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Анотація

Шило Олександр. Концепція реальності та умовності пластичної мови у середньовічному іконописі.

Стаття є дослідженням зв'язку світоглядних уявлень про реальність, які були напрацьовані у середньовічній теології і філософії, та умовностями пластичної мови у іконописі, що склали канонічну художню систему середньовіччя.

Ключові слова: іконопис, зворотна перспектива, канонічна художня система.

Summary

Shilo Alexander. A conception of a reality and the conventions of the plastic language in the medieval icon.

The article is research of a tie of the world outlook ideas about a reality which were worked in the medieval theology and philosophy and the conventions of the plastic language in the icon which formed the canon art system of the Middle Ages. On the example of the works of outstanding scholars of the Orthodox Church painting the paper reveals their key approaches to the study of the specifics of ancient and modern iconography. Focuses is made on characteristics of the concepts of time, space, inverse perspective, plot, dynamics, and other characteristics of iconographic canon. The content of categories of length, depth, border and other concepts that characterize the perception of space medieval mind, which is reflected in the iconography are presented.

Keywords: icons, reverse perspective, the canon art system.

УДК 378

Maria JANUSZEWSKA-WARYCH**BOLOGNA PROCESS. HOPES AND CONCERNS**

In this article references have been made to selected aspects of creating a uniform and harmonious all-European system of higher education, which is the Bologna Process. A characterization of the National Qualification Framework has been performed in the context of effects of learning: knowledge, skills and competences. Critical remarks coming from the Polish academic society concerning the idea of Bologna Process have also been touched upon.

Keywords: *higher education, the Bologna process, the academic community, Qualifications, training.*

Problem statement. The Bologna Declaration [3] is the basis for the all-European process of creation of a harmonious higher education system. It was signed June 19th, 1999 by ministers responsible for higher education in 29 European countries. The process, called the Bologna Process, is the result of political decisions taken by the European Council, the Council of the European Union and the Council of Europe¹. Its purpose is to create the European Higher Education Area and promote the European educational system in the six areas referring to:

- the system of comprehensible and comparable professional titles/degrees (introduction of supplements to diplomas);
- the system based on two educational cycles: undergraduate studies (bachelor's/engineer's degree) and postgraduate studies (master's degree). (There is a small group of study programs in Poland leading to consolidated master's degrees without any distinction between undergraduate and postgraduate levels. These programs include education in the following profiles: medical program, medicine and dentistry, medical analysis, pharmacy, law, canon law, psychology, veterinary medicine, professional acting, art restoration, directing, photography, and cinematography) [17];
- credit points system as ECTS system (European Credit Transfer System) applied in the students exchange Erasmus program;
- higher mobility of students, teachers and administrative staff;

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¹ Statement from a meeting of higher education ministers, Prague, May 19th, 2001; Statement from a meeting of higher education ministers, Berlin, September 19th, 2003; Statement from a meeting of European higher education ministers, Bergen, May 19–20th, 2005; London statement May 18th, 2007; Statement from a meeting of ministers responsible for higher education in Leuven and Louvain-la-Neuve, April 28–29th 2009; Budapest and Vienna Declaration March 12th, 2010; next meeting is scheduled for April 26–27th in Bucharest [13].

- European co-operation with the purpose of guaranteeing high quality of education and developing comparable criteria and methodology (co-operation with the aim of providing high quality of education);
- European dimension in higher education, especially in works that lead to development of curricula, interuniversity cooperation, students exchange programs (promotion of European problems in education) [3].

The abovementioned areas are closely interconnected. The binding element is the National Qualifications Framework [5; 2].

Previous research. The Problem of Bologna process was widely highlighted in the works of such scholars as Laurel S. Terry, Ana Rute Cardoso, Miguel Portela, Andrea Cammelli, Gilberto Antonelli, Julia Horstschräer, Maresa Sprietsma and Éva Szolár. Althou mentioned researchers analyzed different sides of the studied issue the problem of alignment of the Bologna process with the polish national educational system was not described enough.

The aim of the paper is to analyze main aspect of the Bologna process in education and provide critical remarks and recommendations according it's improvement with respect to Polish educational system.

Main body. According to Barbara Kudrycka there are at least three reasons why all European countries and numerous other countries outside European Union decided to base their higher education on the National Qualification Framework. These are:

- rising mobility on the part of European Union citizens (comparison of qualifications received in the country of origin with qualifications received outside their country);
- lifelong learning perspective (multiple returns of the very same people to the educational system in order to enrich their qualifications or to verify them);
- making higher education widely available (the number of students in Poland has increased fivefold, but the level of qualifications and training received on the part of graduates varies significantly. That is why, according to the Polish Minister of Science and Higher Education, a possible acceptable solution is differentiation of the educational process and setting out requirements in the clearest way possible for every study program) [5, p. 5–6].

