



**Agnieszka Gołębieska-Wesołowska**

*Ma, Director of the Primary School named after the priest Jan Twardowski in Dębowa Góra,  
Assistant of State Higher Vocational School in Skierniewice  
(Warsaw, Poland)*

*\* Corresponding author: e-mail: ags150273@vp.pl  
ORCID: <https://orcid.org/0000-0002-5739-8801>*

## **THE IMPORTANCE OF TEACHERS' CONTINUING EDUCATION WITH USE OF MULTIMEDIA EDUCATION**

### **ZNACZENIE KSZTAŁCENIA USTAWICZNEGO NAUCZYCIELI A KSZTAŁCENIE MULTIMEDIALNE**

### **ВАЖНОСТЬ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ УЧИТЕЛЕЙ И МУЛЬТИМЕДИЙНОГО ОБРАЗОВАНИЯ**

#### **Abstract**

*The aim of the article is to describe the impact and significance of not only self-education of teachers, but also continuous training on teacher's comprehensive development in the entire digital space (including multimedia) which he deals with not only in his professional work. Participation in continuous training in the era of information society is the only way to successfully adapt man to the changes resulting from the progress of civilization. The wealth of organizational forms of teacher education makes education a good accessible to all, regardless of age, level of education or material status. Adults strive to improve their skills and knowledge. Motivation is one of the most important factors determining the effectiveness of adult learning. It should be remembered that the teacher's role is crucial in the process of teaching and up bringing children and youth. The profession of a teacher is characterized above all by the fact that his area of activity is contact with people, especially children and youth, and the primary purpose of his actions is to educate. Working as a teacher sets requirements, which are not limited only to the transfer of knowledge. These tasks are also the transfer of experiences, stimulation to being creative, active and motivated, which contributes to the shaping of the value system of a young person. Implementation of these tasks may result with the teacher's feeling overloaded with work. It is important whether the beliefs about the teaching profession are reasonable and the skills are adapted to the position. The profession of teacher and educator is combined with the fulfilment of a social role, which includes, among other things: contact with another person, emotional involvement, and possession of appropriate com-*

ISSN 2450-2146 / E-ISSN 2451-1064

© 2018 /Published by: Międzynarodowy Instytut Innowacji Nauka-Edukacja-Rozwój w Warszawie, Polska

This is an open access article under the CC BY-NC license (<http://creativecommons.org/licenses/by-nc/4.0/>)

Gołębieska-Wesołowska A., (2018) The Importance Of Teachers' Continuing Educationwith Use Of Multimedia Education

*International Journal of New Economics and Social Sciences, 2(8)2018: 455-464*

[DOI 10.5604/01.3001.0012.9963](https://doi.org/10.5604/01.3001.0012.9963)

*petences, continuous improvement, functioning in difficult situations, strong social exposure and effective working under the stress. We must remember that not all teachers are equally susceptible to stress and not everyone is equally affected by its effects, so the degree of risk of burnout syndrome differs between individual teachers.*

**Keywords:** digitization, teacher, educator, education, lifelong learning, training

### **Streszczenie**

Celem artykułu jest opis wpływu i znaczenia nie tylko samokształcenia nauczycieli, ale i kształcenia ustawicznego pedagoga na jego wszechstronny rozwój w całości cyfrowej przestrzeni, z którą styka się nauczyciel nie tylko w pracy zawodowej z uwzględnieniem multimediiów. Uczestnictwo w kształceniu ustawicznym w dobie społeczeństwa informacyjnego jest jedynym sposobem na skuteczne przystosowanie się człowieka do zmian wynikających z postępu cywilizacyjnego. Bogactwo form organizacyjnych kształcenia nauczycieli sprawia, że edukacja stała się dobrem dostępnym dla wszystkich, bez względu na wiek, poziom wykształcenia czy status materialny. Zgodnie z ideą myśli andragogicznej ludzie dorosły dążą do doskonalenia swoich umiejętności i wiadomości. Motywacja to jeden z najważniejszych czynników warunkujących efektywność uczenia się człowieka dorosłego. Należy pamiętać, że rola nauczyciela jest kluczowa w procesie nauczania oraz wychowania dzieci i młodzieży. Zawód nauczyciela charakteryzuje przede wszystkim to, że obszarem jego działania są ludzie, zwłaszcza dzieci i młodzież, a podstawowym celem jego poczynań jest edukacja i wychowanie innych. Praca w zawodzie nauczyciela stawia wymagania, które nie ograniczają się wyłącznie do przekazywania wiedzy. Zadania te, to również przekazywanie doświadczeń, pobudzanie do bycia twórczym, aktywnym, zmotywowanym i zdolnym, co przyczynia się do kształcenia systemu wartości u młodego człowieka. Realizacja tych zadań może wpływać u nauczyciela na poczucie przeciążenia pracą, spowodować znużenie i zmęczenie. Ważne jest, czy przekonania o zawodzie nauczyciela są racjonalne, a umiejętności dostosowane do stanowiska. Zawód nauczyciela, pedagoga łączy się z pełnieniem roli społecznej, z którą wiąże się m.in.: kontakt z drugim człowiekiem, zaangażowanie emocjonalne, posiadanie odpowiednich kompetencji, ciągłe doskonalenie, funkcjonowanie w sytuacjach trudnych, silna ekspozycja społeczna i skuteczne radzenie sobie ze stresem. Musimy pamiętać, że nie wszyscy nauczyciele w takim samym stopniu są podatni na stres i nie wszyscy w jednakowy sposób odczuwają jego skutki, toteż stopień zagrożenia syndromem wypalenia zawodowego różni się u poszczególnych nauczycieli.

