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TEACHERS' LEARNING IN THE WORKPLACE – (UN)RECOGNIZED RESEARCH FIELDS OF TEACHERS EDUCATION*

Introduction: A growing interest has been observed over the last two decades among researchers in the processes of learning at work, through work and for work. The scope and diversity of research works published in English have prompted an overview of the latest Polish literature on learning in the workplace. The analytical tool used in the exploration was the holistic 3P model of John B. Biggs, describing the interconnected elements of learning.

Research Aim: The aim of this systematic review was the preliminary assessment of the scope of research addressing the issue of learning to become a teacher and to identify (un)recognized research fields concerning the individual and social dimensions of teachers' learning in their professional environment.

Evidence-based Facts: The conducted literature overview proves that the scope of the research issues addressed is generally extensive, but the issues of the social dimension of learning about the teaching profession at various stages of teachers' professional careers as well as informal, extra-formal and incidental learning in the work environment still remain underexplored.

Summary: The plotted map of the research trends and scopes can be used as a kind of a compass that enables locating research fields important for the discipline that initiate novel research projects.

Keywords: teacher learning, workplace learning, professional learning, systematic review

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INTRODUCTION

In the last few decades, workplaces have ceased to be treated solely as sites for the production of various goods and services, and have increasingly been recognized as spaces in which professional learning takes place. The dizzying pace of development of information and communication technologies, the globalization of employment markets as well as changes in the structures of professions, the content and organization of work have made maintaining employability and responding to new emerging work-related challenges important both for employees functioning in a learning society and for organizations competing with each other in local and international markets. Along with this development, interest in research focusing on learning at work, through work and for work in many disciplines of social sciences has grown significantly over the last two decades.

Päivi Tanjälä (2013) conducted a systematic review of articles published in English on workplace learning. In her exploration, she used a holistic 3P model posited by John B. Biggs (1999), which describes the intertwined elements of learning, i.e. input data/presage, process, and product. The input data describe the elements that influence the learning process and are divided into two subcategories: 1) learner-related factors, such as prior knowledge and motivation, and 2) factors related to learning contexts, such as teaching and assessment methods, learning factors, and learning contexts. In turn, the process encompasses the variety of learning activities that take place in the learning environment, including both formal and informal aspects, while the product refers to the learning outcomes.

In her overview of the literature on teachers' learning in the workplace, Tanjälä (2013) identified six research directions, thus proving the complex and multi-faceted nature of this issue. The classification posited is neither strict nor separate, as the author herself emphasizes, but it highlights important aspects of the phenomenon of learning in the workplace.

Taking the research trends identified and described by Tanjälä (2013) as a starting point, I conducted a systematic review of the literature published in the Polish language in the years 2015–2024 concerning teachers' learning in the workplace that have been collated in the Semantic Scholar database of academic publications, which highlights the most important and influential articles and allows for the identification of connections between them.

In this article, I present the results of the first stage of a systematic review focused on identifying the scope of research addressing the issue of learning the teacher profession in the workplace and on indicating (un)recognized research fields in Polish teachers education that may inspire further research.

RESEARCH AIM AND QUESTION

The aim of the systematic review of articles published in the Polish language, which I conducted between November 2023 and February 2024, was the preliminary assessment of the scope of research addressing the issue of learning the teacher profession and to identify (un)recognized research fields concerning the individual and organizational dimensions of teachers' learning in the professional environment, as well as to indicate avenues of future exploration in this area that is so important for teachers' work and education.

RESEARCH METHOD AND SAMPLE CHARACTERISTICS

A systematic review is a secondary type study that re-elaborates on previously collected and described data. It is a specific literature review, which is a compilation of all the studies found on a given topic. Its aim is to create a new whole in order to draw new conclusions from it and enable making the right evidence-based decisions (Markowska, 2020, p. 12). In contrast to traditional reviews, a characteristic feature of the systematic review method is that "the entire process of gathering, assessing and synthesizing the literature should be thoroughly documented and carried out according to strictly defined standards" (Mazur and Orłowska, 2018, p. 236). This leads to minimizing bias and superficiality of analyses and allows the reader to gain an insight into the procedure adopted by the author. The research methodology rigorously follows the following stages: 1) the planning stage – planning the review and preliminary search, including formulating the research question, choosing inclusion and exclusion criteria; creating and developing the search strategy; and 2) the execution stage – searching the databases according to the adopted strategy for constructing the data corpus (Mautner, 2011), selection and choice of studies, quality assessment, data extraction and synthesis, and report writing.

