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EDUCATIONAL ENVIRONMENT OF TEACHERS: UNIVERSITY

Introduction

Throughout the ages of its existence, university has represented many ways and manners of practising science. An intellectual climate has been created in it which, on the one hand, resulted from its properties and time and, on the other hand, affected the society and teacher's education. It has been an indicator proportionally dosing the amount of knowledge, referring to the centuries-old tradition at the same time. Simultaneously, it has been trying to affect the future. The endurance and functioning of university, frequently in an unchanged form, including the same buildings, has caused the continuation of the activity started long ago, on the same level and with a bit of conservatism. On the established basis of higher education there has been enough space to generate new ways of thinking, scientific knowledge, which slowly, yet consistently, has paved the way for a specific mission and tasks.

University buildings have encouraged the climate of getting higher education by a teacher. The positive effect of the climate has been causing better acquisition at the university premises, which were located in urban areas, in the central part of a city's structure. The central location of the halls of knowledge resulted from the needs to adapt institutions to higher education ensuring contact with learning at a given time. Knowledge stimulated later transformations occurring within the city, legalising the real conditions and trends corresponding to educational perfection. The assumptions of education were probably adjusted to the external reality. As P.C. Calvo-Sotelo and J.R. Jimenez (2001) wrote, the foundations of education had been started by the Greek polis, where the embryo of university had been "the city of knowledge", inside which a material structure containing a famous place or building could be found. The initiation of the city of knowledge began the future progress and development diversification, which were the basis for academic educational institutions. The awareness of the choice of the place for a university also resulted from the geometric location of the

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square, where masters and students met and acquired knowledge and wisdom and exploited them.

University: past – present – tomorrow

The idea of a perfect city and city of knowledge spread throughout Europe and the world as a bastion of the common social community. University's autonomous foundations were reflected in the internal architectural arrangement adjusted to the individual designs of a given country. They appeared in Europe as powerful institutions in the 19th century, for example, in Bologna in 1088, in Oxford in 1167, in Paris in 1170 or in Cracow in 1364. They were described as important institutions, whose social status depended on the so-called "wandering knowledge" (Calvo-Sotelo, Jimenez 2001, p. 186) offered to the society and civilisation, accepted to a smaller or greater extent. Approval of education in all social circles contributed to transformations towards their cosmopolitan nature, distant and remote from implementation into external practice. Despite the spread of the unfavourable option of knowledge, the heritage of universities was the right place for truth and education reflecting an accurate picture of the time and functioning of an educating teacher to appear. With time, the very concept of university crystallised, whose "etymological origin is connected with establishing university as an institution appearing in a city, bringing benefits and external interest, guaranteeing a certain quality" (Calvo-Sotelo, Jimenez 2001, p. 186).



Figure 1. Adam Mickiewicz University in Poznan

Źródło: https://www.google.pl/search?q=widok+budynkow++uam&rlz=1C1AVNE_enPL675PL679&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjDmeiZIKLWAhUBvxQKHft [dostęp: 10.05.2015].

The spatial location of a university in the square or rectangle of a city¹, with stately buildings, was found until the beginning of the 20th century in Europe. The Poznan Alma Mater visible in the figure above, which celebrated its 95th jubilee in 2014, is also an example (Melosik 2010).

The university shown above as well as other university buildings scattered all over the world embodied the noble mission of better access to the educational environment of teachers, dialogue and education taking into account humanistic aspects. The deliberate design of the buildings was combined with space openness, which determined the mutual relations between students and academic teachers and the place in a fundamental way, constituting a specific interaction force. With time, this force shrank and started to change, similarly to the location and architecture. Tadeusz Kotarbiński (1987) sees the change of the influence force of knowledge in the transforming responsibility for accepting duties by a teacher which result from his or her roles. An important place in carrying out teacher's duties is given to the professional ethics determining, among others, pedagogical activity and diverse skills, possibilities and abilities shaped in the course of education, including the creative ones on which the level and range of the acquired knowledge resulting from the professional competence depend. The aforementioned properties are needed to hold multiple educational and protective functions, completed in accordance with the following standards: pragmatic, communication, cooperation, creative, information and media, and moral ones (Denek 1998, p. 214-217).