The National Qualification Framework for higher education is “a comprehensible description of qualifications received in a given country both in a national and international context” [5, p. 10]. The word “qualifications” shall be understood as “the educational effects backed with a diploma, a certificate or other document issued by an institution ascertaining that given educational effects have been received” [1].

Every qualification is characterized by:

- the educational effects (“knowledge scope, skills and social competences acquired by the student”) [5, p. 10];
- the level in the European and National Qualifications Framework;
- the amount of work put on the part of the student expressed in ECTS points.

The educational system typical of the National Qualifications System is connected with development of a study program². A study program specifies among other things:

- educational modules;
- intramural and extramural curricula;
- ways of verification of educational effects received by the student [17].

Educational modules³ are classes or courses with assigned to them educational effects and ECTS.

The educational effects for a given subject shall include many aspects:

- the assessment of possibility of achieving given educational effects;
- verifiability (measurability) of educational effects;
- the way of formulating expressions describing educational effects;
- the level of detailed description;
- division into categories (knowledge, abilities, social skills) or lack of such a division;
- description of educational effects – reference to the effects of educational program [5, p. 63].

The European Qualifications Framework with reference to lifelong education, being the recommendation of the European Commission of April 23th, 2008 concerning the European Framework for Lifelong Learning defines the effects of studying in three categories:

- knowledge – means the effect of knowledge acquisition in the process of learning. Knowledge is set of facts, principles, theory, practices connected with a given branch of work or science. In the context of the European Qualifications Framework knowledge is described as theoretical or factual;

² In the Polish Higher Education Act the key element is the term *educational program*. This is the description of educational effects and the process leading to achievement of these targets compatible with the National Qualifications Framework and the description of the educational process with assigned to them module and ECTS. This concept shall not be aligned with the term *study program*. The exact understanding of the aforementioned concepts results from the Ministry of Science and Higher Education Directive of October 5th, 2011 concerning conditions... (§3). The *educational program* for a given program and a given profile or profiles encompasses the definition of achievable educational effects and *study programs* being the description of the educational process leading to achieving these effects.

³ Ibid. (§5.1 clause 3 concerning conditions...).

- skills – mean an ability to apply and use know-how in order to fulfill tasks and solve problems. In the European Qualifications Framework skills are described as cognitive (encompassing logical, intuitive and creative thinking) and practical (encompassing one's ability to use methods, materials, tools and instruments);
- competencies – mean one's proved ability to use knowledge, abilities and personal, social or methodological skills at work or when studying, in one's professional or personal career; in the European Qualifications Framework competencies are described in the categories of one's responsibility and autonomy [16].

In works in Poland leading to creation of the National Qualifications Framework for Higher Education the same qualifications have been implemented.

The educational effects can be connected with a full study program and corresponding diploma, or with an educational module (study program block) with a single lecture, class or laboratory courses [2, p. 12–13]. The educational effects shall be measurable. The link between educational effects produced by an educational institution and ECTS is underlined, the assignment of which should be conditioned by achieving appropriate educational effects.

ECTS points are “points defined in the European system of accumulation and transfer earned with medium effort on the part of the student necessary for achieving desired educational effects” [11; 1]. ECTS assigned to a given subject mirror the amount of work put by the student connected with the achievement of educational effects and lead to receiving a credit if these effects have been verified [5, p. 70]. The work on the part of the student encompasses not only participation in different classes organized by the educational institution conducted by lecturers, but also time necessary for self-study.

Study program describes:

- a set of study modules (subjects and groups of subjects);
- positioning of these modules in given semesters;
- forms of conducting classes (intra- or extramural) and the number of these classes [5, p. 73].

Flexibility of study programs is based on making it possible for the student to choose study module that ECTS are assigned to, the number of which being not smaller than 30 % of all the ECTS assigned to a given study program [17].

The condition for achieving first or second degree qualifications resulting from a given study program is the accomplishment of all the educational effects specified in a given study program [5, § 8 clause 2].

“The tool for ascertaining that all the educational effects specified in a given study can be achieved as a result of realization of educational modules is the Educational Effects Matrix” [5, p. 54].

The Educational Effects Matrix specifies the link between the educational effects defined for a study program and effects defined for given subjects/modules [5, p. 54]. In other words, in the matrix the effects for given study programs and assigned to them effects achieved in given module have been defined.

“The analysis of educational effects [...] renders it possible to spot different situations that might be the reasons why appropriate educational effects should be modified for a given study program or set of educational modules. These situations are:

- a) an empty line in the matrix means that a given effect is not achievable as a result of realization of a given study program as there is not a single module that assumes achievement of such an effect;
- b) a line that is almost empty means that a given effect can be achieved in a very limited form, in the form that might not be satisfying enough;
- c) a line that is completed almost fully can mean that a given element is exposed too much in a given study program because too many modules assume achievement of such an effect (probably at the expense of other overplayed effects);
- d) a column that is almost empty can mean that a given module does not make too much of a contribution to fulfillment of program’s educational effects as it does not really fit the vision of a given study program” [5, p. 56].

