Co-operative Partnership in Teacher’s Creative Activity: Motivation Aspects

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Abstract

The stimulation of teacher’s motivation towards creative work can be understood as the stimulation of a teacher towards meaningful enquiry of possibilities of one’s creative work, as well as fostering cooperation with other teachers, institutions and also by developing teacher’s pedagogical and methodological culture. The stimulation of creativity takes place by considering pedagogical regularities for stimulating creativity.

As the result of the research the essential features of a creative individuality, the factors promoting motivation for a teacher’s creative, the basic tendencies of content of teacher’s further education programme, as well as regularities of the stimulation of motivation for a teacher’s creative activity have been formulated.

Key words: motive, motivation, teacher’s creative activity, co-operative partnership.

Introduction

Processes of crucial changes in Latvian society require reorientation of teacher’s awareness towards humanitarian values which by their nature are adequate to creative pedagogical activity.

Success in increasing the effectiveness of a pedagogical process greatly depends on a teacher’s scientific and theoretical preparedness, professional competence, creative activity, and his/her pedagogical and methodological culture.

All these aspects have a bearing on a teacher’s continuous creative self-development which is most often stimulated during the further education processes.

At present, an essential feature of the processes taking place in the society is the fact that not only the competence of managers of educational institutions, qualities of their personality, their skilful realization of management functions, but also a close cooperation of teachers with school management, employees of education departments, representatives of local government, and with the society as a whole is of vital necessity. This is due to the fact that a teacher has to adjust pedagogical technologies to new conditions, where the understanding of social situation and developmental trends of the society as oriented towards sustainable development of the society is distinctly marked. Quite often, these technologies have already been employed in other spheres, in other countries, and a teacher tries to use these technologies in his/her own practice by mechanically copying this experience. However, in such mechanical transfers, the essence of creativeness gets lost, because the specific conditions, traditions have not been observed, and a concrete situation has been ignored.

Therefore, under the conditions of a sustainable development of the society, one of the central problems is the problem pertaining to the development of a teacher into a creative personality with his own peculiar style of activity and thinking. This cannot be achieved without a continuous and systematic professional perfection, without a mutual cooperation among specialists of different spheres.

Problems relating to psychological aspects of a creative activity are reflected in the conceptions of various authors (Finke, Ward & Smith, 1992; Feldman, Csikszentmihalyi & Gardner, 1994; Sternberg & Lubart, 1995; Amabile, 1996; Csikszentmihalyi, 1996, 1999; Feist, 1999; Feldman, 1999; Sternberg, Kaufman & Pretz, 2002). The pedagogical aspect of a creative activity has been researched by A. Nickoll (Nickol, 1988), N. Vishnyakova
The research on motivation problems is reflected in scientific literature sufficiently widely (Hall, 1961; Heckhausen, Schmalt & Schneider, 1985; Maslow, 1987; Hennessey & Amabile, 1988; Weiner, 1990; Kanfer, 1992; Graham & Wiener, 1996; Ilyin, 2000 et. al.)

Though diverse research has been done on the pedagogical and psychological aspects of the above mentioned issues, the research that would reveal cooperative partnership as a factor which stimulates a teacher’s motivation for a creative activity is quite insufficient.

Consequently, serious discrepancies can be observed between the implementation level of a teacher’s traditional activity and contemporary needs of school and society, which a teacher, who posses a creative pedagogical thinking, can realize.

**Aim of the research**: within the context of a sustainable development of the society, to substantiate the necessity for a teacher’s diverse cooperation both by analyzing factors which contribute to or hamper the stimulation of a teacher’s motivation for a creative activity and by formulating the regularities of stimulation of a teacher’s motivation for a creative activity.

**The research methods** used in the research are as follows: the analysis of pedagogical and psychological literature on the research problem, ranging of factors that stimulate creative activity and teachers’ testing.

**Theoretical background**

“*Sustainable development*” is a key concept in debates on development issues. The theory of sustainable development, embracing global, national, regional, organizational, and individual levels as well as the goals of economic development, social evolution, and environmental stability, represents in fact as anthropocentric system, which seeks to introduce optimal solutions ensuring social advancement, economic growth, and environmental stability.

