



Anna Sajdak, *Paradygmaty kształcenia studentów i wspierania rozwoju nauczycieli akademickich. Teoretyczne podstawy dydaktyki akademickiej*, Oficyna Wydawnicza „IMPULS”, Kraków 2013, 504 s.

The contemporary phenomenon of massification of higher education and its connections with a free market economy cause a specific dissonance between a traditional perception of a university and a modern concept of a higher education institution satisfying the needs of "clients" – the students. Reaching a consensus requires both from the University, as an institution, and university teachers, as its subjects, adjustment to new standards of not only scientific but also teaching work. In the situation where higher education is becoming a "common and available good", attitudes to knowledge are also transforming. Therefore, a university teacher has to face a difficult challenge of constructing his skills and tools that would meet often contradictory requirements. The publication of Anna Sajdak deals with the aforementioned issues, discussing the status of the contemporary teaching and learning processes on the basis of rich theoretical resources.

The monograph is composed of four parts which quite exhaustively introduce the issues of higher education institution's teaching. In the first chapter dedicated to teaching on the map of theoretical teaching agendas, the author's statement that goes "a university teacher cannot be a slave to neither some paradigm nor an imposed vision of teaching" (p. 8) seems to be especially significant in the context of university teaching. In order to be successful in teaching students, he should use his knowledge of paradigms in interdisciplinary and critical way since each of them aims at different goals. Simultaneously, the author emphasizes – mentioning Bogusław Śliwerski's thought – that putting an end to fundamentalism in thinking of the preferred paradigm is a difficult task requiring substantial maturity from a scholar. In order to facilitate this "theoretical" synthesis for the researchers, the author offers the project of paradigmatic translations of J. Rutkowiak, including confidence in the possibility of joining the paradigms. The author also mentions the philosophical discourse of K. Kościuszko concerning the existence of relative disproportion between the paradigms. Subsequently, the author presents and describes the basic paradigms in teaching, which is – especially to young and inexperienced researcher – a specific prelude to the obtainment of interdisciplinary knowledge used for effective work with students. What is more, Anna Sajdak also mentions the issues of emancipation rationality and its relation to the perspective of perceiving educa-

tion. Subsequently, she synthetically describes the three dominating educational ideologies: romantic, of cultural transmission and progressive. She also reflects on usefulness of the paradigm in teaching and the problem of indefiniteness of the contemporary teaching. Taking advantage of the concepts of B. Joyce, E. Calhoun, D. Hopkins and B.D. Gołębiak, she distinguishes four basic teaching paths: behaviourist, of information processing, social and personality-based. She also mentions the so-called adult teaching, among others, technological, humanistic and critical one. With an attempt to put the category of paradigm on a scale of objectivity and subjectivity, she points to its wide range. What is more, the author discusses an important issue of Polish teaching referring to a lack of broad-mindedness, by making an objection concerning obduracy resulting from the worked out and imitated one-dimensional ways of perceiving the reality of university.

The second chapter, concerning the specific character of university education, seems to be especially significant in the context of teaching and scientific work. Here, the author reflects on the idea of university and higher education. By referring to the historical perspective, she places the concept of Polish higher education institution within the German model created by W. Humboldt. This model assumes balanced cohesion between scientific research studies, knowledge and teaching and the expected and desired effect, which should involve the process of finding the truth pursued by students and university teachers in their joint endeavour. What is the contemporary form of this 19th century's model? Considering the time frame, the author rightly notices the shape and changes that have occurred there. With globalisation processes, cultural changes and financial limitations in mind, she discusses a need of reconstructing this model. Anna Sajdak also mentions the contemporary problem of higher education institutions' commercialization, emphasising a long-lasting discrepancy between the centuries-old ideological heritage of universities and the requirements of the free-market economy. Citing M. Peters' views, she notices that it is impossible to create a monolithic, solely tradition-based vision of a university in the era of liquid modernity.

