

4. *Religious dimension of family upbringing (Religijny wymiar wychowania w rodzinie)*
5. *(Non-)threatened interpersonal relations in a family ((Nie)zagrożone relacje interpersonalne w rodzinie)*
6. *A family in the face of problems (Rodzina wobec problemów)*
7. *Family in resocialisation issues (Rodzina w problematyce resocjalizacyjnej)*
8. *Cooperation with a family and family support (Współpraca z rodziną i wsparcie rodziny).*

The poster session, which was divided into two parts, also constituted an important part of the conference debate. The first part comprised a presentation in a form of posters presenting topics submitted by the employees and doctoral students of the aforementioned units. The second part consisted of posters prepared by students of the first and the second level of studies at the Institute of Pedagogy, KUL. The session had a contest character. Conference participants voted for the best students' poster and the contest results were presented in the conference summary.

The contents of lectures, announcements, posters and discussions presented at the conference fitted into the diverse and multi-faceted character of a pedagogical reflection on family upbringing. It should be stated that the speeches concerned family upbringing issues that are discussed on the grounds of pedagogy both, in the vertical – time perspective (a development of knowledge on family in pedagogy and changes in family upbringing throughout the years), as well as in the horizontal perspective (“family issues” are discussed throughout pedagogical subdisciplines and are present in the subdisciplinary and interdisciplinary reflections). General approaches aimed at integrating the pedagogical knowledge on family, as well as many detailed diagnoses, conclusions, solutions and postulates related with widely understood family upbringing issues, taking into consideration preventative, counselling and therapeutic measures, were presented at the conference sessions. The answer to the question on the pedagogy of family as a subdiscipline and a subject of universities' curricula still requires discussion and updating. All valuable syntheses and analyses will be issued, upon the authors' and reviewers' consent, in a publication intended as consecutive volumes of a series entitled: *Pedagogy of family in theory and practice (Pedagogika rodziny w teorii i praktyce)*, by the Department of Pedagogy of Family, KUL.

As intended by the conference organisers, the anniversary of the Department of Pedagogy of Family constituted an opportunity to present areas of interest as well as scientific and research activity of conference Participants, share results of own research, conducted analyses and synthetic approaches on family upbringing. Furthermore, it constituted an opportunity for behind-the-scenes discussions, individual meetings and exchange of experiences as well as establishing new relations. The conference offered the opportunity for an integration of theorists and practitioners addressing family upbringing in their work.

Danuta Opozda

Report on the Scientific Seminar of Doctoral Students of WSE UAM *A pedagogue in contemporary socio-cultural and educational challenges' space (Pedagog w przestrzeni współczesnych wyzwań społeczno-kulturowych i edukacyjnych)* Poznan, 16 December 2016

On 16 December 2016, the Scientific Seminar of Doctoral Students of WSE UAM was held for the second time at Wydział Studiów Edukacyjnych (Educational Studies Department) of the Adam Mickiewicz University in Poznan, on initiative of the Council of the Doctoral Students' College of WSE UAM in cooperation with Zakład Edukacji Elementarnej i Terapii Pedagogic-

znej (Elementary Education and Pedagogical Therapy Institute). Patronage over the event was held by the Dean of WSE, Professor Agnieszka Cybal-Michalska, PhD. The aim of the seminar was to present research interests and selected scientific problems by doctoral students as well as to show challenges faced by a pedagogue in the contemporary socio-cultural and educational space. The event's programme was supervised by the Scientific Committee led by Professor Agnieszka Gromkowska-Melosik, PhD and Professor Hanna Krauze-Sikorska, PhD.

The seminar was opened by the Dean of Wydział Studiów Edukacyjnych (Educational Studies Department), Professor Agnieszka Cybal-Michalska, PhD. In her speech she noticed that contemporary socio-cultural reality is ambiguous and disordered. Many aspects are difficult to be recognised and require problematisation both, in oral and written form. The speaker also underlined the challenge posed by the general humanistic reflection on the values in changing world and socio-cultural space. Furthermore, the Professor drew attention to the integration value of the meeting that reinforces the community of WSE's doctoral students and develops their research potential.

