

The visual image of the teacher: a comparative study

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The paper is a compilation of research in ten countries – England, South Africa, Serbia, Slovenia, Greece, Bulgaria, Latvia, Turkey, Pakistan, and Mexico. Pupils and teachers in these countries were asked what does a typical teacher look like, and a unified methodology was used to analyze the results. The participants' written and drawn responses reveal similarities and contrasts in teacher and pupil perceptions of the typical teacher, as well as similarities and differences among countries. Unexpected results reveal teacher and pupil perceptions of the ideal teacher, as well as descriptions of both good and bad teachers.

Key words: teacher, typical teacher, teaching profession, visual image, the visual image of the teacher

Introduction

One of the problems noted around the world is how to attract bright and enthusiastic young people to the teaching profession. While in a few countries, such as Canada, there is a surplus of qualified teachers, large parts of the world face a severe shortage of teachers, either now or in the near future (Wolhuter, Karras, 2011). Similarly, while teacher education programmes are highly sought in a few countries, such as Singapore, in many countries teacher edu-

cation represents a default option or the last resort for those not selected for other fields of study such as law or medicine. The societal status of the teaching profession is largely responsible for developing an interest in youth to become teachers and is affected by several factors: the professional group's social background, training, legal position, salary, and the degree of control over the profession (Depaepe, 2000, p. 359). We would like to supplement this with another factor important to the status of the profession – the image of

the teacher as perceived by the collective consciousness.

The creation of any image is based on a compilation of previous experience. First personal impressions of teachers occur in the education process where teacher image-building takes place during social interactions; they emerge from the mutual act of teaching and learning (Fischer, Kiefer, 2001, p. 103). Moving through the education process, the many teachers encountered tend to be generalized, and the encountered multiples become a unified image with purportedly typical characteristics. It is important to the prestige of the teaching profession, of course, that the image circulating in society is positive and supports society's needs and desires. However, is this so? What does society see as the image of the typical teacher, and how did that image come to be? Undoubtedly, the roots of this image are placed in school. We are convinced that this is of interest to researchers in all nations that prepare teachers for the future.

Research methodology

Many types of research methods can be used for such research, such as ethnographic and historic approaches. However, we decided to give preference to comparative educational research, viewing this approach as optimal for identifying both general tendencies in creating the visual image of the typical teacher, while taking into consideration culturally significant and unique factors as well. To this end, 17 researchers from ten nations, predominantly university professors and doctoral students specializing in comparative education, education history, teacher education, and teacher preparation decided to tackle this task in the summer of 2011.

To date, significant studies on the image of the teacher have been completed mainly in North America, that is British-based culture (Weber, Mitchell, 1998; Bolotin, Burnaford, 2001). For this reason, we thought it important to expand this field and include various societies – nations with differing histories, societal structures, income levels, and traditions. The research took place during the 2011–2012 school year in Bulgaria, Greece, Latvia, Mexico, Pakistan, Serbia, Slovenia, England, South Africa, and Turkey. Country choices occurred by chance and through personal contact or cluster sampling as described by Cohen, Manion, and Morrison (2007).

One of the goals of this project was to compare the concept of the image of the teacher in various countries in an attempt to determine commonalities and differences and possible explanations for both. A second goal of this project was to examine, develop, and cooperate in the creation of a methodology for research of the image of the teacher in the countries participating in this study.

The basis for the study was research about the historic image of the teacher (Vick, 2000; Nóvoa, 2000), the image of the teacher in school and popular culture (Mitchell, Weber, 1998; Bolotin, Burnaford, 2001), as well as a study of the image of the teacher conducted in Latvia (Kestere, Kalke, 2011). Research on the image of the teacher tends to use a wide range of sources such as textbook illustrations, photographs, caricatures, adult and children's drawings, literary and pop culture images, autobiographical sketches, essays, and pedagogical literature. Efron and Bolotin (2001) have noted that an interesting source for research is the use of metaphors

associated with teachers: s/he can be an artist, gardener, researcher, artisan, mother or father friend, attendant, midwife, witch, holy icon, hero, etc.

We used a questionnaire survey consisting of an open-ended question that the respondents could either answer in writing or by drawing. This method was inspired by Mitchel and Weber's (1998) description of this type of data collection. In addition, two of our researchers conducted a pilot study in Latvia, thus gaining experience in this method and allowing them to work out any problems that may occur.