The starting point for building the initial data corpus was the results of the meta-analysis conducted by Tanjälä (2013). By adapting Biggs's (1999) model to the needs of her own analyses, she identified 6 important research areas addressing the issue of learning about the teacher profession in the workplace: 1) areas describing the nature/essence of learning in the workplace, 2) areas concerning professional identity and sense of efficacy/affordance in learning in the workplace, 3) studies on the development of professional/expert knowledge, 4) models of teacher education, 5) research on communities of practice, and 6) research on organizational learning.

I treated the map plotted by Tanjälä as an analytical tool for outlining the horizon of my own search, defining the research question, and constructing criteria for including/excluding articles for this review.

I formulated the research question organizing the search process as follows: what are the scope and main directions of exploration teacher education concerning teach-

ers’ learning in the workplace in Polish research? I searched the literature in the Semantic Scholar database of academic publications using the so-called “pearl growing” procedure. It consists in “identifying the most important (in terms of the research question) scientific article, i.e. the so-called pearl, from where keywords are collected, including both free terms, author’s words (e.g. from the title), as well as descriptors, on which the search can later be based” (Matera and Czapska, 2014, p. 39). Tynjälä indicated representative articles and key words (pearls) for each of the distinguished research trends, and – using this catalogue – I developed a list of Polish semantic equivalents, which I then used as a search frame in the selected database of scientific publications. In addition to the adopted search strategy, I selected the following inclusion/exclusion criteria: publication date – 2015–2024, discipline scope – pedeutology/pedagogy, language of publication – Polish, keywords – words appearing in the article topic.

Table 1.
Keywords used in the review to build the initial data corpus

Research trends and their representatives indicated by Tynjälä (2013)	Keywords	Polish semantic equivalents
<i>Essence of learning in the workplace</i> Marsick and Watkins; Billett; Eraut; Evans; Fenwick; Fuller and Unwin; Illeris	informal learning at work; reflection; workplace pedagogy; expansive vs. restrictive workplaces	nieformalne uczenie się w miejscu pracy, pedagogika miejsca pracy, restryktywne i ekspansywne środowiska uczenia się w miejscu pracy
<i>Teacher’s identity and agency</i> Brown, Kirpal, and Rauner; Billett; Collin; Eteläpelto	professional/vocational/ work identity; work agency; workplace affordances	tożsamość zawodowa/profesjonalna, nauczycieli, poczucie skuteczności nauczycieli, zasoby środowiska pracy (afordancje) sprzyjające uczeniu się
<i>Teacher’s expert knowledge</i> Dreyfus and Dreyfus Ericson et al.; Bereiter and Scardamalia; Bozhui-zen, Gruber, and Harteis	stages of expertise develop- ment; deliberate practice; progressive problem solving	profesjonalna wiedza nauczycieli, uczenie się deliberatywne, uczenie się przez rozwiązywanie problemów
<i>Vocational education, including academic teacher education</i> Achtenhagen and Weber; Guile and Griffiths; Tynjälä et al.; Filliettaz	models of work experience; integrative pedagogy	modele kształcenia zawodowego nauczycieli
<i>Learning in communities of practice</i> Lave and Wenger; Wenger	legitimate peripheral par- ticipation; communities of practice	Spoločności praktyków wspólnoty praktyków, usytuowane uczenie się
<i>Organizational learning</i> Argyris and Schön; Senge; Engeström; Nonaka and Konno; Hakkarainen, Palonen, Paavola, and Lehtinen	organizational learning; learning organization; expansive learning; devel- opmental work research, knowledge creation; net- worked expertise	organizacyjne uczenie się, organiza- cja ucząca się, uczenie się w sieciach współpracy

keyword, so-called pearl – bold
Source: Author’s own study based on: (Tynjälä, 2013, p. 17).

