

Original article

Received: **24.02.2020**

Accepted: **15.08.2020**

Published: **12.12.2020**

Sources of financing: **Faculty of Educational Studies, Adam Mickiewicz University, Poznań**

DOI: **10.5604/01.3001.0014.5703**

Authors' Contribution:

(A) Study Design

(B) Data Collection

(C) Statistical Analysis

(D) Data Interpretation

(E) **Manuscript Preparation**

(F) **Literature Search**

Małgorzata Kabat*

mg.kabat@wp.pl

*Acquire new knowledge whilst thinking over the old,
and you may become a teacher of others*
Confucius

TEACHER – PRESUMER AND RESEARCHER IN PEDAGOGY

NAUCZYCIEL – PRESUMENT I REALIZATOR BADAŃ NAUKOWYCH W PEDAGOGICE

Abstract; The article focuses on introducing a new idea emerging in the field of education. The unknown issue indicated here requires showing its roots along with an understanding of presumenism relating to the teacher's activities in the process of education and conducting research. In both areas, activity, inventiveness, creativity, mobility are required of the teacher

* ORCID: 0000-0001-6323-8225. Adam Mickiewicz University, Faculty of Educational Studies, ul. Szamarzewskiego 89, 60-568 Poznań, phone number: 61 829 23 44, mg.kabat@wp.pl

so that the content of teaching and studying as well as the research plan are presented in an interesting way. Knowledge from these forms of activity is used to modernize the individual, as well as jointly created, artistry. The teacher's experience accumulated as a presumer may contribute to the promotion of educational products and services, which will positively affect the status of the entire education system. The theoretical argumentation will show the interpenetration of new and diverse ideas into the teaching duties and research. They will become a determinant of specific transformations involving multiple educational changes. Familiarity with them may be a valuable source of information and inspiration for the modernization of the teaching practice and promotion of education as a specific brand.

Keywords: teacher, presumer, scientific research, promotion of educational services

Streszczenie: W artykule skoncentrowano się na przybliżeniu nowej idei wkraczającej w oświatowe pola. Wskazana nieznaną kwestia wymaga ukazania jej korzeni wraz z rozumieniem presumenryzmu odnoszącego się do działalności nauczyciela w procesie edukacji, jak i realizowanych badaniach. W każdym obszarze wymagana jest od nauczającego aktywność, pomysłowość, twórczość, mobilność, by w ciekawy sposób prezentować treści nauczania i ucznia się oraz planować badania. Pozyskuje się z tych form działalności wiedzę służącą unowocześnianiu indywidualnego, jak i wspólnie tworzonego warsztatu pracy. Gromadzone nauczycielskie doświadczenia jako presumenta przyczyniają się do promocji edukacyjnych produktów i usług, które korzystnie będą oddziaływać na rangę całego systemu kształcenia. Poprowadzona teoretyczna argumentacja ukazuje przenikanie się nowych i zróżnicowanych idei do nauczycielskich obowiązków i badań. Staną się one wyznacznikiem określonych przekształceń obejmujących wielorakie oświatowe zmiany. Ich poznanie może stać się cenną inspiracją i źródłem informacji dla unowocześniania nauczycielskiej praktyki i promowania edukacji jako swoistej marki.

Słowa kluczowe: nauczyciel, presument, badania naukowe, promocja usług edukacyjnych

INTRODUCTION

Contemporary reality is an extremely complex phenomenon that hides a unique element. It refers to the change in human functioning, which we notice in thinking, behavior, sometimes ambivalent activities. In these situations, one experiences both positive and negative experiences that lead to the formation of different styles of behavior and reaction to events in a given time and space.