The concept of sustainable development has become a comprehensive regulative idea which is consistently spreading in various sectors. Different kinds of professionals have to learn how to apply it in their sphere of activity. Like many other regulative concepts (democracy, human rights, etc.) the meaning of sustainable development is complex and indeterminate, thus enabling different interpretations and reconstructions. Diverse definitions of sustainability require some consensual core in order to regulate joint activities. Education is critical for promoting sustainable development. It is therefore essential to mobilize necessary resources.

According to co-constructivist framework, specific social suggestions are resources for active creative activity of particular subjects who, in the framework of their unique (social and individual) circumstances, reconstruct the meaning of particular social suggestions in the form of context-specific subjective meanings: “*Sustainable development is development in which real long term needs of both present and future human generations are met as optimally real economical, cultural and social needs ought to be met*” (Ahlberg, 2003).

In the context of sustainable development, teaching is a multifaceted activity that is carried out in a socially constructed, complex, and institutionalized phenomenon of pedagogical activity. Nowadays, in Latvian education much attention has been given to the main value – a human being as a creative person who encourages the development of the society. A creative personality is objective and unique wealth of the society. Definite delimited frontiers do not exist in the course of the development of a creative person. It continues all life long.

Scientific research on issues of creative activity is topical. However, the diversity of theories, lack of unequivocal understanding of this phenomenon still attracts attention of many scientists. One of the new trends in this sphere is the investigation of a pedagogical activity as a creative process. It pertains to both solving theoretical and methodological problems (Lubart, 1994; Sternberg & Lubart, 1995, 1996; Csikszentmihalyi, 1996; Amabile, 1996; Slastenin & Podimova, 1997 etc.) and introducing the experience of creative activity into a real practice (Chalmers & Fuller, 1996). In research of Western scholars, a great emphasis is
laid on problems of management of innovative processes (Barnett, 1983; Nickoll, 1988; Heller, 1999 etc.). The aspect of the introduction of social and psychological innovations has been investigated quite thoroughly (Csikszentmihalyi, 1988; Vishnyakova, 1995; Markova, 1996 etc.). Creativity is a topic of wide scope that is important at both the individual and societal levels for a wide range of task domain. At an individual level, creativity is relevant, for example, when solving problems on the job and in daily life. At a societal level, creativity can lead to new scientific findings, new movements in art, new inventions, and new social programs. Creativity may be viewed as taking place in the interaction between a person and person’s environment (Feldman, Csikszentmihalyi & Gardner, 1994; Strenberg & Lubart, 1995; Amabile, 1996; Csikszentmihalyi, 1996, 1999; Feldman, 1999; Sternberg, Kaufman & Pretz, 2002). According to this view, the essence of creativity cannot be captured just as an intrapersonal variable: a person’s cognitive processes characterized as more or less creative (Finke, Ward & Smith, 1992) or the person as having a more or less creative personality (Feist, 1999). Some authors describe a person as having motivational patterns that are more or less typical of creative individuals (Hennessey & Amabile, 1988) or even as having background variables that more or less dispose the person to think creatively (Simonton, 1984).

In the course of a favourable development, the essential features of a creative individuality could be associated with:

- awareness of one’s uniqueness when compared to others;
- the amount of creativity manifestations;
- creating a view about oneself as being a harmonious, united system;
- dynamism and continuity of self-development of a personality;
- developing of one’s own individuality;
- personality’s disposition to self-affirmation and awareness of one’s own importance.

K. Cock’s research on the phenomenon of a creative personality shows that the essential factors that must be taken into account in the analysis of the activities of creative personalities are as follows:

- people with a high creative potential, as rule, manifest their talent in one of the spheres of knowledge, it is typical of them to devote their life to their calling;
- work they have undertaken and by means of which they would be able to cope with large scale tasks, requires extremely pronounced skills in being able to concentrate their will during a sufficiently long period of time;
- products of creative activity which bear a seal of talent (work of art, discoveries promoting the development of science) cannot be born suddenly, and therefore, quite often, one has to wait for the appreciation of the efforts made for years;
- quite often, a family and contacts with other people suffer from a creative person’s purposefulness and self-sacrifice to something one;
- high level “flight of thought” often involves conflicts and readiness to sacrifice much (see: Alder, 2002).