**Slowa kluczowe:** cyfryzacja, nauczyciel, pedagog, edukacja, kształcenie ustawicznne, kształcenie

### **Аннотация**

Цель статьи - описание влияния и значения не только самообразования учителей, но и непрерывного обучения для всестороннего развития учителя в цифровом пространстве (включая мультимедиа), с которым он сталкивается не только в его профессиональной деятельности. Участие в непрерывном обучении в эпоху информационного общества - это единственный способ эффективно адаптироваться к изменениям, обусловленным общественным прогрессом. Богатство организационных форм педагогического образования делает образование доступным для всех, независимо от возраста, уровня образования или

ISSN 2450-2146 / E-ISSN 2451-1064

© 2018 /Published by: Międzynarodowy Instytut Innowacji Nauka-Edukacja-Rozwój w Warszawie, Polska

 This is an open access article under the CC BY-NC license (<http://creativecommons.org/licenses/by-nc/4.0/>)

Golębińska-Wesolowska A., (2018) The Importance Of Teachers' Continuing Educationwith Use Of Multimedia Education

*International Journal of New Economics and Social Sciences, 2(8)2018: 455-464*

[DOI 10.5604/01.3001.0012.9963](https://doi.org/10.5604/01.3001.0012.9963)

материального положения. Взрослые стремятся совершенствовать свои навыки и знания. Мотивация является одним из наиболее важных факторов, определяющих эффективность обучения взрослых. Следует помнить, что роль учителя имеет решающее значение в процессе обучения и воспитания детей и молодежи. Профессия учителя характеризуется прежде всего тем, что ее сфера деятельности - это общение с людьми, особенно с детьми и молодежью, и основная ее цель ее заключается в обучении. Работа учителем устанавливает требования, которые не ограничиваются передачей знаний. К этим задачам также относятся: передача опыта, стимулирование к творчеству, активности и мотивирование, что способствует формированию системы ценностей молодого человека. Выполнение этих задач может привести к тому, что учитель будет перегружен работой. Важно, чтобы убеждения относительно профессии учителя были разумными и чтобы навыки были адаптированы к данной должности. Профессия учителя и педагога сочетается с выполнением социальной роли, которая включает, среди прочего: контакт с другим человеком, эмоциональную вовлеченность и обладание соответствующими компетенциями, постоянное улучшение, функционирование в трудных ситуациях, сильное социальное воздействие и эффективную работу в условиях стресса. Мы должны помнить, что не все учителя одинаково восприимчивы к стрессу, и не все в равной степени страдают от его последствий, поэтому степень риска развития синдрома выгорания отличается между отдельными учителями.

**Ключевые слова:** внедрение цифровых технологий, учитель, педагог, образование, непрерывное обучение, обучение

---

**Article history:** Received: 07.11.2018 / Accepted: 15.12.2018 / Published: 30.12.2018

---

### **Statement of the problem in general outlook and its connection with important scientific and practical tasks.**

There is no doubt that the teaching profession is a special profession among many others. It has some characteristic and specific features. In addition, a lot is required of a man who decides to be a teacher. It should be noted that the expectations towards the teacher concern not only substantive and technical preparation, but also his practical and moral knowledge. It is worth considering the specificity of this profession.