The opening was followed by the introductory part. Professor Agnieszka Gromkowska-Melosik, PhD was the first to give a speech. The subject of her deliberations was the issue of tests in the context of neoliberalism. Meritocratic approaches domineering in the contemporary education promote verifying competences with the use of objective and standardised instruments, that is, tests. The Vice-Dean critically assessed those assumptions that do not lead to the elimination of inequality in the access to education and even strengthen it. She also noticed that the "tests' logics" that has been popularised in the contemporary school causes a decline in the development of the young person's features such, as: creativity, curiosity or citizenship awareness. As described by her, "testology" thus creates a simplified image of learning and the more so, leads to losing pedagogical competences by the teachers who resign from systems orientated on the student's development to the benefit of reduced methods of transferring formal knowledge. Whereas, in the Professor's opinion, the objective of the education could be to develop engaged and just persons in the surrounding us social space. In conclusion, the education in rankings is not equal with good education.

The second introductory lecture was given by the Head of Zakład Edukacji Elementarnej i Terapii Pedagogicznej (Elementary Education and Pedagogical Therapy Institute), Professor Hanna Krauze-Sikorska, PhD. The topic was a child as a person in the world of adults. In compliance with presented assumptions, each person is a unique and continuously developing individual, yet, remains the same person. It is based on our images from childhood reminding us, who we are. However, contemporary socio-cultural changes correspond with the "childhood myth". Sometimes, childhood experience is connected with a lack of a sense of security, inequality in the access to education or healthcare as well as a feeling of loneliness. Development path of each person is not once for all set regardless of future experiences. Nevertheless, at a certain point in time a child needs help so that they do not become a victim to their past. The Professor also noticed that a contemporary child functions in a world that does not remind the childhood of present adults. Mass culture promotes artificial optimism and constant mobility. However, we must remember that a child has the right to be a child and to develop their true self.

After completing the introductory part, the 1st session of the Seminar's programme entitled *A pedagogue in the face of contemporary social problems (Pedagog wobec współczesnych problemów społecznych)* started. It was opened by Magdalena Gajtkowska, MA with a paper entitled: *A pedagogue in the face of contemporary changes of a family and parenthood (Pedagog wobec współczesnych przemian rodziny i rodzicielstwa)*. The speaker presented the results of the research regarding the number of childbirths in particular years and the analysis of respondents'

answers concerning their parenthood plans. In the author's opinion, described phenomena pose a challenge to contemporary pedagogues, as they imply the need to undertake by the latter new and demanding measures directed predominantly at developing a reflective and, at the same time, critical youth's attitude to various representations of contemporary parenthood and own life plans. Then, the paper entitled *Androcentric school reality and reducing the identity of girls in the context of the teacher profession's feminisation (Androcentryczna rzeczywistość szkolna i redukowanie tożsamości dziewcząt w kontekście feminizacji zawodu nauczyciela)* was presented by Katarzyna Śmiałowicz, MA. The author presented opinions on teachers with a consideration of their gender and different attitude to their male and female students. The difference in treating girls and boys by pedagogues can cause discrimination. The third participant was Agnieszka Nymś-Górna, MA, who presented the paper entitled: *Work with sexual offenders as a challenge for a pedagogue (Praca ze sprawcami przestępstw seksualnych jako wyzwanie dla pedagoga)*. The speaker familiarised the audience with data on the population of sexual offenders staying in penal institutions as well as characteristics of work methods used by prison officers. She addressed problems related with resocialisation such, as: investigating the problem as well as sexualisation of meetings during therapy. Another speaker was Natalia Ulaniecka, MA with her paper entitled: *A pedagogue in the face of cancer epidemic – preventative education, social campaigns and psychological and pedagogical support for oncology patients (Pedagog wobec epidemii raka – edukacja profilaktyczna, kampanie społeczne i wsparcie psychopedagogiczne onkopacjentów)*. The participant discussed the role of a pedagogue in the support system for persons with cancer and their families. Furthermore, she presented possible directions of pedagogical measures through pro-health education and prevention supporting measures. The first session was ended by Julia Sienkiewicz-Wilowska, MA, who presented paper entitled: *Seniors in rural areas – limitations and possibilities (Seniorzy na terenach wiejskich – ograniczenia i możliwości)*. She depicted an assortment of problems of the elderly in rural areas, who face problems such, as: hindered access to healthcare as well as support institutions and offices. She underlined an important role of organisations such, as: Farmers' Circles and Farmer's Wives' Associations, which fulfil an important intergenerational function. She also addressed the issue related with the education of villagers and difficulties in finding work for women with better education.

