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International Conference „Pedagogical Multidimensionality of Development”, Lublin, 4-6 April 2011

The international conference „Pedagogical Multidimensionality of Development. An Individual – Social Space – Institution” took place on 4-6 April, 2011. It was organised by the Institute of Pedagogy of John Paul II Catholic University of Lublin (KUL). The conference was held as a jubilee meeting and it commemorated the 30th anniversary of the reactivation of the Institute of Pedagogy at the Catholic University of Lublin. On this occasion, a book on the work of the employees of the Institute in this period was published, edited by Professor Alina Rynio and Professor Ryszard Skrzyniarz¹.

The honorary patronage over the Conference was held by Cardinal Zenon Grocholewski (the Prefect of The Congregation for Catholic Education) and Professor Barbara Kudrycka, Ph.D. (the Minister of Science and Higher Education). Celestino Migliore, Apostolic Nuncio to Poland, was a special guest of the jubilee symposium of educationalists at the Catholic University of Lublin.

The aim of the conference was to present the prevailing tendencies in modern pedagogy; to discuss the current results of pedagogical research and the experiences of academic circles in the field of pedagogical multidimensionality of development; to debate the perspectives of the development of educational theory and practice; to search for theoretical and practical solutions to the problems of development and education in the context of ever-changing reality.

¹ *Pedagogika na Katolickim Uniwersytecie Lubelskim Jana Pawła II. Historia i współczesność*, A. Rynio, R. Skrzyniarz (Eds.), in cooperation with Łucja Badeńska, Lublin 2011, Jedność.

Some of the invited guests included: Professor Stanisław Palka, Ph.D. from Jagiellonian University; Professor Krystyna Duraj-Nowakowa, Ph.D. from the Jesuit University of Philosophy and Education *Ignatianum* in Cracow; Professor Jerzy Nikitorowicz, Ph.D. and Professor Jerzy Niemiec, Ph.D. from University of Białystok; Professor Wanda Dróżka, Ph.D. and Reverend Professor Mieczysław Rusiecki, Ph.D. from Jan Kochanowski University of Humanities and Sciences in Kielce; Professor Stanislav Košč from the Catholic University in Ružomberok; Wiesław Wójcik, Ph.D., an Associate Professor of the School of Administration in Bielsko-Biała and the Institute for the History of Science (Polish Academy of Sciences); Professor Ewa Skrzetuska, Ph.D. from Maria Curie-Skłodowska University in Lublin; Reverend Zenon Uchnast, Ph.D., an Associate Professor of the Institute of Psychology of the Catholic University of Lublin and of the Faculty of Psychology of the Business School-National Louis University in Nowy Sącz.

Over one hundred speakers took part in the conference. Three plenary sessions as well as debates in sections (in nine problem groups) were held. The opening ceremony of the Conference was led by Reverend Professor Stanisław Wilk, Ph. D. (the rector of the Catholic University of Lublin), Bishop Mieczysław Cisło (the bishop of Lublin), Archbishop Celestino Migliore (Apostolic Nuncio to Poland), Professor Andrzej Sękowski, Ph.D. (the dean of the Faculty of Social Sciences, Catholic University of Lublin). Krzysztof Babisz, M.A., chief school administrator in Lublin, was another guest to speak at the conference. The guests and participants were greeted by Alina Rynio, Ph.D. (an Associate Professor of the Catholic University of Lublin) – the head of the Institute of Pedagogy.

Subsequently, the first plenary session was opened. Reverend Professor Marian Nowak (the Catholic University of Lublin) was the first to present his paper, entitled “The Specificity of Pedagogy and its Identity”. Professor Nowak was in favour of appreciating the objective aspects of educating in pedagogical research apart from subjectivity, which tends to be strongly highlighted in current studies. He also talked about the “provocations of post-modernity”, which include intuitions valuable from the point of view of science and educational practice, but which tend to lack close connection to theory. He emphatically stressed the fact that there are no philosophically neutral trends in pedagogy. The second speaker, Professor Stanisław Palka (Jagiellonian University) presented the problem of „diversity in the methodology of the pedagogical research into multidimensionality of human development”. He pointed to the operationalization of the object of pedagogy and he listed: upbringing, being shaped by educators and shaping oneself in one’s life. He emphasized the separateness of quantitative research in the mathematical-natural model, in which the research is directed at establishing cause-and-

effect as well as correlative regularities, from qualitative research in humanistic paradigm, orientated towards understanding the essence of personal experiences, and towards interpretation seen as discovering the deeper sense of the described and analyzed phenomena. Professor Palka also discussed the practical aim of pedagogical research; the role of explaining in explicative research, searching for the answer to the “why?” question; action research; historical research and interdisciplinary research in which educationalists, psychologists, sociologists and philosophers cooperate.

