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BOOK REVIEW

**SIMON, ESZTER & PLESCHOVÁ, GABRIELA (EDS.),
TEACHER DEVELOPMENT IN HIGHER EDUCATION.
EXISTING PROGRAMS, PROGRAM IMPACT AND FUTURE
TRENDS, ROUTLEDGE, TAYLOR& FRANCIS GROUP, (2013),
NEW YORK AND LONDON, 313 PAGES**

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The book entitled *Teacher Development in Higher Education. Existing Programs, Program Impact and Future Trends*, edited by E. Simon and G. Pleschová, is a great source of information about academics' teaching programmes, the outcomes of their implementation, and the ways of evaluation in European, Anglo-Saxon, and Asian states. It consists of the introduction (first chapter) and four mutually complementary parts, each containing three or four chapters.

In Chapter 1, G. Pleschová and E. Simon briefly analyse different evaluation methods of the teacher development programmes. Moreover, the article contains the list of the most significant scientific gaps concerning methodological problems with conducting research on assessing the content of these programmes and their influence on the teachers and students. As it was mentioned earlier, this chapter provides a well-prepared preface to further parts of the book.

The first part of the book is composed of three chapters (chapters 2-4) and it is devoted to identifying the purpose and the impact of the teacher-training programmes, especially on graduate students as well as on academics. The aim of Chapter 2 by J. Renc-Roe and T. Yarkowa was to appraise the efficiency of implementation of the training programme for PhD students at the Central European University in Budapest in Hungary. It should be underlined that in the article, a lot of useful information can be found about the qualitative and quantitative research tools (e.g., a focus group interview, an examination of the random samples of students' educational biographies), which might be applied to assess the effectiveness of realising other teacher development programmes. In Chapter 3 prepared by J. Ishiyama, A. Cole, A. D. Nichols, K. Hamann, and K. Mealy, the authors examine whether teacher-training programmes for PhD students run at American universities increase the probability of getting a job in higher education institutions in the United States. They also attempt to figure out whether graduates of teaching-training courses are more likely to win teaching awards than others. The article is based on an in-depth analysis – both issues were thoroughly studied using many quantitative data (e.g., the database of current PhDs employed at academic institutions in the US). In Chapter 4 by

Ch. Knapper, a general overview of the most significant teaching programmes for graduate students, teaching assistants, potential and present faculty members in Canada can be found. In my opinion, Ch. Knapper convincingly explains deficiencies in the preparation of Canadian university teachers. Knapper also tries to clarify in a very interesting way why teaching courses for academics are more efficient in Great Britain, New Zealand, Australia, and the Scandinavian countries than in Canada.

The second part of the book contains three chapters (chapters 5-7) and is dedicated to the processes of evaluation and creation of teaching development programmes. In Chapter 5, H. Hoon Chng and A. S. Swee Kit analyse results of the pilot study on the reception of teacher training programme by academics in Singapore. Although the sample of the study was relatively low, it is worth to familiarise with the content of the article, due to the fact that it was conducted in a very professional way (via a qualitative questionnaire survey and follow-ups through the e-mail platform). In Chapter 6, M. Karm, M. Remmik, and A. Hammer describe how the teaching skill development programme was created, implemented, improved, and what impact it had on academics working at the University of Tartu in Estonia. The opinions on the training courses expressed by their participants are the strongest part of the article. The authors placed some of them in the chapter. In that way, the reader gains direct information about the advantages and disadvantages of the programme. In Chapter 7, V. Davies and S. Maguire describe the process of design, implementation, evaluation, and enhancement of the teaching courses for academic and non-academic staff involved in learning and teaching support across the University of Ulster. Apart from the impressive and detailed analysis of the teaching programme run at the University of Ulster, it is also worth to take a look at the article because of its very interesting research on the institutional programme frameworks that emerged at national level in Great Britain and its influence on the analysed programme.

The third part of the book consists of four chapters (chapters 8-11) and expands issues that were briefly raised in Chapter 7 – it analyses the impact of policies of different institutions on the university teachers' development. In Chapter 8, K. M. Quinland and E. Berndtson describe how the Bologna Process, the Lisbon Treaty, and the European Commission's policy influence teacher programmes for academics. In my opinion, it is worth to familiarise with the article, especially as it contains very interesting information concerning the results of the Bologna Process implementation in 47 European countries. Another strong element of the article are the authors' suggestions regarding the process of the creation of new instructional development programmes. In Chapter 9, J. Murphy presents the factors that facilitated the development of four types of accredited programmes in teaching and learning at Irish higher education institutions. The author also examines and compares them. Due to the wide range of materials that were used in the studies (detailed analysis of publicly available documents, surveys fulfilled by directors of higher education institutions, etc.) there is no doubt that they were carried out professionally. In Chapter 10, A. Nevgi analyses how W. Humboldt's ideas of the unity of research and teaching affected the creation of the instructional development programme at the University of Helsinki in Finland and what impact the programme has had on the academics. The reliability and accuracy of the author's research on these phenomena are unquestionable. It is definitely worth taking a look at them. In Chapter 11, L. S. Norton, B. Norton, and L. Shannon

examine whether academics that had taken university teaching courses in Great Britain put theory acquired during courses into practice in the field of assessing students. This article contains really interesting results of studies concerning this topic. Moreover, the authors make a suggestion how to improve the present situation, which is worth a read.

The fourth part of the book, which is composed of four chapters (chapters 12-15), contributes to the advancement of the theoretical framework of instructional development programmes. Chapter 12 by T. Roxa and K. Martensson is concerned with the problem of the discrepancy between the effective impact teacher-training programmes have on the teachers and their incorporation to existing ones in the local context and beyond. The authors adopt the cultural perspective, which facilitates understanding of teacher-training effects in the meso level – between the teachers gathered in workgroups exchanging their experiences. The merit of the study is the finding that networks of teachers are likely to be built and cooperate in order to improve the system, but it is possible only when these groups have had their meso level agendas already created. The article offers an insightful solution to the aforementioned problem. In Chapter 13, A. Stes and P. Van Petegem discuss the impact of instructional development programmes for academics at the teacher, student, and organizational level. Based on their study concerning teaching courses for novice academics at the University of Antwerp in Belgium, the authors prepare very precise classification of the levels of instructional development programmes' outcome. They also make a valid point about more experienced academics, who should also attend similar courses. In Chapter 14, K. Trigwell examines two issues. Firstly, he presents methods of assessing university teaching development programmes applied in case of academics' conceptual change, academics behaviour shift, and organisational support and changes. Secondly, he precisely analyses why a particular teaching programme is successful and how it can be improved. In order to do so, he uses a realistic evaluation method. In my opinion especially the latter part of the article is very original and allows to look at the problem of teaching programmes' evaluation in different ways in comparison to others discussed in this book. Chapter 15 by E. Simon and G. Pleschová contains a brief but concrete summary of all articles from the book including analysis of the factors that have an impact on the instructional development programmes and future areas of research. Apart from the fact that it is a great source of knowledge about the book in the nutshell, it is also worth to become acquainted with the article due to its authors' remarkable recommendations for people responsible for creating new programmes.

Summarising: people interested in issues concerning teacher development among graduate and PhD students, teaching assistants, and faculty members should reach for this book. All of the articles published in it have been, without a doubt, prepared in a professional and reliable way. The book contains articles providing theoretical contribution to the analysed area of science as well as case studies from many different states. It is also strongly recommended that social scientists who are not involved in teacher development studies read this book, because it contains concrete elaborations of different methods of research that can be used in other studies.