The outlined components refer to the teacher and correspond to the new idea of being above-average active in the school environment and performing ordinary and unusual duties. The dexterity of adapting to such requirements takes into account either passive or deliberate and ingenious teaching activities involving the search not only for knowledge, its accumulation, evaluation, but also revision of the meaning of the chosen profession. M. Csiszszentmihaly calls this ability a rare good (1966, pp. 39–42). For some teachers it will take the form of schematic work and research, while others reveal a non-standard configuration conducive to the manifestation of

pedagogical creativity (Szmidski, 2008; Kaufman, 2011; Kabat, 2013 et al.) in the form of educational products and services.

The aim of the prepared text is to introduce the reader to the literature analysis, including reflection on the choice of activity in the teaching profession, which is associated with being a presumer. This new idea is associated with the preference for acquiring pro-innovative competences enabling the implementation of a new culture of teaching and learning and improving the quality of education. Known and unknown concepts, theories, solutions and original inventions contributing to the achievement of better and faster learning outcomes will be used. Therefore, it is worth getting to know the novelty in teaching work and disseminating it as a presumption, while also serving as a paraclete, and therefore an ally of colleagues at school in discovering the world in which it is possible to permanently reconstruct the conditions for offering valuable education, which is also a unique brand that not dealt with in this way.

PRESUMERISM – A NEW IDEA OF TEACHING ACTIVITY

In modern times, we are more and more interested in restored education and high standards of the teaching profession. In the Poland 2030 report, we read that the quality of education does not only depend on increasing expenditure, but above all on the quality of the teacher's preparation (Boni, 2008, p. 225) and their work. The facts indicated by the authors of the report do not inspire optimism. They arouse concern that according to the large fluctuation of employment, the existence of constant improvement of qualifications, assigning more importance to education by women than by men, and identifying education with personal development and independence (Ostroruch, 2008, p. 442). This results in the necessity of lifelong learning and training, which should be based on the natural need for self-realization and self-service as indispensable advantages of being a presumer. It should be noted, however, that the teacher approaches his/her duties in a rational and effective way, rather than a qualitative dimension, as M. Drózd writes (2012). This was caused by a shift in the search for the truth of knowledge in favor of its effectiveness and efficiency of application. As the author notes, "[...] the boundaries between ideology and science, opinion and knowledge have become blurred, being the sum of commercialized information [...], because we are constantly looking for novelty, feeling the durability of values and norms [...] promoting consumerism, individualism, extreme liberalism or hedonism" (Drózd, 2012, p. 18).

The highlighted global trends affect the school environment, causing its transformations. Scientific research of a specific scope and location is useful in understanding the entire spectrum of modifications. There are beliefs that science should not

be practiced for its development, but for its own sake. According to Ch.F. Nachmias and D. Nachmias (2001, p. 22), science changes because its truth depends on the evidence, methods and theories taken into account containing a variety of information. They fall within the scope of interdisciplinary knowledge that supports the teacher in explaining, predicting and understanding phenomena and processes. At this time, we use the knowledge, according to Richard B. Braithwale, to “[...] establish general laws concerning empirical events or the behavior of objects [...] and link them to past events and actually predict them” (Braithwale, 1960, p. 1). The teacher’s ability to translate scientific achievements into educational services is extremely valuable. It allows to predict the effects of actions that are the opposite of the explanation process. However, in the educational reality, there are incorrect predictions and estimates of the conditions in which a product is produced. An unfortunate interpretation of the process of explaining and reading school intricacies may lead to an erroneous result, resulting in a product of little value. It is worth taking a critical look at the sequence of activities carried out and the teaching activities undertaken not by the eye of a hebartist, but by a progressivist, and to correct the resulting shortcomings.

The mentioned slogan of progressivists popularized at the beginning of the 20th century by J. Dewey (2002) still serves to help build the present and future potential of the teacher. It is based on appropriate decisions and a process of understanding that constitutes in itself two ways. The first takes into account empathy derived from the tradition of natural and social sciences using various research methods (Palka, 2006). In turn, the other way is “[...] a predictive understanding based on the assumptions of logical empiricism, assuming that social sciences can be studied in the same way as natural sciences referring to the same rules” (Nachmias, Nachmias, 2001, p. 28). The thesis emanates from this that the use of the selected methodology and procedures correctly reflects the knowledge obtained from the verified statements, useful for transforming and improving the teacher’s work skills as a presumption in the era of educational changes.