The subsequent plenary session was opened by Professor Zenon Uchnast's (the Institute of Psychology of the Catholic University of Lublin, the Business School-National Louis University in Nowy Sącz) paper on “Synergetic Approach in the Research of Integral Human Development”. Professor Uchnast, in agreement with E. H. Erikson, highlighted the principle of reciprocity between natural biopsychological development and socio-cultural influences which support it. It is the reciprocity experienced in infancy that is fundamental to forming basic trust towards the world, which is also called basic hope. The notion of synergy was popularised by Ruth Benedict, the author of *Patterns of Culture*. On the grounds of social anthropology, she proved that good cooperation ensures self-actualization both in the individual and social dimension. The next speaker was Professor Jerzy Nikitorowicz (the University of Białystok). He presented a paper entitled “Supporting the Development of Multidimensional Identity as a Modern Challenge of Education in the Conditions of Multiculturalism”. He showed such dimensions of personal identity as: biological, psychological, intellectual, social, economic, ethical-moral, existential, cultural. He mentioned the following aspects of social identity: family, parochial, local, regional, ethnic, national, continental, planetary. He pointed out that multiculturalism can be presented as an empirical fact; a fact of consciousness (self-defining and self-identification); an ideological fact (e.g. obligation to protect the rights of national or religious minorities, etc.); an educational fact (e.g. intercultural dialogue, the paradigm of educating for peace, respect for one's own cultural heritage in connection with an openness to other socio-cultural patterns).

In the second part of this plenary session, Professor Krystyna Duraj-Nowakowa from the Jesuit University of Philosophy and Education *Ignatianum* took the floor. She presented her paper on “The Tendencies in Creating Pedagogical Knowledge”. She spoke in favour of transdisciplinary research into education as an alternative to mono-, multi- or interdisciplinary studies. She highlighted the multidimensionality of mature personality, which is seen as the aim of development and education. She stressed the humanistic-social

nature of pedagogy. The next paper, presented by Professor Wanda Dróżka (Jan Kochanowski University of Humanities and Sciences in Kielce), concerned “the need for integrating personality, knowledge and experience in the education and professional development of teachers, based on autobiographies and diaries of several generations of teachers”. The paper tackled, among others, the following topics: defining the profession of a teacher as a mission or serving social purposes, as well as in the pragmatic-technical approach; the triad structure of teacher’s professional identity (personality, knowledge and experience); reflective self-creation in teacher’s professional development (personal, pedagogical-educational and socio-cultural dimension).

On the second day of the conference, April 5, 2011, during the third plenary session, papers were presented by: Professor Stanislav Košč (the Catholic University in Ružomberok), Reverend Professor Mieczysław Rusiecki (Jan Kochanowski University of Humanities and Sciences in Kielce), Danuta Opozda, Ph.D. (the Catholic University of Lublin), Minna Veistillä, M.Sc. (Finland), Professor Jerzy Niemiec (University of Białystok) and Teresa Chmiel, Ph.D. (University of Lower Silesia in Wrocław). Professr Stanislav Košč spoke about integral development of a man as the basis of education in Catholic social teaching, while Reverend Professor Mieczysław Rusiecki talked about religious education within family. Danuta Opozda, Ph.D. presented her paper entitled „Pedagogical Multidimensionality of Development in Family Setting.” She listed three fields of research into development from the point of view of family pedagogy: the development of pedagogical knowledge of family (in the perspective of scientific rationality); the development of family members (in the aspect of unit system), the development of family (from the point of view of social system). She stressed the multi-paradigmatic character of research in family pedagogy and the significance of meta-systematic approaches (family can be treated as environment, group, community, institution, system). Pedagogical knowledge of family derives from inspirations drawn from other disciplines; it inspires other scientific disciplines; it is complementary to the knowledge drawn from other disciplines. Minna Veistillä, M.Sc. talked about indicators of child and youth well-being. She presented the results of empirical research which took into account different areas of emotional and social adaptation of children and teenagers who took part in the study. Professor Jerzy Niemiec devoted his paper to the problem of „school in the face of educational intentions”. His presentation mentioned, among others, such modern educational tendencies as: democratization and decentralization of schooling; educational pluralism (multiplicity of the sources of knowledge and multiplicity of subjects engaged in the educational process);

valuing the childcare, health and ecological functions in education; the risk of feeling lost in the search of specifically human values; taking into consideration multiple intelligences (pupil's special talents) in designing teaching strategy; the changes in defining the role of the teacher. Teresa Chmiel, Ph.D. raised the issue of motivation for studying pedagogy ("I don't like Mathematics. Why Do Pedagogy Students Study Pedagogy?"). The author quoted the data from her own research stating that 30% of pedagogy students took secondary school final examination in Mathematics, and most of them had no problems with math or science subjects in secondary school. Their grade point average was 4,0-4,5 on a scale ranging from 1 (fail) to 6 (outstanding achievement). It disproves the common belief that pedagogy is chosen as a field of study at university by weak students with low academic level, especially in mathematics and science. Teresa Chmiel, Ph.D. described several types of students: „activists” (oriented towards gaining practical knowledge), „therapists” (concentrated on helping others), “hedgers” (passive in studying). She also referred to different kinds of pseudoeducation on the basis of the concept of pedagogy of dialogue created by Janusz Tarnowski (“taming”, “training”, “moralizing”, “personality shaping”). Discussing the model of “a positive educator”, she highlighted interactivity (openness to mutual influence in an educational relation and the conviction that the child teaches the adult as well) and transgressing (especially in the sphere of stepping out of the roles imposed socially and culturally). She quoted the classification of the views on child's nature designed by Dorota Klus-Stańska (incorrect: ”a weak child”, “a cute elf”; “a childish researcher”; “an active disabled person”; accurate: “constructor” and “dissenter”).