The keywords used in the search process allowed for the collection of articles constituting the initial corpus of data. I expanded the database of the analyzed texts by supplementing the catalogue of keywords and descriptors from the subsequently identified articles and by using Boole's logical operators in the search process (Matera and Czapska, 2014; Boruszewski, 2015), which allow for combining, excluding, and determining relations between individual search terms.

RESULTS

Studies on the nature/essence of learning in the workplace

Workplace learning is an interdisciplinary and transdisciplinary category, which makes it difficult to define it unequivocally. The meaning of this term has changed over the years, from a narrowly understood preparatory education of employees to perform professional tasks to the current broad concept encompassing

changes not only in the knowledge and skills of the employee, but also in social interactions, the interconnections of people and their actions with rules, tools, as well as cultural and material environment. Workplace learning consists mainly of extra-formal and informal educational activities embedded in everyday practices, actions and conversations. It is treated not as a result of change, but as a process. (Fenwick, 2008, p. 17)

The initial database search in the first of the distinguished research trends revealed a low representativeness of Polish studies in the explored area. The number of records found using the phrase: informal learning of teachers was $n = 24$ and dropped to $n = 5$ after the analysis of titles and abstracts, whereas that found using the phrase: learning of teachers in the workplace was $n = 31$ in total and $n = 3$ after the analysis of titles and abstracts. Such a low number of records meeting the search criteria proves that the issue of teachers' learning in the professional environment, in the way it is understood in the English-language discourse (Billett, 2002; Fenwick, 2008), is almost absent in the Polish teacher education discourse. Apart from individual articles on the issue of teachers' professional learning in the workplace (Kędzierska, 2023a), informal professional learning by novice teachers (Grochowalska, 2018, 2020) and several review articles introducing the concepts of lifelong education in the process of adult learning in the academic environment (Ostrach and Skłabania, 2018) and the need to create a community of practice of andragogy and teachers education in formal, extra-formal, and informal learning spaces (Ligus, 2018), there are generally no in-depth studies on the essence of learning in the professional environment. Polish scientists do not analyze informal, occasional, extra-formal, incidental practices during which teachers learn from each other and together with others. They do not recognize school as a space (material and relation-oriented) that triggers or inhibits the process of learning

through experience, becomes a restrictive or expansive environment for learning, transfer of knowledge and generating new solutions, learning from one's own and others' mistakes, a place of deepened individual and collective reflection in and about action.

Expanding the keyword database in the systematic review with the concepts of teacher's development, education, and further training yielded several dozen more records; however, as the analysis of the articles indicates, they mainly concern the aforementioned formal dimension of teachers education in the course of their professional work, organized at school and in other institutions providing specialist educational services (training, workshops, courses) and focused on the problems of teachers' professional advancement.

Teachers' identity and agency

The second direction of research relating to teachers' learning processes in the workplace, highlighted by Tanjälä (2013), refers to the categories of professional/vocational identity and teacher agency/efficacy. These concepts, as the author emphasizes, are closely related. Referring to the works of Billett (2004, 2011), the author emphasizes that the key to understanding learning in the workplace is the idea of dual participation, i.e. the way in which workplaces afford opportunities for learning and the way in which individuals choose to engage in activities with the support and guidance provided by the workplace.

The development of professional identity through participation in work takes place in the tension between continuity and change, and the way in which individuals exercise their agency modifies their identity. Similarly, the way in which individuals perceive their professional identity reflects the way in which they use their abilities to design and implement activities. (Tanjälä, 2013, p. 20)

The results of the initial database search using the keywords: professional identity, teachers' professional identity ($n = 69$), sense of efficacy/agency ($n = 80$), allow concluding that this issue is addressed in Polish research. The thematic scope undertaken in the empirical explorations includes: 1) identification of types of teachers' professional identity (Sury, 2020); 2) description of its structure (Sławecki, 2017); 3) determining the level of self-efficacy/agency of teachers working at various stages of education, from early childhood education (Kulawska, 2017) and academic teachers (Nowakowska-Siuta, 2019), educators employed in various educational institutions (occupational therapists, special educators, school educators, catechists, Godlewska-Zaorska, 2021; Cuprjak and Szmalec, 2021; Wierzejska, 2018) to students preparing to become teachers (Rodek, 2020).