We included approximately 100 15-year-old pupils and approximately 50 teachers from each participating country in our study. Fifteen-year-olds were chosen because most pupils at that age throughout the world are still in general education and have not yet diverged to professional programs. This would result in a homogeneous group allowing for more accurate comparisons. This group of pupils has also had significant personal experience with teachers that is no longer influenced by deference to authority and idealization characteristic of younger pupils or the rebelliousness towards adults exhibited by pre-teens. Furthermore, 15-year-old students have been the age group targeted when generating international educational indicators such as those developed by the Program for International Student Assessment (PISA) of the Organization for Economic Cooperation and Development (OECD).

Incorporation of teacher respondents was intended to give another dimension to the study by adding an insider's perspective allowing for a better understanding of the results. Additionally, by incorporating teachers' responses in the study, we have

allowed for professionals in the field to reflect upon themselves and project, consciously or unconsciously, their self-perception. The researchers made an effort to ensure a relatively equitable inclusion of different socio-economic groups, men and women, rural and urban inhabitants, race, ethnic groups, age, experience, as well as various subject teachers.

All the respondents were given a sheet of paper upon which the question "What does a typical teacher look like?" was written in their native tongue or other equally comprehensible language. The respondents were asked to describe or draw a teacher. They were requested: "Feel free to refer to any qualities you can think of. For example, but not limited to, appearance, clothing, speech, behaviour, etc." This was the only written text on the survey. Personal data were not collected, as the results were not to be correlated to sex, place of residence, race, ethnicity or other such parameters. Only four characteristic categories were mentioned to give the respondents some direction, but so as not to limit other responses. We did not want to make the descriptions uniform or specific by suggesting many categories and hoped for more original aspects in their descriptions by leaving it to the respondents' imagination.

The pilot study in Latvia revealed that illustrations alone gave much descriptive information, but many important features remained hidden because they could not be drawn, such as the tone of voice and nuances in body language. For this reason, the researchers agreed to ask for oral explanations from those who submitted only illustrations of the typical teacher. The collection of the data was not restricted to the

Table 1. Number of pupil and teacher respondents

Country	Pupils n = 1053	Teachers n = 408
England	99	46
South Africa	92	6
Serbia	106	42
Slovenia	89	27
Greece	140	52
Bulgaria	115	30
Latvia	100	50
Turkey	100	50
Pakistan	102	54
Mexico	110	51

researchers alone. In some instances, local researchers, schoolteachers, and students collaborated in this process.

Data collection in all participating countries took place from September to November 2011, and all the data were compiled and analyzed by January 2012. A total of 1053 pupils and 408 teachers participated in the creation of this narrative (see Table 1). They described the typical teacher through written descriptions and illustrations.

The research results were put together in the book (Kestere et al., 2012) where findings of every participating country were analyzed in a separate chapter.

The respondents, in addition to belonging to different countries, are members of multicultural societies, as the countries included in this study are not ethnically homogeneous. This gives the study a distinctly international and multicultural focus, as the image of the typical teacher is influenced by distinct religious, cultural, and historical viewpoints.

This study was also full of surprises. Pupils and teachers described not only the typical teacher as we expected, but they

also expressed, consciously or unconsciously, their image of the ideal teacher. The typical teacher appears to be definitively categorized as good or bad. Thus, a single research question yielded three narratives: the good teacher, the bad teacher, and the ideal teacher.

The visual image of the teacher

Teacher gender. The first, and most obvious, trait of the typical teacher was gender differentiation: the typical teacher was more likely a woman. This is not surprising as the feminization of the teaching profession began in the mid-19th century and continued throughout the 20th century, particularly after World War II (Enzelberger, 2000; Albisetti, 1993). Weber and Mitchell (1998) note that to speak of the primary schoolteacher is to speak of “women and women’s culture” (p. 10). This reflects the reality in most of the countries described in this study.

It is interesting to note that pupils seem to prefer having a woman as a teacher! Thus, the discussion about the feminization of the teaching profession is lost on these pupils. The female teacher is associ-

ated with smiles, their gentle nature, and care. They are characterized as “lovely”, “polite”, and “sophisticated”, but male teachers are frequently described as being overly harsh saying things such as “be quiet” and “shut up!” (Gul Khattak, 2012b, p. 16). However, female teachers are also criticized: “Male teachers are usually fun and relaxed; female teachers are usually more serious and nagging” (Skubic Ermenc, 2012, p. 57). Humour as a trait that is more frequently attributed to male teachers, giving bonus points to men as teachers.