Teachers' professional activity, in a given period of time, gained a specific form to complete tasks and face challenges as social and civilisation visions became a reality. The abovementioned tasks were accompanied by diverse activity of the teacher which the centuries-old halls of knowledge had to cope with. Its transformations were connected with a new location of the university and the introduction of the idea of "the university town, that is, the campus", which was first used in 1774 by students of North American universities who expressed their dissatisfaction with the urban bustle and life difficulties. It was decided, then, to build campuses in a short distance from the city, thus promoting the ancient idea of "the city with knowledge". The idea to realise this notion was emphasised in city development plans, in which construction of university buildings taking into account the model of monastic cloisters (Calvo-Sotelo, Jimenez 2001, p. 189) was proposed, yet with clear changes in the internal spatial layout. The differences in the architectural designs concerned both the European and American models. In both of them, however, there was space that encompassed a large area giv-

¹ This architectural style characterises the English, French, Spanish, German and Polish models. More information can be found in P.C. Calvo-Sotelo, J.R. Jimenez, *The architecture of higher education. University spatial models at the start of the twenty first century*, "Higher Education Policy", No. 14, p. 185-190.

ing expression to the real “architecture of knowledge” lasting until today. Knowledge has constituted a stream of artistic and intellectual culture, linking the results and challenges of a given environment and time.

Adjusting the spatial layout in a university to the outside surroundings inspired the introduction of a rational need to adapt knowledge (Bogaj 1996) to the society, conditions etc., whose aim was to understand the specific influence of a higher education institution and its heritage. The emerging cooperation of a scientific institution with its surroundings had the hallmarks of heritage, which was determined on the basis of mutual relations connected with the historical objectivity of the environment and its new meaning for some people who did not satisfy higher values. In this way, the physical form of a university became a creative motor shaping educational and humanistic sensitivity, increasing the society and the teacher’s aspirations at the same time. The emerging aspirations became a key to achieving success by people representing the university with a specific architectural layout.

The present day has forced changes in the spatial shaping of university buildings. The newly-designed solutions result from changes in the didactic process and development of modern technologies. They are expressed in the need to look for new space to conduct classes with students, which are supported by multimedia presentations, thus realising communicative and educational activity. The aforementioned activity makes it possible for the teacher and students to distinguish between multiple plans for cooperation and forthcoming experience. What is common for the solutions planned is the fact of binding knowledge with the place of acquiring it not only in the lecture halls but also outside them. Science can be implemented everywhere. This becomes a reason for a fresh attitude towards planning university campuses and a real renewal. The renewal expresses “the idea of combining functions within a building in such a way that the compound promotes education in every place. The compound is to link typical places intended for education, such as lecture halls or seminar halls, with places for realising social contacts, which also encourage knowledge acquisition” (Winnicka-Jasłowska 2011, p. 252). Buildings designed in accordance with the above idea are to:

- stimulate students to identify with their university (various gadgets),
- encourage the development of the creativity process and distribution of knowledge, and education outside the university,
- give an opportunity for a social meeting as an imperative of support and a complement to academic activity,
- build complex spatial layouts inspiring the user to become more mature, gifted, wise and talented, to face educational challenges important for every person obtaining qualifications for future use (Winnicka-Jasłowska 2011, p. 252-253).

According to P.C. Calvo-Sotelo and J.R. Jimenez, the improvements presented should be included in external practice through flexible cooperation with the authorities of a given city, organisations, institutions or people existing there in order to use prop-

erly the knowledge potential provided to the society. The symbiosis between the city and the university establishes common trends, making use of the forgotten roots of the past which must adjust to the cyber-technology and information society (Lubacz 1999; Stachura 2001; Strykowski, Skrzydlewski 2004, p. 12) requiring responsibility for the created “products” and “knowledge transmission”.

University as an educational environment of teachers

The future of university is connected with conscious participation in the evolution and revolution of education. Such behaviour has not occurred before. Maybe, it has been caused by the historical durability of university and the sturdily built constructions, which now need modernisation and some radical steps related to the transformations in the functions and undertaken tasks. Humanistic ideals, which give sense to the life of the people being educated and to the formation of the educational environment, should be retained in these transformations carried out in university. The transformations should, first of all, be associated with recognising the areas of the organisational structure of the institution and schooling, in which they are supposed to be conducted. It must be performed with a lot of consideration and care so that the value of higher education and development of knowledge gathered in various disciplines and acreage of an academic teacher’s activity is kept. Information growth expands the teacher’s activity, by means of which importance is added to the quality of higher education affecting globalisation processes of the civilisation (Abramowicz, Gogołka, Stokłosa, Sysło 2002, p. 121), revealing different contradictions in this field.