It is worth emphasizing that the studies on teachers' sense of self-efficacy were conducted with standardized research tools such as: the Norwegian Teacher Self-Efficacy Scale in the Polish adaptation of Baka, the questionnaire: Sources of

Teacher Self-Efficacy in the adaptation by Strutyńska and Karwowski or Teacher's Self-Efficacy (TSE) by Bandura translated by Kulawska, whereas mainly original measurement tools were used in the explorations devoted to professional identity despite the fact that there are also Polish scales for examining the identity status of adults (Cuprjak, 2007, 2009), which could be adapted in pedagogical research.

The scope of the research field is expanded by analyses that sought the relationship between the category of teacher's sense of efficacy and other dimensions of teacher existence, including, i.a. hope for success (Nowosad, 2023), sense of meaning in life (Muchacka-Cymerman, 2023), or the problem of peer violence among students (Tłuściak-Deliowska, 2021).

In the studies anchored in the interpretative paradigm, the empirical material was collected mainly through narrative and biographical interviews, and their aim was to describe the influence of life experience on the development of the mature personal identity of teachers (Tomczak, 2015; Popek, 2016) and to analyze the ways in which teachers construct their identity (Karkowska, 2016).

Interesting, although much fewer, were theoretical articles in which the category of teacher's professional identity was considered through the prism of various social theories and original reflections on building/developing teachers' identity (Kabat, 2020; Tchorzewski, 2022).

The conducted preliminary review of research on professional identity and teachers' sense of efficacy/agency proves that the scope of investigations undertaken in Polish teacher education discourse in this research field is extensive; however, what should be emphasized, there is generally a paucity of research addressing the issues of developing professional identity in the work environment, in the reciprocal relationship between the individual/s and the environment in which the teacher functions professionally.

Teacher's professional/vocational knowledge and teacher's vocational development

Interest in developing specialist knowledge in the social sciences has been observed for many decades. Early studies have focused on identifying characteristics typical of experts, and later on researchers have strived to describe the stages of specialist knowledge development. However, the resulting stage models of professional knowledge acquisition were inexplicit in elucidating the learning mechanisms that would enable employees to pursue successive stages of their careers. Contemporary, influential concepts such as the integrative pedagogy model (Tynjälä, 2008; Tynjälä and Gijbels, 2012) "are based on views on the professional knowledge as consisting of a highly integrated unity in its four basic components, namely: 1) theoretical or conceptual knowledge; 2) practical or experience-based knowledge; 3) self-regulatory knowledge; and 4) socio-cultural knowledge". These models emphasize that professionals need to be provided with learning environ-

ments and situations in which all of these corpus elements of expertise knowledge are either present or will be integrated.

The database search using the keywords: specialist knowledge/professional knowledge of teachers failed to produce satisfactory results. None of the above-mentioned phrases appeared in the title or abstract of the 72 articles retrieved by the browser, while in 12 works the category of teachers' knowledge was referred to very narrow areas such as: knowledge of transgender (Czerwicz, 2022), knowledge of autism spectrum disorders (Nowakowska and Pisula, 2018), knowledge of developmental disorders (Muszyński and Piotrowska, 2021), knowledge of cyberbullying (Hetmańczyk, 2017) and others. Since the process of professional development is a key category in international studies on teachers' expert knowledge, I used it as a specific search frame for the conducted analyses. By expanding the catalogue of keywords, I received 227 records related to the phenomenon of professional development, while the concept of teacher professional development/professional promotion appeared in 23 titles and 57 abstracts.

The scope of the conducted research on teachers' professional development/promotion proves the substantial diversity of the authors' research interests, ranging from critical texts addressing problems resulting from the adopted system of professional development/promotion (Kędzierska, 2023b), through diagnoses of teachers' developmental needs (Nazaruk and Marchel, 2019) to articles focusing on the problem of linking personal and professional development at different stages of career (Łukasik, 2020). From the perspective of the international discourse, our domestic research reflecting on the acquisition of collective and collaborative knowledge and exploring the relationships between individual and social aspects of specialist knowledge is marginal.