The second session entitled *A pedagogue in the face of communication (Pedagog wobec komunikacji)* was started by Beata Iwanicka, MA, who presented a paper entitled *A space to overcome – Polish sign language and Haptic system with regard to educational and communication challenges in the environment of persons with hearing and visual impairment (Przestrzeń do pokonania – Polski Język Migowy i system Haptic wobec wyzwań edukacyjnych i komunikacyjnych w środowisku osób z wadami słuchu i wzroku)*. The author presented the importance of the space in education and communication with deaf, hearing-impaired and deafblind persons. She used examples taken from the Polish sign language to show that there are certain elements in the case of which space provides a sense of the communication (e.g. directional verbs). Furthermore, she presented alternative solutions that can most actively help persons with linked hearing and visual dysfunctions to reflect surrounding social, cultural and educational reality. The second participant Agnieszka Bojarczuk, MA, presented a paper entitled *Languages that are (non-) familiar to children with special educational needs as a challenge to contemporary education. (Języki (nie)obce dzieciom ze specjalnymi potrzebami edukacyjnymi – wyzwaniem współczesnej edukacji)*. The speaker underlined that a foreign language methodology with a simultaneous support of the methodology of working with special educational needs' children, is important in the work of a pedagogue. Furthermore, she stressed the importance of space adjusted to their needs (didactic materials and glottodidactic measures). As the third speaker, Aleksandra

Rożek, MA, presented a paper entitled *Integration class: a challenge for a teacher and students (Klasa integracyjna – wyzwanie dla nauczyciela i uczniów)*, in which she described a problem related with integrating “healthy” children with disabled children. The speaker stressed an important role of a teacher, whose task is to explain to children and their parents how persons with disabilities function. Such an approach allows mutual understanding, learning respect, tolerance and cooperation. Another paper entitled: *A foreign language in preschool: a problem or a challenge? (Język obcy w przedszkolu – problem czy wyzwanie?)* was presented by Anna Schmidt, MA. The speaker referred to the regulation of the Minister of National Education of 30 April 2014 regarding, among others: “preparing children to use a modern foreign language”. The author also addressed the problem related with organisation, teachers’ qualifications and educational space regarding didactic materials for children at a preschool age learning foreign languages. The fifth speaker in the session, Dorota Dolata, MA talked *About the importance of considering children’s priorities in everyday interaction with them from a perspective of a school pedagogue (O istotności uwzględniania priorytetów dzieci w codziennej interakcji z nimi z perspektywy pedagoga szkolnego)*. The speaker addressed the topic of contemporary world of values and its impact on the development of a young person. She showed that a plan of pedagogical intervention can be established on the grounds of a child’s values. The session was closed with a paper entitled *Contemporary image of parents’ pedagogisation (Współczesne oblicze pedagogizacji rodziców)* presented by Patrycja Wesołowska, MA. The presented parents’ pedagogisation concept means a reinforcement of the support between common knowledge and scientific knowledge as well as increasing the level of reflection in the upbringing process. The author postulated developing upbringing competences with a respect for parents’ knowledge, using their experiences and connecting practical knowledge with theoretical knowledge through intentional, planned and long-term measures.