Another chapter discusses the issues concerning the objectives of university teaching that, according to the author, play a fundamental (or even superior) part in a complex educational process. The author's deliberations aim at recognizing and understanding these objectives by confronting them with different (competitive) visions of university education. The objectives with ideological focus on the traditions of a university, refer to the values conveyed from the beginning of its history, in this way, consolidating the feeling of exclusiveness in its students and teachers. This also can be referred to following certain timeless qualities promoting unity of knowledge, as well as truth, freedom (emancipation) and tolerance in obtaining it. Through the theoretical, methodological and ethical teaching, a university becomes a place of all-embracing cognitive development, in this way, increasing individual's opportunities of adaptation to the ever-changing social reality. According to the author, the fundamental task of a university should be "introducing students into the world of universal values and ideas" (p. 128). Subsequently, the researcher distinguishes another group of objectives by confronting the contemporary relations of higher education institutions with the requirements of the free-market economy. She emphasizes a specific discrepancy occurring as

a result of commercialized knowledge which – in the traditional vision of education – performs an autotelic function. She notices that specific pragmatism, stemming from the laws of economy, has ruthlessly "forced out" the fundamental essence of the concept of all-embracing development. Looking for a consensus, she offers an assumption that the objectives of university teaching should both correlate with employers' expectations concerning professional preparation of their employees and implement principles concerning the holistic (self-)development of an individual. The last group of objectives concerns humanistic values. It refers to the idea of human development/self-development adhering to the principle of developing a skill of independent, critical thinking and narrative imagination related to the notion of empathy in students (according to the concept of, among others, Carl Rogers and M.C. Nussbaum).

Furthermore, the second chapter discusses an important issue of the relations moulded between a university teacher and a student. Rooted deeply in the university's tradition and, to some extent, "automatically" imitated as a result of socialisation processes, the concept of master-student should, according to the author, be subject to qualitative transformation, falling within the context of contemporary needs and problems of education system. A key part should be played here by a research activity of a university teacher (a reference to Humboldt's principle of the unity of science and teaching) adding to teacher's skills and tools the so-called "keen" and "tacit" knowledge essential to the effective construction of the process of teaching students. Discussing the validity of adherence to the "master's" model of relations, Anna Sajdak shows both positive and negative attributes. She encourages the readers to use the advantages of the traditional master's relation with common sense and reflection, recommending a certain dose of "healthy" criticism protecting a scholar against having a utopian vision of infallible mentor. Another significant issue discussed in the monograph is a problem of university's empowerment. According to the author, not all paradigms used in university teaching assume an equal relationship between a university teacher and a student. "Acknowledgement of subjectivity of every human being – pupil, student, parent, etc. – as a constitutive condition of this person's existence does not rule out his objectification in an educational relation" (p. 91). With reference to Kazimierz Obuchowski's concept of subjective/objective standards Anna Sajdak emphasizes that a basic source of disproportions is individual's participation in one of two opposing mental cultures: collective or individual one. A decisive part is played here by the way of self-assessment as well as assessment of one's goals and the surrounding world. Then, one of two possible relations is triggered. One is when an individual is absolutely submitted to the imposed role, satisfying a number of expectations and duties. Other is connected with a feeling of inner locus of control which implies actions accordant with individual's own intentions. Subsequently, Anna Sajdak, by referring to, among others, Erikson's or Kohlberg's theory, attempts to confront students' individual predispositions to developing autonomy with general developmental abilities of the period of university education (19–24 years of age).

Subsequently, the author reflects on the specific character of the role of university teacher, emphasizing its diverse and ambivalent nature. According to Anna Sajdak, this

teacher performs not two, but three functions: researcher-scholar, teacher and manager guiding (more or less successfully) his own career. J. Freimuth, quoted by the author, also gives an interesting offer of the roles. He distinguishes six profiles of a scholar: broker with high professional competences, supporter asking controversial questions and moderator and coach supervising students' educational choices, promoter of learning patterns, active learner, thoughtful researcher triggering reflective attitudes of students. The aforementioned roles may lead to a number of tensions perceived in the context of ambivalence and ambiguity of discovered knowledge and conveying it to students later. The monograph also discusses the issue of education of university teachers. The author analyses it from the perspective of two opposing theories: one focused on substantive competences of a scholar, the other assuming the need of also having teaching competences. Subsequently, with reference to the opinions of, among others, R. Kwaśnica and A. Męczkowska, she offers a general overview of the perspectives of descriptions of competences with the following thorough characteristics of professional competences indispensable for teaching students effectively offered by I. Stahra. These include personal, social, systemic and methodical predispositions as well as those connected with subject didactics. The author applies a balanced degree of criticism and suspicion to modern information and communication technologies used in the process of teaching, emphasising their incompleteness and sometimes also showiness; still, without depriving them of actual advantages.

