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Improvement of experience and communication skills in education

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Abstract
The paper presents the application of the Flow-based pedagogical model in education, focusing on a combination of experiential, play-based and collaborative methods. This paper presents the application of the Flow-based pedagogical model in education, focusing on a combination of experiential, play-based and collaborative methods. This model promotes experiential learning and creativity, and prepares students for the world of work and sustains higher achievement. The flow-based pedagogical model is an excellent way to implement good practice supported by digital tools. In this research, lessons based on the flow-based pedagogical model were analysed. In this study, we aimed to present the results of the study of lessons based on the flow-based pedagogical model, focusing on the development of communication skills.
Keywords: flow; communication; higher education; flow-based pedagogical model
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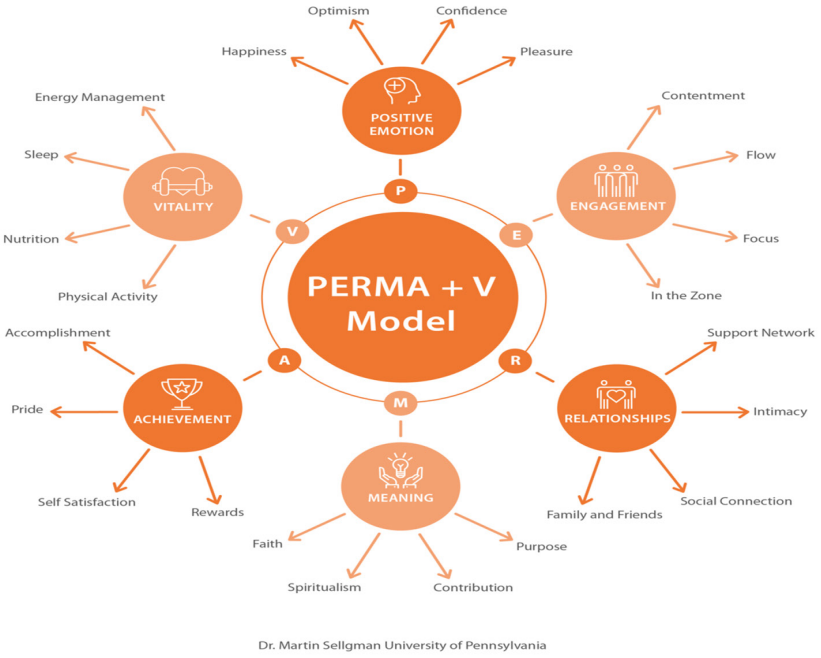
Theoretical background

In the theoretical background, we explore literature related to the research, focusing on obtaining as much information as possible about Generation Z, flow theory, and the learning environment. Generation Z in higher education uses completely different learning principles to acquire knowledge (Don Tapscott 2001), therefore the use of flow in education in the 21st century provides learners with the experience of flow (Mihály Csíkszentmihályi 1997) and at the same time creates a constructive learning environment (István Nahalka 1997). We consider it important that the learning environment includes two elements: digital and traditional teaching methods. We consider it important that the learning environment comprises two elements: the digital and the traditional educational methods. Both should be maintained during a given lesson. Based on this idea, the research was designed to examine whether this concept is valid or not. The three most important points are the representation of positive psychology, flow, and creativity during a given lesson.

First theory is the positive psychology: Researchers (Mihály, Csíkszentmihályi – Martin Seligman 2000) explain that learners associate a feeling or emotion with every situation. Teachers can use this in the classroom. Learning associated with digital experiences can trigger the flow channel and therefor achieve the flow ex-

perience. It is important for teachers to avoid a lack of motivation in the classroom and use teaching methods that can keep students' attention. A useful feature of positive psychology is the 'PERMA' model (Martin Seligman 2011), where P stands for positive emotions, E for engagement, R for relationships, M for meaning, and A for achievement. According to Martin Seligman – since 2018 – six factors contribute to the experience of well-being: positive emotions, engagement, relationships, meaning, achievement and vitality (Figure 1). Positive psychology emphasizes the joy inherent in learning and development, self-esteem, the perception of success as a reward, active efforts to improve, and the importance of curiosity.

