

# Reviews and short reports

## The Novice Researcher

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Wiegerová, Adriana et al. *Začínající výzkumník – od magistra k postdoktorandovi*. Zlín: UTB, 2013. ISBN 978-80-7454-315-9. 109 pp.

The book whose name is “The Novice Researcher – from the Master to the postdoc” was published in 2013 by Tomáš Baťa University in Zlín, Faculty of Humanities. The publication is a work of a collective of authors.

The book is structured into seven chapters including introduction and conclusion. In the introduction there is clearly defined, whom it is aimed at – from master degree students to novice academic worker. In many aspects it can be aimed at academic workers, who work as PhD. students’ trainers. The publication also reflects actual problems in contemporary situation of universities, which is being changed now for either academic workers or all students. The fifth chapter concerns a possible dilemma in relation between the roles of a researcher and a teacher. Any member of a group mentioned above may meet this dilemma. There is discussed a question, which of the roles is more accented in case of a PhD. student and which in case of an academic worker. In the last chapter a reader can make a survey of possibilities that has a PhD. graduate in his future career.

The publication reacts to really actual problems that are to be solved in the academic community and can concern all the groups mentioned above. The changes are related to the Bologna process and following increase of numbers of public and mostly private universities. The authors especially deal with four processes which concern university studies as well as scientific and research activities. There are higher numbers of students, which is connected with application of new technologies that are used during studies and for e-learning, too. There are also mentioned the pressure for evaluating new knowledge and the increase of requirements for publication activities of students and academic workers.

A conflict between the roles of a novice teacher and a novice researcher is tightly related to the topic closely described in the publication. They are both brand new roles for a student, who is about to solve a problem whether to become a teacher or a researcher. It is also important, what the student prefers. During the master and PhD. degree studies, but in fact mostly when writing his diploma thesis, a student meets the problem of methodology. A diploma thesis director plays certainly an important role here too, he can influence the student's future enthusiasm or lack of interest in research; it can happen in PhD. studies, too. Of course, the student may encounter the research work not earlier than during PhD. studies, so his fear of scientific and research work can have its source in lack of experience. In the field of pedagogical activities that means in teaching at a university, there is almost every student inexperienced (when we were not talking about a combined studies student, but about a regular student, who studies PhD. right after graduating from master degree). Here there is important how the student is prepared, his knowledge, but also clear instructions from his trainer or consultant, who guarantees his pedagogical activity. I believe that every student prefers just one of these activities; that one, that suits him better. But all the activities mentioned above bring valuable experience for future practise and development of a student. This issue is dealt with in detail in the fifth chapter, where there is presented the research, too.

I believe that academic workers as well as students will appreciate the chapter dealing with the role of a trainer in educating a PhD. student. In this part of the publication, there are described the obligations of a trainer, goals of his activities, styles of trainer's attitudes, but also the presentations of a trainer, his position in the workplace and his interaction with a PhD. student. I believe that the chapter will contribute to every PhD. student's idea about what are the possibilities of interaction and contact with his trainer. Of course, the following process in relations between a student and his trainer develops individually. The chapter brings a clear conclusion describing how easy it is to build a very good and supportive relation between a trainer and his student. At the same time it is clear, that it is possible to form an opposite relation, which will be pleasant neither for the student, nor for his trainer, which will certainly be reflected in results of their work. I think that mutual communication, that is the authors' focus, is a base for creative and positive relation.

The publication is appropriately and clearly structured into chapters, each of them has a similar structure. In the beginning of every chapter there is a general introduction to the issue that is dealt with, then there are described the goals of the chapter, followed by substantial part of the chapter (often including a description of research and its methodology), discussion and conclusion. Five of the seven chapters are in Slovak.

I find it contributive that the authors base the publication not only on theoretical knowledge and literature, but also on their own original researches concerning certain groups of students that are defined in the introduction. The researches are always

clearly described and their methodology too. The authors also point out to possible insufficiency of the results of their researches and of processing the results.

The book, which is aimed at certain groups, is clearly focused on science, research, education and work of beginning academic workers. I find the publication truly beneficial and enriching.

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