The third chapter deals with the changes occurring in the concept of university teaching. An important part in its reconstruction has been played by political (socialist system) and economic pressures (necessity of vocational education). Subsequently, the author introduces the reader to the area of micro- and macro-perspective of teaching and then attempts to place teaching among scientific disciplines. The exhaustive theoretical analyses are followed with the reflection on the relation between teaching and auxiliary sciences and social practice. The researcher also indicates the existence of some trouble spots occurring between pedagogical character and over(multi)pedagogical character, and the basic reason for it is the appearance of the thesis of a lack of its interdisciplinary attachment. Subsequently, she presents the basic research tasks and areas of university teaching which include a growth of knowledge of the process of teaching and an increase in the quality of teaching through providing teachers with didactic support. She is also focused on the problem of double paradigmatic character of teaching perceived in the context of two approaches to knowledge: objective and subjective one. She shows the necessity of changing the conservative, traditional paradigm into a new one, focused on a student's learning process also with the use of electronic sources. She emphasizes that the constructive phenomenon of multi-paradigmaticity has been omitted in the Polish theoretical discussion and she perceives this a loss to the quality and innovation of the national teaching.

The last, fourth chapter offers an overview of the basic paradigms of university teaching. Each of these is analysed by the researcher with regard to three criteria: reconstruction of the theoretical sources of paradigm structure, methods of teaching students and opportunities of developing university teachers' competences. Anna Sajdak has a critical attitude towards

irreflective use of behaviourist concepts while perceiving them as a threat of reducing the quality of teaching as well as a failure to take a full advantage of scientific potential of both students and university teachers. She emphasizes that using this paradigm will bear fruits only when it is enhanced with creative work and attitude towards the presented contents. On the other hand, humanistic paradigm related to the terms as: self-fulfilment, tutoring, coaching, mentoring, according to the author creates possibilities of the all-embracing development of a professional role of university teachers and building of practical and moral competences. The constructivist paradigm assumes teaching through action. It is based on the processes of constructing, reconstructing and deconstructing of knowledge, and it requires a continuous knowledge update and reflection on own skills and tools from a teacher. The last paradigm, critical and emancipation one, according to the scholar, constitutes a specific *magna absens* in the teaching discourse. The researcher defines it within the categories of subjective freedom and individual's rights to deconstruct the reality. Therefore, a university teacher should aspire to regain the autonomy of his role; still, this could lead to numerous tensions and conflicts in relation to superiors.

In the final chapter of the monograph, the author expresses pessimistic thoughts on the condition of the contemporary (Polish) university teaching. She emphasizes the necessity of implementing changes at the organisational level, while encouraging the readers to reconstruct the instrumental attitude towards the process of teaching which is dominating in Poland. She also recommends changes at the individual's level concerning an increase in awareness of university teachers and management authorities. The author encourages them to develop interdisciplinary research teams taking actions both in the area of macro-perspective, micro-perspective and diagnosing of needs which she sees as possibilities of generating constructive changes.

Undoubtedly, the monograph of Anna Sajdak is discursive, therefore, a reader may take a critical, multi-aspect and interdisciplinary look at the issues of university teaching and, in this way, broaden his thought patterns. The author effectively uses exhaustive theoretical issues to explain the contemporary problems connected with the condition of higher education. While presenting different concepts, she manages to interact with the readers by responding to the discussed issues by taking her own stance. The subjects discussed by the author mention the key problems university teachers, doctoral students and regular students are struggling with, which is another argument for taking an interest in her publication.

Aneta Judzińska

Tomáš Feřtek, *Co je nového ve vzdělávání*, Praha, Nová beseda z. s., 2015, 97 s.

Z końcem 2015 roku ukazała się w Czechach książka czeskiego publicysty, dziennikarza i pisarza Tomáše Feřtka *Co je nového ve vzdělávání*. Autor dokonuje w niej bardzo interesują-