

ملحوظة ختامية

يقدم هذا الكتاب تمثيلاً "لعمل حال تشكله" بمعنيين. أولاً، إن تطبيق المجازات المكانية المرتبطة بالمساحات نفسها، وبالأشكال على التعليم العالي هو مدخل جديد نسبياً في فهمنا للمجال. ومن الواضح أن الفائدة العائدة من استخدام دلالة مثل هذه المجموعة من المجازات - وهي لم يتم تناولها في هذا الكتاب - لا شك فوائدها تفوق أي نقص فيها - فقد افترض فرضاً بأنها مفيدة. وقد أثبتت المساهمات المقدمة في هذا الكتاب بالتأكيد أن لهذه المجموعة من المجازات إمكانية تستحق جهد متابعتها.

وليس ذلك بالأمر المدهش، على مستوى ما. فالجامعات موجودة منذ ثماني مئة سنة، ولها وجود مادي محسوس. وتشغل حيزاً كبيراً (ويشهد على ذلك وجود لجنة دائمة "لإدارة المساحات" في مجلس التمويل البريطاني، وهذا بخلاف جناح كبير من المشروعات الجارية حالياً على اللجنة الموكول لها دراسة «استغلال» المساحات الجامعية و«الحاجات إلى المساحة»). للجامعات وجود مادي محدد. ومن هنا فالمجازات المكانية تصلح لها، ولأنها تعمل أيضاً على مستوى غير مادي، فهي تساعدنا على فهم وسبر غور هذه المؤسسات الغريبة المسماة «بالجامعات».

وأرى أن المجازات المكانية لها فائدة مزدوجة. أولاً، فهي تساعدنا على تصور البناء الحالي للجامعات؛ إذ تستدعي تمثيلات توضيحية ترسم فيها وظائف الجامعة المختلفة بجانب بعضها. فإذا تصورنا الجامعة قطعة قماش، فإن تقسيمها إلى مساحات متجاورة من العلاقات والفراغات سيفهم على نحو أسهل. فوظيفة التدريس هذه في هذه الجامعة قد لا نرى لها ارتباطاً قوياً بالجهد البحثي، ولكن ذلك النشاط البحثي أيضاً قد لا يدهشنا أنه شبه منعزل، أي غير ذي صلة بأي من الأنشطة التدريسية في الجامعة.

ولكن المجازات المكانية في الوقت نفسه تقودنا، بالتأكيد، إلى تأملات بشأن الاحتمالات المستقبلية. هل يمكن أن نجد تنظيمًا مختلفًا للأشكال التي تكون هذه

الجامعة؟ هل يمكن أن توجد أنساق بديلة؟ هل يمكن فتح مساحات، إما لأنشطة جديدة أو حتى مفاهيم وممارسات جديدة تماماً، داخل الأنشطة الحالية؟ وأنا أعتقد أن هذا الكتاب على الأقل قد أظهر ما يكفي من قوة المجازات المكانية، ليشير إلى إمكانية أخذها مأخذ الجد كأداة فكرية للمزيد من التقصي. ففي مثل ذلك التقصي يمكن دراسة مجازات مكانية أخرى، غير المستخدمة هنا - مثل مفهوم «المجال» عند بورديو، وفكرة برنستاين عن «المنطقة» - فقد يكون في ذلك إضافات مفيدة. إن ظهور «الجامعة الافتراضية» يمكن أيضاً أن يدخل دائرة التقصي من خلال المجازات المكانية، برغم أن تمثيلها عن طريق الرسم التوضيحي قد يشكل تحدياً خاصاً.

لكن الأهم من ذلك فيما يبدو أن هذا الكتاب يمثل دليلاً على مسألة "العمل حال تشكله" بمعنى آخر يضاف إلى تطور رؤيتنا الفكرية لمفهوم الجامعة. فقد بين هذا الكتاب أن هناك أفراداً كثيرين يحملون بعمل أشياء ضد تيارات العصر، ولا يقتصر هؤلاء على بعض المؤلفين هنا، بل إن كتابنا هذا يحوي ألواناً من الإشارات، بعضها صريح وبعضها ضمني، إلا أن الأفراد، وحدهم أو ضمن فرق، يعملون بجهد لدق وتد يفتح مساحة لأنشطة مثمرة هادفة. وقد تكون هذه الأنشطة صورة جديدة لنشاط قائم (طريقة جديدة في تقديم رسالة علمية مثلاً) أو إدخال لون جديد من النشاط (كمشروع ابتكاري يقوم عليه الطلاب، وربما يوافق الوفاء بمتطلبات جدول أعمال المفروض، وربما يتفوق على جدول الأعمال ذلك)، أو طريقة جديدة لتواصل الجامعة مع المجتمع بروح الخدمة.