The discussions in sections lasted for two days, on 5 and 6 April 2011. The work in nine discussion groups centred around the following topics:

- I. The past and the present of pedagogy as a science
- II. Anthropological-ethical contexts of a person's fulfillment
- III. Religious-moral dimensions of development and education
- IV. Integral development of a person in the light of his or her education
- V. Pedagogical multidimensionality of development in the context of family setting
- VI. School in the integral development of student and teacher – the actual state and the changes suggested
- VII. The social environment as the site of development
- VIII. Fulfillment of a disabled person
- IX. Education in the context of modern cultural changes

The presentations in three sections (V, VI and VII) were grouped into two parts and were given on the second and third day of the conference.

The discussions carried out within the section I concerned the pedagogical thought of famous educators, the ideal of an educator in the past and nowadays, as well as methodological issues in pedagogy.

The first group of papers centred on presenting the ideal of an educator. Professor Grażyna Karolewicz (the Catholic University of Lublin), in her paper entitled "From the Memories of an Educator", put forward a personal model of a teacher-educator, which emerged from the discussions with pedagogy students about the image of a contemporary-modern teacher present in the press. A very specific ideal of an educator was presented by reverend Professor Edward Walewander (the Catholic University of Lublin), who presented in his paper entitled "The pedagogy of life of Professor Mieczysław Wieliczka, Ph.D. (1935-2009)" the figure of this history professor: a patriot and educator. The speaker showed the educational value of combining academic knowledge with the ideals realized in one's life, as it happened in the case of the person described. "The ideals of Education and Personal Models in the Work of Antoni Józef Rolle" were the subject matter of the paper written by Elżbieta Krzewska, M.A. (the Polish Academy of Sciences). The author pointed to the versatility of interests and work of this doctor, a psychiatrist working in Kamieniec Podolski; a man well-known not only for his innovative treatment methods, but also for his lively interest in history and customs as well as for his numerous writing works. Professor Ryszard Skrzyniarz (the Catholic University of Lublin) acquainted the audience with little-known information regarding the path of academic development of Professor Stefan Kunowski. On the basis of the preliminary archival research he conducted, he was able to present the circumstances of Professor Kunowski's postdoctoral degree conferral procedures. The paper presented by Ryszard Małachowski, Ph.D. (the University of Zielona Góra), „Martyrdom as an Educational Category. The Example of the Sisters of the Holy Family of Nazareth from Nowogródek and Reverend Aleksander Zienkiewicz (in 1943-1946),” also concerned the problem of educational models. The speaker centred on the models which can be seen in the life of martyrs and their heroic acceptance of death.

The second group of papers concerned the historic aspects of pedagogy as a science and educational work. Renata Bednarz-Grzybek, Ph.D. (Maria Curie-Skłodowska University) in her paper entitled "Around the Pedagogy in «Bluszcz» Weekly Magazine" showed the educational relevance of the advice published in the analyzed periodical, which appeared between 1865 and 1939. Zdzisław Krzyżanowski (the Catholic University of Lublin) in his paper "The

Pillars of Teaching in Bogoria in the 1930s and 1940s” highlighted the utmost importance of the role of the teacher in the process of teaching and educating as well as in shaping social consciousness. Professor Marian Surdacki (the Catholic University of Lublin) in his paper “The Origins and the Development of the Chair of History of Social Care” portrayed the circumstances of its creation and the main directions of research conducted by the employees of the Chair, unique in the country and working since 1999. Subsequently, Katarzyna Braun, Ph.D. (the Catholic University of Lublin) presented her paper “Christian Pedagogy at the Catholic University of Lublin. The Sources and the Directions of Development”, in which she acquainted the listeners with the issues concerning the sources of creation of this pedagogical subdiscipline. She traced its beginnings to the scientific work of Father Jacek Woroniecki, Father Feliks Bednarski and Professor Stefan Kunowski, and she centered on the work carried out by the Christian Pedagogy Unit of the Polish Academy of Sciences and the Chair of Christian Pedagogy, showing the main directions of research.

The work in the first section concluded with two papers concerning methodological issues in pedagogy. Piotr Magier, Ph.D., presented the place and the role of general pedagogy among pedagogical sciences in his paper “General Pedagogy in the Structure of Pedagogical Sciences”. He pointed to its detailed and metatheoretical nature. Reverend Leszek Waga, M.A. (Opole University) conducted a comparative analysis of the methodological bases of pedagogy and social work, showing a close relationship between social work and social pedagogy.