The uniqueness of the teaching profession is primarily determined by the fact that it works in unique situations. I will not be surprising if I say that the teacher works

with people. This obvious fact makes it impossible for teacher to act according to pre-determined, strictly defined and precise rules. Each of students has an individual, separate personality. The teacher does not know what kind questions will student ask, and with what kind of problem teacher will have to help student (Kwasnica2003, p. 294).

At this point, a very important issue related to the teacher's knowledge emerges. The teacher cannot trust in the knowledge he has. He must be aware that at some point they may turn out to be insufficient. He works with young people who day by day

become more mature, develop their capabilities (also intellectual), and sometimes ask very difficult questions. The teacher is not able to predict the direction of development of each of his students, or questions that a young man can ask him; teacher is never able to properly prepare for them (Kwaśnica 2003, p. 295). The teacher should be open to new things and able to create his own way of cooperating with the student. Creation is understood by Robert Kwaśnica as going beyond what he knows, and beyond who he is. This constitutive feature of the teaching profession allows him to find himself in every situation (Kwaśnica 2003, p. 295).

The second element that distinguishes the teaching profession from other professions is the communicative nature of the work. This work is an action that is subject to the imperatives of communication rationality and refers to the ethics of speech and logic of dialogue. In the activity understood in this way (the communicative action) the essence (goal) is the intention of mutual agreement, which... is expressed in the effort to agree on the interpretation of the world and values that give meaning to our existence (Kwaśnica 2003 p. 295).

The teacher should remember that he influences the student, and is never able to completely control the way of influencing. It can be said that some aspects of teacher's impact on the student run beyond his awareness, and therefore he cannot control them in an absolute way. This is a specific feature of the communication activity (Kwaśnica 2003, p. 297).

These characteristics of the teaching profession prove that the full professional training of the teacher is simply impossible. No one is able to predict all the situa-

tions in which the teacher will find themselves. Nobody can give the communication the characteristics of technical activity in which everything can be predicted and planned (Kwaśnica, 2003, p. 297).

The previous reflections were used to gain initial orientation in the key problems of the teaching profession and the mechanisms of the teacher's functioning in it. This orientation also reaches the determinants of social demand for a specific personal pattern of the modern teacher and his profession, school and teacher functions and the main trends and criteria of his professional development including promotion in the aspect of self-education, lifelong learning with the possibility of occupational burnout. Discussions and deliberations about the teaching profession are ongoing, but over the last dozen years it seems that they have intensified. The middle and older generation still have in mind the image of a teacher who was an authority for children and young people, a person on whose knowledge and experience one could resist and rely. The teacher's work was appreciated by society, and he was respected. However, with time the status of the teacher began to gradually change. It was influenced by many factors, including: changes in the value system, too fast changes in all areas of life, taking over process of the shaping the knowledge about the world by mass media, demandingness of parents, students and teachers, etc. The reform of the education system was a step towards modernity, adaptation to new European standards, and the introduction of professional advancement degrees - a tribute to teachers, an attempt to preserve the prestige of this profession, appreciation of teachers work and professional efforts.

### **Analysis of latest research where the solution of the problem was initiated.**

Professional development of teachers is a process that is implemented by them

throughout their professional work and consists in improving qualifications and

ISSN 2450-2146 / E-ISSN 2451-1064

© 2018 /Published by: Międzynarodowy Instytut Innowacji Nauka-Edukacja-Rozwój w Warszawie, Polska

 This is an open access article under the CC BY-NC license (<http://creativecommons.org/licenses/by-nc/4.0/>)

Golebińska-Wesolowska A., (2018) The Importance Of Teachers' Continuing Educationwith Use Of Multimedia Education

*International Journal of New Economics and Social Sciences*, 2(8)2018: 455-464

[DOI 10.5604/01.3001.0012.9963](https://doi.org/10.5604/01.3001.0012.9963)

professional competences by participating in various forms of education. It also serves its all-purpose development of personality, as well as enriching the work technique. (Krawcewicz, 1976, Wiatrowski, 2002, Grondas and Źmijski, 2005; Day, 2004).

Information and communication technologies have an important role in this process as multimedia tools used in the teaching-learning process (Bednarek, 2006, 2010; Bednarek, Andrzejewska , 2015)

### **Aims of paper. Methods.**

The article is a review; it presents the theoretical background of teachers continues and multimedia training. The presented conclusions are a result of many years of

observation and work with teachers and result from the performance of the function of the director of the primary school for many years.