Models of teachers' vocational education

The search for effective solutions enabling the integration of vocational education and training systems with the needs of the labor market is one of the priorities of the European Commission. Different countries have adopted various models of organization of their education systems. They can be divided into two basic ones: the dual system and the school system. In the first model, students are in an employment relationship as apprentices during their education and attend academic classes for a certain number of days a week, whereas in the second model, most education and training is organized in an academy, and students have the opportunity to undergo special internships in companies once or several times during the course of their studies.

Teachers' training in Poland, as indicated in the report by Gołębiak and Krzychała (2015), takes place in the so-called school system in three basic models of education: 1) the subject-faculty model, in which the faculty independently organ-

izes education for its students; and this model is focused on educating the so-called subject (class) teachers; 2) the centralized model, in which the university establishes a unit organizing teacher training for all or only a selected group of faculties, which offers classes in the field of psychological and pedagogical preparation and subject didactics; 3) the pedagogical-faculty model, implemented by faculties or institutes of educational, pedagogical and educational sciences. In this model, focused on psychological and didactic preparation, the educational offer is addressed to students of teaching majors related to preschool and early school education, special pedagogy, resocialization, care and upbringing education or cultural animation. It is worth emphasizing that, according to the authors of these report,

the potential of pedagogical universities remains – let us put it metaphorically – “trapped” in the education of a significant number of students in pedagogical fields for teachers of preschool education, early school education and special education. However, it is almost absent in the education of secondary school teachers. (Gołębniak and Krzychała, 2015, p. 103)

Professional preparation of teachers in each of the systems can take place in one of the three didactic paradigms described by Klus-Stańska (2018): objectivist, interpretative-constructivist, and transformative.

Searching the database using the descriptor: models of academic teacher education yielded only 20 records, and only 4 articles were left in the data corpus after analyzing titles and abstracts. Expanding the scope of the search by adding further keywords and descriptors found in the retrieved articles, i.e.: models of academic education, student education system, and practical student education, slightly expanded the data corpus by including articles devoted to the education of selected groups of teachers (of music, geography, and mathematics classes, early childhood education, etc.) and problems of remote learning. It was only the phrase: academic teacher education, that allowed retrieving articles devoted to: the concept of teacher education of various specialties (Nieduziak, 2017), problems of remote learning (Sieradzka-Baziur, 2020), problems of teacher education in selected European countries (Kos, 2021), practical teacher education (Kienig and Suplicka, 2017), the history of teacher education (Latoch-Zielińska, 2023), the place of innovation in the teacher education process (Nowakowska-Siuta, 2016), and didactic competences of academic teachers (Sajdak, 2015; Okraj, 2022).

Difficulties encountered in building a corpus of data, based on the keywords identified by Tanjälä (2013) can be interpreted in two ways: on the one hand, they may be due to the specific nature of teacher education in different countries, and therefore to the different languages used by researchers, and on the other hand, they may result from the lack of in-depth studies in the native teachers education discourse focused on the identification and evaluation of adopted model solutions in the field of teacher education. The conducted research on detailed didactic and

methodological solutions, although providing extremely valuable information for improving everyday teaching practices, proves insufficient in initiating a meaningful debate on the directions of changes in the models of academic teacher education in Poland.

Communities of practitioners and organizational learning

“One of the dimensions that distinguishes research streams on workplace learning is the level at which workplace learning is analyzed: individual or organizational. The fifth and sixth research streams are intertwined as they both examine workplace learning at the group level” (Tanjälä, 2013, p. 27).

The concepts that have been developed over the years, emphasizing the social dimension of learning processes in organizations: “communities of practitioners” (Wenger, 1988; Lave and Wenger, 1991), learning organizations (Senge, 1998), and expansive learning (Engeström and Sannino, 2012), have proved that learning in the workplace depends largely on teachers’ opportunities to participate in diverse community practices and on how they themselves choose to respond to the affordances offered in the workplace (Billett, 2002).