Figure 1: PERMA + V model



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Second theory is the flow: According to Mihály Csíkszentmihályi (1997), most people expect flow or experience from changes in external conditions. If we seek out challenges, we can experience the moment of flow. Flow can be achieved if the achievement of such challenges generates new desires. Empirical research suggests that there are many ways to achieve mind control, but they all allow for the pleasure of discovery. This is how a learner can reach an advanced level of performance because of their concentration and motivation levels are at their highest. This can be considered as the FLOW state. This way, the learner's performance increases, and they can experience a more complex state of consciousness and reach a more advanced level of self-awareness, which is key to the flow experience. It is when we can exceed our expectations and have an experience that we had not previously anticipated.

Third is the creativity**:** Rhodes' theory (James Melvin Rhodes 1961) identifies four areas of creativity: 1. Personality, 2. Process, 3. Press, and 4. Product. Creativity requires the creative person, the process of creation, the external environmental influences, and the result. According to Mihály Csíkszentmihályi (2008), creativity can be developed. When people experience a high degree of pleasure, their concentration is focused on the challenging task, and that is when they experience the ultimate experience. Creativity is also influenced by thinking skills and personality factors. One of the challenges of the 21st century is to rebuild cognitive flexibility in Generation Z, achievable through methodological innovation by teachers. Creativity has three components: the domain associated with symbolic rules and processes, the circles of experts who decide which products or ideas are to be included in the domain, and the individual who is the creator of creative ideas and products. Creativity can be described as a process in which the student creates something novel, original, and usable. It is essential to maintain the curiosity of the student in the classroom through innovative tools, methods, and procedures. When applied with the right teaching methodology, these result in improved performance, a sense of achievement, and high levels of motivation among students. According to Vlad P. Glăveanu – James C. Kaufman (2019): Creativity can and should be educated. It is now seen not only as a characteristic of talents but also as a skill essential for everyone to thrive in the 21st century.

Finally, let's discuss what stimulates creativity in individuals. According to the Matrix of Creativity Types by Unsworth (2001), creativity is influenced by empowerment and various motivational factors. This model, from industrial and organizational psychology, highlights the context—whether the problem is open or closed—and the motivation driving engagement, whether intrinsic or extrinsic. Unsworth's model outlines four categories of creativity:

Responsive Creativity: This involves performing a specific activity driven by external motivation, like solving a problem within predefined constraints in response to external demands.

Expected Creativity: Here, there is encouragement to be creative within an open context, driven by intrinsic motivation. There's more freedom, but also an external expectation to produce creative outcomes.

Contributory Creativity: This is interest-driven and focused on a particular subject. It involves deep personal interest and engagement in a specific area, leading to focused and productive creative efforts.

Proactive Creativity: This aligns with traditional definitions of creativity, where individuals create for personal reasons and according to their own guidelines. It is self-directed, driven by internal motivation, allowing for the highest degree of freedom and personal expression.

Understanding these categories helps us recognize that creativity can be stimulated in different ways, depending on the context and the type of motivation involved. Empowering individuals to engage in various forms of creativity, whether through external incentives or fostering intrinsic interests, can enhance their creative output and satisfaction.

