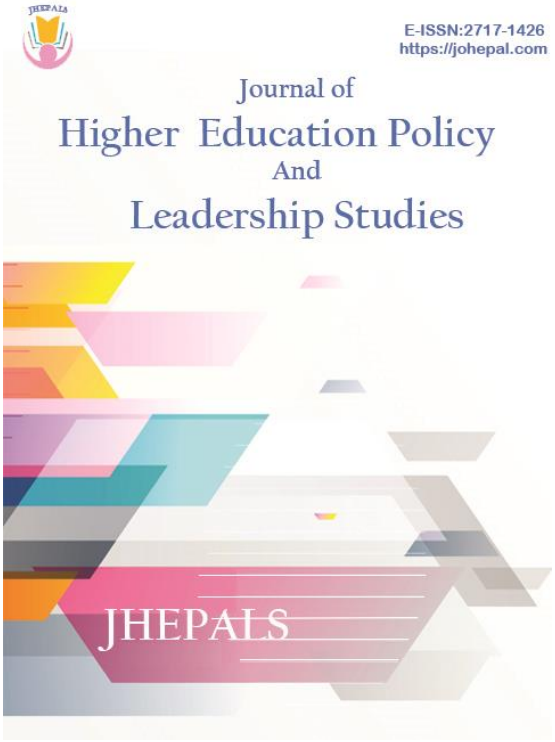
Journal of
Higher Education Policy
And
Leadership Studies

JHEPALS (E-ISSN: 2717-1426)

https://johepal.com



Book Review: **How World Events Are Changing Education**

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Book Review Received	Book Review Accepted	Published Online
2022/01/18	**2022/03/25**	**2022/03/30**

Cite book review as:

Kabysheva, M. (2022). [Review of the book *How world events are changing education*, by R. Sage, & R. Matteucci (Eds.)]. *Journal of Higher Education Policy and Leadership Studies*, *3*(1), 195-198. DOI: https://dx.doi.org/10.52547/johepal.3.1.195

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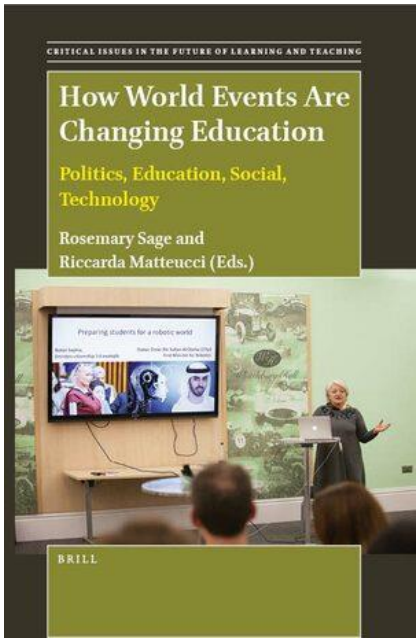
[DOI: 10.52547/johepal.3.1.195]

How World Events Are Changing Education

Journal of Higher Education Policy And Leadership Studies (JHEPALS)

E-ISSN: 2717-1426
Volume: 3 Issue: 1
pp. 195-198
DOI:
10.52547/johepal.3.1.195

Author: Rosemary Sage & Rickarda Matteucci (Eds.)
Publisher: BRILL
Country of Publication: The Netherlands
Year of Publication: 2022
ISBN: 978-90-04-50645-9
Pages: XXX-271



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Keywords: Educational Trends; Creativity; Post-Pandemic World; Inclusion; Educational Robotics

Even before the pandemic, the world was faced with a unique situation where suddenly there was no uniform view of the learning process. We faced a crisis of assessment, teaching methods and too rapid an integration of IT tools and technologies, with insufficient development of creativity and many problems related to the communication sphere. Then, there was an event that exacerbated the crisis to the level of collapse - this is the COVID-19 pandemic. The study of the influence of e-learning on the quality of education, along with the psychological and emotional state of those involved was slow. The discussions, as is often the case, were protracted, but suddenly we all found ourselves subjects in one forced

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experiment. Charles Darwin was right – it is “The survival of the fittest”. In the context of “How world events are changing education”.

I liked the definition "Education is the synthesis of new information into new behaviour" (p. 50). We must adapt to the new reality by making the necessary changes for the greater sustainability of education. Thus, in the book, the authors reflect on milestone events, try to determine the coordinates of the points at which we are in the present, and offer suggestions for dealing with the many issues impacting on learning. The answers to which, the global educational community will be able to face change from the well thought-out ideas.

