

REVIEW

of the dissertation on "Reflexive (Re)meaning making of interactions with qualifying pedagogical specialists (multimodal meaning-centered model)"

for the award of the degree of **Doctor of Science** in Professional Field **1.2. Pedagogy**

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Reviewer: Assoc. Prof. Dr. **Nikolay Tsankov, D.Sc.**, Faculty of Education, Trakia University, Stara Zagora

This review has been developed in compliance with Order No. 2556/17.07.2023, Order No. 2620/25.07.2023 of the Rector of Trakia University and in compliance with the Law of the Development of Academic Staff in the Republic of Bulgaria, the Regulations for the Implementation of the Law on the Development of Academic Staff in the Republic of Bulgaria and the Regulations for the Development of Academic Staff at Trakia University - Stara Zagora.

The candidate for the degree of Doctor of Science, Assoc. Prof. Dr. Sofia Dermendjieva, is an established university lecturer, training pedagogical specialists in all possible formats for basic and additional professional qualifications, and a recognized researcher with a number of publications in the subject field of the dissertation research and in a much broader research context including research results and scientific contributions in journals indexed in the Web of Science and SCOPUS databases.

The methodological reflection on the concept of "Lifelong Learning" and its temporal, logical and causal foundations in its entirety, and the meanings derived, trace the grounds for a subsequent **metacognitive conceptualization, overcoming the limitations of linear thinking**, on educational policies and practices in the continued teacher education. Thus, the idea of meaning-centred management is (re)born, where the object and the subject of cognition are an inseparable unity from an epistemological point of view, and the necessity of constituting a meaning-centred model and germination environment is justified, one that is not subject to determinism, but is both stable and non-equilibrium, both asymmetrical and selective, both balanced and non-polar, (self-)creating connections and relations for the reflexive (re)meaning of experience, of practices, of knowledge of the whole through the parts and vice versa. Thus, a synthetic scientific search and evaluation of the dynamics of educational policies and practices in the basic training of pedagogical professionals and their

continuing qualification refines the research argument to highlight "the dynamic aspects of change in the social context and the application of the concept of Lifelong Learning for the effective management of professional qualification".

Assoc. Prof. Dr. Sofia Dermendzhieva, guided by impeccable intuition, but also with a clear **meta-scientific self-determination**, derives the main parameters of the methodology of her scientific research of the **multilayered problematics through an initial reflection on her own experiences and practices** of professional qualification of pedagogical specialists and a subsequent meta-problematization leading to the objectification of the scientific problem of the dissertation research. Taking into account the specificities of the conceptual-terminological constructs in the subject field of the study and the theories that define it, a **comparative discrimination is realized both in terms of formal logic, but also in a synergetic perspective**, which enables the author to go beyond the limitations of the thesaurus of terms, exploring borderline fluid zones of manifested behaviors centered on and irradiating new meanings. In the process of deriving the premises and parameters of the concept of multimodal meaning-centered management of continued education for educational professionals, the levels of the author's approach to the management of qualification interactions in a multimodal educational environment are reconciled to submit to the meta-construction of a "conceptual-technological model for meaning-centered management of qualification interactions."

All the levels of **conceptualization and problematization** of the research are a **synergetic confluence of the methodological and methodological concretization** of the empirical-experimental research conducted in the conditions of **continuous reflection in its different modules** (cognitive, personal, praxiological), but without exhausting the reflexivity in the multimodal educational environment for meaning-centered management of qualification interactions with pedagogical specialists.

All this determines the **meaningful conception of the planned, organized and implemented empirical-experimental research**, whose design with its: preliminary research, time frame, instrumentation, contingent, methods and techniques of quantitative and qualitative analysis of empirical data are representative and meet the requirements of a dissertation for the degree of Doctor of Science. The in-depth statistical treatment of the data and the subsequent analyses, presented with exceptional precision and constructive and meaningful clarity, are the basis for an unquestionable acceptance of the conclusions drawn

on the basis of primary data, in themselves having the character of contributions whose subsequent extrapolation models the secondary scientific contributions of a theoretical nature and the long-term ones for practice, as well as those problematizing and challenging the research perspective.