Eight speakers took part in the workings of section II. Barbara Kiereś, Ph.D. (the Catholic University of Lublin) analyzed the relationship between the concept of a human and the art of educating. Witold Starnawski, Ph.D. (Cardinal Stefan Wyszyński University in Warsaw) devoted his paper to the issue of “uniqueness and its consequences for getting to know a person and his or her development”. Iwona Jazukiewicz, Ph.D. (University of Szczecin) gave a paper entitled “Virtue as a Category of Self-Fulfillment in Education”. Jarosław Horowski, Ph.D. (Nicolaus Copernicus University in Toruń) talked about the differences between “winning somebody over” and initiation in the educational process. Reverend Andrzej Łuczyński, Ph.D. (the Catholic University of Lublin) presented the problem of authority and responsibility in education. The paper by Katarzyna Stepień, Ph.D. (the Catholic University of Lublin) concerned the development of a child in the view of modern protection of children’s rights. Arkadiusz Wąsiński, Ph.D. (the School of Administration in Bielsko-Biała) talked about the problem of an integral presentation of education in the context of self-creational growth towards foster parenting.

Nine papers were given in section III, chaired by Professor Ryszard Polak (University of Physical Education in Białą Podlaska). The speakers centred their dissertations around the religious and moral dimensions of human development and education. Professor Polak introduced the main subject matter of the section, highlighting the indispensability of taking into account the religious-moral dimension in education, as it is the condition of the holistic approach to education.

Professor Lucyna Dziaczkowska (the Catholic University of Lublin) was the first to give her paper, in which she justified the necessity of religious education and presented its aims, among others: shaping human identity, regulating the relationships with other people, satisfying basic needs, help in coping with everyday matters. She pointed to the important problem of the modern world in which religion is becoming a taboo, and within this context she asked the question: how can tolerance towards other religions be taught without being acquainted with them?

Reverend Professor Jerzy Kułaczkowski (Off-Campus Faculty of Social Sciences in Stalowa Wola, the Catholic University of Lublin), devoted his presentation to bringing up a child in family in the biblical context. He pointed to the role of the father as an educator whose task is to help to realize God's redemptive plan for the child, and to indicate the methods of religious education: discipline and reprimand.

Monika Hajkowska, Ph.D. (Maria Curie-Skłodowska University) familiarized the audience with the topic of religious-moral education in Polish families in the 19th and at the beginning of the 20th century. She highlighted the close relationship between the religious and national education, typical for the period of national bondage. She indicated the special role of the mother, who mainly through her own example conveyed religiousness to her children.

The next speaker, Reverend Czesław Galek, Ph.D. presented the religious education of school pupils in the second half of the 19th century as described in Polish memoirs and fictional literature. He listed its negative aspects in the context of anti-Polish educational policy of the partitioner government.

The paper by Sister Maria Opiela, Ph.D. (the Catholic University of Lublin) concerned the pedagogical concept of Blessed Edmund Bojanowski, in which the role of the woman as the main teacher of religious values is strongly highlighted. Other important aspects of the presented concept that Sister Opiela, Ph.D. indicated are the Christian system of values and keeping the harmony among all human personality spheres.

Professor Ryszard Polak (University of Physical Education in Bielsko-Biała) considered the problem of shaping moral and especially religious values as

seen by Reverend Józef Winkowski. He stressed the role of prayer, examination of conscience, as well as the important role of spiritual directors in religious education.

Professor Alina Rynio (the Catholic University of Lublin) emphasized in her paper that the teaching of John Paul II is the guarantee of identity of Christian pedagogy on account of the way it defines a person, as well as of its planes, aims, rules and manners. She stressed that the Pope's message becomes even more up-to-date and meaningful in the modern world which calls for a life without God.

The following paper presented by Dorota Frąk, M.A. concerned educational environments exemplified by educational institutions such as schools, boarding houses, educational centres, hostels run by the Congregations of Servants to Jesus, started in the 19th century by Blessed Father Honorat Koźmiński.

Stanisława Konefał, M.A. (the Catholic University of Lublin) presented the role of friendship, a virtue related to love, in the process of upbringing a young person. Discussing the Christian concept of friendship, she also referred to the beliefs of philosophers who alluded to Aristotelian and Stoic concept of moral virtues.

The last speaker, Lidia Dakowicz, Ph.D. (University of Białystok) presented the research conducted among teachers from selected schools in Białystok. The results indicate little interest in religious values among teachers. The causes of such state of affairs, according to Dakowicz, Ph.D., should be located in religious indifferentism or in the modern fashion to separate one's private and public life, where religion is situated in the private sphere.

There were five speakers involved in the work of section IV. Agata Celińska-Miszczuk, Ph.D. (Institute of Psychology, the Catholic University of Lublin) was the first to give her presentation entitled “Personal Development as Seen by W. Stern”. She talked about the significance of W. Stern's concept for a person's integral development. She stressed the need to return to the problems of character and the processes of its shaping in the way that allows the development of the entirety of a person and not just some of its aspects. W. Stern claimed that a person is an indivisible entirety which cannot be reduced to one dimension of functioning. A human is individual, internal and consistent, and is characterised by his or her intentional subjective actions. Both the man – through his or her actions – and the external world take part in shaping a person's character.

The second speaker in the section was Ewelina Świdrak, Ph.D. (the Catholic University of Lublin) with her paper “Taking Care of Grandchildren as an Opportunity for Development for Grandparents”. She presented the results of the research conducted among grandparents, who pointed to the knowledge, abilities and traits of character they develop through the contact with their grandchildren.