### **Exposition of main material of research with complete substantiation of obtained scientific results. Discussion.**

#### **Continuous training of the teachers**

Continuous training is an integral part of the professional development of the teacher. Most often, it is identified with a purposeful, planned and continuous process of his lifelong learning, consisting in increasing and modifying teachers professional competences and qualifications, comprehensive personality development, organized and implemented by institutions specialized in this direction, as well as in the course of self-education and self-improvement; it is the process lasting from the decision of choosing teaching profession throughout the entire period of professional activity (Krawcewicz, 1976, Wiatrowski, 2002, Grondas and Źmijski, 2005; Day, 2004).

Teachers' improvement is usually carried out in three categories: as self-education, intra-school teacher training (WDN) and institutional training implemented outside school (Krawcewicz, 1976, Knafl and Źłobocki, 1998, Day, 2004).

The inter-school teacher training (WDN) is a training that integrates the school's teaching community around commonly developed visions, goals and tasks of the school. In order to achieve the WDN objectives,

task teams are usually established on an ongoing basis, with competent and interested persons. The team leaders and the WDN coordinator are also selected. Since WDN, although implemented at school is an open formula, it is important that teachers cooperate with each other not only within the school, but also with other schools and educational institutions, and use the help of counselors and experts (Knafl and Źłobocki, 1998 ).

The above-described forms of professional development should be complemented by teachers' self-education activities. These include reading of professional literature, magazines, the use of teaching industry website, watching selected television programs, exhibitions, exchange of experience and knowledge during meetings and conversations, cooperation with universities, organizations and associations related to education etc.

Institutional forms of teacher education are most often identified with the institutions conducting classes - postgraduate studies, qualification courses, workshops, and trainings for various education related entities. Some of the above forms, post-graduate studies and qualification courses, in addition to the renovation and modification of

ISSN 2450-2146 / E-ISSN 2451-1064

© 2018 /Published by: Międzynarodowy Instytut Innowacji Nauka-Edukacja-Rozwój w Warszawie, Polska

 This is an open access article under the CC BY-NC license (<http://creativecommons.org/licenses/by-nc/4.0/>)

Golębińska-Wesołowska A., (2018) The Importance Of Teachers' Continuing Educationwith Use Of Multimedia Education

*International Journal of New Economics and Social Sciences, 2(8)2018: 455-464*

[DOI 10.5604/01.3001.0012.9963](https://doi.org/10.5604/01.3001.0012.9963)

various areas of teaching competences, result in additional qualifications and entitlements, for teaching an additional subject or running an additional educational path.

the nature of the modern world and education requires teachers to engage in continuous professional development that lasts throughout their professional career. By participating in various forms of teacher education, studying literature, and by verifying knowledge that constitutes 'own' pedagogical achievements, teachers can become the inspirers and participants of a creative changes in school reality, but They can also just exist next to these changes and even inhibit them.

Professional development of teachers is multithreaded, both institutional and non-institutional. Although - as already emphasized - the auto-education activity of teachers has increased in the last decade, but still the forms which train the workshop-methodical skills and competences dominates. The vocational training treated in this way, plays the role of a stimulator in professional development only partially. In turn, the negligible activity among the respondents in the field of new civilization challenges - problems of intercultural integration, globalization, postmodern meanings of the body, etc., shifts the work of the modern teacher to the margins of important education tasks. The actions should be taken immediately, because the teachers' low interest in these problems has an impact on the school educational role. It also reduces the importance of the school in integration and globalization processes. "Our entire educational system - as claimed by J. Niemiec - is still very classic, focused mainly on achieving teaching successes (for the implementation of the educational process), the other functions are almost not taken into account. It results from specific

traditions and circumstances in which education in our country functioned "(German, 1998, p. 78).