The aforementioned globalisation issues mark their presence in various societies which rely on highly-qualified personnel driving the economic potential. An educated teacher, who not only passes knowledge and skills on, but also liberates creative functioning in adult life of his/her students, is needed for that. Therefore, teachers’ “higher education” and their university environment are so important. They contribute to gaining appropriate qualifications, in which a model of developing creative activity should be instilled. According to Tadeusz Pilch, initiating creative development consists in scientifically deepened cognition, diagnosing and understanding educational phenomena and students’ personalities (Pilch 1996, p. 4). What is demanded from a teacher is to carry out professional duties, for which a diverse range of information, analyses and syntheses is indispensable in order to use creativity in the didactic-educational process to solve tasks and meet challenges. Teachers’ substantive knowledge and founding out about the existing ways of working and forms of activity are helpful to do it. They will find them in the literature, which offers practical, sometimes unusual solutions, in which the degree of their usefulness, originality and adequacy as well as adjustment to real conditions and aims are assessed.

“The present need for changes and the global market determine modifications in the institutional and organisational structures of university, which must adapt to the indication of a given region or country” (Mayer 1998, p. 249). It is noteworthy, however, that each area of the external surroundings is characteristically conditioned, thus expressing contradiction to university’s neutrality and scientific rigour affecting education whose task has always been to make the best “product”. The “product” in an information society, according to Wojciech Cellary, should “learn how to use knowledge as well as how to create knowledge in the education system [...], since the condition of being competitive on the labour market is unconventional knowledge” (Cellary 2002, p. 130). In his suggestions, the author took into account elements of constructivism and creativity, which are nowadays necessary to create new things embracing material and non-material resources. Hence the intricacies of a teacher’s higher education considered by the author in which various trends and solutions are accepted that should not harm one another but collaborate for the public good. A common point may be found in these different options, in which unfavourable turbulences, which should not obscure its positive effects, are sometimes experienced in education.

The realisation of education models containing diverse solutions caused a problem in higher education. It was noticed by Andreas Tunnermann (1996) as early as in the 1960s. An international debate on its dramatic condition started then. The problem lay in no transition from an elitist education form to mass education adjusted to new conditions like a habitus. Therefore, every higher education institution, regardless of the country and location, created its own so-called “internal development system”, whose basis became industrial protectionism serving local changes and using the natural human resourcefulness, the wealth of institutions facilitating promotion and expansion of academic influence on others. Broadening the university effect on the external surrounding may concern the question of mobility and shaping the right features of an academic teacher in order to prepare him/her to work in new conditions.

New conditions exert influence on education, which should direct its graduates towards developing independent thinking, shaping a creative attitude and other features, because teachers are supposed to be precursors and moderators of the studying society (Hejnicka-Bezwińska 2008, p. 29-68). Discovering individual possibilities and developing creative potential is the overriding aim. These properties affect teacher education, which, according to Alvin Toffler, “should result from the picture of the past and, at the same time [...], based on the present, shape the tomorrow picture of the world [...] and develop a necessity to understand the world’s changeability” (Toffler 2000, p. 402). The statement is completed by Henryka Kwiatkowska with the following words: “one shall deal with the contemporary changeability of the world differently, not only inquire into its genesis and logic, but instead try to understand it as quickly as possible, since a way of thinking guided by the future is becoming a basic condition

for development” (Kwiatkowska 1996, p. 32). Development in a changeable environment is connected with preparing a teacher to live in an open, modern society, enabling him/her to participate in its goods, wealth and diversity.

Using the abundance of the civilisation achievements requires gaining knowledge before and such education of the teacher that leads to an attitude of tolerance, humanism, respect for oneself and others, by shaping a sense of human solidarity. University and its universal values, called by Florian Mayer (1998, p. 250-251) a watchtower, can ensure these features in every person. This tower is a bastion of science, teachers' education, which rather tends to introduce asymmetric than radical changes. They are not enough for the excessive civilisation expectations and unification of countries into a common economy. Yet, in this industrial union, university plays an important role of bringing intellectual values and promoting creative solutions implemented in a specific range into the already existing ones, thus driving civilisation progress.

Promotion of the new education model resulting from the creation of *the European Higher Education Area* (Denek 2009) thanks to the agreement between the EU member states and the signed Bologna declaration helps to transform the external surroundings. Certain lacks related to the sphere of intellectual education that appear in individual countries were noticed in these documents. The differences in this area are to be balanced through a proposal to share knowledge and participation in international programmes aimed at realising creative ideas which affect the surrounding reality and an individual's activity. The existence of information exchange referring not only to deriving benefits can be noticed in the presented behaviour, but also limitations connected with dehumanisation of education or problems to be solved by institutions, the teacher, education guaranteeing specific transformations.

