

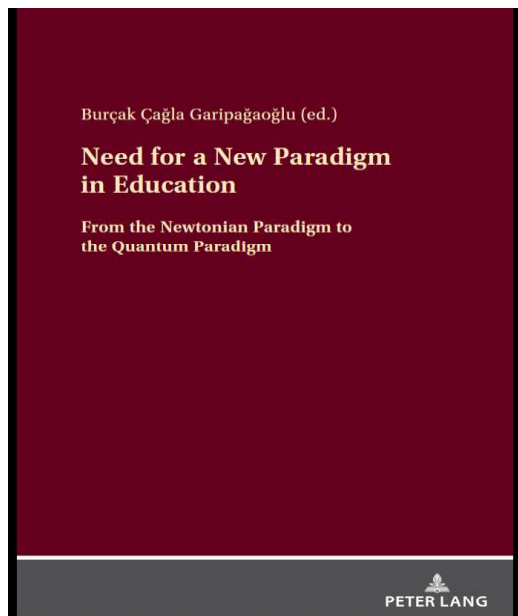
BOOK REVIEW

BURÇAK ÇAĞLA GARIPAĞAOĞLU (Ed.) NEED FOR A NEW PARADIGM IN EDUCATION. FROM THE NEWTONIAN PARADIGM TO THE QUANTUM PARADIGM

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Need for a New Paradigm in Education. From the Newtonian Paradigm to the Quantum Paradigm

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The 2025 release of Peter Lang Publishing House *Need For a New Paradigm in Education* is a collective volume edited by Burçak Çağla Garipağaoğlu subsuming 11 chapters threaded on the thematic string: past, present and future of education, proposing viable perspectives for keeping pace with rapid change in all segments of life.

In the first part, entitled *Squeezed Between the two Calls*, Burçak Çağla Garipağaoğlu reflects, in two separate contributions (chapter 1 and 2), upon the present state of education and the need to change from the Newtonian paradigm – a reductionist view upon the existence of a single universal truth – still dominating this field to a new learner-centred perspective called the quantum paradigm. Paradoxically, the Newtonian paradigm ensuring a larger accessibility to education does not offer functional competences on a large scale, an overwhelming percentage of graduates being functional illiterates. Although this shift would be absolutely necessary for a better fitting of graduates to the demands and needs of

the labour market, there is a set of reasons and misconceptions hindering this change. A concise list of them would include: the innovational potential being undermined by exhausting everyday routine, the universal view of one-fits-all, sticking to familiar formulas and being reluctant to change or experiment, the risks and costs this experiment and change would imply, the values and standards that must currently be met, which experimentation might jeopardize and the lack of support for innovation on behalf of value networks. According to the author this latter one should be changed first to make shift possible. "In a nutshell, to develop new models for Quantum age, new value networks that can truly prioritize distinctive value propositions must be created (...)" (p. 20)

In her view, education guided by the Newtonian paradigm is set on control and supervision, as it considers learners and teachers to be lazy, incapable of autonomous learning and work. But 21st century education doesn't need control and restricting into boundaries, it needs transdisciplinarity, collaboration and fostering innovation and problem solving. It doesn't need just reforms but a totally new system guided by the principles of "Effective Thinking, Effective Action, Effective Relationships and Effective Accomplishment" (Prensky 2014, p. 13 apud Garipağaoğlu, p. 32) and these skills to be taught not indirectly as before, but in a direct way.

Being in agreement with her, education indeed needs a drastic change but as the willingness to learn on behalf of the students proportionally decreased with the large scale democratisation of education (the elimination of entrance exams to university) – at least practitioners in Romania might agree with that – the learner-centredness alone staying at the base of the new paradigm would not solve the problem.

The second part of the volume, also including two chapters, is dedicated to the thoughts of K. Selçuk Tuzcuoğlu upon *A New Social Contract for Education* handling schools as entities functioning according to economic and business models and having value networks built by teachers, parents, students, policymakers, stakeholders, the community they exist in. In this sense, the author tries to decipher and analyse business models according to which educational institutions operate in order to achieve their objectives (e.g., public/private, online, international schools, alternative ones like Montessori etc.) and highlight the funding sources they rely on (state funding, tuition fees, donations, fundraising and so on). To ensure their financial stability and sustainability schools have to manage their finances well, taking into consideration various aspects and factors of a good budget management and continuously running a cost benefit analysis when planning curriculum change, starting new programs, renovation works, investments in technology, staff development etc.

The value networks around education differ from traditional educational settings by decentralisation, emphasis laid on collaboration, diversity of and change in knowledge sources, assessment and feedback, flexibility and adaptability by co-creating education and knowledge and they "offer a more dynamic, collaborative and student-centred approach to learning, fostering a more inclusive and responsive educational experience." (p. 68).