The use of the following descriptors as a search frame: teachers’ communities of practitioners, school as a learning organization and expansive learning, proves that these concepts, which are significant for understanding the mechanism of educational organizations functioning, are generally known and used in educational research. The broadest scope in the searched database was found for the studies devoted to the school as a learning organization ($n = 43$; with $n = 10$ records left after the analysis of titles and abstracts), followed by the research trend inspired by the theory of communities of practitioners/situational learning that has been slightly less represented in the last decade ($n = 31$; with $n = 6$ records left after the analysis of titles and abstracts), while the issue of expansive learning remains basically on the margin of pedagogical research and studies ($n = 14$; with $n = 0$ and $n = 4$ records left after the analysis of titles and abstracts, respectively, for the search keywords).

The analysis of abstracts in individual research fields shows that the thematic scope of articles devoted to the school as a learning organization is narrow and focuses on the issues of: the functioning of universities as learning organizations and the functioning of the school organization in the era of educational reform and external evaluation. The thematic scope of works devoted to the communities of practitioners focuses on educational leadership and teacher learning in these communities (Madalińska-Michalak, 2017), professional development of teachers in the communities at various stages of their careers (Grochowalska, 2020; Giebułtowska, 2017), and the use of the concept to analyze the process of becoming a teacher. In recent years, this research trend has also included works on learning within cooperation networks and self-education (Filipiak, 2019; Lenart, 2015).

In turn, the category of expansive learning is used as a theoretical framework for designing didactic activities (Maciejewska, 2020) and analyzing virtual learning communities (Borawska-Kalbarczyk, 2022).

DISCUSSION

As it results from the preliminary search of articles published in the last decade in the Semantic-Scholar database on the processes of teachers' learning in the workplace, conducted through the prism of the research trends distinguished by Tanjälä (2013), it can be stated that the interest in the issue of teachers' learning in the professional environment has varied in the Polish pedagogical research. A "blank spot" on the map of research fields has been the issue of the essence/nature of teachers' learning in the workplace, especially in relation to experienced teachers who are at the later stages of their professional careers. The lack of interest in this topic can be hypothetically explained by the dominance of the discourse of normative system of teacher education in Polish research, in which concepts and categories related to teachers' learning are "reserved" mainly for various forms of formal education – initial (academic education) and implemented in the course of a professional career (postgraduate studies, courses, trainings, workshops). Moreover, normative thinking about teachers' learning builds a narrative of insufficiency or a deficit (in knowledge, competence), which perhaps inspires researchers to undertake diagnostic explorations that allow for "estimating" the existing deficiencies and identifying methods of their compensation. On the other hand, the preponderance of thinking about the professional development as linear changes with ascending attribution and frequent identification of the development with professional promotion focuses researchers' attention on formal aspects of learning processes that can be estimated using quantitative measures (e.g. competence level scales).

Research on models of academic teacher education is a subject of pedagogical interest and represents a fairly broad range of issues. However, these are mainly tentative studies concerning a narrow scope of the phenomenon, conducted on small samples, which do not provide grounds for designing changes (models) based on the sound empirical data. One of the reasons for the lack of comprehensive reports in teachers education, conducted on large samples, may be the grant system of financing and settling research, which usually covers a period of 24–36 months, which makes it difficult to carry out large-scale research projects. Moreover, focusing on the individual dimension of formal teacher education shifts the social dimension of learning a teacher profession in a professional environment (in a community) to the outskirts of the research field and marginalizes the phenomena of informal, extra-formal and incidental learning of teachers at all stages

of their professional careers. The only period in which the processes of learning the teacher profession are studied is the period of entering into the profession (novitiate). And yet, as Fuller and Unwin (2002) emphasize, not only the novices, but also experienced employees are “students” in a professional environment. They too have learning needs and learn informally also from the novices whose current academic knowledge and competences can provide new perspectives to the experienced educators.

As can be seen from the preliminary analysis, the concept of the school as a learning organization is most evident in the research on the organizational learning of teachers. Investigations addressing the communities of practitioners and expansive learning have not been widely exploited as a theoretical framework for research of teachers education in the last decade. Perhaps the interest in school as a learning organization had its origins in the project implemented by the Ministry of National Education in 2010–2015: A teacher training system based on publicly available comprehensive support for schools based on Senge’s idea of a learning organization and the Ministry’s recommendation to organize and establish networks of self-education and cooperation and to document this activity (Filipiak, 2019). The 2015 system reform, which fundamentally changed educational priorities, could have contributed to the weakening of researchers’ interest in the issue of the social dimension of teachers’ professional learning.

