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## Foreword

We are living in a fast-changing world in all its dimensions. Sometimes change is fruitful and increases the quality of life; sometimes, it is difficult and occasionally exciting. But from time to time, we think that change is unnecessary and that we are “caught” in the flow of “everything new”, which can be very frustrating. And in this case, we feel we live in an instant culture full of permanent novelty. Every year, month, and even day, new discourses, new ideas, new celebrities and stars, new cultural gadgets, and new versions of identity invade us. Such a change can be a cause of fragmentation of our life; we feel to be lost in transition. Sometimes change is very terrifying: a sudden virus disseminated by people’s breath or a sudden cruel war resulting from the invasion not far from our border. This kind of change threatens our sense of stability, security, or even our natural base of existence.

Usually, we are trying to cope with change, follow it, and adapt. We reconstruct our thinking and our actions. To respond to change, we are trying to change ourselves. When we are afraid of change, of its fluidity and uncertainty, we resist the change, usually not very successfully. Often we miss the traditional and linear past with the more stable and slow life patterns. But generally, we know that change is simultaneous with the flow of time and the coming future. We know that change is inevitable at the global and local levels, both in the field of our personal life and the life of the society in which we live.

Irrespective of various interpretations of change, we need a responsible and reliable intellectual reflection about it. This is the first step to approach or change the change, influencing its course. So, change can be approached scientifically, analyzed, and researched using multiple approaches and methods from various (inter)disciplinary perspectives. The cultural, technological, economic, political, social, media, and educational changes can be understood in the context of their sources, course, and consequences.

And the book “Learning in the world of cultural and social change: Interdisciplinary perspective” successfully attempts to understand the change in one of its critical dimensions. It meets all requirements of good research work and is an important voice in the discussion about the relationship between changes in learning and changes in its broader environment. This very well-structured and edited book certainly contributes to our understanding of the learning process in changing reality. The authors consider crucial problems of contemporary learning both regarding theoretical considerations and practical circumstances. And they are very successful in their efforts and results.

I am deeply impressed by the scope and multidimensionality of analysis and interpretations made by the authors of the texts included in the book. They contribute to the knowledge in the field of learning theories and practices. They give a new and very interesting inside into the analyzed problems. They are original, with an excellent theoretical foundation, profound interpretation of a particular subject, and representative literature. Also, they are interdisciplinary and multidimensional. The authors' narratives are devoid of moralistic remarks and open to the readers' meanings. They inspire reflection and discussion, as it is written in the introduction to the book: “it is rather an invitation for readers to reflect on mutual connections between the rapidly transforming reality and educational processes”. The book can also be a source of thinking reconstruction, reflecting one of Albert Einstein's famous statements: “The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking”.

Reading the book gave me intellectual and personal pleasure and increased my understanding of various aspects of the learning process. In addition, I learned much from this book on learning and its contextualization in the changing world.