Another thematic session was entitled *A pedagogue in the media world (Pedagog w świecie mediów)*. It was started by Elwira Litaszewska, MA, with a paper entitled *Responsibly about responsibility: how to present social engagement of the organisation* (<<Odpowiedzialnie o odpowiedzialności>> – jak przedstawiać społeczne zaangażowanie organizacji?). The speaker addressed the corporate social responsibility (CSR), which provides a response to contemporary transformations and constitutes an attempt at implementing management practices strongly connected with sustainable development. The paper was illustrated with audio-visual material. Another speaker, Anna Sokołowska, MA, gave a speech entitled: *University youth with regard to the thesis of the authenticity end in the context of plagiarism (Młodzież akademicka wobec tezy o końcu autentyczności w kontekście problemu plagiatyzmu)*, which, simultaneously constituted a report on the research. The speaker asked the following questions: is there such a concept as the truth understood as authenticity and do contents posted on the Internet belong to all of its users? She addressed the problem of the authenticity of own image created in social media and the intellectual property in the Internet era. Third participant of the session, Maciej Zychowicz, MA, presented a paper entitled: *Education process’ digitalisation in the opinion of students of the Adam Mickiewicz University in Poznan and the National University of Córdoba (Digitalizacja procesu edukacji w opinii studentów Uniwersytetu im. Adama Mickiewicza w Poznaniu oraz Uniwersytetu w Cordobie)*. He underlined the issue of the access to visual materials, the type of delivered contents, manner of sharing them, quantity and quality. Furthermore, the speaker underlined the importance of their influence on the education process and presented comparative results of his research. A topic of *Technoculture education: pedagogical practice (Edukacja technokultury: praktyka pedagogiczna)* was discussed by Kamil Wnuk, MA. He stressed the role of arts as a space of testing in practice new models of functioning in culture. In the speaker’s

opinion, a teacher following a creative style of work activates students' autocreation and their relations with the world that are full of invention. The session was ended by Anna Michniuk, MA, with a paper entitled: *New-media (?) teacher: a report on the research (Nowomiedialny (?) nauczyciel – raport z badań)*. The speaker presented possibilities and the reality of a contemporary school in the context of its digitalisation. The author outlined a contemporary image of a school whose directors are aware "that without a computer there is no tomorrow". Currently, educational establishments work on obsolete equipment with a limited access to the Internet and employ teachers for whom the most important is to "cover the course book", who are not always able to follow contemporary changes.

The last session entitled *A pedagogue in the face of a child's multi-faceted development (Pedagog wobec wieloaspektowego rozwoju dziecka)* was opened by Michalina Kasprzak, MA, with her speech entitled: *Child's creative resources as an educational challenge (Zasoby twórcze dziecka jako wyzwanie edukacyjne)*. The participant quoted a fragment of a book entitled *Rules of Life (Prawidła życia)* by Janusz Korczak. At the same time, she proposed a metaphor of a skateboard illustrating the need to support and mobilise child's willingness to take action. If several persons join forces, a child's better presence and future can be built. As the second speaker, Tomasz Herman, MA, presented his paper entitled: *The role and meaning of a teacher in work with a gifted child (Rola i znaczenie nauczyciela w pracy z dzieckiem zdolnym)*. He stressed that in a contemporary school a gifted child is discriminated, since additional classes are usually addressed at students with learning difficulties. The speaker also noticed that a contemporary school does not consider individual differences of students and does not provide them with the opportunity to develop their talents, while teacher's support of a gifted student can have a significant role in their development. Natalia Kłysz-Sokalska, MA, was the third speaker. The topic of her speech was *Developing child's cognitive and emotional competences through music and movement activities (Kształtowanie kompetencji poznawczych i emocjonalnych dziecka poprzez aktywności muzyczno-ruchowe)*. The speaker talked about the possibilities of using musical knowledge in the early school education. Music develops empathy and influences general psychological and physical development. It creates possibilities of aware use of musical activities in the child's emotional and cognitive competences' development process. Another paper entitled *Difficulties of children returning from migration (Trudności uczniów powracających z migracji)* was presented by Dominika Przybyszewska, MA. She addressed the problem of children who return to the mother country and face language difficulties, i.e.: speaking, reading, writing, calligraphy. Moreover, they experience a cultural shock and are subject to other upbringing style and school work organisation than so far. Those aspects can cause emotional difficulties that are expressed through aggression, autoaggression, crying, conflicts with peers as well as destroying things and compulsive playing computer games. Another topic: *Social and emotional functioning of Polish emigrants' children. Empirical illustration (Społeczno-emocjonalne funkcjonowanie dzieci polskich emigrantów. Ilustracja empiryczna)* was presented by Katarzyna Bogucka, MA. She drew the attention to the problem of euro-orphanhood related with the issue of a family condition after numerous departures of Poles following Poland's accession to the European Union. Parents' separation influences children's psychological and emotional development and thus, constitutes a challenge to contemporary pedagogues. The last paper entitled: *Musical education: popular and classical (Edukacja muzyczna – popularna i klasyczna)* was presented by Magdalena Andrys, MA. She noticed that contemporary youth do not know the definition of classical music and often cannot differentiate it from popular music in previous decades. Another problem is that teachers teaching music in a contemporary school often are not musicians.