Among the research avenues distinguished by Tanjälä (2013), the most numerous are studies on the identity and sense of efficacy/agency of teachers and specialist knowledge understood as academic preparation of teachers. The preliminary analysis of explorations within these research fields allows concluding that, although the scope of the conducted research is generally extensive, it takes no account of the issue of developing professional identity in the work environment, in the mutual relationship between the individual/s and the environment in which the teacher functions professionally and the organization of spaces that facilitate and block informal, extra-formal and incidental learning in the work environment.

CONCLUSIONS

The conducted systematic review aimed at identifying the scope of research on the issue of learning the teacher profession in the workplace addressed in Polish-language articles was selective in nature, as it included only one database of scientific works published in the last decade, and its data corpus was constructed by analyzing categories appearing in titles, abstracts and key words of these works. The planned next stages of the systematic review, including selection, extraction and meta-analysis, will provide in-depth data, but even the results of the presented search enable formulating conclusions regarding the procedure and scope of the research field.

1. The analytical tool organizing the search process was a map of trends in research on learning processes plotted based on the English-language literature. The categories used may not have semantic equivalents in different research cultures which use different languages; therefore, the categories should be conceptualized when carrying out the translation process and referred to a broader theoretical and methodological context.

2. Although demanding and time-consuming, the systematic review procedure enables plotting a map of research fields indicating already recognized and unrecognized areas of exploration. It is a kind of compass for researchers, allowing them to locate topics important for both theory and practice of pedagogy, and to outline the perspective for new, interesting research projects.

3. The interest of Polish researchers in the processes of learning (informal, extra-formal and incidental) of teachers in the course of their professional careers and the conditions that can facilitate or impede them is important. Without knowing how teachers learn in the workplace, how and why they modify their everyday practices, what situations trigger their readiness to learn at different stages of their careers, from whom, when and where they learn, we lose the opportunity to create conditions for transforming teachers' work environments from restrictive to expansive.

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UCZENIE SIĘ NAUCZYCIELI W MIEJSCU PRACY – O (NIE) ROZPOZNANYCH POLACH BADAWCZYCH PEDEUTOLOGII

Wprowadzenie: W ciągu ostatnich dwóch dekad obserwujemy wzrost zainteresowania badaczy procesami uczenia się w pracy, przez pracę i do pracy. Zakres i różnorodność badań publikowanych w języku angielskim stała się inspiracją do przeprowadzenia przeglądu najnowszej literatury polskojęzycznej na temat uczenia się w miejscu pracy. Narzędziem analitycznym wykorzystanym w eksploracjach był model 3P J. Biggs’a opisujący wzajemnie powiązane ze sobą elementy uczenia się.

Cel badań: Celem przeprowadzonego przeglądu systematycznego była wstępna ocena zakresu badań podejmujących problematykę uczenia się zawodu nauczyciela i identyfikacja (nie)rozpoznanych pól badawczych dotyczących indywidualnego i społecznego wymiaru uczenia się nauczycieli w środowisku zawodowym.

Stan wiedzy: Przeprowadzone badania dowodzą, że zakres problematyki prowadzonych badań



jest generalnie rozległy jednak istnieje niedostatek eksploracji dotyczących społecznego wymiaru uczenia się profesji nauczycieli na różnych etapach kariery zawodowej nauczycieli oraz nieformalnego, pozaformalnego i incydentalnego uczenia się w środowisku pracy.

Podsumowanie: Stworzona mapa kierunków i zakresu prowadzonych badań może zostać wykorzystana jako swoisty kompas umożliwiający zlokalizowanie istotnych dla dyscypliny pól badawczych inicjujących nowe projekty badawcze.

Słowa kluczowe: uczenie się nauczycieli, uczenie się zawodu, uczenie się w miejscu pracy, przegląd systematyczny