Teacher age. As with regards to age, it is worth noting that it is generally accepted that when questioned about age, the younger the person, the older people seem to be, particularly when describing an important and serious person, such as a teacher. The pupil and teacher respondents differ most notably in the descriptions of age. For example, a pupil notes a teacher is “already” 30, but teacher respondents describe young colleagues as teachers who are 40 to 50 years old. Generally, the typical teacher is depicted as middle-aged, but younger rather than older.

The ideal teacher is also believed to be young or middle-aged. This may relate to the fact that youth is usually associated with activity, energy, and a smile and a happy disposition – all attributes pupils look for in teachers. Older teachers are perceived as being overly strict, easily aggravated and even aggressive, conservative, and tired. One of the respondents noted: “A teacher should figure out the right time to retire. It is hard to communicate with an old teacher because of the differences in our ways of thinking” (Lozano & Kizilaslan, 2012, p. 133). Old teachers have been also blamed

for ignorance regarding information communication technologies (ICT); pupils wished that “older teachers should learn how to use modern approaches to teaching” (Skubic Ermenc, 2012, p. 57).

It could also be that a tired and angry teacher may seem older than she actually is. However, extremely young teachers are also not popular among pupils – they are too compliant and inexperienced.

Teacher appearance. Many differences can be found in the respondents’ comments regarding the dress of the typical teacher. However, three main categories appear: 1) practical, comfortable, sporty-everyday attire that includes pants, jeans, and sweaters for both men and women; 2) classic or formal attire that consists of practical suits for women and a suit and tie for men; and 3) non-western or culturally traditional attire. Clothing is determined by culturally accepted norms, as well as the teacher’s body type and age. The respondents generally agree that teachers as a group pay attention to their appearance: globally consistent values such as “clean”, “neat”, and “appropriate”.

Attention to one’s looks is noted by pupils who claim that some teachers who are “round” and “plump” don’t allow themselves to dress inappropriately. A teacher explains her opinion: “As a female teacher, I believe that appearance and clothing are very important because appropriate dress helps create a good first impression in the minds of our pupils” (Lozano, Kizilaslan, p. 132).

Teacher attire is also described as bright and modern – “cool”, “nice”, and “chic” – as well as “old-fashioned”, “unobtrusive” and “bland” – “grey is the teachers’ colour” (Spasenović, 2012, p. 41). Teacher

respondents often describe the frugality of their colleagues' dress as old-fashioned and worn for several years, indicating dissatisfaction with their financial status: "What was worn today will be worn again tomorrow and the next day" (Kalke, 2012, p. 113) and "wears faded clothing from her / his youth, unable to afford anything else" (Spasenović, 2012, p. 41).

In their descriptions of the ideal teacher, the respondents note that teachers must set a constant example at all levels, including dress. In addition, if the teacher requires students to adhere to certain rules regarding outer appearance, the teacher should do the same: "If having long fingernails is against school rules, then the teacher should have short nails, too" (Lozano, Kizilaslan, 2012, p. 135).

It appears that pupils do not like provocative clothing: short skirts, high-heeled shoes, or a décolleté. It is clear that these restrictions apply to women only. One may ask if this indicates that women accent their outer appearance more than their male colleagues. Pupils also indicate their dislike for teachers who dress too "young" trying to imitate their pupils: "A teacher should dress like a teacher, and a teacher must look like a teacher" (Wolhuter et al., 2012, p. 28).

This distancing is significant in that it affirms the pupils' desire to maintain a degree of separation in their relationship with the teacher. Today's teacher is expected to behave in a democratic manner, but this does not mean that she should be on the same level as her students, but should remain intellectually above her pupils in all aspects of life. In short, pupils expect an exemplary teacher whom they view as a role model.

As with regards to accessories, the leading items are glasses, bags, and wristwatches. These could even be regarded as the teacher's trademark, symbol, and even attribute: "If you see a woman holding a handbag in my village, it's understood she is a 'Miss' (teacher)" (Gul Khattak, 2012a, p. 152). The bag is a necessity for teachers as they contain pupil work to be marked they are typically described as big and heavy: some drawings showed "an overloaded English teacher" (Gul Khattak, 2012b, p. 17).