There are specific expectations for teachers associated with problems discussed above; these expectations are: students high promotion rates, high average exam results, admission to higher level schools, high places in competitions, etc. Some of these tasks can result in teachers' promotion, this make teacher concentrate on the implementation of selected parts of their tasks and neglect those forms of work with the student, which do not give quick and externally visible results. A number of barriers appear on the teacher's professional development path. Most often these barriers result from insufficient requirements posed by the school, parents or from the teacher's attitude towards the tasks being performed (Kwaśnica, 1995; Kwiatkowska, 2008). Professional improvement treated as external coercion with too burdening duties, can become a factor of stress. If it results from authentic, self-education needs, (Kwiatkowska, 2007), it can be a "support factor" (analogically to support groups) in the teacher's striving for a creative change in their work, because it can be "not only an instrument of continuous renewal of qualifications, but also an effective means of preventing the burnout processes of teachers and therapy for already existing symptoms of such discouragement and loss of motivation "(Kwieciński, 1998, p. 36). The final stage of the professional development of the teacher can be described as the teacher's professional decline. It is a process of slow although, in some cases, a sudden decline in social and professional activity. In many cases, the transition to a state of professional dormancy does not weaken social activity, sometimes even intensifies it. The weakening of physical and mental abilities forces to change some of the roles. The teacher slowly begins to change the role of

an active participant in many forms of life to the role of an observer. Some teachers continue to take up professional activities in a reduced amount, while others devote themselves to completely different occupations, most often related to their personal interests. Observations indicate that the moment of retirement is the most unpleasant moment in a person's life. This is especially a hard moment for the teachers who, accustomed to team life, to school bustle and noise, when retired, they cannot stand the retirement silence. However, before the point where the teacher can start well-deserved retirement will be reached, teacher often is already burn out. Unfortunately, along with the duties increase, burn out comes much earlier than the retirement, in the case of some teacher it comes just after after the end of the career promotion possibilities.

The need to enrich teachers' way of development is primarily due to the specificity of the profession and its multi-functional - educational, caring and cultural aspects. With the development of the teaching profession and its modernization, the system of professional development and self-education of teachers develops and enriches. It can be said that by analysing the multi-faceted nature of teachers' self-education, in the modern education system one cannot determine the sharp boundary between teachers' professional education and individual and social development, which influence professionalism and personal development of the teacher. Self-education is therefore one of the most creative types of continuing education, it can be used to adapt and specialize teachers in the place of their professional work. It may be a need to undertake new tasks offered by the labour market and, above all, to adapt qualifications to the situation of work in schools.

Education acquired during university is never able to fulfil the multitude of problems that a teacher will encounter while working in the profession. This is why the need to prepare teachers for new challenges and changes that are the everyday reality of a knowledge-based society is increasingly emphasized. An important feature of the teaching profession is the necessity of constant learning, searching for new knowledge and completing the knowledge already possessed. Hence the essence of continuing education is increasingly emphasized.

### **Multimedia based education**

The issues of civilizational, socio-cultural, educational and educational challenges and many others have never been more important than today. Their significance results from the unique dynamics of various transformations, especially information and technology (Bednarek 2010, p. 9).

The most important and urgent tasks of multimedia based education of the teacher from all scientific, research and educational environments, but also every academic community arise from new challenges and opportunities created by digital media that are a source of development of the information society, recently named in the scientific literature by the knowledge society (Bednarek 2010, p.19).

People choosing a teaching profession must be aware that it is characterized by the fact that its area of activity is contact with people, especially children and youth. However, its priority goal should not be only education or upbringing, but first of all creativity, motivation, activity and shaping of principles and norms. The teaching profession is connected with the fulfilment of a specific social role, which is associated with contact with other people, emotional involvement, competence, and

continuous improvement, existence in difficult situations, strong social exposure and effective work under the stress.

In the present world there are a lot of changes, more and more often these are changes connected with the media. The world is moving so fast that sometimes the teacher does not keep up with world's dynamics and development.

The source of all these problems is undoubtedly technological progress, which creates the danger of deepening the dissonance between technical and humanistic culture (Bednarek 2010, p. 45).

Today's students belong to the generation that grew up in the surrounding of new technologies. They spent their entire life surrounded by computers, video games, mp3 players, digital cameras, mobile phones and all other digital achievements of the 21st century. Therefore, also a modern teacher to match his students should improve not only in substantive or methodical activities of the subject in which he works, but above all multimedia, which will allow him to progress and constantly surprise his students.

Digital media and the latest technologies are now the greatest challenge in the creative activity of every teacher, but also in the student's activity, they are a great opportunity but also cause many dangers, including addictions. Everyone, especially a teacher, also acts as a creative researcher of didactic and educational processes; teacher is involved in the implementation of information technologies and creative use of it, regardless of traditional sources of knowledge (Bednarek 2010, p. 180).

Therefore, it should be remembered that the role of the media in social life, including education, is still growing. Media are the main source of information about the surrounding world, create the image of contemporary culture, define the scope of

contacts with it, and shape the tastes and attitudes (Gajda 2010, p63).