This book is Volume 21 in the series "Critical Issues in the future of learning and teaching". It is divided into 4 parts: Politics of Education; Education Practices, Education Social issues and Technology in Education. The chapters are written by authors from a range of disciplines, who have different perspectives in the four sections.

The book contains a description of trends in education, some of which are new, while others were outlined before the pandemic and changed the trajectory - more actively manifested in some areas or completely disappearing. The authors pose many questions that we are going to have to respond to as a global education community in the coming decades. This global approach reveals the value of the book – it is not a ready-made recipe for how we should live and teach, and it is not a cold analytical report – it is an attempt to make sense of the present, forcing quick decisions, and understanding their reasonableness, necessity and the consequences.

For young researchers, the book is a valuable reference book, as it contains much excellent applied advice. The authors willingly share their personal experiences. Professional researchers, from consultation with others, are finding in this book a wide range of issues raised, a first class analysis of phenomena and the most interesting research presented. Thus, this book can be considered as a manual or a set of tasks for reflection.

The authors are very diverse from education, health and commercial backgrounds and explore the issue of the arrival of technology in the world of education as it impacts on their roles and training which is well addressed by those in industry fields. They are sure that technology has come for good and is not going away. We will all have to adapt to this to prepare professionals with whole personalities and a greater range of flexible abilities. These chapters give the idea that we are moving by leaps and bounds towards creating a digital copy of society, with all its inherent attributes, but also difficulties. It is a matter of time before virtual reality becomes fully inhabited, as in science fiction films and we must be ready for this.

The problems of education, which fell like snow on our heads in the COVID-19 pandemic and revealed the psychological aspects of educational activities from isolation with the damage to conversational intelligence (p. 65) carefully dissected. As I wrote earlier, this is not only a statement of facts but also a basis for further reflection and finding a way out in the current situation. Thus, as the authors declare, the book is designed to increase awareness and ability to cope with this perfectly, not only with quantities of information but also the style of presentation. The importance of greater creative thinking for smarter work roles is timely. Learning is only part of the process, the other is assessment. The questions of what to evaluate, and how to achieve this have grown more acute than ever in the 21st

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century. Authors openly criticize the one-sided assessment of academic performance through exams or thesis, raising the issue of the "Macabre Constant" – a term that refers to students who have unsatisfactory academic performance, which makes them less successful in principle (page 90). I believe that criticism applies not only to UK educational institutions, but also to any others around the world that practice the same approach. In my opinion, assessment must adjust its educational strategy. The label of a stupid loser or honors student does not indicate potential in the workplace. The chapter on school-university partnerships is useful to consider such an issue.

From a practical point of view, the chapter "The Third Generation Doctorates: The Practitioner Model" is a must-read for anyone who is in search of a philosophy for training doctoral students in their educational institution (and maybe the country), and is answering the question "What should our Ph.D. become in this new world?" (p. 104).

The third part of the book touches on important social issues. The open denunciation of corruption in education is described shockingly accurately, hopefully thus removing the taboo of this topic (p. 123). Aversion to academic dishonesty should be no less an important part of a scientist's personality than critical thinking. The section goes on to look at how to educate for the sustainable values needed in the 21st century. In this part, one author touches on the very important issue related to the effect of using technology with those having special needs, such as hearing impairment. Unfortunately, in my opinion, the pandemic and the technology acceleration over two years have become a barrier for certain people and our society has lost some of the inclusivity gained over decades.

The fourth part is of great applied importance. Of particular interest is the research about paradigm shifts (educational robotics and flipped learning) that have occurred in the student-centered approach (pp. 150, 199). Many countries are now just approaching this issue, and the chapter can save them from the huge number of mistakes that can certainly arise when using the pre-Covid approach. No less important is the description of ideas for improving the effectiveness of e-learning and advice on how to cope with difficulties and train teachers and students in technology use.

This book is a very timely work of a team of experienced experts. Everyone who reads it will be informed about the cause-and-effect relationships of changes in education. All the authors use beautiful language that differs from ordinary scientific articles and books. The material is logically justified and very firmly connected to our real-life events.

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Book Review

Author's Note:

All cited works are from the main textbook:
Sage, R., & Matteucci, R. (Eds.) (2022). *How World Events Are Changing Education.* The Netherlands: BRILL.

Ms. Mariya Kabysheva is a chemical engineer in mining and water treatment. Over time, she began to understand that any industry depends on well educated, thinking and communicative people. Therefore, she decided to change to pedagogy, to teach and increase the number of creative, critical thinking and open-minded students. Her main field of research is critical thinking - its development, and assessment. She lectures in sciences at the university.

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