The third part of the book, *Re-Imagining New Pillars of Education*, proposes potential constituent elements for this new type of education. According to the title

of chapter 5, *New Pedagogies: Pedagogies of Empowerment in the Context of Cancel Culture, Social Media and Inclusive Education*, the author Seda Gökçe Turan is supposed to reflect upon new pedagogical approaches to offer tools for facing the challenges of today's reality but instead of this, only the background characteristics and effects of cancel culture are discussed largely. The only solution offered is inclusive education which, in her opinion, can help a lot against the above mentioned digital behaviour and the harms it might produce. Unfortunately the bad English resulting in hard-to-understand passages makes this chapter difficult to read and interpret. Lacking a solid logical structure and presenting even fragmentary parts (p. 97), chapter 5 raises not only linguistic but content-related concerns as well.

As supporting a positive school climate would be part of the new paradigm for education, Bülent Sezgin expresses in the next chapter his conviction that art and game-based learning could contribute to its realisation and personally proposes to analyse the extent to which these tools would contribute to the development of open-mindedness and critical thinking with students. Still, the research questions raised remain just theoretical inquiries without practical insights offered by a concrete research work.

According to its title, *A New Mindset in Teacher Education: A Case Study from Turkey*, chapter 7 seems to finally make the shift from theoretical considerations to practical research. Analysing and synthesising the recommendations of different forums for 21st century skills to be developed, Burcu Erdemir concludes "In the 21st century, students need to develop thinking skills, content knowledge and social-emotional competencies to exist in complex living and working environments." (p. 123). Accordingly, these skills need first to be developed with pre- and in-service teachers to be further on transferred to the next generation. Resorting to the document analysis method the author scrutinises to what extent present teacher training in Turkey is in line with 21st century competences to be formed and what elements need improvement to cope with these requirements. Her recommendations in this respect include more specific, clearcut formulations in guidelines and curricula, overtaking good practices from international models and a previous ability testing of teacher trainee candidates.

Chapter 8 is dedicated to considerations about new realities in present and future adult education embracing concepts like lifelong learning, "the third age" learners, referring to retired adults, or gerontology. Education in this segment, as well, has to be tailored to the needs of the participants guided mainly by inner motivation for staying active and keeping pace with changes in the world. The authors, Duygu Öztekin and Yelkin Diker Coşkun, present in this sense different education models starting from the so-called Community of Inquiry (COI), having as main elements social, cognitive and teaching presence increasing the sense of belonging, over ASIE up to CIDS (collaborative instructional design system). The following steps are characteristic for ASIE: **a**nalysing the learners' profiles, after which instructional **s**trategies are implemented and **e**valuated for the sake of revision, improvement, hence the above mentioned acronym. Digitalisation in the form of online education, with its latest achievement being AI and self-regulation are good allies of participants in adult education. A special facete of adult education gets contoured through migration reaching its peaks in the last decade related to which, according

to the authors, education no longer serves only personal satisfaction, it is “a human right, it is a globalization matter” (p.149).

Burcu Erdemir signs a second contribution to this volume, *Accountability-Based Performance in Education (A Case from Turkey)* – chapter 9, in which, by means of a non-systematic literature review, she reflects upon the legal, administrative, professional and result-oriented responsibility for reaching performance in Turkish education highlighting the importance of rigorous inspections in this sense and giving feedback for the sake of improvements. As there were deficiencies noticed at all levels, there is enough space for betterment in terms of policy building, support for the professional development of teachers, cooperation among stakeholders, strategic planning on behalf of educational institutions implementing transparency, responsibility and objectivity during the inspection – this latter one assured by independent inspectors – and coopting teachers for decision-making.

Chapter 10 is dedicated to the issue of language teacher education focusing upon two factors contributing to teacher candidates’ professional development, namely self-reflection upon their activity and encouraging teachers’ research for creating a better link between theory and practice. The authors, Evrim Eveyik-Aydın and Ece Genç-Yöntem, also propose some reflective tools and methods appropriate for language teacher education and ways for implementing them. Reflective journals upon trainee teachers’ experiences, observations during teaching practice, self- and peer evaluation reports, audio/video recorded self-monitoring, action research, reflections upon unforeseen events in class, case analysis are some examples from their list.

In the concluding chapter 11, Berna Güloğlu underlines the role of school counselling in developing adaptability to changes (cognitive flexibility) and improving students’ self-regulation (control of emotions, avoiding inadequate behaviour) to promote mental health, well-being and social acceptance.

Despite the numerous accuracy issues (mistypings, omissions, repetitions, grammar and stylistic aspects, hardly intelligible passages) the volume still offers valuable insights into the problem of renewing education, as well as perspectives for the future.