It should be noted that time and external environment exert greater or lesser pressure on the adaptation of the education system to social expectations and requirements. An important issue, as emphasized by the authors of the Poland 2030 report and R. Ligus, is the need to “[...] revitalize the teaching profession and create a teacher with an autonomous backbone, subject to constant verification with his practice, taking into account the context in which this practice is conducted” (Ligus, 2005, p. 9). Autonomous teachers will develop alternative approaches to fulfilling their functions and tasks. Their quality will be combined with the mental layer, the harmonious key to which will be individual and professional development (Szempruch, 2011 et al.). It highlights the implementation of the ancient term pedagogy (Hejnicka-Bezwińska, 2008, p. 536), combining the art of teaching and upbringing with creative conduct. It includes continuous improvement and supplementation of knowledge also coming from research. It is initiated and perceived by the teacher him/herself, who also acts as a conscious presumption of planned activities. Hence,

each area of his activity is important and requires appropriate substantive and methodological preparation.

The above description highlights the purpose of the considerations that take into account the need to modernize teaching activities. In them, a new word of presumption is constituted. Initially, it was a word for prosumer, the etymology of which comes from the Greek language linking production and consumption (Bywalec, Rudnicki, 2002, p. 145), also found in education. The foundations of this new category were laid by A. Toffler (1985), noting that the consumer becomes the producer and the producer becomes the consumer of the goods produced, which he individually selects and adapts to his preferred tastes (Guido, Peluso, 2008, p. 65). Nowadays, this word has replaced the well-known concept of self-service, where a person performed work or a product for his own use. It could do so because of its unique qualities ensuring the production of a product significantly different from those known and standard. Thus, the idea emerged to include in the process of its production, especially at the design stage, a person or a group of ingenious, efficient and vigorous people. In this way, the movement of self-help and the exchange of experiences and knowledge is crystallized, which is very necessary in education (Toffler, 1985, pp. 312–319). The leading component of the new activity is an energetic, dynamic, mobile person, full of creative initiative, who has been called the presumer.

The analysis of the literature showed that A. Niezgodą provided an interesting explanation for the word presumer. The author writes that this is a person “[...] who is above average active and is aware of his/her own needs, has knowledge about products and passes it on to others by participating in the design (creation) of the product [...] becomes a presumption [...], and even can be considered an opinion leader [...]” (2013, pp. 205–206). The term fits both the teaching profession and research. In both activities, the teacher must be a committed person, full of enthusiasm for designing the didactic – educational or research process, so that the initially passive participant could learn different ways of exploring information on a given subject or go through the steps of the research structure. Later, they will experience the independence of acquiring and finding knowledge. The teacher’s professional journey, determined in this way, strengthens them as a presumption of an educational brand that offers specific information on subjects specific to a given level of education. Meanwhile, if the pupils’ trust is lost and the content is provided in a schematic way, the teacher loses his/her position not only as a professional, but also as a guide to the world of knowledge. This entails negative opinions about the educational institution and the teacher (Bobola, 2013, pp. 58–59). The school and the teacher are no longer presuming the new culture of teaching and learning. The issue of the new culture of learning was highlighted by Janusz Morbitzer, who believes that it arises from the general premises and laws of culture, and is characterized by responsibility, cooperation, honesty and truth (2018, p. 16). The aforementioned features should be concentrated in the personal profile of the teacher – presumer. They will guarantee the dissemination of new educational habits that may later be regulated by legal

acts. Before that, the teachers themselves had to do a lot of work. To do this, they have to make a specific reflection on the choice of action and accept Th. Huxley's thought. The author wrote that the most valuable thing you can get is the ability to: force yourself to do what needs to be done when it should be done, whether you like it or not.