Key goal

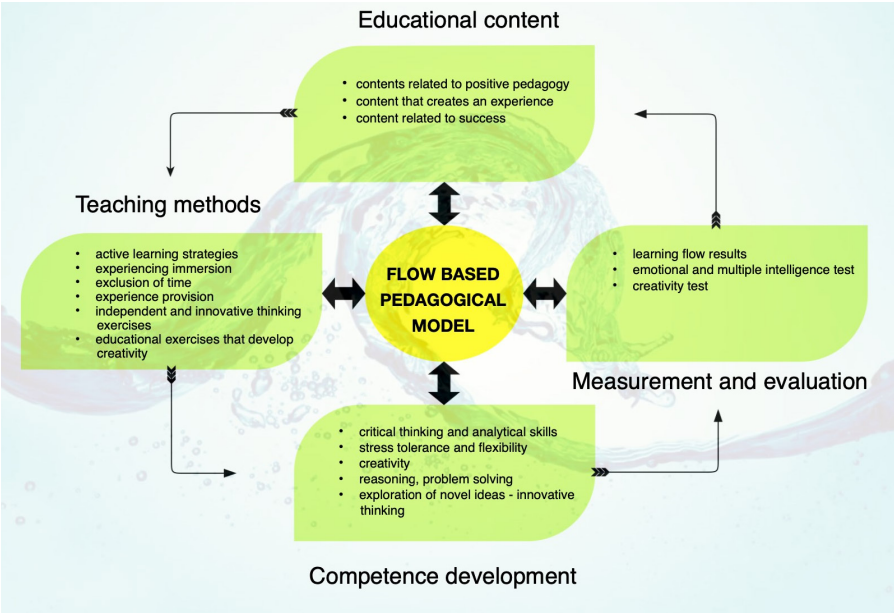
Lifelong learning is all about giving students the right knowledge so they can learn in a motivated and enjoyable environment. According to Andreas Héjj's cybernetic model from 2013, when students receive more emotional support, they feel more secure. This increased sense of security makes them more willing to engage with new learning materials, pay attention, and experiment. As a result, they experience more success from their own efforts, which boosts their competence.

Methodology

For our research, we used the flow-based pedagogical model (Dalma Lilla Dominek 2022). According to proponents of positive psychology and flow theory, the focus should be on the positive aspects of life, such as happiness, self-actualization, and the ability to make the right choices (Seligman – Csíkszentmihalyi 2000; Szondy 2011). Students thrive in digital environments because they face challenges that encourage them to think, solve problems, and collaborate, which helps develop their competence and creativity (Labancz – Barnucz 2016). One of the goals of teaching with digital creative content is to help students enter the flow channel and experience flow state. This idea is also supported by the flow-based pedagogical model (Dominek, 2022), which incorporates creativity, flexible thinking, and even humor into education.

This model aims to create a flow experience and challenge, while also developing creative communication. The Flow-based peadgogical model is an innovative teaching method. We believe it is important for the teacher to be able to plan the curriculum, apply teaching methods, develop skills and measure the process based on the model. The figure2 shows that the curriculum should be designed with a positive approach, with content that creates experience, novelty and excitement for the students. By combining these with teaching materials, we can increase student attention and motivation. A model is valuable if it provides opportunities for measurement, so the figure includes a testing system that teachers can use to check the effectiveness of their teaching (Figure 2).

Figure 2: Flow-based pedagogical model



The main aim of the research is to understand students' reactions to integrating traditional and ICT tools in the classroom and to suggest the pedagogical elements needed to make the flow experience available in higher education, thereby introducing a flow-based pedagogical model. To improve the students' flow state and knowledge, the presenter conducted a pilot research at the Ludovika University of Public Service, using ICT tools in a communication class based on the flow-based pedagogical model.

Measurement tools

Two tests were used for the purposes of our research:

1: The Personal Communication Style Questionnaire, while not a validated questionnaire, helps researchers understand students' personal communication styles and develop them during training. This questionnaire is used in several research projects, such as at the University of Szeged. For our research, it was important to know the communication style and self-image students bring to and leave the training with. It provides crucial feedback for researchers to measure whether individual communication can be improved during the training.