After the break, Marlena Wilgocka, M.A. (the Catholic University of Lublin) gave her paper in which she analyzed the significance of theatre as a factor of integral human development. The speaker acknowledged that the whole human being develops through art. Theatre is an interdisciplinary art which uses different means (word, sound, movement); therefore, it is a tool of intellectual education, it shapes artistic work, imagination, improves memory and perception, develops social competences. It also shapes moral notions, it contributes to the crystallization of the hierarchy of values, it supports the formation of self-esteem and self-confidence, and it is all achieved in a positive atmosphere of fun.

The next speaker was Anna Lenzion, Ph.D. (the Catholic University of Lublin), who presented her paper on “Transgression and Self-Transcendence in the Light of Development and Upbringing”. The author emphasized that self-transcendence as described by V. E. Frankl is an accurate model of development in difficult situations such as suffering. She also explained the concept of transgression and its varieties in the theory created by J. Kozielski.

The last speaker, Klemens Pęczkan, Ph.D. (the Catholic University of Lublin) presented his paper “The Quality of Life of an Elderly Person – Expectations and Reality”. Among others, he talked about the conditioning of the quality of life of an elderly person. He stressed that among the indicators of the quality of life of elderly people, equally important to the satisfaction with one’s health and income are positive experiences. He proposed that the life of elderly people should not be measured by the things one owns, but it should centre around the person one is and the things one experiences.

Session V, in the first day of work in sections, on 5 April 2011, was opened by the presentation by Danuta Opozda, Ph.D. (the Catholic University of Lublin), in which the speaker quoted the main theses of her paper “The Regulative Function of the Systems of Values in Constructing Individual Knowledge of Education”.

In the first subject group “The values in married and family life” the following papers were presented:

Andrzej Mazan, Ph.D. (Cardinal Stefan Wyszyński University in Warsaw): “The Methods of Integration of a Person in Family Upbringing”. The speaker pointed out that he based his assumptions on the theory of integral upbringing by S. Kunowski. The subject matter of his presentation was the last, highest sphere of a person’s development, that is spiritual development, and he presented it in the context of family life.

Beata Wołoskiuk, Ph.D. (Pope John Paul II State School of Higher Education in Biała Podlaska): “Interpersonal Communication in the Family in the Context of Upbringing for Values”. The speaker presented her research conducted in

two groups: parents and junior secondary school students. She speculated in her paper about the forms and circumstances of communication between the parent and the child and the meaning it has for shaping values in family upbringing.

Reverend Jacek Łukaszewicz, Ph.D., Marta Pawelec, Ph.D. (University of Economics and Innovation in Lublin): “The Crisis of Values in the Context of the Stages in Family Life”. The speakers presented the conclusions of their research. The main issue of the presentation concerned the understanding of values and their transformation in the middle age. Differentiating variables taken into account in the study were, among others, one’s sex, financial situation, professional life, the number of children.

Another subject matter was the issue of the development of married life. Two presentations were given within this subject group.

Mirosław Hanulewicz, M.A. (The Academy of Management and Administration in Opole): “The Preparations for the Birth of a Child as an Opportunity for the Development of the Spouses”. The main issue of the presentation was the situation of preparations the spouses make for the birth of their child and the possibilities it creates for the development of their married life.

Reverend Marek Jeziorański, M.A. (the Catholic University of Lublin): “Philosophical Bases for Spouses’ Development in the Teaching of John Paul II.”. The speaker presented the concept of a person and community as understood by John Paul II, and made it a basis for indicating the directions of the marital development.

At the end of the session, one of the participants, Professor Stanislav Košč from the Catholic University in Ružomberok in Slovakia was asked to take the floor. Profesor presented the sphere of research conducted by his academic centre.

The problem of existential multidimensionality of family was present in all the papers given during the work of session V on 6 April 2011. The subject matter of the presentation constituted a certain whole concerning characteristic spheres of life, systematically related to the functioning of family – both in the personal and social dimension.

This approach was expressed in the very first presentation, in which Małgorzata Dorota, M.A. (the Catholic University of Lublin) pointed to the specificity of the stage of “family with young children”. The author placed this stage in a holistic pattern of functioning of a family and she stressed its considerable dynamics. According to the author, the main aim of the discussed stage is to prepare the family to take in new members/children and to define the qualitatively important, but novel responsibilities – those of a parent. It is obviously connected with the growth of parents’ responsibility and it should be pointed out that at the moment when the children appear, the rhythm of married life is subject to modification.

Moreover, the paper included information about blogs analyzed by the author. The internet diaries kept by mothers were the subject of analysis that led to the conclusions about the families' quality of life.

The following paper, in which Ludmyla Smygur, M.A. (the Catholic University of Lublin) described the situation of numerous families as perceived by young students in Poland and Ukraine, also fitted into the subject matter of the section. The presentation listed social and personal conditionings, took a stance on demographical aspects and quoted a considerable amount of statistical data. According to the data, numerous families are perceived by the respondents as being in poor economic condition.