The choice of the type of activity was “long decided upon, when education was based on the diagnosis of recognising what was supposed to be completed in a given period of time” (Mayer 1998, p. 252). Proper motivation and mobilisation of subjects are only needed to gain the right competences. Kazimierz Denek (2009a), who stated that a need ennobles universities and their employees to derive from themselves specific legislative and implementation decisions, to realise thorough changes affecting education quality, drew attention to the above features. It is a difficult task to face, as “education itself is a complex process, in which requirements of science containing the basics of every individual's humanism must be met as a basis for solving the given problems occurring also in the society” (Mayer 1998, p. 252-253).

Adjusting our universities to such understanding of education and appropriate preparation of a teacher to cope with changing conditions is connected with greater openness to new trends. According to the new higher education development strategy in Poland up to the year 2020, the modernising activities should focus on:

- diversity of universities and their programmes,
- openness to other universities, the community and economy,
- mobility of the academic staff and students,
- competition within the higher education system,
- effective use of resources by universities,
- transparency of university activity (Raport 2010, p. 6).

These changes should be followed by transformations in the university education of a teacher related to the formation of his/her attitude, personality and skills so that the teacher becomes a creator of new knowledge. It comes into being from a combination of research and didactic work. The indicated knowledge conglomerate caused three groups of higher education institutions to be expected to appear from the already existing ones. These are: academic colleges, unknown in the current system, offering multidisciplinary studies (first degree), vocational institutions offering first and second degree studies, preparing for specific professions, which will not be expected to conduct research, and academic institutions which will be obliged to conduct research and offer first, second and third (doctoral) degree studies, similarly to research institutions constituting a subgroup of academic institutions, which are supposed to be characterised by outstanding achievements in several fields of knowledge and be concentrated on research work.

University openness and its spatial architecture are to be reflected in a common programme established in co-operation with employers which is going to be accompanied by the Knowledge Transfer Partnerships (KTP) programme. Another issue is seizing social assistance and payment of social scholarships to students by the institutions.

The mobility of academic staff is supposed to be combined with completion of a two-year training at a different university than the one where the degree was obtained. A three-year training at a different university would be required from people employed as or promoted to the position of professor. Educatedness and international exchange offices will be established.

Public funding, which may be increased by taking into account the principles of competition between research centres, plays the main role in the new development strategy. Therefore, stationary and statutory subsidies will be abolished and replaced with stabilising subsidies maintaining research and didactic infrastructure on a minimal level. Projects submitted by universities and research teams are to be the fundamental form of financing.

What will be connected with such tasks and requirements is job effectiveness and use of the research and didactic staff. The determined tasks will require from the teacher competences inspiring to think creatively, arouse curiosity and interests, develop self-reliance, encourage intellectual effort and innovative actions. The emerging diversity of the teacher's activities will be reflected in a specific pay system, which will

be connected with the salary level and quality of didactic and research tasks realisation, which will, in turn, be verified by means of a strategic controlling procedure introduced at state universities.

The university transparency is supposed to result from separating the function of owners' supervision from the management and staff representation. At state universities, trusteeship councils are to be established by an appropriate minister. The council will pass the university's statutes, appoint the university's authorities, recruit employees. An all-Poland student register will be introduced, and clear principles of personnel policy will be presented (Raport 2010, p. 6-10). In accordance with the rules, a higher education institution shall conduct didactic activity, have superbly prepared, motivated and hard-working pedagogic staff that is supposed to help students develop intellectually and in terms of personality and creativity.

Reflections and summary

The most important elements of the new higher education institution development strategy discussed above result from studies becoming mass as well as from the considerable growth of non-public university infrastructure and fees for them. This university development was not accompanied by qualitative changes. They bared the existing imperfections and the inability to keep up with the extremely fast civilisation progress. It is possible to notice that only part of academic environments meet the requirements formulated in the strategy and are open to new, creative solutions and challenges. It shall be remembered that teacher's education was and still is important as it constitutes a medium of existence of a given society at a given time. University education and its environment are a fundamental dimension ensuring realisation of universal values in higher education. Although the requirements of the global structural basics are associated with clear phrase similarities to university becoming universal, as F. Mayer proposed, it still has specific features which undergo transformations with difficulty.