2: The Dominek's Learning Flow Questionnaire (DLFQ) (Dalma Lilla Dominek 2023) measures the flow experience during learning activities. The purpose of the questionnaire is to identify the state of flow in relation to learning and to understand the factors contributing to engaging and enjoyable learning experience. The

DLFQ can measure the impact of different learning environments and methods on students' experience of flow and assess the extent to which a particular pedagogical method enhances this experience. Based on the DLFQ results, educators can modify learning environments and methods to enhance students' experience of flow. The questionnaire helps identify factors that increase learners' motivation during learning activities. In the questionnaire developed by Dominek, respondents were given 16 statements and asked to rate their agreement on a 5-point Likert scale (1 = strongly disagree; 5 = strongly agree). The 16-item questionnaire consisted of two factors: the immersion factor, which relates to the basic conditions for entering the flow zone, and the balance factor, which summarizes the phenomena accompanying the flow.

The introduction of the research

A total of 98 students participated in the survey. The research was conducted over two courses, with one courses each semester. Study Group 1 focused on Persuasive Communication and included 26 students. Study Group 2 focused on Customer Communication and included 72 students. All participants were full-time students, and the same teacher taught both subjects and all lessons. It's important to note that the students in the two subjects were not the same.

During the research, we formulated two hypotheses:

(1H): Higher education institutions can provide students with a curricular learning experience based on the flow-based pedagogical model.

(2H): In teaching the subject of communication, the flow-based pedagogical model can be developed and the teacher can create a constructive learning environment in the classroom where students can work together and support each other.

Results of FLOW

For Persuasive Communication (Table 1), 85.33% (percent) of the students achieved a continuous state of flow, showing full engagement. The balance factor reached 83.07%, and the immersion factor was 87.59%. This indicates that it was possible to keep the students in a sustained state of flow throughout the lesson. On average, students scored 33.23 out of a maximum of 40 points for the immersion factor and 35.03 points for the balance factor. For Customer Communication (Table 2), a constant state of flow was also observed, with involvement at 86.40%. Both the balance factor and the immersion factor showed a flow score of 86.21%. On average, students scored 34.48 points for the deepening factor and 34.63 points for the balance factor.

Table1: Persuasive communication

Table1	Database	Flow %
Challenges & Competence (C&C) = BALANCE	persuasive communication	83,077
Merging into Action (MA) = IMMERSION	persuasive communication	87,59641
Total	persuasive communication	85,3365

Table2: Customer communication

Table2	Database	Flow %
Challenges & Competence (C&C) = BALANCE	customer communication	86,21525
Merging into Action (MA) = IMMERSION	customer communication	86,59725
Total	customer communication	86,40625

Looking at the entire dataset (Table 3) with 98 respondents, we can conclude that students were in a sustained flow state. After the complete analysis of the selected lessons, the following results were obtained (N=98 people): the data of the respondents show that they have reached a state of sustained flow for the compulsory lessons, since both factors show results above 80%. I would like to emphasise that the time intervals of these lessons were up to 6 hours. During this time it was possible to keep the students in a constant flow state.

Table3: Persuasive communication & customer communication

Table3	Database	Flow %
Challenges & Competence (C&C) = BALANCE	persuasive communication &customer communication	85,38275
Merging into Action (MA) = IMMERSION	persuasive communication &customer communication	86,86225
Total	persuasive communication &customer communication	86,1225

Results of communication development

The Table 4 shows that our persuasive communication efforts have resulted in a 25% improvement in performance compared to the initial input percentage. Next, Table 5 illustrates that we have also seen a significant 34% increase in the hours dedicated to customer communication.

Table4: Persuasive communication

Table4	Database	Communication point
Inside	persuasive communication	63%
Outside	persuasive communication	88%
Develop total	persuasive communication	25%

Table5: Customer communication

Table5	Database	Communication point
Inside	customer communication	54%
Outside	customer communication	82%
Develop total	customer communication	34%

Finally, Table 6 provides an overview of our entire database, which includes responses from 98 participants. From this data, we can conclude that there has been notable development in communication skills across both subjects.