In order for the indicated proposal to pass from the perspective of vision and theory to teaching practice and become a real educational style, it is necessary to mobilize as many energetic, productive and conscientious enthusiasts as possible among the teaching staff. They will ensure a slow, but permanent change over time, which will be validated in the future not only in the strategy of operation, but also in the conducted research. This situation is confirmed by R. Wolny (2013), who wrote that "active participation and designing an individualized service can be considered the highest form of presumption" (Wolny, 2013, p. 161). It is not only a new idea, but also a fashion to offer educational products and services that are a specific brand of the educational institution represented by the teacher.

DETERMINANTS OF TEACHER PRESUMERISM AND RESEARCH

Proceeding to further considerations, it seems important to emphasize the features of the presumer, who may be a teacher. It is determined by individual inclinations resulting from the possessed abilities, possibilities, acquired competences as well as conditions and equipment of the educational institution. The most important factor in being a presumer is having intellectual capital. The analysis of professional literature revealed that there is no clear definition. The emerging definitions define intellectual capital as "the sum of all knowledge that each individual has (Perechuda, 1998; Steward, 2001). On the other hand, E. Skrzypek (1999) allows the possession of knowledge by developing the ability to communicate with others, activating intuition, feelings and the desire to learn more about it. Who, if not a teacher, as an experienced presumer, should not only be a great speaker, but also a leader showing the world of knowledge, providing support to both pupils and colleagues from work. Initiating this attitude will be an important sign of change. Moreover, attention will be paid to increasing the learning process rather than teaching. This will translate into a practical search for information highlighted by M. Bartnicki and J. Strużyna (2001). The authors wrote that in human activity "[...] what matters is intellectual capital, which is the sum of knowledge possessed by people who make up the community and the practical transformation of this knowledge into its components" (Bartnicki, Strużyna, 2001, p. 70). The practical side of intellectual capital was emphasized by G. Urbanek (2004, pp. 13–16). He pointed out that the representative of invisible knowledge are its visible effects, which are primarily intended for presumers operating in various fields of activity. They constitute an important component

of intellectual capital, embracing, according to J. Fitz-Enz (2004), a tangle of processes and cultures connected by a network of various types of relationships containing human capital.

The cited terms focus on the theoretical and conceptual current, making it useful in empirical analyzes, the results of which are adapted to practical solutions. They are models developed with a rather hypothetical structure. The most frequently presented model is the Skandala value tree. It assumes the existence of human capital, which consists of the knowledge, experience and skills of an employee, and thus a teacher with structural capital that takes into account relations with others, locality, sensitivity, time of cooperation and condition, as well as organizational capital of an institution with its structure, philosophy of operation, principles and rules of work (Kozera-Kowalska, 2017, pp. 45–46). All components of the model influence each other, supporting individual and community participation of the teacher building an internal knowledge transfer system. It is used by a committed teacher who exerts influence in his environment and strengthens the quality of contacts. It would seem that in the era of the formation of a digital society and the civilization of new technologies, the need to arrange and maintain interpersonal relationships will disappear. And yet this banal and surprising thought has a measurable meaning. The generic weight of the created relations “[...] proves the shift of interests from the «hard» component – technique to the «soft» component [...]” (Moribitzer, 2019, p. 9). The quoted sentence makes it clear that despite the fact that an individual is rooted in “[...] a fluid world where one experiences both the routine and the unexpected contingency of everyday activities [...]” (Bauman 2009, p. 78) interpersonal relationships take on fundamental value. Global trends, not always carrying valuable resources, permeate them. In order to control their diversity, as emphasized by L. Witkowski (2007), valuable actions should be taken. Then, formal and informal relationships are strengthened, and the teacher’s mobility is balanced, finding the meaning and rhythm of educational being.