The briefcase is often associated with power, and if one were asked to describe a government minister, would one not place a briefcase in the minister's hand? Glasses indicate both the studious nature of the teacher as she marks many student notebooks resulting in poor eyesight, as well as belonging to the intellectual class that does a lot of reading. The watch symbolizes precision and attention to time during class. The bag, glasses, and wristwatch may be considered the teacher's social symbols. These accessories may be simple and cheap or brand name and expensive: teachers mentioned "cheap handbag bought in a Chinese market" (Spasenović, 2012, p. 42), but some drawings showed brand name glasses and jewellery worn by typical teachers: "Glasses were classified by brand such as Gucci, Prada, D & G, suggesting that the teacher somehow earns a good salary in England, or that they are conscious about wearing brand name accessories" (Gul Khattak, 2012b, p. 17).

It is surprising to note that other accessories considered typical of the teacher are a pointer and a pen. These are mentioned more frequently than laptops or other modern technological devices. This may indi-

cate the not-so-bright financial state of the teaching profession as only in countries where teacher salaries are equal to those of other professions or in elite schools do pupils mention the use of such technology. In addition, mass culture has influenced the view of the typical teacher, where she or he is still often portrayed as standing by the blackboard with a pointer. The only country whose participants indicated an umbrella or teacup as typical accessories was England (Gul Khattak, 2012b), referring undoubtedly to England's legendary rainy weather and tea-drinking traditions. These references cause one to pause and consider the prevalence of stereotypes and how frequently they reflect reality.

Jewellery is described as understated and unassuming. It is clear that cultural traditions also play a role in these local stereotypes. For example, in Pakistan, the jewellery of an un-married female teacher is described as "artificial", but that of a married woman "gold jewellery, particularly 4–6 bangles on her left hand" (Gul Khattak, 2012a, p. 151). Make-up also tends to be described as muted.

Rarely do the respondents note bright accents in the teacher's appearance. In Bulgaria, where younger teachers tend to have both tattoos and various piercings, only 1% of the respondents noted these (Duridanov, Popvasileva, 2012, p. 97). The most unusual descriptions of teacher appearance are notes on a bowtie, a ribbon around the leg, earrings worn by men, shoes with pompons, and ballerina shoes. This may indicate that respondents have described a particular teacher or have allowed themselves to describe a fantasy of what a teacher could look like.

Compiling respondent descriptions of

teacher appearance leads us to conclude that the visual image of the typical teacher is understated, even bland, and there is a popular explanation for this: the teacher, in her or his appearance, should not detract attention from the pupil's studies. If we take a historical perspective, we see that the teaching profession has been closely associated with religion and the popularization of religious values, one of the foremost being virtue. Virtue continues to play an important role in many societies, which leads us to a paradoxical conclusion: teachers dress modestly because of financial constraints, but society does not expect teachers to dress otherwise, because a modestly dressed teacher is a convenient example for youth. This indicates that intellectual achievement rather than material goods are important in life. And is this not what educational leaders and most middle-class parents wish to instill in their children?

Teacher voice. The teacher's voice is loud and clear, so that everyone can hear her. The teacher speaks clearly, correctly, using rich language, and avoiding idiomatic expressions and vulgarity. Teachers often speak a lot or constantly: "They are born to talk" (Kalke, 2012, p. 115). One can only be amazed by the number of epithets used by respondents to describe the teacher's voice: energetic, optimistic, cheery and enthusiastic, soft-toned, pleasant, loving, kind, clear and articulate, high-pitched, low, deep, authoritative, frustrated, monotonous, slow, imperative and dominant, melancholic, everlasting, confident, righteous, threatening, demanding, pretentious, sharply piercing, unpleasantly screechy, annoying, and scary and loud. Reading these voice indicators, it seems that they

are also concise descriptors of the particular teacher's personality.

An ideal teacher uses her loud voice as an instrument for good and nuanced communication: "Their voice is loud to ensure that explanations pupils are heard" (Canales Rodríguez et al., 2012, p. 167), but negative attributes, usually associated with the typical teacher, indicate maintaining discipline through voice tone, sometimes yelling: "He / she shouts most of the time during lesson to control the students" (Gul Khattak, 2012a, p. 152). In any case, these detailed descriptions about the teacher's tone of voice substantiate the importance of the voice as a professional instrument with which the teacher earns the pupils' trust and love and instills fear and censure.

