

## **Television programmes and lifelong learning of teachers**

Alicja Leśniak

The research presented in the doctoral dissertation is situated on the border of such subdisciplines of pedagogy as pedeutology, andragogy and media pedagogy. The research was exploratory on the importance and usefulness of television programmes for teachers' lifelong learning, their popularity among teachers, and their educational potential. The research was aimed at broadening the pedagogical knowledge in the above-mentioned scope. On their basis, recommendations for authors and broadcasters of educational television programmes are outlined.

The research was based on the theoretical concept of lifelong learning by Paul Lengrand, who distinguished nine areas of lifelong learning: communication, corporal man, art, time, space, man as citizen, morality, technology and science. Christopher Day's theory of teacher professional development also played an important role in the research. The research was conducted with the use of proprietary research tools, such as a questionnaire and instructions for the interview.

Based on the opinions of teachers and experts, the characteristics of educational television programmes were determined. Reference was made to the effects of programmes on cognitive and memory processes, on the development of emotions, imagination and interests. Research has shown the great usefulness of television programmes in the lifelong learning of teachers, revealing their popularity and their educational potential. Recommendations addressed to broadcasters and TV programme makers concerned taking into account the expectations of teachers and experts in relation to media production, the purpose of which is to support learning and teaching processes, both in terms of content and technology.

Key words:

lifelong learning, professional development, education, teacher, TV programmes, media, multimedia, teaching aids