



Report from Polish Scientific Seminar. “The discourse of education in an interdisciplinary aspect. Discourse analysis workshop” (“Dyskurs edukacyjny w ujęciu interdyscyplinarnym. Warsztaty Analizy Dyskursu”) Bydgoszcz, 7-8 November 2016

The Bydgoszcz Scientific Seminar titled *The discourse of education in an interdisciplinary aspect. Discourse analysis workshops (Dyskurs edukacyjny w ujęciu interdyscyplinarnym. Warsztaty Analizy Dyskursu)*, became an opportunity for the gathering of scholars, enthusiasts and all concerned regarding the broad scope of studies regarding discourse. The event, held on the 7-8 November 2016, by the Department of Education Studies at the Kazimierz Wielki University in Bydgoszcz, was following the idea:

“of promoting the theoretical and methodological premises of research regarding discourse, particularly among fellow educators, and consolidating the interdisciplinary body of scholars”<sup>1</sup>.

Representatives of various scientific disciplines, from more than twenty academic institutions, Polish and international, took part in the proceedings. At the KWU library, the seminar participants had the opportunity to gather and listen to lectures by excellent guests, the scholars of discourse, including the scientific consortium “Discourse Analysis” (“Analiza Dyskursu”), as the Seminar served as a continuation for the *Discourse Analysis Workshops (Warsztaty Analizy Dyskursu)* hosted by the consortium.

On the first day (7 November), the first session (two parts, two lectures each) and a panel discussion were held. The seminar was opened by the **Director of the Department of the Methodology of Pedagogy Research**, Dr Hab. Helena Ostrowicka, Prof. KWU. After welcoming the guests, professor Ostrowicka invited Mgr Jerzy Stachowiak, a graduate from the University of Łódź, to present the specifics and activity of the “Discourse Analysis” scientific consortium. The aim of the consortium, related to the idea of cooperation between scholars representing different institutions and scientific disciplines, became the aim of the very Seminar, as well a specific introduction into the first part of the lectures.

The session was moderated by Dr Hab. Dorota Podgórska-Jachnik, Prof. KWU, and doctor Agnieszka Rypel, Prof. KWU, presented the first paper regarding the *Discourse of education in a cognitive-processual aspect (Dyskurs edukacyjny w ujęciu procesualno-kognitywnym)*.

Professor Rypel started her paper from the familiar observation, that discourse is an equivocal concept. Apart from the mentioned processual and cognitive perspectives regarding

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<sup>1</sup> [http://www.ukw.edu.pl/jednostka/pracownia\\_metodologii\\_badan/dyskurs-edukacyjny](http://www.ukw.edu.pl/jednostka/pracownia_metodologii_badan/dyskurs-edukacyjny) (access date: 15.02.2017).

discourse, the speaker also indicated the interactive, strategic and cultural approaches. Regarding the issues of definition, the speaker indicated the distinction between narrow (linguistic) and broad (interdisciplinary) interpretations of discourse and discussed the definition of the discourse of education (in a broad and narrow sense), in relation to particular definitions of education. Professor Rypel expressed her own interests regarding specifics of the discourse of education, related to the aspect of institutionalised education, and presented the areas of social activity in a formalised discourse of education. After presenting the definition of discourse (following M. Pêcheux) as a plane of meeting of language and ideology, professor Rypel presented a proposal of research of the ideological messages in the discourse of education, grounded in the critical discourse analysis.

The second lecture was given by Dr Hab. Marek Czyżewski, Prof. UoŁ, regarding the subject of the *Pedagogisation of social life. The applications of the postfoucauldian perspective - advantages and limitations* (*Pedagogizacja życia społecznego. Zastosowanie perspektywy postfoucaultowskiej – zalety i ograniczenia*).

The professor, in his presentation, discussed issues such as: the transfer of pedagogical phenomena and categories to non-education areas, or the expansion of pedagogical semantics (based on the foucauldian “subjectivation” concept, related to the creation of subjects). Discussing the modes of reading of the works by Michel Foucault, the professor expressed the belief in the bias-based nature of the issues regarding the reception of Foucault, indicating at the necessity of extracting the “metamessage”. Professor indicated the unexplored potential of the *governmentality studies*, as well as the barriers on the path of scholarly accomplishments, describing them as meta-methodological issues.

