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Global perspectives on teaching excellence: A new era for higher education, edited by Christine Broughan, Graham Steventon and Lynn Clouder, Routledge, New York 2018, 203 p.

This book presents teaching excellence in higher education with the main task of promoting and celebrating it. The book is recommended as an indispensable compendium for policymakers, researchers, teachers, undergraduates and postgraduates in education, who seek crucial knowledge about teaching excellence revealed from varied perspectives and dimensions, represented by its authors. This bestseller covers the scope of needed knowledge, contemporary changes and trends in teaching excellence. This book contains fourteen eye-catching and appreciable chapters.

It starts from chapter one: *What is teaching excellence?*, in which Sandeep Gakhel reveals and explores ways which make it possible to measure teaching excellence. Moreover, not only does this chapter present frameworks but it also describes initiatives to influence teaching excellence in the 21st century globalized world. UK Teaching Excellence Framework case study is also current in this chapter. Gakhel claims that both students and teachers recognize the values and purpose of TEF differently. He also highlights the conflict between understanding the psychological and performative teaching excellence.

The second chapter – *What outcomes are we trying to achieve from excellent teaching and why are they so difficult to measure?* – was written by Caroline Wilson and it presents current models developing teaching excellence. To measure teaching excellence effectively it is significant to judge its quality. This chapter contains a multitude of ideas on how to collect information, i.e. to monitor programmes and students' behaviour, as well as measure success with leadership because it leads to improvement.

A multi-pinnacle approach in teaching excellence from a global context is broadly described in the third chapter, *Bounded excellence* by Lynne Hunt and Owen Hicks. This chapter does not only expose varied perspectives on excellence present at universities, but it also reveals how universities present their results to governments and in international comparative rankings.

The unprecedented approach presented in the book is especially seen in chapters four: *Teaching excellence and transnational education: Enhancement through a focus on student diversity* and five: *Excellence for what? Policy development and the discourse on the purpose of higher education*. There are widely revealed strategies which impact the teaching quality and excellence. On the other side, it is indisputable to acknowledge four discourses on the purpose of higher education in the subsequent order. Firstly, the discourse of enlightenment prepared by Mary and Robert Runté, in which they claim that this discourse formed “the ideological context of universities as elite institutions. The university’s role was to educate the nation’s social, cultural and ruling elite(s)” (Runté & Runté, 2018, p. 67). Secondly, the discourse of human capital in which like in the quotation from Theodore Schultz, a Nobel Laureate “skills and knowledge are a form of capital, that is this capital is in substantial part a product of deliberate investment” (Schultz, 1961, p. 1). Moreover, the discourse of manpower, where we acquire useful knowledge about an individual as a rational investor. The fourth, the discourse of consumerism is presented with the consumer-oriented higher education.

Chapter six – *The impact of governance on teaching excellence in academic microcultures* written by Torgny Roxå and Katarina Mårtensson, explains *collegial governance* at universities to share knowledge and to help each other. It discusses collegiality in the stream of conversations and results, quite often good for the few. Moreover, the chapter mentions nepotism and its consequences for collegial organizations at universities. On the other side, it provides the idea of *bureaucratic governance* in which instructions, protocols and policies are at higher position than personal judgement. Consequently, the chapter encourages us to analyse different microcultures existing in departments and divisions of particular universities.

The seventh chapter, *A national strategy for teaching excellence – one university at a time* by Denise Chalmers and Beatrice Tucker, outlines Australian strategies and its implementation with omnipresent excellence. There is put an emphasis on teaching excellence with accordance to the university’s values and context. Moreover, university workforce is gradually aging and according to Coates and colleagues there is a need to identify not only policy development, planning and research but also regularly influence on the attractiveness of academic profession.

The eighth chapter, *National teaching awards and the pursuit of teaching excellence* written by Mark Israel and Dawn Bennett, declares lights and shadows of awards programmes that honour teaching excellence. Moreover, the authors present the awards schemes in Australia, the United Kingdom and New Zealand. Furthermore, they draw the attention of the readers to quality and equality in the era of massification of higher education with its diversification and institutional accountability.

Training and development needs for a 21st century academic were intriguingly described in the ninth chapter. The authors of the chapter claim that there is a need to lead as a *teacher-led, data-driven and evidence-informed*. In this approach teaching excellence (Isaac et al., 2018, p. 118) becomes a process of scholar improvement, conducted by the teacher who sets the discipline and context appropriate benchmarks.

The next chapter: *Teaching excellence and the rise of education-focused employment tracks* presents the varied and changeable nature of academic work. Johan Geertsema and colleagues talk about *Third Paradigm* in higher education with its “faculty appointments...being ever more redistributed away from traditional tenure and tenure-track appointments”, “functional specialisation” in faculties and “a polarization or restratification” in the hierarchy of universities.

Excellence for all: inclusive teaching with a passion – a teaching excellence recognition scheme is extensively exposed in the eleventh chapter of this book. Michael Berry and Ross Guest present three types of categories of recognition schemes in higher education. The first one they describe is called *institutional recognition scheme*. This scheme is described as *managerial scheme*. The second type is *peer recognition scheme* which is judged by a set of criteria of peers and led by professional associations. The last category is quite often named a hybrid of previous categories and is called *behavioural or rewards based approach*. If the candidate is able to present more to the review group, it will reward him or her more. As a result, these candidates receive more from the slice of the accessible funds.

Chapter twelve: *I had excellent teachers – look at my fabulous career! Perspectives on teaching excellence in the performing arts* written by Scott Harrison, confesses multifariously defined excellence not only in teaching but in learning, too. The author pays attention to the etymology of the word with its Latin roots. “Excellere” presents the level of aspirations, “to rise, be eminent and ever upward”. Moreover, in the text the author introduces “fabulousness of graduates’ careers” and presents four case studies to illuminate the capabilities enabling us to define and measure teaching excellence.

The thirteenth chapter, *The thrill of the unexpected*, starts with the comparison of the elusive nature of the Snark, depicted in the extract of the poem written by Lewis Carroll, who is known for *Alice’s Adventures in Wonderland*,

to the teaching excellence with ways how to harness it to the prosperity of each student.

For the Snark's peculiar creature, that won't
Be caught in a commonplace way.
Do all that you know, and try all that you don't,
Not a chance must be wasted today!
(Harrison 2018: 164).

On the other side, the author James Derounian used the lyrics example to present the ambiguity of teaching excellence.

Well we know where we're going
But we don't know where we've been
And we know what we're knowing
But we can't say what we've seen
And we're not little children
And we know what we want
And the future is certain
Give us time to work it out
(Talking Heads, "Road to Nowhere", 1985, p. 1).

The author also mentions disruptive practices for teaching excellence and assignments which can visualize excellent teaching.

The last chapter of this book, *Global perspectives on teaching excellence*, encourages readers to provide a space which would reflect the varied landscape of higher education with its main task to investigate and explore the dimensions of teaching excellence. The chapter reveals the attributes and skills indispensable to academics to lead excellent teaching. It has been presented with the expansion of provision, global demands and rising internationalisation which influence the acceleration of job market changes.

Global perspectives on teaching excellence – A new era for higher education presents the teaching excellence from varied, international viewpoints. This book guides the readers to understand deeply the landscape complex in which teaching excellence is anchored. It also unfolds teaching excellence in the multi-dimensional perspectives of leading educational institutions.

The concept of teaching excellence is put into considerations from organisational points of view in the context of the danger related to the unpredictability of cultural, social and political pressures. Consequently, this book widely reveals a short critical commentary and a wealth of books recommended reading after each chapter.

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