The pedagogical aspect mass media is to learn the latest education technology, selectively and actively receive the content transmitted by these media and to co-create educational programs (Gajda 2010, p.73). In fact, all is related to the computerization - understanding the principles of operation and the possibilities of using computers, the ability to process the information, and search for it. An intense development of science and technology is impossible without complex computer programs, a memory banks and information processing, (Gajda 2010, p. 73).

Because of the media, computers, and the entire digital world, the teacher does not have to physically participate in educational events. E-learning conferences, computer programs and all technological equipment such as interactive whiteboards, projectors, e-books allow not only to understand the world of technology, but also to improve the teacher's workshop. In practice, the term multimedia refers primarily to computer-based information technology. It results from the fact that computers are so far the only ones available to access the Internet, read CD-ROMs, process graphics, sound and texts, as well as play in the virtual world of multimedia (Bednarek 2006, p.47).

The greatest opportunities to prepare for living in the changing conditions are provided by education, especially schools, which can and must prepare children and youth as well as adults, to use completely different learning and working opportunities. This is undoubtedly the first and fundamental challenge, connected with multimedia, which through the networks enrich and enhance the traditionally understood teaching process - learning, distance learning and making professional activities more effective. The full and rational use of

new technologies in education is a basic condition for innovation and progress not only for a better economy, but for shaping a new awareness of the society of global civilization (Bednarek 2006, p. 82).

Modern information technologies, integrally associated with the concept of multimedia based education, are now becoming interdisciplinary. Its assumptions result from the dynamic development of multimedia and the modernization of both the

teaching-learning process and the educational practice. Within it, different terms and ambiguous concepts are emerging more and more often. They are related not only to the modification of traditional didactics, but also to other scientific disciplines concerning information, informatics, and telecommunications (Bednarek 2006, p. 85).

## **Conclusions.**

Education, improvement, promotion and bonuses are factors that should be remembered when working with each social group, and not just with teachers. Self-respect, work, colleagues, superiors and those with whom we work should be the most important elements of our profession. If what we do regardless of the level of promotion and social relations, give us satisfaction, we will not experience a burnout. By deciding to become a teacher, we take responsibility for the future of our country.

Our authority will be one of the determinants for the future of the students.

However, in order to be a good teacher one must remember that in pursuit of excellence, the student and his wellbeing should be a priority. In order for a student to be good at what he received, he must have his master, and the master, in order to become a master in his profession, must learn and improve. The multimedia will definitely help in the education of students but also the teachers.

## **References:**

1. Bednarek J, Andrzejewska A. (2015), *Cyberprzestrzeń człowiek edukacja* tom 2 Dylematy społeczności cyfrowej, Kraków, Wydawnictwo Oficyna Wydawnicza „Impuls”,
2. Bednarek J. (2006), *Multimedia w kształceniu*, Warszawa, Wydawnictwo PWN,
3. Bednarek J. (2010), *Multimedialne kształcenie ustawicze nauczycieli*, Warszawa, Wydawnictwo Wyższej Szkoły Pedagogicznej TWP w Warszawie–Comandor
4. Gajda J. (2010), *Media w edukacji*, Warszawa, Oficyna Wydawnicza „Impuls”,
5. Kwaśnica R. (2003), *Wprowadzenie do myślenia o nauczycielu* [w:] Z Kwieciński, B. Śliwerski (redakcja naukowa) Pedagogika. Podręcznik akademicki 2, Warszawa, Wydawnictwo Naukowe PWN,
6. Kwaśnica R. (1995), *Wprowadzenie do myślenia o wspomaganiu nauczycieli w rozwoju*. [w] Z zagadnień pedeutologii i kształcenia nauczycieli. H. Kwiatkowska, T. Lewowicki (red.), Wydawnictwo: Studia Pedagogiczne,
7. Kwiatkowska H. (1997), *Edukacja nauczycieli – konteksty, kategorie, praktyki*. Warszawa: Wydawnictwo Instytut Badań Edukacyjnych.

8. Kwiatkowska H. (2007), *Tożsamość nauczycieli – dylematyczność relacji podmiotowość – przedmiotowość*. [w] Nauczyciel – Tożsamość – Rozwój. R. Kwiecińska, S. Kowal, M. Szymański (red.), Kraków: Wydawnictwo Naukowe Akademii Pedagogicznej.