Most modern theories of motivation have evolved from the major meta-theoretical position (behaviourist, psychoanalytic, humanist), taking much greater account of cognition, the way our perceptions of events are determined by our constructions of them, and the ways in which
our interpretations of them subsequently influence the constantly changing perceptions we hold of ourselves. They acknowledge the capacity of the individual to determine their own behaviour, whilst also recognizing the role of the environment in rewarding or punishing particular behaviour, which the influences thinking and subsequent actions (Heckhausen, Schmalt & Schneider, 1985; Whitley & Frieze, 1985; Weiner, 1990; Graham & Weiner, 1996).

A further key issue for understanding motivation which modern theories have begun to address is the way in which motivation operates at different levels and in different time scales. At the highest levels, motivations to behave in particular ways may be determined by needs deriving from the individual’s personality and goals which are specified over the life span. In the medium term, behaviour may by determined by the need to achieve intermediate goals, while maintaining self-esteem. Actual behaviour at any single time, while it may be influenced by longer-term goals, will also depend on decisions made between competing motivations and needs, and “coping” with the demands of the environment. The study of motivation is extremely complex and need to take account of many different and inter-related factors.

To meet his own manifold needs, man should orient himself not only to the reality of the surrounding world, but also to the relations he has established with it. The means of such orientation is man’s emotional experiences that manifest themselves in emotional reactions. The degree of the intensity of the reactions is closely linked with the degree to which needs are satisfied. Such are needs that cannot be fully satisfied, e.g., needs for cognition. In man’s mental development, such needs are described as needs with limitless possibilities. Besides, the source of personality development, in cases like these, shifts to the personality himself. Such personality is able to independently plan and guide his own life, shape his own fate, set aims before himself, and try to find ways how to achieve them by harmonizing these aims with his own values. This means that a personality becomes internally free and is able to overcome occasional obstacles, preserving his own most essential values.

Such characteristic features of a personality as strength of personality and independence are one of the most essential aspects of a creative personality, and they develop under the impact of both inner and outer factors.

It should be emphasized that modern science of psychology has developed a point of view that for a productive creative personality, inner motivation is more essential than outer. This means that a personality joins in a creative activity for the sake of the activity itself, but not for the sake of other goals, at achieving of which the creative activity is regarded them as a means. The division of motives of a creative personality’s activity into inner and outer is only relative, because all motives are inner, they emerge from personality himself. If outer motives are concerned, we must take into account the fact that they are outer in relation to the creative activity itself but not to the personality. However, essentially, outer and inner motives are closely interconnected. Quite often, these motives not only co-exist, not only compete with each other, but often change one into the other.

If the problems of the human managements are considered, two motivation models, referred to by most theories on management, are worth mentioning. They are A. Maslow’s (Maslow, 1987) theory of hierarchy of needs and Fr. Herzberg’s (Herzberg, 1966) motivating and “hygienic factors”. According to A. Maslow, the needs of the individual grow progressively: after the lower needs have been satisfied, the individual tries to fill the needs of the next level. This theory allows us to conclude that the individual will not make an attempt to satisfy the needs of self-realization, which occupy the highest level in the pyramid of hierarchy of needs, until the needs of lower levels are satisfied. Practically, it means that the employees will not concentrate all their efforts on the job, if, for instance, they don’t feel safe or lack respect and positive evaluation. Fr. Herzberg’s theory had been focused on the research of human attitude.
towards nature. He discovered that several factors, previously regarded as motives, ensured nothing more than satisfaction with the job, therefore, these factors were called “hygienic factors”. If these factors are missing, the employees’ dissatisfaction with their job grows. However, their presence does not increase the level of motivation to work. In the author’s opinion, the employees’ motivation is created by other factors-stimuli. The lack of these factors does not always entail dissatisfaction with the job, but they can increase motivation.