Teacher facial expressions and body language. The best, worst, and ideal teacher is revealed in the respondents' discussion of the teacher's facial expressions and body language. The pupils expect a smiling teacher, and judging by the replies, this actually describes the typical teacher. However, smiles and the expression of emotion are culturally based. S. Weber and C. Mitchell (1998) note that American pupils predominantly draw the typical teacher as a smiling teacher, but in Northern European countries, such as the Baltic states, society in general is emotionally reserved; as a result, teachers do not readily smile.

A good teacher has a sense of humour, and pupils expect her to laugh at their jokes. Pupils wish "that every teacher would smile and be full of joy" (Skubic Ermenc, 2012, p. 60). The bad teacher is: "moody and grumpy, like she was eating a lemon" and "he walks like a fighter" (Wolhuter et

al., 2012, p. 30). Bad teachers experience mood changes – in the morning she or he may be in a good mood, but in the course of the day, she or he either becomes sullen or external events have affected the mood: "When they come to school happy, their behaviour is kind to us, but when they become angry about something, we get punished for anything..." (Canales Rodríguez et al., 2012, p. 168). A good teacher is level-headed: "A serious and calm teacher is a real good teacher for me" (Calogiannakis et al., 2012, p. 78).

Over the centuries, the teacher's place in the classroom has not changed – the teacher can be found at the front of the class where she can be seen and all can see her. Research completed in 1000 American schools also supports the typical image of a woman standing in front of the class (Weber, Mitchell, 1998, p. 28). However, our research indicates a positive development – the teacher has become more dynamic, and she moves about instead of just sitting at the desk in front of the room. The teacher tends to walk between the rows, gesticulates, sits among the pupils, and works with individual student groups. In addition, the teacher's activities are also determined by clothing choice: "comfortable", as previously discussed. Thus, teachers wear clothing that allows them freedom of movement. One pupil respondent's description is reminiscent of a successful hunter: "The teacher is characterized by her quick gait and good eyesight and hearing" (Kalke, 2012, p. 117)

The teacher uses her entire body so that pupils will better understand what she says: "When teaching, she waves with her arms and demonstrates what she means also with her facial expression." The body

language of a good teacher is open; the bad teacher is closed with folded arms in a protective pose. Again, both body language and facial expressions are culturally based. For example, 70% of Mexican respondents have noted that the teacher gesticulates continuously (Canales Rodríguez et al., 2012, p. 169), but only 14.8% of Serb respondents commented on hand gestures (Spasenović, 2012, p. 43).

In illustrations, the teacher is typically placed in a classroom or in blank space on a clean white sheet of paper. Would it be overstated if we interpreted that as the teacher's devotion to her job, resulting in a measure of solitude in her personal life? The teacher's marital status is clearly stated by only Pakistani respondents; the others did not appear to consider this of importance. Only a few respondents drew wedding rings. Perhaps the close association teachers have with school indicates impossibility that teachers may have a life outside school. That is reinforced by one respondent's comment: "Teaching – it's a lifestyle, not a job" (Kalke, 2012, p. 118).

Conclusions and discussion

Our study has also revealed stories about teachers' personalities and the teaching profession, which clearly reflect how the image of the teacher is intertwined with personal and professional traits. The teacher is generally described as an authoritarian personality in respondents' descriptions. Indeed, S. Weber and C. Mitchell (1998) have noted that adolescents and adults portray teachers as authoritarian figures more frequently than do children. Judging by respondents' comments, the teacher image is influenced by perceived overwork, lack of free time, and resulting stress and

fatigue. Teacher and pupil respondents, as well as the researchers involved in this study, acknowledge this fact. In fact, two of the participating countries commented on the small number of teacher respondents because, as they stated, teachers were too overworked and lacked time to participate. This aspect of overwork can be witnessed in teachers' reflections on their own footwear: "Dark shoes without a heel, so that you can trot all day" (Kalke, 2012, p. 113).

The respondents' comments about the teachers' unfriendly nature, lack of smiles, and yelling can possibly be attributed to teacher fatigue. Fatigue itself could be a result of large classes, bureaucratic paperwork, and poor remuneration. It is quite surprising that there is not much difference between the participating countries, whether they are wealthy countries where teachers are paid a substantial salary or poorer countries with relatively poor salaries. Differences in class size among the participating countries did not affect this view, either. Nóvoa (2002) describes this situation as a result of the teacher constantly being between a rock and a hard place: high professional expectations, but low remuneration. Teachers are always compared with other professions (university professors, business people, doctors, politicians, etc.), but their salaries are always lower.

