A student with the plein air technique can use photographs to assist in drawing a sketch or freehand drawing, the photographs given to students by the teacher are used to learn how to represent the grass or the shape of a river bend (Jordan, 2017).

The teacher asks the students to draw a text either prose or poem from the literature lesson by turning the words into a painting. The student sharpens his perception and each student can imprint his own way of thinking and expression, which he understands and perceives with words. Each student is free to use any colors he wants and to use as many shapes as he wants, either more or less, without any restriction (Jordan, 2017). The teacher can take students to an outdoor area outside the school classroom, where he asks them to draw what they see or something they imagine and then describe it in words, boosting their self-confidence (Lobrot, 2014) The student should try to capture what he sees in his painting as quickly as he can because an image that is alive and in front of him can change, If he does not have time to paint quickly what is in front of him because the image may change due to urban and weather conditions, then the student recalls the image that remained imprinted at that moment and to

paint it (Jordan, 2017) he presents the choice of colors he will make. Each student has the freedom to paint with any colors he wishes and in any way he wants using any materials he wishes. Students are allowed to capture the emotional and sensory dimensions of a particular landscape at a specific time. A new spirit of spontaneity and truth is expressed by the students in the personal impulse through free and undirected painting.

The teacher reinforces and observes the way of perception of his students by asking them to paint the landscape in which they find themselves. Each student will follow his own path and his own way that will capture what he sees in his drawing and will not be directed by the teacher. In this way, an attempt is made to cultivate the student's empathy, his way of perceiving, his way of displaying and his verbal expressiveness. The teacher helps the student to improve his observation, sharpen his memory and imagination and perceive the flow of the learning process from a different perspective (Jordan 2017, Lobrot 2014).

7.4 The technique of listening to desires

Within the framework of the teaching technique of "Non- Directive Intervention "is included the technique of listening to desire (Lobrot, 1989). The focus of this technical possibility is the knowledge of the student's deepest "want". What the teacher has the ability to do is to identify the activities that the student wishes to do with pleasure at the time the lesson is conducted (Lobrot, 1996), in the place and time where the activity is implemented. In addition, it concerns the desire of students to participate in their daily lives, when they are at home when they are out of school, the teacher focuses on the student's desire and intervenes when necessary (Lobrot, 1989, p.21).

8. Conclusions

The teaching technique of "Non- Directive Intervention "can be used in teaching and combined with other techniques making teaching and learning process interesting for students. The didactic technique of "Non- Directive Intervention "is an alternative technique, as its characteristics differ from a formal teaching. It focuses on advancing the student's thinking and freedom of expression. Its purpose is to enrich the mental world of students, enhance learning and help students trust themselves and be able to decide on their individual and group desires and needs.

The advantages arising from the application of the technique of Non- Directive Intervention and the techniques mentioned above (the technique of sentences, the technique of questions and answers, the technique of Plein Air painting, the technique of reading desire) aim to facilitate the deepening of personal experience and its enrichment, directed towards the wishes and needs of the student.

- Proposals are formulated in terms that have the potential of the amendment
- The student is facilitated in his/her learning path
- Questions and answers increase students' interest, curiosity and attention and help to understand, summarize and consolidate the lesson.

- Create a climate of communication and participation
- By painting outdoors, the student learns to convey his thoughts freely, through his figurative expression
- The focus of the technique of reading desire in the context of the didactic technique of “Non- Directive Intervention “is the knowledge of the deeper "want”of the student.
- The application examples of the technique of Non- Directive Intervention aim to facilitate the deepening of the personal experience and its enrichment, directed towards the wishes and needs of the student

At the same time, the role of the teacher is not to impose his own perceptions on students, but to guide them to achieve their autonomous access to learning in their own way. On this basis, the didactic technique of “Non- Directive Intervention “is a didactic technique, which focuses on the student's desire in the organization of the learning process. This dynamic gives rise to a sense of satisfaction and willingness to acquire knowledge (Lobrot, 2003). More generally, but also, in particular, according to Lobrot (2003): "The thinkers of the beginning of the century were right. They had a prophetic vision. We need to listen to them. We can even try to go further than them."

Notes

Note 1. phenomenology = phenomenology is a philosophical current that concerns the set of lived experiences that determine the one and only relationship that each person has with himself and the world (Papadopoulos, 1989, p 107-115)

1(Note 2. existentialism = existentialism is a philosophical current based on ideas and questions such as 'what is the meaning of life?' or 'how can I reach happiness?'. Existentialism values the individual as a human being, as a separate being, and avoids reducing his idiosyncratic characteristics to fundamental principles or generalizations of behavior, because in this way it considers that it reduces the dynamics of each individual. Central to the philosophy of existentialism is that the individual is responsible and free for his fate and his life. For existentialism, each person is unique, and everyone's experiences are examined in terms of how important they are to the person who experiences them (Pelegrinis, 2004)

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