The educational effects achieved by the student are not only the sum of achieved effects resulting from completion of a given course or group of courses, but also the sum that might be specified via the analysis of the Educational Effects Matrix” [5, p. 58].

“The implementation of a new idea based on educational effects renders it necessary to change the concept of conducting a given course at the very beginning. The lecturer does not ask the question if the student is going to study, but the question is more about the subject in which the student wants to be successful within the scope of knowledge and skills. Only then the necessity to adjust a given study program to previously specified effects arises. It is therefore of utmost importance to shift the emphasis from the subject matter of a given study program to educational effects. The lecturer’s thinking process then needs to be transitioned to the stage of defining the tools and mechanisms that might help students achieved desired educational effects. The very important and difficult element that the lecturer needs to face when the subject matter is being defined is the answer to the question how it can be verified if and to what extent these effects have been

achieved on the part of the student. At the very end [...] the questions concerning amount of work necessary to accomplish the effects by the student need to be formulated” [2, p. 106].

The educational system based on educational effects is mirrored in the creation of the Subject’ Card that the lecturer needs to fulfill. Such a card should include following elements:

- the subject’s targets;
- initial requirements for knowledge scope, skills and other competencies;
- educational effects concerning knowledge scope, skills and social competencies;
- program’s subject matter:
 - class form – lectures – number of hours;
 - class form – practical classes – number of hours;
 - class form – laboratories – number of hours;
- teaching classes;
- ways of grading (forming grade), (summarizing grade);
- workload on the part of the student:
 - activity form – lecturers’ office hours, preparation for laboratories, preparation for practical classes;
 - sum of ECTS for a given subject;
 - average number of hours necessary for completion of a given activity;
- basic and supplementary reading;
- the Educational Effects Matrix;
 - educational effect;
 - referring educational effects to previously defined effects for a whole study program;
 - subject’s targets;
 - subject matter;
 - teaching tools;
 - way of grading;
- ways of grading – details (for A, B, C, and D grades);
- other useful information concerning a given subject [2, p. 114–115].

Completion of a given course based on educational effects is a process that should be improved by the teacher.

According to Andrzej Krasniewski, The National Qualifications Framework should:

- “ascertain that qualifications received in Polish educational institutions are comparable with these received abroad, especially in Europe;
- lead to better versatility and improvement of quality and adjustment of educational offer with actual market and social needs, as well as better

adjustment of the educational offer for students' needs, which is especially important when education is widely available that might lead to improvement of their competencies and enhanced "employability" [5, p. 12].

The implementation of internal quality system will render it possible to verify assumed educational effects that had been introduced in their respective curricula.

Voluntary decisions on the European level connected with the Bologna Process and taken by signatories have encountered fierce criticism on the part of academic societies states throughout Europe. The process is blamed among other things for:

- 1) the drop of graduates holding master's degrees;
- 2) decline of smaller universities and faculties that are not able to achieve a desired number of postgraduate students;
- 3) commercialization of higher education [19].

There is a rising criticism of the Bologna process that is, however, not limited to education. It goes deeper as it tries to identify the reasons of the sources of these ideas. First of all, it is an element of the capitalistic system in its neoliberal version. Education should fulfill a role that is ancillary toward capital; Oskar Szwabowski says that "general tendency referred to as the Bologna Process [...] has the purpose of better integration of capital with students" [15, p. 248]. That is why education, in the governmental plan "Poland 2030. Growth challenges" is treated as capital, subject to market laws, that becomes the zone of management, held captive to effectiveness and indicators [9].

Pawel Rudnicki's conclusions are worth noting, as they are to an extent fatalistic, since he claims that "education has always been very important for these in office. It created chances of cementing an existing system via the subject matter taught in schools, creation of a desired unit and society, awarding and punishing via appropriate allocation in the system these who "earned" awards and punishment. It is not surprising that with a new socio-economic and political order, education has been used for ideological influence, not for the first time, and not for the last, for sure. The new ideology based on the principles of supply and demand has not left anyone surprised as far as new conditions of functioning of education are concerned. This dimension, as well as others, has become a commodity and has started to meet market needs" [10, p. 123]. P. Rudnicki dots the i's and crosses the t's dots when he comes to a conclusion that "making education a commodity refers [...] therefore to conscious transformation of education with the purpose of cutting a commercially viable deal" [10, p. 82].