Table 1: Comparison of Fr. Herzberg’s hygienic and stimulating factors

<table>
<thead>
<tr>
<th>“Hygienic factors”</th>
<th>Stimulating factors</th>
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<tr>
<td>Policy of the enterprise (Regulations and instructions which regulate work of the enterprise in its sphere)</td>
<td>Achievements (A well-done job: fulfilled on exceeded aims)</td>
</tr>
<tr>
<td>Management and control (The way how employees are administrated during their everyday work)</td>
<td>Recognition (Positive evaluation of achievements on the past of a manager and colleagues)</td>
</tr>
<tr>
<td>Interrelations (Relations with colleagues at work)</td>
<td>Content of work (Employee’s confidence in the importance of his work)</td>
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<tr>
<td>Work conditions (Work time, work place layout, equipment and technical facilities)</td>
<td>Responsibility (Delegating responsibility to employees by giving them freedom to choose how to carry out their duties)</td>
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<tr>
<td>Wages (salary) and allowances (Fair compensation by means of wages (salary), allowances, bonuses, additional days off etc.)</td>
<td>Growth (The growth of the employees not only in the sense of making a career, but also as a precondition for development)</td>
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According to this theory, a motivated employee is usually energetic and full of enthusiasm, always works well, and tries to find an opportunity to take on a greater responsibility. Such employee is not afraid of changes, he is positive about new challenges. Unmotivated employees will act contrary to this. They often do not care about fulfilling their tasks and aims. Moreover, they avoid taking on the responsibility. It is difficult for them to accept occurring changes. Consequently, man’s own abilities, values, aspirations and self-reliance on his own abilities are important motivation sources.

The essence of the stimulation of motivation for a teacher’s creative activity is to be interpreted as an activation of a teacher’s activity which is directed to a conscious, purposeful exploring and perfection of professional creative activity, to promoting cooperation (with school administration, employees of education departments and representatives of local governments, and the society) during the pedagogical process; to professional perfection and raising the level of pedagogical and methodological culture. In their turn, needs, wishes and intentions dictate person’s actions.

Consequently, the development of a motivation sphere could be considered the most essential factor for the development of a creative personality (Heckhauzen, 1986; Maslow, 1987; Kanfer, 1992; Ilyin, 2000).

The diversity of opinions concerning this problem and several other factors necessitated a deeper research on dominating motives for creativity which might help to stimulate a creative personality to join in the processes going on in the society, orienting towards sustainable development.

**Research base**

364 teachers from 26 Latvia’s comprehensive schools participated in testing (different Latvia’s regions are represented: Latgale, Vidzeme, Kurzeme and Zemgale).
During the testing, 54 motives and factors contributing to and hampering the motivation for a creative activity were researched and evaluated using 19 point scale (from +9 to -9). Then they underwent a detailed analysis. The correlation of the interaction between motives was analysed, too (in all cases, the respective indicators are statistically significant (p<0,001)).

Research results
It is useful to relate the pedagogical prognosis of the effectiveness of the stimulation of motivations for a teacher’s creative activity with the research of most essential motives. Under the present circumstances of dynamic developments of the society, motives orientated to self-organization, self-perfection, and self-management and to the development of abilities that enable the teachers to acquire. New methods and techniques, that allow them to use their time rationally, are more vital for the teachers. Motives oriented to the development of self-control abilities regarding an innovative activity and to the development of abilities to experiment and research should also be included among those of vital importance. As the result of our research, these motives are arranged in the hierarchic order as follows:

1. Orientation to self-organization, self-perfection, self-management (7,05 ± 0,22 points);
2. Orientation to the development of self-control abilities as regarding an innovative activity (6,18 ± 0,27 points);
3. Orientation to the development of the abilities that enable the teacher to experiment and research (6,14 ± 0,27 points);
4. Orientation to the development of the abilities that enable teachers to acquire new methods and techniques so that to use their time rationally (5,82 ± 0,27 points).

At the same time, the motives like the ability to be objective at evaluating the results of one’s work, to be operative and effective in employing various information sources, to identify problems, to set prior aims of a creative activity are approximately similar (with the range from 5,44 to 7,09 points).

The correlation analysis showed that the greatest mutual influence exists between such factors as formalism in administration requirements and lack of information about effective innovative technologies the teachers are interested in (r = 0,50). Such factors as pupils’ unwillingness to study and teachers’ dissatisfaction with methods used for self-realization should also be mentioned as important mutual influence factors (r = 0,63).

Biased evaluation of a teacher’s activity on the part of administration essentially reduces teacher’s creative activities in using effective teaching, educational and developmental technologies (r=0,61), and causes teacher’s dissatisfaction with methods used for self-realization (r =0,52).

The effectiveness of the pedagogical prognosis of the stimulations of motivation for a teacher’s creative activity should also be viewed in relation to the quality of the material and technical resources of school. The analysis of the research data allows to conclude that poor material and technical resources are one of important reasons for pupils’ unwillingness to study (r = 0,60).