In general, Ukrainian respondents expressed more positive opinions about numerous families than their Polish counterparts, who more frequently pointed to the burdens imposed on the analyzed families.

The next paper concerning the alternatives to marriage and family as perceived by young adults was a continuation of the analytic trend dominating the session. Magdalena Pakuła, Ph.D. (Maria Curie-Skłodowska University) presented the results of her research which show that the problem of lifestyles "alternative" to the traditional family was noticed as soon as in the 1970s. Currently, the analyses conducted in this sphere prove to be problematic. One of the reasons for that situation is the impossibility of creating one typology of "alternative" styles, which leads to studies taking different directions and making it difficult to compare their results.

The paper by Anna Dudak, Ph.D. (Maria Curie-Skłodowska University), who discussed the issue of post-divorce shared custody, constituted a significant supplement to the subject matter discussed during the work of the section. The author made an assumption that divorce is difficult for the whole system of family in multiple aspects. She used the statistics of Polish divorces and related this data to the situation of children indicating that their custody is mainly given to the mothers.

The analysis of specific social conditionings influencing the quality of family life was continued in the subsequent presentation which tackled the problem of participation in the deviant subculture. Tomasz Wach, Ph.D. (the Catholic University of Lublin) described the ways of understanding the notion of culture. He particularly drew attention to the fact that the scope of culture incorporates, among others, a message transmitted throughout generations that concerns the relation to the main values, including common well-being and solidarity. However, participation in deviant subculture (the author draws the notion from specialist literature) significantly weakens or altogether eliminates the eagerness to realize socially justified modes of activity.

In the first part of work in section VI, nine papers were given on 5 April.

The discussions were chaired by Professor Ewa Skrzetuska (Maria Curie-Skłodowska University) who opened the session with her paper “Diversification of Pupils in Early Years Education and the Need for Individualization”.

The next speaker was Agata Popławska, Ph.D. representing the Non-State Higher School of Pedagogy in Białystok, who discussed the issue of chances and dangers of the development of subjectivity at school. Subsequently, continuing the topic of relations between the teacher and the student, Mariola Pałka–Pilecka, M.A. talked about the personal relations of subjects at school.

The two following presentations concerned nursery school education. Joanna Karczewska, Ph.D. (Jan Kochanowski University of Humanities and Sciences in Kielce) discussed the issue of educating nursery school students according to Stefan Kunowski’s concept, and Iwona Zwierzchowska, Ph.D. (Maria Curie-Skłodowska University) talked about the education in private nursery schools in the face of the challenges posed by the changing reality.

The subsequent presentations concerned the teacher, his or her place, role, tasks and challenges he or she faces. Within this context, Krystyna Kusiak, Ph.D., Beata Bednarczuk, Ph.D., and Dorota Zdybel, Ph.D., representing Maria Curie-Skłodowska University, gave a paper based on their own research, entitled “What Kind of Teacher is a European Teacher? The Dimensions of the Professional Development of Modern Teachers”. Next, Monika Baryła–Matejczuk, M.A. (University of Economics and Innovation in Lublin) talked about professional teacher training as one of the conditions for effective work in school environment. Ewa Jakubiak–Zapalska, Ph.D. (Technical University of Radom) presented the issue of the teacher’s role in supporting a talented student in contemporary school.

The first part of the session was closed by Reverend Professor Adam Maj (the Catholic University of Lublin), who showed the multidimensionality of the theory and pedagogy of school on the example of Catholic school.

On 6 April, in the second part of the session chaired by Beata Komorowska, Ph.D. (the Catholic University of Lublin), seven speakers presented their papers.

Firstly, Małgorzata Łobacz, Ph.D. (the Catholic University of Lublin) spoke about the role of the school in personal fulfillment of marginalized students. Subsequently, Jadwiga Daszykowska, Ph.D. (Off-Campus Faculty of Social Sciences in Stalowa Wola, the Catholic University of Lublin) presented the issue of the role school plays in creating child’s quality of life. She presented her original pedagogical definition of the quality of life and the factors that condition it.

The next paper was presented by Zbigniew Ostrach, Ph.D. (Technical University of Radom), who centred on ecological education on different stages

of schooling, starting from nursery school. He drew attention to the chances and possibilities that ecological education provides, but he also mentioned difficulties and barriers in its realization, both objective (school equipment), and personal (adults' approach).

The next speaker was Liliana Kostańska, Ph.D. (University of Economics and Innovation in Lublin), who on the basis of her own empirical research conducted an analysis of the perception of school by students graduating from primary school, taking into account diversification of the results on the grounds of rural or urban environment.

The subsequent paper was presented by Lucyna Adamowska, Ph.D. (Maria Curie-Skłodowska University), who presented school as a place offering support for orphaned children. She indicated a pressing need for the inclusion of the notions of thanatopedagogy in teacher training and for preparing future teachers to help an orphaned child.

The next presentation by Ewa Staropiętka-Kuna, M.A. (the Catholic University of Lublin) explained to what extent the project-based learning could constitute a factor of integral education in the context of Stefan Kunowski's theory as well as how the use of this method can support pupil's development.