At first, individualism, emphasized in the conducted investigations, was introduced to the English language, thanks to the work of A. de Tocqueville. The author noted that since ancient times people have been thinking about themselves pursuing their own goals “[...] because one should stay aloof [...] thus creating his own small society for himself, leaving the great society to its own fate” (de Tocqueville, 1996, p. 2). The concept of individualism is analyzed differently by the Austrian methodological school, which refers it to “[...] the context of individuals who are responsible actors on the stage of society and history” (Agassi, 1960, p. 244). This term emphasizes the independence of a person without being guided by general social awareness. The explanations clearly emphasize the existence of orientation towards oneself and towards others. The indicated levels of individual and extra-unitary functioning complement each other, sometimes creating an ad hoc group without any relations and obligations that can be quickly resolved. According to Z. Bauman, a network is being generated which suggests that two activities should be undertaken over and

over again; plugging in and out (Bauman, 2008, pp. 13–14). The existing superficiality of situations and relationships is a sign of our times, in which there is a cult of consumption, hedonism, success and pleasure. They are also hosted at school walls, where the presumer teacher has a chance to start cooperative behaviors, which are necessary in teaching and research activities. J.S. Mill and his followers wrote about it, emphasizing the social exclusion of the vision of community, human nature and bonds (Taylor, 1989, p. 261).

Despite the forward-looking predictions of this nineteenth-century supporter of democratic liberalism and social utilitarianism, individualistic tendencies obscuring the still existing bonds are emerging in our society with increasing force. They are observed in the coexistence of teachers in a group and in a workplace with its own organization and rules. Maintaining this bond is often the result of the teacher's private initiative. On the other hand, the teacher, as an individual, estimates the gains and losses of school relationships and cooperation. It may be done for altruistic or selfish reasons, or from the point of view of a person gifted with charisma, or extraordinary quality, as M. Weber (2006) summarized. It stimulates the openness and commitment of the teacher to the students in order to show them the world of knowledge and research (Daab, 1990, p. 106) in a different and interesting way. It is not a simple matter, but it can be done. This will be fostered by community harmony, solidarity and duty, strengthened by joint decisions, mutual respect and the endeavor to finalize work in the form of a specific product.

One more issue remains, namely what personal characteristics determine activity for the benefit of others in smaller or larger groups. The answer to this rhetorical question is ambiguous. It includes a complex set of factors that respect moral values, beliefs, motivation, assessment of the world vision, as well as one's own identity built over the years (Kabat, 2018a, pp. 275–289). In our country, in line with the European strategy, identity individualism is starting to strengthen. It manifests itself in the loosening of “[...] interpersonal ties, instrumental treatment of social relations by anticipating their benefits [...]” (Bąbka, 2012, p. 126). At the same time, research is being conducted which shows that in some areas young people are in favor of collectivism when it comes to treating the family as a common good, appreciating cooperation with others, rejecting competition, in favor of a group vision, which is necessary for the teacher as a presumer.

The element that binds the considerations so far is pro-innovation competences. In order to explain them, first of all, one needs to focus on an objective assessment of your abilities (Kabat, 2018b, pp. 119–129), which should be combined with the passion one has developed, organizing time for undertaking previously selected tasks. The ennobling of strong assets that obscure the less significant becomes a particularly important issue. In this way, you develop proficiency in working with someone or on something. Such actions lead to the formation of perseverance, openness and awareness of one's unique features described by E. Griessman (2007). According to the researcher's intention, the personal constitution of the teacher and his competences

are a *sine qua non* condition that gives the foundations to be a professional in a given profession (Griessman, 2007, pp. 34–35).

The outlined theoretical underpinning is an interpretation of the explanation of the complex term of pro-innovation competences. They should be understood not only as approval of creativity and entrepreneurship in the workplace, but as the development of specific activities relating to the entire education system, which would take into account the preparation of curricula in such a way as to strengthen the non-standard development of a person by increasing the emphasis on the teaching and learning process, awakening passion, creating individual and joint plans for implementing and solving tasks, diligence, determination to achieve goals. It can be obtained in various subjects of education by intensifying the reflectivity of education partners as a feature of scientific research that deepens various experiences in the implementation of good practices, promoted inside and outside the educational institution, which as a result will favor the creation of a nationwide information system for all teachers using presumption properties to achieve the rank and the prestige of your activity. Such broadly treated pro-innovation competences do not have to cover only a handful of teachers or a selected school institution, but they can be realized gradually so that others may become interested in it over time.