يبين دفتي هذا الكتاب هناك، بالتأكيد، مدى واسع من طرق إعادة تشكيل الجامعة. وربما لا يكون أكبر عائق أمام التطور الإيجابي نقص الموارد المادية، أو أنظمة التقييم المحدودة، أو سلعة التعليم العالي، أو التحديات الحالية للهويات الأكاديمية - برغم أن كلها تحديات حقيقية ومهمة - ولكن العائق الحقيقي هو خيالنا، وطاقتنا، وشجاعتنا في تجريب أشياء جديدة ومواصلة العمل. في النهاية، كان السؤال المطروح هو: هل لدينا إرادة لإعادة تشكيل الجامعة؟

المشاركون

- البروفيسور رونالد بارنيت: أستاذ التعليم العالي بمعهد التربية جامعة لندن. تتجه اهتمامات البروفيسور بارنيت الأساسية نحو الأساس النظري والمفاهيمي للتعليم العالي والجامعة. وأحدث كتبه هي «تجاوز كل عقل: الحياة طبقاً لأيدولوجية في التعليم العالي» بالاشتراك مع كيللي كوت، و«وصل المنهج في التعليم العالي» (نشر كل من ماكجرو ومطبعة الجامعة المفتوحة). وهو حالياً رئيس جمعية البحث في التعليم العالي.
- الدكتورة كارول بوند: مركز التعليم العالي في جامعة أوتاغو. تدور اهتماماتها البحثية الأساسية حول خبرات معلمي وطلاب الجامعة بشأن التدريس والتعلم والبحث.
- البروفيسور ديفيد ديل: أستاذ السياسة العامة، جامعة كارولينا الشمالية، الولايات المتحدة، وهو فيها مدير السياسة العامة المتعلقة ببرنامج جودة البحث الأكاديمي.
- البروفيسور لويس إلتون: أستاذ التعليم العالي بالكلية الجامعية بلندن، وهو زميل المعهد الأمريكي للفيزياء، وجمعية البحث في التعليم العالي، وعضو شرفي دائم لرابطة التطوير التربوي وهيئات التدريس. وتتنوع اهتمامات البروفيسور إلتون بين جوانب التعليم العالي مثل الابتكارات في التعلم والتدريس وقياس الجودة وتعزيز الجودة وإدارة التغيير.
- البروفيسور ميك هيلي: أستاذ الجغرافيا بجامعة جلوسترشاير، وهو مدير شبكة علم الجغرافيا، والمستشار الأول للجغرافيا بمركز مواد الجغرافيا والأرض والعلوم البيئية التابع لأكاديمية التعليم العالي. وقد منح زمالة التدريس القومية في عام 2000.
- الدكتور مارك هيوز: محاضر أول في السلوكيات التنظيمية بمدرسة (كلية) التجارة بجامعة برايتون. تشمل أبحاثه ومؤلفاته العلمية النشر على مستوى الدراسات العليا والتحول التنظيمي في التعليم العالي.
- البروفيسور بروس مكفرلين: أستاذ التربية ورئيس قسم التطوير التربوي بجامعة تاليمز فالي، لندن. وله منشورات كثيرة في مجال الأخلاق المهنية والتطبيقية مع

اهتمام خاص بالممارسة الأكاديمية والتعليم التجاري. وأحدث كتبه هو «التدريس بنزاهة» (Teaching with Integrity) (Routledge Falmer. 2004).

• **الدكتورة رجاني نايدو:** مدرسة (كلية) التربية بجامعة باث، وهي منسقة برنامج الدراسات العليا للتعليم العالي فيها. والدكتورة نايدو تدرس في مجموعة متنوعة من البرامج منها دكتوراه إدارة الأعمال في التعليم العالي. وتشمل اهتمامها سياسة التعليم العالي، لاسيما في السياق الدولي، وشكل التدريس بالتعليم العالي وتوسيع المشاركة والجودة. وهي عضو في المجلس الموجه لجمعية البحث في التعليم العالي.

• **الدكتورة كاثلين نولان:** جامعة ريجينا، ريجينا، كندا. وهي أستاذ مساعد بكلية التربية وتدرس بها مقررات للكالوريوس والدراسات العليا في منهجي الرياضيات والعلوم. وتشمل اهتماماتها المناهج المعرفية الخاصة بالرياضيات والعلوم، وربط التكنولوجيا بالفصل الدراسي، ومناهج البحث النقدية والسردية.