It is certain that majority of scholars share this view, especially since not all of them have become beneficiaries of the change of the social system. The Polish experience is in this area an element of processes that encompass the whole continent, because as Slawomir Czapnik underlined that the Bologna Process “should be a means of creating an educational clone of the common market – the European Higher Education Area” [4, p. 85]. As a result, in “connection with rising commercialization, the university falls victim to its bureaucratic activities [...]. Everything is done with the existing social order that is not democratic, but constantly makes references to it. It is postdemocracy [...]. Its meaning is a society in which institutions associated with democracy remain in their places, but the heart of the matter of their activities becomes invalid. In essence, it contributes a shift toward private sector and privatization [...]. As well as with practices connected with academic capitalism [...] a transgressive university emerges that has crossed its boundaries. On the one hand, it is a fantastic and surprising phenomenon and possibly fruitful for people, but on the other, it means opening its boundaries to external clientele, which in consequence leads to slackening its boundaries” [6, p. 263–264]. “There are numerous local partnerships established, as well as implementation of the National Qualifications Framework that render enrollment possible on the part of non-traditional students, often students that had failed their mature exams; acknowledging education received outside a given university etc.” [6, p. 263–264].

“Implementation of two-tiered study programs and ECTS credit system is an example of voluntary Americanization, destroying diversity of education in the name of reducing everything to a standardized commodity. It is also a bow toward global, but per se Amercian, icon of mobility, as moving to different places, numerous travels, especially long-distance ones, are basically perceived as an example of dynamism, but such a view is far from truth.” [4, p. 85]. S. Czapnik made a reference to literature that shows that the Japanese produce twice as much as Amercians, but they move half as often [more in: 18].

Marta Bucholc and Pawel Spiewak paid attention to deprivation of higher education institutions of certain rights, cynical dictate from the government. They wrote that “in an effort to maintain quality standards, a scientific work is subject to a quantifiable control [...]. Such a quantitative, capitalistic method leads to uniformization. While describing the ECTS system, they come to a conclusion that they cannot really assess the amount of work put in mastering a given subject, as such a system based on points does not place any emphasis on a given student, treats everyone equally, as well as any work that needs to be recognized. Pure quantifiability refers not only to the very educational process, but also to the work of academic teachers” [quotation following: 15, p. 241].

P. Rudnicki in his conclusions touched upon another aspect of the Bologna Process, namely the crisis of one's own self on the part of some academic teachers that had been established for many years as they were not ready to face a totally new vision of education, contrary to that from the socialistic epoch. Just "the beginning of the transformation of the political system and its implementation raised questions among some teachers concerning their way education functioned, what happened to the educational system, how the teacher's and student's role changed [...]. Neoliberalism is as greedy as any other ideology. Its advantage over anything else is that it perfectly takes an advantage from any mechanism that might be used for beguiling people. The unaware that do not try to understand the situation become acolytes of a new ideology. They are not therefore able to understand the world in which they stopped consuming. Neoliberalism renders one an opportunity hunter that, in reality, can be very enslaving, also in the educational dimension" [compare: 11, p. 128–143].

Underlining greediness as one of the attributes of capitalistic relations, P. Rudnicki set forth doubts that "the influence of neoliberalism on academic education has a number of unfavorable changes, the common denominator of these being material income or symbolic one that assigns new meanings and statutes to new participants of commercialized higher education" [11, p. 128].

Changes in functioning of universities connected with the transformation of the political and economic system in Poland, technological changes together with IT revolution, deep reforms of higher education, creation of European initiatives, such as: the European Research Zone, the European Higher Education Zone are contributing to formulation of questions concerning the role of higher education institutions in the context of European and global trends in higher education. The list of challenges and activities of higher education has an impact on many areas, as [12]: intellectual capital, flexible state, innovative economy, infrastructure, and sustainable regional growth.

Conclusions. Maybe "the future of Polish higher education institutions will not depend only on the state's policy and other government agencies, but also on the stance of academic societies and self-awareness of their own place and the role they play in a social order" [20, p. 13]. If, however, the authors of the abovementioned criticism describe the nature of the problem as resulting from the neoliberal system's role, then one cannot be looking forward to the future of the Polish education. Autonomy will, of course, remain, but will have to be inevitably confronted with market, be dependent upon its competitive mechanisms, and thus escape its pivotal role, which is freedom of education and research.

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Анотація

Янушевська-Варіх Марія. Болонський процес. Надії і проблеми.

У цій статті робляться посилання на окремі аспекти створення єдиної і гармонійної загальноєвропейської системи вищої освіти, яка має назву Болонський процес. Характеристика національної системи кваліфікацій була виконана в контексті результатів навчання: знання, навички і компетенції. Наведені критичні зауваження, ініційовані польською академічною спільнотою щодо ідеї Болонського процесу.

Ключові слова: вища освіта, Болонський процес, академічна спільнота, система кваліфікацій, навчання.