Therefore, the teacher him/herself should start implementing changes by acquiring pro-innovative competences and thinking about what to modernize at home and in what order. One should start with transforming one's own mentality to move to a rational view of the teaching and learning style crystallized over the years, re-using your creativity and hidden opportunities to achieve satisfactory learning outcomes. They will become real in being a presumer and teacher of the 21st century, in which they will not only become a person educating others, but will also gain a specific personality and attitude (Okoń, 2007) distinguished by professionalism in the world of educational agency, values and feelings (Kwiatkowska 2008, p. 24), improving their communication skills (Kabat, 2019, pp. 89–49), and calculating the effects of their decisions. Despite the positive effects, instrumental reason and unfortunately teacher egoism, taking into account the oscillator of duties and obligations, are visible here. One should look for a balance in it and see the harmony of opposites to which O.Marquard (1994, p. 4) refers, which would probably be the most appropriate path for the teacher. Perhaps he will accept the understanding that working for others and with others is not only a moral imperative resulting from the chosen profession, but also a profit-generating benefit.

CONCLUSION

The presented issue and conducted research in the literature refer to the teacher as a presumption of contemporary educational reality. They are a response to the needs and expectations of the changes currently taking place in the environment and

in human activity. They explain the significance of transformations in the teaching profession, its characteristic properties, skills, acquired competences, including pro-innovative ones, corresponding to the professional performance of duties in the educational environment. They affect the quality and manner of performing tasks, which are determined, among others, by the potential and intellectual capital supported by the moral backbone. It should be characterized not only by utilitarianism, efficiency, creativity in conveying content in the teaching and research process, but also by empathy visible in individual and community work. Such a teacher can become a presumption of an educational product and services. Their experiences can be used by others through the exchange of good practices and creative ideas. The issues raised provided an impulse to learn about the etymology of the new word and the determining factors entering the educational fields. They pointed to the existence of a crucible of positive and negative determinants of teacher pre-serialism, which is a sign of today's fluid times and permanent changes. The exemplification of these transformations is the thought that in the teaching profession, various ideas and novelties in the process of education and research are approved and adapted. They are implemented after critical reflection, so that the manufactured products in the form of knowledge and education have a real brand and prestige. Therefore, this new idea of a presumption teacher with specific intellectual capital, passion, mobility, communicativeness and ethics of approach may be adapted to the entire educational staff. In this way, a joint movement will be created, implying the maintenance of ties between people, but also ties between science and practice, which will support personal and collective initiatives in this increasingly individualized world.

REFERENCES

- Agassi, J. (1960). *Methodological Individualism. Annual Review of Sociology*, 11 (3).
- Bąbka, J. (2012). Orientacja na wartości indywidualistyczne vs kolektywistyczne jako podstawa wyjaśniania zachowań kooperacyjnych. *Terazniejszość – Człowiek – Edukacja*, 2 (58). Access: [http://bazhum.muzhp.pl/media/files/Terazniejszosc_Czlowiek_Edukacja_kwartalnik_mysli_spoleczno_pedagogicznej/Terazniejszosc_Czlowiek_Edukacja_kwartalnik_mysli_spoleczno_pedagogicznej-r2012-t-n2_\(58\)/](http://bazhum.muzhp.pl/media/files/Terazniejszosc_Czlowiek_Edukacja_kwartalnik_mysli_spoleczno_pedagogicznej/Terazniejszosc_Czlowiek_Edukacja_kwartalnik_mysli_spoleczno_pedagogicznej-r2012-t-n2_(58)/)
- Bartnicki, M., Strużyna, J. (2001). *Przedsiębiorczość i kapitał intelektualny*. Katowice.
- Bauman, Z. (2008). Konsumeryzmu ofiary towarzyszące. In D.B. Gołębiak (ed.), *Pytanie o szkołę wyższą. W trosce o człowieczeństwo*. Wrocław.
- Bauman, Z. (2009). Niecodzienność nasza codzienna... In M. Bogunia-Bobrowska (ed.), *Barwy codzienności. Analiza socjologiczna*. Warszawa.
- Bobola, A.M. (2013). Prosument w opiniach polskich konsumentów. *Polityki Europejskie, Finanse i Marketing. Zeszyty Naukowe SGGW w Warszawie*, 10 (59). Access:

<http://yadda.icm.edu.pl/yadda/element/bwmeta1.element.agro-8da19c9a-b81d-46c6-aab8-fb0180eed154>

Boni, M. (ed.) (2008). *Polska 2030. Gospodarka oparta na wiedzy i rozwoju kapitału intelektualnego*. Warszawa.

Braithwaite, R.B. (1960). *Scientific. Explonation*. New York.

Bywalec, Cz., Rudnicki, L. (2002). *Konsumpcja*. Warszawa.

Csikszentmihaly, M. (1996). *Flow and the Psychology of Discorem and Invention*. New York.

Daab, W. (1990). Indywidualizm vs kolektywizm jako orientacja społeczno-polityczna. In J. Reykowski, K. Skarżyńska, M. Ziółkowski (eds.), *Orientacje społeczne jako element mentalności*. Poznań.

Dewey, J. (2002). *Jak myślimy*. Warszawa.

Drożdż, M. (2012). Medialna produkcja i dekonstrukcja sensu. *Media i Społeczeństwo*, 2. Access: http://www.mediaispoleczenstwo.ath.bielsko.pl/art/015_drozd.pdf

Fitz-Enz, J. (2001). *Rentowność inwestycji w kapitał ludzki*. Kraków.

Griessman, E. (2007). *Czynniki osiągania sukcesu, czyli kilka praktycznych lekcji dla wszystkich ludzi, którzy mają wielką motywację i chcą pracować ciężko, ale z rozmysłem*. Centrum kreowania liderów S.A.

Guido, G., Peluso, A.M. (2008). Preconditions for the diffusion of prosumption among firms: a case study approach. *Problems and Perspectives in Management*, (6) 4. Access: https://www.researchgate.net/publication/291295793_Preconditions_for_the_diffusion_of_prosumption_among_firms_A_case_study_approach

Hejnicka-Bezwińska, T. (2008). *Pedagogika ogólna*. Warszawa.

Kabat, M. (2013). *Kreatywność w edukacji nauczyciela*. Poznań.

Kabat, M. (2018a). Budowanie tożsamości przez nauczyciela. *Studia Edukacyjne*, 50. Access: <http://cse.amu.edu.pl/wp-content/uploads/2019/03/50.pdf>

Kabat, M. (2018b). Teacher's skills and their use in professional activity. *Zeszyty Naukowe Wyższej Szkoły Humanitas. Pedagogika*, 17. Access: https://www.humanitas.edu.pl/resources/upload/dokumenty/Wydawnictwo/Pedagogika/Pedagogika_18_2018.pdf

Kabat, M. (2019)., Hope and communication skills as Important Aspects of The Teachers' a Profession in The Changing Word. In T. Moller (ed.), *Teacher Development: Perspectives, Opportunities and Challenges*. New York.