The scientific hypothesis, derived in specific conditions and tailored to them in its entirety and operationalizations, is a guarantee of transition between the available scientific knowledge in the subject field of the research of Assoc. Sofia Dermendzhieva and the hypothetical new knowledge. Its subsequent verification guarantees the veracity of the conclusions drawn and the contributory character of the dissertation research, expressed synthetically in:

(1) a reflexive construction of a theoretical (integrating the achievements and based on the research in the subject field) and authorial conceptual model for the continued qualification of pedagogical specialists, seeking substantiation through the scientific problematization stated in the various content structures of the dissertation research;

(2) a methodologically grounded and technologically sound constitution of a dynamic multimodal meaning-centered model for managing interactions in continued education with pedagogical specialists;

(3) a meaningful design of a (un)parameterised/open multimodal environment ensuring reflective (re)meaning-making of practices and experiences and their evaluation;

(4) the approbation of a dynamic model for the professional qualification of pedagogical specialists, creating holographic professional and personal profiles, meaning-centred and personalised, containing fluid but stable transgressive germs/cores, transforming the system of professional competences of pedagogical specialists.

In the spirit of goodwill and in line with my professional interest in the issues, I offer to the attention of Assoc. Sofia Dermendjjeva the following recommendations in a research perspective, which will provide opportunities for the translation of the contributions of the dissertation research into basic and enlightening open orientations for the process of (re)conceptualization of qualification interactions with pedagogical specialists: (1) bringing into synergetic focus/core the transversal skills as embryonic agents of consciousness and behavior for continuous transformative methodological reflection, (2) concretizing meaning-centered orientations, however fluid they may be, by searching for their stable segments

providing (un)framing of qualification interactions for the formation and development of transgressive multimodal pedagogical competence.

The abstract as a structured unit presents the main conceptual research and results, the conclusions drawn and the achievements of the dissertation research, representing a contribution in theoretical and practical terms.

In terms of content, the presented publications are relevant to the topic of the dissertation, being in sync with the subject of the research and the processes of globalization and their impact on the contemporary educational context of reflexive (re)conceptualization of qualification interactions with pedagogical specialists in the aspects of: (1) multimodal communication and the global process of digital transformation in different spheres of human activity (publications №6; №5; №2; №3; №1); (2) multimodal literacy and multicultural interactions in the conditions of increasing migration, of increased ethnic and cultural diversity, of growing social distances and social isolation (publications №12; No. 13; No. 11; No. 9; No. 4); (3) educational reform, basic training and continuing education of pedagogical specialists (publications No. 14; No. 8; No. 10; No. 7)

The dissertation submitted for review for the degree of Doctor of Science meets the requirements in terms of problems, structure, methodology, content, experimentation and ethics, as well as Article 12 of the Law on the Development of Academic Staff in the Republic of Bulgaria, containing theoretical generalizations and solutions to scientific and applied problems that correspond to modern achievements and represent a significant and original contribution to science.

The overall evaluation procedure and the analyses carried out are a guarantee for the sufficient grounds found, to convincingly propose to the members of the scientific jury that Assoc. Prof. Dr. Sofia Hristova Dermendjieva, PhD be awarded the scientific degree "Doctor of Sciences" in the field of higher education 1. Pedagogical Sciences, professional field 1.2. Pedagogy "REFLEXIVE (RE)MEANING MAKING OF INTERACTIONS WITH QUALIFYING PEDAGOGICAL SPECIALISTS (MULTIMODAL MEANING-CENTERED MODEL)"

25.09.2023

Stara Zagora

Reviewer:

Assoc. Prof. Dr. Nikolay Tsankov, D.Sc.