After a lunch-coffee break, the second part of the lecture session started, moderated by Dr Hab. Piotr Kostyło, Prof. KWU. Dr Hab. Lotar Rasiński, Prof. UoLS held the first speech with a lecture titled *Three Theories of Discourse: Foucault, Habermas, Laclau* (*Trzy koncepcje dyskursu: Foucault, Habermas, Laclau*).

First, Professor Rasiński discussed the context of his speculation: he presented the inspiration and the most important arguments regarding the linguistic turn, primarily relating to the theories of Ferdinand de Saussure and Ludwig Wittgenstein. After showing a specific contextual background, professor Rasiński presented the three theories of discourse mentioned in the title: by Michel Foucault, Jurgen Habermas and Ernest Laclau, placing them within theoretical/methodological traditions and, i.a. the essential terms constitutive for the understanding of discourse. In a summary, professor Lotar Rasiński presented an attempt to juxtapose the theories of discourse in the three presented views, regarding selected criteria, while indicating the similarities and differences between the theories.

The last word, during the session, belonged to Dr Hab. Tomasz Szkudlarek from the University of Gdańsk. His lecture titled *Rhetoric and politics: the discourse of the theory of education* (*Retoryka i polityka: dyskurs teorii edukacji*) was a presentation of selected premises and analyses conducted within the framework of a currently conducted research project. The professor discussed the analyses of education theories, indicating the theory by Ernest Laclau as the main source of inspiration. Rhetoric, in this aspect, should be considered regarding its ontological functions as the rhetorical figures constitute a significant instrument of constructing collective identities (totality). Theoretical inspiration and analytic experience allowed to highlight, within the analysed educational theories, the constructions of totality (E. Laclau), visibility and invisibility (M. Foucault, Rancière) as well as temporality.

The lecture by professor Tomasz Szkudlarek, proceeded as a certain continuation of the theoretical speculation given by professor Lotar Rasiński, regarding his notions on the thought of Ernest Laclau. Professor Szkudlarek, while discussing his own analytic strategy, recalled i. a. the category of the “empty signifier”, taken from Laclau’s vocabulary, which gave testament to its ‘discursive range’, as it was often referred to during the following discussion. Traces of references to the “empty signifier” phenomenon, however, in a different form, could be found in the paper by professor Marek Czyżewski, who, while presenting methodological issues, spoke of the “name without a referent”. Paradoxically, there is no emptiness within an empty name, but a certain pool of ideologically infused meanings, articulated indirectly. In similar terms, one could regard to the recalling of the lecture by professor Agnieszka Rypel, interested in the analysis of ideological messages in discourses of education.

After a coffee break, in order to complete the theoretical-methodological speculation, professor Helena Ostrowicka, the moderator, initiated the following panel of discussion titled *In search for the peculiarity of the pedagogically-oriented discourse analysis (W poszukiwaniu osobliwości pedagogicznie zorientowanej analizy dyskursu)*. The moderator invited Dr Hab. Eva Zamojska, Prof. AMU, Dr Monika Popow (also from the Adam Mickiewicz University in Poznań) as well as Dr Piotr Stańczyk and Dr Karolina Starego (from the University of Gdańsk) to the discussion.

Professor Ostrowicka defined the aim of the discussion, as the reflection regarding the characteristics of pedagogical studies and the analyses of discourse. The need for a new reflection, was regarded as resulting from i.a. the discrepancy of a firm establishment of studies regarding discourse in Polish pedagogy, and the still modest methodology of pedagogical research in this field. The panel participants formulated responses to questions regarding: the possibilities, offered by the discourse analysis while implemented in the research regarding educational phenomena, own research experience and areas, where the discourse of education is defined. Other participants also contributed to the discussion with questions and commentary, and the idea of interdisciplinary remained present in long discussions during supper.