Kargulowa, A. (2009). Poradnictwo wobec kultury indywidualizmu. *Teraźniejszość – Człowiek–Edukacja*, 2 (58). Access: [http://bazhum.muzhp.pl/media//files/Terazniejszosc_Czlowiek_Edukacja_kwartalnik_mysli_spoleczno_pedagogicznej/Terazniejszosc_Czlowiek_Edukacja_kwartalnik_mysli_spoleczno_pedagogicznej-r-2009-t-n2_\(46\)/pdf](http://bazhum.muzhp.pl/media//files/Terazniejszosc_Czlowiek_Edukacja_kwartalnik_mysli_spoleczno_pedagogicznej/Terazniejszosc_Czlowiek_Edukacja_kwartalnik_mysli_spoleczno_pedagogicznej-r-2009-t-n2_(46)/pdf)

- Kozera-Kowalska, M. (2017). *Kapitał intelektualny w tworzeniu wartości dodanej przedsiębiorstw rolnych*. Poznań.
- Kwiatkowska, H. (2008). *Pedeutologia*. Warszawa.
- Levinas, E. (2006). *Istniejący i istnienie*. Kraków.
- Ligus, R. (2005). *Biograficzna tożsamość nauczycieli. Między anomią a autonomią*. Gdańsk.
- Marquard, O. (1994). *Apologia przypadkowości*. Warszawa.
- Morbiter, J. (2018). W poszukiwaniu nowych (meta)modeli edukacji XXI wieku. *Studia Edukacyjne*, 50. Access: <http://cse.amu.edu.pl/wp-content/uploads/2019/03/50.pdf>
- Nachmias, Ch.F., Nachmias, D. (2001). *Metody badawcze w naukach społecznych*. Poznań.
- Niezgoda, A. (2013). Prosument na rynku turystycznym – próba zdefiniowania. *Prace Naukowe Uniwersytetu Ekonomicznego we Wrocławiu*.
- Okoń, W. (2007). *Nowy słownik pedagogiczny*. Warszawa.
- Ostroruch, J. (2009). Płciowo definiowane determinanty korzyści z wykształcenia w aspekcie uczestnictwa kobiet w mężczyzn w rynku pracy. In L. Hurlo, D. Klus-Stańska, M. Łojko (eds.), *Paradygmaty współczesnej dydaktyki*. Kraków.
- Palka, S. (2006). *Metodologia. Badania. Praktyka Pedagogiczna*. Gdańsk.
- Perechuda, K. (2005). *Zarządzanie wiedzą w przedsiębiorstwie*. Warszawa.
- Skrzypek, E. (1999). Wpływ zarządzania wiedzą na jakość. *Problemy Jakości*, 11 (5). Access: http://bazhum.muzhp.pl/media/files/Annales_Universitatis_Mariae_Curie_Sklodowska_Sectio_H_Oeconomia/Annales_Universitatis_Mariae_Curie_Sklodowska_Sectio_H_Oeconomia-r2002-t36/Annales_Universitatis_Mariae_Curie_Sklodowska_Sectio_H_Oeconomia-r2002-t36-s37-52pdf
- Steward, T.A. (2001). *The Wealth of Knowledge. Intellectual Capital and the Twenty First Century Organization*. London.
- Szempruch, J. (2011). *Pedeutologia. Studium teoretyczno-pragmatyczne*. Kraków.
- Szmidt, K. (2008). *Trening kreatywności*. Gliwice.
- Szwed, R. (2011). *Reprezentacje opinii publicznej w dyskursie publicznym*. Lublin.
- Taylor, Ch. (1989). *Source of the Self. The Making of the Modern Identity*. Cambridge.
- Tocqueville de, A. (1996). *O demokracji w Ameryce*. Vol. 2. Kraków.
- Toffler, A. (1985). *Trzecia fala*. Warszawa.
- Urbanek, G. (2004). Kapitał intelektualny w procesie tworzenia wartości. *Przegląd Organizacji*, 12.
- Weber, M. (2006). *Racjonalność, władza, odczarowanie*. Poznań.

Witkowski, L. (2007). *Edukacja i humanistyka: nowe (kon)teksty dla nowoczesnych nauczycieli*. Warszawa.

Wolny, R. (2013). Prosumpcja i prosument na rynku e-usług. *Konsumpcja i Rozwój*, 1 (4).