Table 6: Persuasive& customer communication

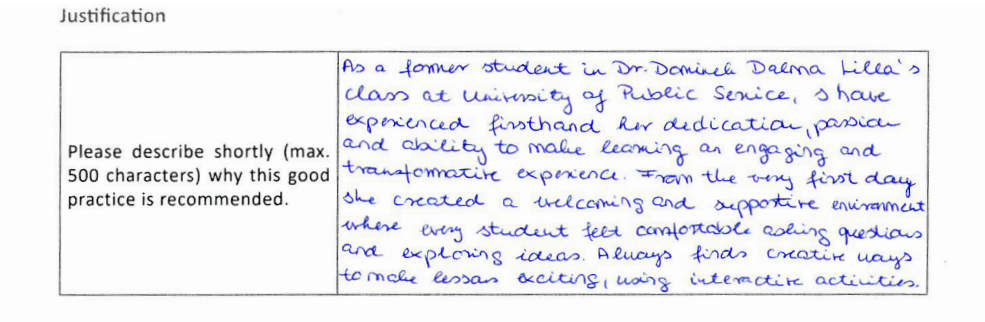
Table6	Database	Communication point
Inside	persuasive communication & customer communication	58,5%
Outside	persuasive communication & customer communication	85%
Develop total	persuasive communication & customer communication	29,5 %

Consequences and conclusion

With the application of the flow-based pedagogical model or a complex teaching environment, we see several key benefits. First, there's the flow state of the students. This means their involvement in the classroom is enhanced through both challenge and experience. Second, we observe significant development in communication skills. As for the consequences: The implementation of the flow-based pedagogical model has been successful. Teaching and learning are now perceived not just as methods of getting knowledge, but also as challenges and enriching experiences. Lastly, a broader adoption and implementation of the flow-based pedagogical model by universities is recommended.

Two student assessments related to the lessons are presented. The first one is about the persuasive comminucation (figure 3):

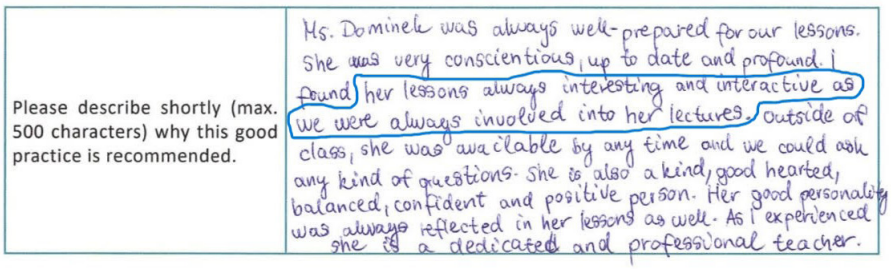
Figure 3: Persuasive comminucation


Justification

Please describe shortly (max. 500 characters) why this good practice is recommended.	As a former student in Dr. Dominek Dalma Lilla's class at University of Public Serice, s have experienced firsthand her dedicatian, passian and ability to make learning an engaging and tranfomative experienca. From the very first day she created a welcoming and supportive environment where every student felt comfortable asking questians and exploring ideas. Always finds creatiw ways to make lessas exciting, using interactiw activities.

The second is about the customer communication (figure4):

Figure 4: Customer communication



Please describe shortly (max. 500 characters) why this good practice is recommended.	Ms. Dominek was always well-prepared for our lessons. She was very conscientious, up to date and profound. I found her lessons always interesting and interactive as we were always involved into her lectures. Outside of class, she was available by any time and we could ask any kind of questions. She is also a kind, good hearted, balanced, confident and positive person. Her good personality was always reflected in her lessons as well. As I experienced she is a dedicated and professional teacher.

In conclusion, the research can serve as a guide: Students feel comfortable in such a complex environment where they are challenged. They are driven to think, solve problems, and collaborate. We are also developing essential competencies for the labor market and communication skills. The focus is on the methodological features of the 21st century and the challenges of teaching. In my opinion: This research can be a good start to formulate proposals for improving communication and to start putting them into practice.

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