

**Elżbieta Siarkiewicz, Ewa Trębińska-Szumigraj,
Daria Zielińska-Pękał, *Edukacyjne prowokacje.*
*Wykorzystanie etnografii performatywnej w procesie
kształcenia doradców (Educational provocations:
On using performative ethnography in counsellor
education), 2012, Kraków, Impuls, pp. 155***

Elżbieta Siarkiewicz, Ewa Trębińska-Szumigraj and Daria Zielińska-Pękał's study *Educational provocations: On using performative ethnography in counsellor education* (Oficyna Wydawnicza „Impuls”, Kraków 2012) is the result of the authors' passion, teaching experiences and experimentation in courses they designed, seeking to enhance the learning process. Only those who display this kind of professional attitude and seek to inspire students with their own passion can come up with novel ideas of innovative analytical approaches to andragogical counselling problems. The narrative relies on mutually reinforcing metaphors for conveying the degree of professional engagement in the creation of a reflective space in which to discuss the key issues of the authors' field of academic expertise. This is a study from the borderline of academic pedagogics, especially academic didactics, and andragogy.

The book is not a strictly academic work, nor does it intend to pass for one, as the authors' uppermost aim is to rejuvenate traditional didactics, which they find as long grown stale, through devising new forms and methods that activate both parties of the educational process. Nevertheless, the scholarly bent of the narrative and the content cannot be denied, since the authors competently draw on the latest developments in the social sciences in order to examine and explain the academic education processes and interpret their didactic results. This is a welcome contribution as such publications are rather scarce in Poland.

The book discusses, among others, courses for counselling students in which classroom work aligns with the Gestalt pedagogics, constructionism, happening, performance art, and experiential didactics, in order to promote the prospective counsellors' active attitude to learning. The book also absorbingly outlines the assumptions and tested forms of execution of didactic projects in which students' active involvement in studying is induced by enhancing their activity, emotions,

experience and self-reflection. It is considered to be of paramount significance and value to induce the profession candidates to acquire knowledge competently in the education process. The book's extraordinary advantage is the educators' encouragement to foster skills of problem perception and understanding in and through games. Games are also recommended as a source of productive conventions which further the participants', including the random ones', development.

The study offers an answer to the question "how to become a constructivist teacher?". The authors allow us to observe their workshop in action and have a glance at it also from the backstage, not only sharing their personal impressions or referencing scientific tenets of pedeutology or andragogy but also presenting pieces of achieved results in the form of posters, students' interviews, etc. The reader will be amused to find, for example, century-old scout activities recycled into games and exercises in the projects the authors designed. The reader endowed with some social competence and experience will not fail to recognise immediately the point and socialising value of the offered activities. Didactic games are no doubt a perfect simulation of both processes and events through which can we test our ability to perform professionally and socially, without risking real harm to the objects of our actions. Games are importantly utilised in the education of the military forces, managers, social service workers and politicians. By restoring such strategies and approaches to their proper place also in academic pedagogics, we re-activate the methods used on multiple occasions in enhancing teenagers' learning. No doubt, the target of performative ethnography is holistic and integral education in which mental processes are treated on a par and interlinked with physical experience of other people and the world in the learning process. Undoubtedly, such approach provides opportunities of an interesting cultural experience exchange which facilitates engagement in conscious dialogue.

As the book includes the course syllabus and class outlines designed in the fashion described above in the spirit of reflective play, it may serve as a uniquely important source of inspiration for the readers to draw on in constructing their own versions of coursework activities, projects or teaching methods. Taking into consideration the authenticity, creativity and pedagogic value of the projects included in this work, we can state that the reader becomes a participant of a didactic performance. The entire work is framed by a theoretical analysis of constructing counselling experience and abilities, encouraging anyone who is about to become a counselling professional to enhance their own competence through self-reflective scrutiny of their experiences, research, supervisions or exchange of social views and experiences.

I see this book as an educational "wet-Monday" for all those who are stuck in the old-fashioned adult education schemes. I strongly recommend this book as an eye-opening reading for social pedagogues, andragogues and counselling professionals.

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(Translated from Polish by Patrycja Poniatowska)