The last presentation was prepared by Beata Komorowska, Ph.D. (the Catholic University of Lublin), who presented (on the basis of the materials prepared together with Professor Krystyna Chałas, Ph.D., the Catholic University of Lublin) selected theories of school and their implications for educational practice.

In the first part of the session in Section VII, the following papers were presented:

Professor Wiesław Wójcik (the School of Administration in Bielsko-Biała; the Institute for the History of Science in Polish Academy of Sciences): "The Construction of the Model of Integral Human Development Based on the Philosophy of Dialogue".

In the presentation, the historical and existential context of the philosophy of dialogue was discussed in the context of Rosenzweig's concept. The philosophy of dialogue claims that human realizes who he or she really is through meeting another person, and that his or her identity is created in the relation with another person.

Stanisław Michałowski, Ph.D. (University of Silesia, the campus in Cieszyn): "Meeting a Man. Integral Education in the Personological Paradigm".

The paper presented the concept of searching for and discovering another person through encounter and dialogue. Education should be performed via dialogue encounter, which indicates the entering into an interpersonal relationship.

Beata Jakimiuk, Ph.D. (the Catholic University of Lublin): “The Professional Career and its Determinants in the Context of Permanent Education”.

The paper discussed various aspects of the significance of professional career and the stages of its development in the perspective of education throughout one’s entire life.

Tomasz Cuber, Ph.D. (Medical University in Lublin): “The Development of the Sense of Responsibility among Students of Nursing” (the paper prepared by: Professor Irena Wrońska; Tomasz Cuber, Ph.D.; Zofia Kostrzanowska, Ph.D.; Aneta Kościółek, M.A.; all of whom are from Medical University).

The paper presented theoretical basis for the concept of educating towards responsibility in the context of the level of education on which medical staff, especially nurses, are trained.

Rev. Waldemar Klinkosz, Ph.D. (Institute of Psychology, the Catholic University of Lublin): “Students’ Achievement Motivation and the Level of Fear and Satisfaction with Life”.

The paper discussed the following concepts: achievement motivation, satisfaction with life and fear as a trait. Also, the paper presented the methodology for the study on the connection between the achievement motivation of the students of humanities and sciences and their satisfaction with life as well as the increase of fear as a trait.

Justyna Iskra, Ph.D. (Institute of Psychology, the Catholic University of Lublin): “The Educational Conditioning of Thriving and the Image of Self. The Study of the Youth at the Beginning of University Education”.

The paper presented the theoretical background for the study on thriving as the display of creative and successful adaptation to the changing conditions of life and coping with obstacles. Moreover, the piece presented the methodology for the study of correlation between personal thriving and the image of self among the youth starting their university studies.

In the second part of Section VII session, five speakers took part, as well as Małgorzata Kowalik, M.A., the author of the book devoted to John Paul II entitled “He Called us to Sanctity”. All the presented papers focused on the problem of social environment as a place of human development on various levels of one’s life.

Professor Elżbieta Gaweł-Luty (Pomeranian University in Słupsk) in her paper entitled “School Classroom as a Place of Pupil’s Social Development”, focused on a school classroom, referring to it as the key-part in the construction of modern education. She concentrated especially on the phenomenon of transgression and on the identity of a teacher – the co-maker, carrier of values, authority.

Marianna Powalka, Ph.D. (The University of Humanities and Economics in Lodz) presented statistical data based on her own studies and concerning the following subject: "The Representatives of Local Community in View of Child and Family Problems in the Local Area". The study, conducted in districts near Lublin at the turn of 2003 and 2004 and presently, indicated that those responsible for the local community (e.g. a borough leader, councillors, school principals) were not able to fully diagnose the social problems of their community and could not successfully prevent them or make an effort to counteract them.

Anna Kanios, Ph.D. (Maria Curie-Skłodowska University) presented a paper on the cooperation between non-governmental organizations and the self-government bodies in order to prevent the social exclusion of the youth. The speaker pointed to the phenomenon of numerous social and economic changes which entail threats and opportunities in the development of a person.

Ewa Sosnowska-Bielicz, M.A. (Maria Curie-Skłodowska University) outlined the topic of the functioning of non-public schools. She emphasized the fact that both community schools and private schools function as non-public schools. This type of schooling has many advantages, but it is also subject to criticism.

Olga Krasuska, M.A. (the Catholic University of Lublin) drew attention to the problem of immigration as the consequence of globalization. Poland, which is a transit country for numerous immigrants, experiences this problem to a significant extent. "Students from Caucasia in a Polish school and their social relations" was the main subject of the presentation.

In the section VIII the presentations were given by nine speakers, including Professor Thomas Hülshoff, MD (Katholische Hochschule Nordrhein-Westfalen in Germany). The work in the section was of international character.

Bożena Sidor-Piekarska, Ph.D. (the Catholic University of Lublin) in her paper: "Early Intervention as a Process of Supporting Families of Children at Risk From Disabilities" took into account the definition and the rules of early intervention; the role of the therapist; the kinds of support that a child and his or her family can receive; she stressed the significance of the right time when the intervention should begin, its continuity, universality and comprehensiveness.