An unfavourable moral and psychological atmosphere at school, too, hampers a teacher to acquire new timesaving techniques and methods (r = 0,63) as well as to be operative and effective in using information sources (r = 0,56). It also reduces the effectiveness of stimulation of motivation for a teacher’s creative activity (r = 0,51). And vice versa, cooperation with pupils, other teachers, parents and the society as a whole, and a creative atmosphere at school facilitate the growth of teacher’s professional perfection and qualification (r = 0,63). Under the circumstances of the active use of effective technologies, a
continuous perfection of qualification as well as regular improvement of pedagogical and psychological theoretical knowledge promote achieving high results in teacher’s activities ($r = 0.63$) and facilitate teacher’s activities in exploring other teacher’s experience in creative activity ($r = 0.60$).

A creative atmosphere at school supports the application of effective teaching, educational and developmental technologies ($r = 0.61$), stimulates the teacher to be purposeful, develops self-discipline, readiness for a creative professional activity ($r = 0.54$) and strengthens interest about creative activity ($r = 0.54$).

A teacher’s aspiration to professional creative freedom is regarded as an important motive for the stimulation of motivation for creative activity (6.98 ± 0.27 points). An excessive regulation of teacher’s activities on the part of school administration, education departments and ministry of education requirements is the reason for the reduction of the efficiency of the stimulation of motivation for a teacher’s creative activity (-5.61±0.27 points). The self-stimulating potential of a teacher’s creative activity is being realized by achieving aims set by him/her, by distinguishing and creative solving problems of personal importance. As the result of the research, the following motivation stimuli, identified by the teachers themselves, were distinguished: the use of effective teaching, educational and developmental technologies (7.56 ± 0.23 points), recognition and prestige gained on the part of pupils (7.39 ± 0.23 points), the respects earned of other teachers and administrations (7.21 ± 0.27 points). Respect earned on the part of an other teacher and administrations is closely linked with the recognition of a teacher on the part of the pupils ($r = 0.58$).

The correlation analysis carried out in the research showed that a teacher’s aspiration to recognition and gaining prestige on the part of pupils, teachers, parents and the society strengthens his/her interest about creative activity, activate the development of abilities to impartially evaluate his/her own and pupils’ activity results, increase the sense of responsibility in respect to himself/herself, activate the aspiration to achievements in the pedagogical process ($r = 0.62$).

The awareness of needs to achieve good results in a personal activity is linked with the necessity to raise the level of professional perfection and pedagogical culture, with the achievements in the creative activity that are personally essential as well as with a conscious necessity to analyse failures and mistakes, and with attempts to present cause of these failures and mistakes ($r = 0.63$).

In their essence, conditions of a creative activity are to be treated as non-standard conditions of a pedagogical experiment, but the needs to acquire effective teaching, educational and developmental technologies are closely linked with the necessity to raise one’s professional perfection and pedagogical culture ($r = 0.71$). Working under such circumstances, a teacher feels the need to change the qualities of his character and peculiarities of his/her personality, for instance, such as resoluteness, purposefulness, communicability and benevolence (6.61 ± 0.26 points). Under the circumstances of active creative search, a teacher feels the need to organize experimental research activity, therefore he strives to raise the level of his knowledge in the sphere of scientific research, acquaints himself/herself with the research already done. He/she also does his/her best to perfect his knowledge in philosophy of education, management of education process, psychology and methodology of the subject he teaches ($r = 0.73$). This, in its turn, creates the necessity for a deeper exploration of the experience of creative activity, thus widening the scope of the application of his/her creative approach to a pedagogical activity ($r = 0.63$).

A teacher’s creative self-realization has a high self-stimulating potential. The results of experimental testing testify to the fact that aspiration to gaining respect and recognition on the part of pupils, teachers, parents and the society urge the teacher to employ effective teaching, educational and developmental technologies ($r = 0.70$).
By applying the method of ranging, our research revealed that, under the circumstances of innovative activity, the factors promoting motivation for a teacher’s creative activity can be arranged according to their importance rating in the following way:

1) cooperation with pupils, teachers, parents and the society as a whole;
2) creative atmosphere at school;
3) recognition of the activities on the part of school management and education department employees;
4) experience in using creative activity;
5) receiving a material support;
6) implementation of personally important creative ideas, and gaining recognition on the part of colleagues, school management and the society for this.