If we paint a portrait of the typical teacher, based on the results of this study and ignoring the extremes of the good and the bad teacher, then the typical teacher would be a middle-aged woman wearing glasses, who is properly dressed in clean, neat, and subdued attire, carrying a heavy bag. She does not wear garish make-up, and her jewellery is also modest. She speaks in

a clear, loud voice, and her language is rich and correct. She tends to smile. Her life is fairly lonely, and her work day is busy, causing her to become tired and resulting in strained relations with her pupils. This image is not very flattering, but it is not as distinctly negative as the social stereotype described in Weber and Mitchell (1998) who use widely understood code words: gender: female; appearance: ugly (orthopedic shoes, inch-thick glasses, hair tied back in a neat bun); and behaviour: unfriendly.

Reflection upon the results of our study raises a number of questions. Why, for instance, do pupils describe good teachers as very good or bad teachers as exceptionally bad? This may indicate the important role of teachers in the life of a young person who often sees things only in black and white. It may also reflect the tendency of youth to view everything in extremes. Perhaps more likely is the individuality of each pupil's experience in school – negative or positive. Negative experiences in school tend to be more vivid and less easy to forget. Therefore, the typical teacher may become the archetypal scapegoat for many wrongs committed during one's years at school, and this negative image continues into adulthood, permeating society at large. S. Enzelberger (2001) states that adults often blame teachers for their childhood traumas and negative school experiences, and they often even blame teachers for their misfortunes, as well as the misfortunes of their children. Thus a vicious circle develops – pop culture portrays teachers as they are remembered by society, and society imagines all teachers as portrayed in pop culture. W. Ayars (2001) describes

this as follows: “The ready-made clichés and empty repetitions feed our collective powerlessness and manage our mindless acquiescence” (p. 209). These deserved or undeserved images are difficult to change; as a result, the prestige of the teaching profession suffers.

It was sometimes difficult to differentiate between the ideal teacher and the good teacher in our study, because respondents would write: “The teacher should be” in instead place of “the teacher is”. This raises the next question: why is the teacher often discussed in terms of how she should be? Is this because society is dissatisfied with present-day teachers? Or does society as a whole feel competent when discussing teachers and school because everyone has gone to school?

Responses from pupils and teachers are sometimes unexpectedly similar. Teachers do not praise themselves and are sometimes more critical than pupils. Does this imply a low sense of self-worth in the part of the teachers? Perhaps too much is asked of teachers, because being a role model is not easy. Teachers feel the pressure of high standards, ideals, and expectations that society places on them, but are not able to measure up, because they are only people, after all. Teachers tend to be conscientious people, and these expectations can, of course, cause some distress. And so, the ideal teacher is a collective image, but the real teacher must get up in front of the class each day and face the realities of the profession.

Through this study, we hope to give rise to thoughts and more questions on this topic for future research, both locally and internationally.

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VIZUALINIS MOKYTOJO ĮVAIZDIS: LYGINAMASIS TYRIMAS

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S a n t r a u k a

Straipsnyje „Vizualinis mokytojo įvaizdis: lyginamasis tyrimas“ pateikiami tyrimo, atlikto dešimtyje šalių – Anglijoje, Pietų Afrikoje, Serbijoje, Slovėnijoje, Graikijoje, Bulgarijoje, Latvijoje, Turkijoje, Pakistane ir Meksikoje – rezultatai. Maždaug po 100 penkiolikos metų mokinių ir 50 mokytojų kiekvienoje tyrime dalyvaujančioje šalyje buvo prašoma nupiešti ar aprašyti tipinį mokytoją, apibūdinant jo lytį, amžių, išvaizdą, kalbą, laikyseną, elgesį ir kt. Respondentų atsakymai buvo analizuojami naudojant bendrą me-

todologiją. 1 053 mokinių ir 408 mokytojų piešinių ir atsakymų raštu analizė leido išryškinti mokytojų ir mokinių tipinio mokytojo įsivaizdavimo panašumus ir skirtumus, taip pat atskleidė atsakymų skirtingose šalyse įvairovę. Papildomai tyrimo metu išryškėjo, kaip įsivaizduojamas ne tik tipinis, bet ir „idealus“, taip pat „geras“ ir „blogas“ mokytojas.

Pagrindiniai žodžiai: tipinis mokytojas, mokytojo profesija, vizualinis įvaizdis, lyginamieji tyrimai.

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