The very "idea of being universal points these days to comprehensive development of maintaining ways of life, integrating with predictions about various forms of phenomena, things that appear outside" (Mayer 1998, p. 253). The realisation of the explained term can be currently found in the proposal of modular education. It allows a teacher to look at his/her job, in which possibilities to search for and solve various problems using skills, abilities, including creativity, appear, in a different way.

Modularisation of education enables to apply subject knowledge|(theory) to school and, then, professional practice more effectively, [...] where one of the effects is granting the teacher quite a lot of methodological autonomy, which means that they can decide about the choice of methods, forms and ways of working, being authors of the choice (Dziennik Ustaw 2009, item 730).

Experience gained in this way is

a valuable source allowing to modify the thematic, subject matter range of individual modules. Certain danger that may then appear is related to teachers' (in)ability to enforce and evaluate knowledge and skill range which a student mastered in an informal way (e.g. using different media resources). Another problem may lie in teachers' inadequate ability to build modular syllabi in such a way that they are compatible and fully integrated (Rura 2012, p. 6).

Despite the proposed modular education, a varied attitude towards teacher's education and its availability in individual countries is observed, since demand for higher education changes. The altered attitude also caused modifications on lower levels, being at the same time a medium of higher education offering prospects for gaining qualifications and personal development of a teacher, who can undertake creative activity. In the face of the above, it was suggested to overcome various difficulties and architectural barriers as well as obstacles to availability of education and activity undertaken by teachers and students through:

- accepting universal recognition of circumstances concerning higher education,
- an occurrence of a universal inclination to undertake education and get a profession in order to be able to engage in worldwide higher education as well as professional external functioning,
- preserving universal values in the bastion of knowledge, which engages all employees and students,
- preserving universal ethics preventing value crisis, thus bringing humans relative benefits so that they do not become part of a technological machine, but keep human reactions and encourage humanistic activity,
- a friendly attitude of university as an institution open towards the society, which is supposed to be based on a simple strategy for co-operation, strengthening its external setup of fundamental usefulness,
- considering university to be a bastion of autonomy and responsibility for global scientific trends arguing for freedom of preaching them, though internal structures move towards traditional activity making up for lacks of education rather than ensuring care for external activity,
- meeting standards of education quality by university and accepting responsibility, which should not mean uniformity, although globalization exerts pressure on it (Mayer 1998, p. 254).

The proposals of universalism at university presented above are connected with the present education and such environment of the functioning of students and employees that is contained in the idea of a modern, spatial campus referring to the ancient concept of "the city with knowledge". University and education on guard of progress, science and values lead in this idea. They require, however, deep changes, as expectations are considerable. The changes in the distinguished areas are insufficient for the promotion of future knowledge, education of tomorrow and fast development of civilization demanding creative actions. Therefore, various remedies are undertaken that embrace transformations of all levels of education, so that people gaining qualifica-

tions, including teachers-to-be, serve the society and are not dominated by the institution or technology, but become equal partners undertaking both standard and creative activity in the modern urban space. The new strategy for university development, in which the teacher is supposed to play a significant role resulting from the modular education which constitutes a common compass for the modernisations in university education, is to be a way to achieve this aim.

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Educational environment of teachers: University

Abstract: The intellectual atmosphere of teachers' education, who get it at the centuries-old institution – university, has been presented in the article. The architecture of university encourages getting higher education, but it must undergo transformations depending on the needs and expectations of the external reality. Selected nuances of the mutual relations between university, its organization, urban shape and the teachers' education taking place there, which together form a unique environment, have been shown in the text. This environment, however, requires specific modernization, which the author has attempted to highlight selectively. The whole of the considerations have been summed up.

Keywords: university, teacher, environment, educational atmosphere, creativity

Środowisko edukacji nauczyciela: uniwersytet

Streszczenie: W artykule przedstawiono intelektualny klimat obejmujący edukację nauczyciela, który jest kształcony w wielowiekowej wszechnicy wiedzy – uniwersytecie. Architektura uczelni sprzyja zdobywaniu wyższego wykształcenia, ale musi ulec przekształceniom w zależności od potrzeb i oczekiwań zewnętrznej rzeczywistości. W tekście pokazano wybrane niuanse wzajemnych relacji pomiędzy uczelnią, jej organizacją, kształtem urbanistycznym a odbywającą się tam edukacją nauczyciela, które razem tworzą niepowtarzalne środowisko. Środowisko to wymaga jednak konkretnych modernizacji, które starano się wybiórczo naświetlić. Całość rozważań podsumowano.

Słowa kluczowe: uniwersytet, środowisko, atmosfera edukacyjna, kreatywność