However, the pedagogical prognosis for the effectiveness of the stimulation of motivation for a teacher’s creative activity would not be valuable without exploring those reasons that reduce this effectiveness; otherwise it is not possible to ensure conditions with minimal hampering manifestations. The research revealed the most significant motivation factors that hamper a teacher’s creative activity. They are arranged in a succession according to the principle of how much pronounced they were:

1) low payment for work;
2) low prestige of the profession in the society;
3) formalism in the requirements of the administration;
4) poor material and technical teaching base;
5) excessively strict work regulations on the part of various level administration;
6) receiving an objective recognition on the part of administration;
7) teacher’s dissatisfaction with self-realization methods;
8) lack of information about innovative teaching technologies which the teacher is interested in;
9) unfavourable moral and psychological atmosphere at school.

On the basis of the research results on the contributing and hampering factors of for a teachers’ creative activity motivation, we can outline the basic tendencies of content of teacher’s further education programme:

1. Understanding of processes in the society.
2. Awareness about the diversity of values and needs.
3. Perfection of a personal philosophical point of view.
4. Understanding of a wider context of the role of education.
5. Cooperative collaboration possibilities and technologies.

On the basis of the obtained results, the authors of the research distinguish regularities of the stimulation of motivation for a teacher’s creative activity:

- A teacher’s creative activity and stimulation of its motivation are united and interconnected;
- The results of the stimulation of motivation for a teacher’s creative activity depend on understanding the changes in the role of a teacher, of processes in the society, and in the role of the sustainable development of the society and education;
- The level of a teacher’s psychological and pedagogical preparedness and his/her involvement into professional perfection;
- The stimulation of motivation for a teacher’s creative activity depends on:
  - cooperation on different levels (with pupils, teachers, school administration, the department of education, local government etc.).
the professional competence of school management, of education department employees, local government heads and the preparedness of other subjects of stimulation for the activities of this kind;
- a teacher’s participation in a creative self-development within the diversity of professional creative activity and communication.

Conclusions
1. A creative personality of a teacher is objective and unique wealth of the society. Definite delimited frontiers do not exist in the course of the development of a creative person. It continues all life long. In the context of sustainable development, teaching is a multifaceted activity that is carried out in a socially constructed, complex, and institutionalized phenomenon of pedagogical activity.
2. In the course of a favourable development, the essential features of a creative individuality (awareness of one’s uniqueness when compared to other individuals, spectrum of creativity manifestations, the development of a view about oneself as being a harmonious and united system, dynamism and continuity of personality self-development, the development of one’s individuality, the aspiration to self-affirmation and awareness of one’s importance) develop into internal potential of a creative activity.
3. The stimulation of motivation for a teacher’s creative activity is only possible, if cooperation partners of different levels participate in the teacher’s pedagogical activity, which is being implemented within the context of the sustainable development of the society.
4. The research resulted in determining the contributing and hampering factors of motivation for a teacher’s creative activity.
5. As the result of the analysis of contributing and hampering factors of the stimulation of motivation for a teacher’s creative activity, the regularities of the stimulation of motivation for teacher’s creative activity were formulated:
   - a teacher’s creative activity and the stimulation of its motivation are united and interconnected;
   - the results of the stimulation of motivation for a teacher’s creative activity depend on the understanding of the changes in the role of a teacher, processes in the society, sustainable development of the society and education. They also depend on the level of a teacher’s pedagogical and psychological preparedness and his/her involvement in professional perfection;
   - the stimulation of motivation for a teacher’s creative activity depends on a cooperation at several levels (with pupils, teachers, school administration, department of education, local government etc.), on the competence of management education department employees, heads of local government and on preparedness of other stimulation subjects for such kind of activity, as well as on a teacher’s involvement in a creative self-development within a diversity of a professional creative activity and communication.
6. As the result of the analysis of contributing and hampering factors of the stimulation of motivation for a teacher’s creative activity, the basic tendencies in the content of the teachers’ further education programme were determined (understanding of the processes going on in the society, awareness of the diversity of values and needs,
perfection of a personal philosophical view, understanding of the role of education in a wider context, possibilities and technologies for a cooperative collaboration).

References