• **البروفيسور مارك أولسن:** أستاذ التربية ومدير برامج الدكتوراه بجامعة سوراى. وقد نشرت له مقالات حديثة في مجلات «علم النفس التربوي» و«المجلة البريطانية للدراسات التربوية» و«مجلة سياسة التعليم»، و«الفلسفة والنظرية التربوية». وهو مؤلف كتاب «ميشيل فوكو: المادية والتربية».

• **الدكتورة جان باركر:** الجامعة المفتوحة، المملكة المتحدة. وهي رئيس مجموعة البحث في تعليم الإنسانيات (HERG) وهي محررة مجلات «الفنون والإنسانيات في التعليم العالي» و«التدريس في التعليم العالي» وسلسلة كتب «تدريس وتعلم الإنسانيات في التعليم العالي». وهي متخصصة في الكلاسيكيات وتدرس التراجم (المأساة) لطلاب قسم اللغة الإنجليزية بجامعة كامبريدج، وتكتب عن هوميروس والتراجم اليونانية.

• **البروفيسور مايكل بيترز:** أستاذ التربية بجامعة إلينوي في إربانا- كامبين، الولايات المتحدة. ويشغل عدة مناصب منها أستاذ مشارك دراسات الاتصال بجامعة أوكلاند للتكنولوجيا. وله اهتمامات بالفلسفة والسياسة التعليمية وآخر كتبه (بالاشتراك مع تينا بسلي) هو «بناء ثقافات المعرفة: التربية والتنمية في اقتصاد المعرفة» (Rowman and Littlefield. 2005).

- **الدكتورة أليسون فيبس:** محاضر أول ومدير مدرسة الدراسات العليا للفنون والإنسانيات بجامعة جلاسجو. وتشمل منشوراتها «الدراسات الثقافية الألمانية المعاصرة» (Arnold, 2002) و«اللغات الحديثة: التعليم والتدريس في المجال المتداخل الثقافي» (بالاشتراك مع مايك جونزاليس) (Sage, 2004). وهي رئيس «الجمعية الدولية للغات والتواصل بين الثقافات».
- **الدكتور جين روبرتسون:** جامعة كانتربري، كرايستشيرش، نيوزيلندا، وهي تعمل محاضرًا أول بالمركز الجامعي للتدريس والتعلم. وهي تنسق البرامج المهنية للمعلمين الجامعيين التي تضم شهادة الدراسات العليا والدبلومة في التدريس الجامعي (وهي تدرس على شبكة الإنترنت بالاشتراك مع جامعة أوتاغو). وتشمل اهتماماتها البحثية خبرات الأكاديميين والطلاب عن العلاقة بين البحث والتدريس في التعليم العالي.
- **البروفيسور ستيفين رولاند:** أستاذ التعليم العالي بكلية لندن الجامعية. وتهدف كتبه: «الفصل الباحث» و«معلم الجامعة الباحث» و«المعلم الباحث» (مطبعة الجامعة المفتوحة 2000) إلى وضع أخلاق البحث في قلب العمليات والعلاقات التعليمية. وهو يعمل حاليًا لإنجاز كتاب «الجامعة الباحثة»، وهو أيضًا عضو في المجلس الموجه لجمعية البحث في التعليم العالي.
- **البروفيسور بيتر سكوت:** نائب رئيس جامعة كنجستون، سوري، وكان قبلها أستاذًا للتربية بجامعة ليدز، ومن عام 1976 حتى 1992 كان محررًا لمجلة «ملحق التايمز للتعليم العالي»، وهو أيضًا عضو هيئة مجلس تمويل التعليم العالي بإنجلترا. وأحدث كتبه بالاشتراك مع هيلجا نوتوتني ومايكل جيبونز هو «إعادة النظر في العلم: المعرفة والعامّة في عصر عدم اليقين» (Sage, 2001).
- **رونالد بارنيت:** أستاذ التعليم العالي بمعهد التربية بجامعة لندن، وكان عميدًا للتنمية المهنية. ومن مؤلفاته: «فكرة التعليم العالي»، «حدود الكفاية»، «التعليم العالي: عمل حيوي»، «تحقيق الجامعة»، «تجاوز كل عقل»، وبالاشتراك مع كيلي كوت «وصل المنهج في التعليم العالي».

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