Małgorzata Zawadzka, M.A. (the Catholic University of Lublin) gave a paper entitled: "Aiding the Parents of a Child with Multiple Disabilities at the Stage of the Early Support of Development". It incorporated a description of the model of early intervention designed in a special education complex in Cracow, a characterization of the aims and features of the work of a therapeutic team with a child in an institution and in family.

Monika Skop, M.A., presented her paper: „Disability – an Everyday Battle – a Testimony of Life of a Physically Disabled Person”. She took into consideration different kind of difficulties that the disabled encounter daily: material (obtaining benefits and equipment); social (peer group, the environment); educational; emotional (the perception of one’s body).

Professor Thomas Hülshoff, MD (Katholische Hochschule Nordrhein-Westfalen in Germany) presented his paper „When the Elderly Disabled Become Ill – A New Challenge for Pedagogues?”, devoted to the issue of the ageing process of the intellectually disabled; the questions of diagnosis, treating the conditions typical for the old age (eg. diabetes, Alzheimer’s disease), and health education for the intellectually disabled in which special needs educators take part.

Stanisława Byra, Ph.D. and Monika Parchomiuk, Ph.D. (Maria Curie-Skłodowska University) prepared a paper entitled „Disability Among Academics as Perceived by Disabled Students”. The authors presented the results of a pilot study conducted among the disabled students from Lublin’s universities. They proved that such students experience stigmatization in the academic environment to a relatively low degree.

Beata Szabała, Ph.D. (Maria Curie-Skłodowska University) gave a paper concerning the self-esteem and social competences of students with sensory disabilities. The presentation included the results of a study which indicated high self-esteem and a satisfactory level of social competences in a group of 40 students with sensory impairment.

Renata Kołodziejczyk, Ph.D. (the Catholic University of Lublin) presented a paper entitled “I Want to Say That... The Strategies of Dealing with Difficulties in Communication by Children with Hearing Impairment”. The problems discussed by the author include the description of language schemes (types, kinds) used by persons with hearing impairment in order to sustain communication that builds social relations.

Ewa Domagała-Zyśk, Ph.D. (the Catholic University of Lublin) devoted her paper to the issue of teaching foreign languages to hearing-impaired students in the context of crossing the barriers in linguistic development. She presented the linguistic education of hearing-impaired people at the Catholic University of Lublin stressing the wide possibilities, high motivation and good results in learning English that such students achieve.

11 speakers took part in the workings of Section IX. The presentations centred around the issues connected with the processes of changes in modern culture. Reverend Jerzy Król, Ph.D. (State Higher Vocational School in Chełm) presented a description of this phenomenon and the challenges it poses for education in

his paper "Education in the times of globalization". Wanda Wawro, Ph.D. (the Catholic University of Lublin) in her paper "Selected Aspects of Socialization of Youths in the Society of Risk" conducted an analysis of the question of the shaping of young people's social identity in the context of negative phenomena present in culture: relativization, uniformization, commercialization, superficial treatment of values. Anna Dąbrowska, Ph.D. (University of Warsaw) in her paper „Cultural Activity and the Linguistic Image of the World in Young People” presented the results of a study concerning the relationship between the types of participation in culture and shaping linguistic competences of describing reality. Marcin Szewczak, Ph.D. (the Catholic University of Lublin) and Iwona Szewczak, M.A. (the Catholic University of Lublin) in their paper "The Role of Self-Government Administration in the Development of Education for the Dialogue of Multicultural Polish-Ukrainian Borderland" presented the possibilities of launching diverse educational initiatives aimed at the protection of the cultural identity of that region.

Media education was another important subject matter of the session. Dorota Bis, Ph.D. (the Catholic University of Lublin) characterized the functions performed by the modern media in her paper "Media in Social Life". Małgorzata Centner-Guz, Ph.D. (Maria Curie-Skłodowska University) in her presentation „The Role of Television in Arousing Negative Emotions in Children” proved that the feelings of fear and sadness accompany children as they watch the news, investigative reporting shows, documentaries and criminal shows broadcast in the early evening. Grzegorz Wołoszyn, M.A. (the Catholic University of Lublin) presented "Interactive Multimedia Courses and Multimedia Recordings of Lectures as Two Key Forms of Distance Learning at Universities" stressing that in spite of their educational value, multimedia recordings of lectures are still used quite infrequently.

Two papers concerned the problem of esthetic education - Ewa Smołka, Ph.D. (the Catholic University of Lublin) in her presentation "Beauty in Education" alluded to the Greek notion of *paideia* and described the role of this value in integral development of a person. Piotr Zańko, M.A. (University of Warsaw) in his paper „Iconoclasm or Education? Religion in the Visual Works of the Polish Instigators of Culture” claimed that artistic provocation can also have an educational dimension. The workings of the section were closed by the paper by Krzysztof Przybycień (Off-Campus Faculty of Social Sciences in Stalowa Wola, the Catholic University of Lublin) entitled "Self-Creation as the Aim of Activity in the Perspective of Civilizational and Cultural Changes”.

Summing up the Conference, Professor Alina Rynio expressed a need for creating "A forum for educators-theoreticians and practitioners of integral development and education”.