On the next day (8 November), discourse analysis workshops were conducted during two parallel sessions. Session one was devoted to the postfoucauldian discourse analysis and the **mediational analysis**.

Dr Magdalena Nowicka-Franczak (UoŁ, Faculty of Sociology), conducted workshops regarding the postfoucauldian analysis, focused, according to the inspirations concerning the thought of Michel Foucault, the recognition of relations of authority in discourses. Dr Nowicka-Franczak introduced the workshop participants to the complex theoretical introduction, in which she included, i.a. the concepts, crucial to the postfoucauldian discourse analysis (i.e. enunciation, discursive formation, discursive practice, discourse control procedures, dispositive, the regime of truth), in order to jointly “examine” the subsequent phases of research. The prepared empirical material included media coverage, institutional documents and interviews.

The discursive argument over deafness, was the subject of the workshops on the **mediational analysis**, led by Dr Tomasz Piekot (**WrU, Faculty of Polish Philology**). Participants had the opportunity to examine the, specific for the discursive mediator, critical, engaged research attitude. The scholar-mediator, while taking the side of weaker, dominated groups, often faces difficult questions, regarding not only methodology: Is it possible to mediate between mutually exclusive areas? Is it possible to, within a research process, reflect upon own value system and

own beliefs? During the workshops, doctor Piekot responded to those, as well as other questions, significant within the perspective of mediational analysis.

After a coffee break, during the second workshop session, a series of workshops regarding the narrative and conversational analysis were conducted.

During the narrative analysis workshops, the workshop moderator, Dr Piotr Pawliszak (UoG, Faculty of Philosophy, Sociology and Journalism), highlighted that, the narrative analysis constitutes a certain “family of methods”, directed at searching the discourses for perpetual narrative structures, certain cultural patterns and their accompanying practices. Dr Pawliszak presented the main trends in narratology and theories, as well as proposed his own version of narrative analysis. Selected analytic instruments, served for the purpose of joint, narrative analyses.

Dr Hab. Dorota Rancew-Sikora, Prof. UoG, introduced the participants to the field of conversational analysis. Attendants, after learning about the idea of analysis and the symbols used in the interaction transcription, conducted their own coding. Analysis material consisted of film fragments containing sequences of words and gestures. The participants would watch the material, describe and compare the organisation of particular sequences and confronted their results. The conversation analysis, along with the tedious procedure of transcription and coding showed, that research regarding discourse may serve as an excellent way to train patience.

When the workshops finally concluded, the discourses on discourses would not cease, and were carried, along with guests, from the University Library to other, not necessarily academic areas. Although the Seminar, at the Faculty of Education and Psychology of Kazimierz Wielki University, the atmosphere of this exceptional, intellectual gathering remained for a long time. To paraphrase the words by professor Tomasz Szkudlarek, spoken during one of the lectures: if University is a long-term institution, so discourse - indisputably - should be regarded as such.

*Aleksandra Rzyska*

Report from the International Conference. “The academic education in pedagogical and social professions. Between theory and practice”, Darmstadt, 7 December 2016

On 7 December 2016, a conference titled *The academic education in pedagogical and social professions. Between theory and practice*. was held, by the Faculty of Educational Studies, Adam Mickiewicz University in Poznań in cooperation with the Evangelische Hochschule Darmstadt. The conference was dedicated to the issues of academic education of the young adepts of pedagogical studies, including theory and practice. The scientific committee included: Marina Metz, Renata Wawrzyniak-Beszterda, Agnieszka Cybal-Michalska, Sylwia Jaskulska and Mateusz Marciniak.

The conference was officially initiated by Marina Metz, who welcomed all the attendants in the Evangelische Hochschule Darmstadt building and introduced the session schedule. Next, spoke Renata Wawrzyniak-Beszterda, highlighting the satisfaction resulting from the cooperation with EHD and wishing everyone to use the time of this scientific event, to the best of their possibility. The introductory lecture was given by Erick Weber, who discussed the issues regarding the academic preparation of educators, specializing in inclusive educa-