Musical education prepares to conscious participation in culture. The speaker underlined that a teacher should not be closed to what is popular and thus, can also learn something from their students.

The debate was closed by the Vice-Dean for doctoral studies and international cooperation Professor Agnieszka Gromkowska-Melosik, PhD. She concluded that the papers presented by the Seminar's participants were compliant with the emancipatory pedagogy stream characterised with, among others, reflection on the equality of opportunities for all participants of the education process. Furthermore, she stressed the central role of curiosity in the work of a pedagogue and a researcher, since without being interested in surrounding world, pedagogy will not be able to meet contemporary socio-cultural and educational challenges.

After finishing the debate, participants went for a Gala Christmas Eve Dinner that was honoured with a short artistic performance of the second year doctoral students: Magdalena Andrys, MA, Anna Schmidt, MA and Natalia Kłysz-Sokalska, MA. The Council of the Doctoral Students' College of WSE UAM sincerely thanked the Faculty Authorities and all doctoral students and handed out small gifts on the occasion of upcoming Christmas. The Dean Professor Agnieszka Cybal-Michalska, PhD wished us Merry Christmas and many wonders in our lives and the Vice-Dean, Professor Agnieszka Gromkowska-Melosik, PhD added to the wishes and wished us finalising our doctoral theses.

Beata Iwanicka

Report from the Second National Scientific Conference from the Series "Child: A Digital Native At School. Problems And Challenges" Entitled "Teacher In The Digital World." University of Warmia and Mazury in Olsztyn, 7 and 8 April 2017.

The Second National Scientific Conference took place between 7 and 8 April 2017 in the "Stara Kotłownia" Centre for Innovation and Technology Transfer at the University of Warmia and Mazury in Olsztyn; the conference was a part of the series entitled "Child. A Digital Native At School. Problems and Challenges." The subject matter of the conference was "Teacher In The Digital World"; the conference was organised by Pracownia Pedagogiki Wczesnoszkolnej (Early School Education Laboratory) and Katedra Wczesnej Edukacji (Chair of Early Pedagogy) at the Faculty of Social Sciences at the University of Warmia and Mazury in Olsztyn. The Rector of the University of Warmia and Mazury in Olsztyn, the Warmia and Mazury Chief Education Officer and the Polish Educational Research Association offered honorary patronage for the conference.

Continuing the discussions initiated during the last year's meeting entitled "Pupils And Their Digital World", this edition of the conference focused on challenges posed by the dynamically changing media world faced by teachers and schools. The existing discrepancy between the traditional operation of the school and modern reality of its' functioning shows the necessity of searching for new paths of understanding among educational entities and sets new roles for the teacher. The intention of the conference organisers was initiating/ maintaining a dialogue of educational milieus, including teachers at various stages of education. Therefore, the participants were invited to exchange thoughts and experiences with respect to the following thematic areas: