

Marzena Anna Okrasa

SUMMARY OF PROFESSIONAL ACCOMPLISHMENTS

1. Name and surname

Marzena Anna Okrasa

2. The diplomas and degrees held

Master's degree in pedagogy obtained on 7 July 1988 at the Institute of Pedagogy of Maria Curie-Sklodowska University in Lublin. Master's thesis entitled Orientation and vocational guidance in selected socialist countries (USSR, Hungary, GDR, Poland), written under the direction of Dr. Bożenna Wierzchowska-Konera.

Degree of Doctor of Humanities in the field of pedagogy awarded on 12 March 2004 by the Council of the Faculty of Pedagogy at the Maria Curie-Sklodowska University in Lublin on the basis of a doctoral dissertation: Care and educational activity of school dormitories in the Lublin Voivodeship in the years 1975-1998. Lublin 2003, Promoter Dr. Czesław Kępski, prof. UMCS. Prof. Karol Poznanski (Academy of Special Education in Warsaw) and Prof. Ryszard Kucha (Maria Curie-Sklodowska University in Lublin) were the reviewers of the thesis.

3. Information on current employment

I started working at the university after obtaining the degree of doctor, and after graduation I worked in educational and care institutions:

1988-1993 - an educator in the boarding school in the Alojzy Sroga Military High School, transformed from the school year 1992/1993 into the 13th High School.

1994-2000 - teacher of integrated teaching at the Sons of the Lublin Land Regiment Primary School No. 28 in Lublin.

1996-2005 - tutor at the boarding school in the Building Schools Complex in Lublin.

Employment in scientific institutions

1.10. 2004-30.08.2013 - Assistant Professor at the Department of Theory of Education of the Institute of Pedagogy of the Maria Curie-Sklodowska University in Lublin

1.09.20014-31.03.2017 - assistant professor at the Institute of Intercultural Education of the Institute of Pedagogy of the Maria Curie-Sklodowska University in Lublin - transfer pursuant to Order No. 42/2014 of the Rector of the Maria Curie-Sklodowska University of July 1, 2014 on changes in the organizational structure of the University.

1.04.2017 - assistant in the Department of Intercultural Education of the Institute of Pedagogy of the Maria Curie-Sklodowska University in Lublin.

01.10.2011 - 29.02.2012 - senior lecturer at Pulawy University in Pulawy.

4. Indication of the achievement resulting from Article 16(2) of the Act of 14 March 2003 on academic degrees and academic title and decrees and title in art (Journal of Laws 2016, item 882, as amended in Journal of Laws 2016, item 1311):

a) title of scientific/artistic achievement: The basis for initiating the post-doctoral procedure is a publication entitled " School Care - education of the Lublin governorate in the years 1864-1914.

b) (author(s), title(s) of publication, year of publication, name of publishing house, publishing reviewers), Marzena Okrasa, School Care - education of the Lublin governorate in the years 1864-1914, Marie Curie-Sklodowska University Publishing House, Lublin 2019, p. 504. ISBN 978-83-227-9183-7.

Reviewer: Prof. Andrzej Felchner (Jan Kochanowski University in Kielce, Piotrkow Trybunalski Branch).

c) Discussion of the scientific/artistic goal of the above mentioned work/work and the results achieved, together with a discussion of their possible use.

The thesis submitted for evaluation as a post-doctoral thesis is a monograph of pedagogical and historical character. It presents problems related to the development of schools as well as care and educational activities described in the newspapers published in the Lublin Governorate in 1864-1914.

Magazines published in the Lublin Governorate in 1864-1914 have not, so far, been in the centre of interest of researchers and have not been the basic source in developing compact scientific or even popular-scientific positions, which would discuss the functioning of schools and the care and education activities. The originality of the dissertation is based on the use of the regional Polish language press published in the Lublin province by Poles. In the resulting

studies on the historiography of education, care and upbringing from the Lublin region, the press was only a supplement to research from other sources. It is worth mentioning that researchers rarely used the regional press as a basic source of information to develop topics related to school education, care and upbringing from the period of the Kingdom of Poland, most often specialist magazines were used, including e.g. pedagogical magazines, "Przegląd Pedagogiczny / pedagogical review". (1882-1905), "Nowe tory / New Tracks". (1905-1914)) or women's "Bluszcz / Ivy" (1865-1918), "Kronika rodzinna/ Family Chronicle". (1867–1914). Literary, socio-political and informational magazines were used less frequently. In terms of the place of publishing, they more often referred to magazines published in Warsaw with a nationwide range than in provinces with a regional range. Centralisation¹ was one of the reasons hindering the printing of provincial magazines, including those in the Lublin province. The assessment of the publishing situation in the Kingdom of Poland, published in 1895 by Przegląd Wszepolski, showed that the existing conditions in the Russian partition were conducive to the popularity of the published press on the one hand, as it was difficult to obtain a licence for new projects, and on the other hand, in the absence of competition on the press market, the number of factors influencing their level² was decreasing.

For the purposes of this study, the Polish press edited and published by Poles in the Lublin Governorate in the years 1864-1914 was included in the query. The list included : "Kurjer Lubelski", "Kurjer", "Głos Lubelski", 'Ziemia Lubelska', 'Polak-Katolik', 'Posiew', 'Kalendarz Lubelski', 'Lubelski Rocznik Dobroczynności', 'Lublinianin', 'Dziennik Lubelski', 'Codzienny Kurier Lubelski', 'Goniec Lubelski', 'Goniec Polski', 'Mysl', 'Nowa Jutrzenka', 'Życie Lubelskie'. Also taken into account are manuscript letters: "Głos Młodzieży" and "Ver Sacrum". However, the outgoing one-day periodicals were used depending on the given problem and did not constitute an analysis of a periodical. Neither was the outgoing press in another language and the non-Poles published by them in the Polish language analysed. After the January Uprising, few Russian magazines were published in the Lublin Province. They were: "Lubelskie Wiadomości Gubernialne", "Pamiętna Książka Ljublińskiej Gubernii".

In the discussed years 1864-1914 the Polish press was the basic carrier of different information, but also became for the tsarist authorities an informer of what was happening in the society. It was a chronicle of global, national and local events. It also presented specific activities in the field of education and care, describing the development of institutions, publishing statistical

¹ For: J. Ż. Roman Dmowski] Polish Journalism. Part III, Russian partition "Przegląd Wszepolski" 1895, no. 19, pp. 296-297.

² Press relations on the eastern borderlands, "Przegląd Wszepolski" 1895, no. 5, pp. 66-67.

The initial caesura (1864) is connected with the fall of the January Uprising and the intensification of repression by the partitioning authorities, while the final caesura (1914) refers to the outbreak of the World War I. The war situation completely changed the political, social, economic and educational picture, which directed the subject matter discussed in the few periodicals published, which is why it requires separate research. An internal caesura was also adopted, which justifies systemic, legal or social changes.

When studying aspects of school, care and upbringing, attempts were made to capture and link them in a social context. For the purpose of the work, Vincent Okon's definition of school was adopted, which states that it is: "educational institution dealing with the education and upbringing of children, adolescents and adults, in accordance with the objectives and tasks and the concepts of education and programmes adopted in a given society"¹² and it is the building or buildings in which the institution is located. For the analysis of caring activities, Włodzimierz Szewczuk's definition was adopted. He stated that "the care activity is to help people whose health condition, social situation, personal difficulties, material conditions require such help"¹³. Bogdan Nawroczyński made an attempt to define upbringing, pointing out that upbringing is connected with shaping the character in which permanent, strong, independent, entrepreneurial and practical will is directed to valuable goals, including above all to moral goals¹⁴. For the needs of work, the Mieczysław Lobocki's definition was adopted, who identifies upbringing with the conscious exertion of influence on man in order to emphasize his socially and morally desirable personality traits¹⁵. The topics of care and upbringing have been discussed separately, but in detailed analyses, referring to the prism of the care and upbringing process, they have been looked at as a whole. In the analysis of social welfare aspects, the term charity is interchangeably used by contemporary researchers with the word philanthropy. It should be noted that charity is commonly understood as supporting the poor and those in need of help, but also as a habit of doing good in the interest of others¹⁶. In Jadwiga Krolikowska's work, charity is "variously institutionalized and differently motivated social activity consisting in providing spiritual, material, health, legal and any other assistance to those in need as they require at the moment"¹⁷. Persons in need include the poor, lonely, abandoned, homeless, sick or incapacitated because of their age. The subject scope of the paper concerns the functioning

¹² W. Okon, *New Pedagogical Dictionary*, Warsaw 1998, p. 383.

¹³ W. Szewczuk, *Psychologia*, vol. 2. Warsaw 1966, p. 397

¹⁴ B. Nawroczyński *Selected works*, vol. 2, A. Monka-Stanikowa (selection), Warsaw 1987, pp. 108-112

¹⁵ M. Lobocki, *Theory of Outline Education*, Krakow 2007, pp. 32-34.

¹⁶ J. Krolikowska, *Sociology of Charity*, Warsaw 2004, p. 28.

¹⁷ *Ibid*, p. 28; J. Krolikowska, *Dobroczynność*, [in:] T. Pilch (ed.), *Pedagogical Encyclopedia of the 21st Century*, Warsaw 2003, pp. 703-711.

of educational, care, educational and therapeutic institutions, such as: family, orphanage, ward, hospital, shelter, shelter, shelter, shelter, dormitory and boarding house.

An important task in the work was not only to emphasize and bring to the fore the most important topics discussed in periodicals, but also to present the events that contributed to the press coverage. In order to present a complete picture of the situation at the time, events based on other sources were analysed, as the press was silent on these topics because of its censorship. An attempt was made to answer questions:

1. what social and political situations which influenced the organisation of schools, care and upbringing were written in the press?
2. what information on the rebellion of schoolchildren was contained in the periodicals of 1864-1914, and what information were they silent about?
3. what forms of caring practice were presented in the press?

4. what was written in the press about the conditions and organisation of childcare facilities?

5. what aspects of education were highlighted in Lublin periodicals from the years 1864-1914?

While attempting to answer the first research question raised in the monograph concerning the social and political situation described in the press which influenced the organisation of schools, care and upbringing, it should be stated that this issue was not paid attention to in magazines published in the Lublin Province in 1864-1914. These issues were occasionally addressed and treated as secondary. They were sometimes published on the front pages of newspapers, and most of the information was presented on further pages, often in chronicle, report, or letters from readers devoted to publication. This was influenced by the socio-political situation, which imposed specific topics. Many events were presented in a very general way, without minor, often important details, while the first pages presented orders of the *tsarate* and articles in accordance with its policy. In this way, information was provided mainly in the years 1864-1905. During this period, publications discussing the issues of schools and educational institutions did not in fact reflect the situation existing in the country and in Polish society. The legal regulations in force until 1905, concerning the content published in print, were associated with a close interference. Theoretically, it was about a balanced tone, exquisite vocabulary and a positive image of the tsar and his court. It should be noted, however, that not all information could be broadcasted by the press. There was a formal and informal ban on certain issues, which became absolute (including a total or relative ban), but only the possibility of reprints and official communications¹⁸. For broadcasting content that was detrimental to the system of state

¹⁸ M. Tober, *Censorship of the press in the Russian Empire ...*, p. 186.

and power and could be associated with Russian cases, quite severe penalties were imposed, ranging from awarding money penalties, through the closure of the magazine, to the sending of editors to Siberia. Therefore, the publications discussing the topics of science, care and upbringing were laconic, limited to mentioning the existing educational, school or guardianship institutions, and possibly published reports on the activities of charities. By the way, it is worth mentioning that the supervision of the periodicals issued in the provinces was stricter and more detailed. When a positive decision was made to print the information, it was delayed because the press control mode required the number to be submitted to censorship at least four days before it was published.

Analysing the information contained in the periodicals on the school situation, in particular the rebellion of schoolchildren, it should be noted that during the partitions the repressions of the partitioning states deprived the country of many educational institutions. On the territory of the Kingdom of Poland these activities were particularly visible after the January Uprising. The antidote to the actions of the invader was the general charity and educational activity, which gradually became universal, reaching a climax in 1905, whose aim was the "road to freedom". This type of activity carried out by individuals, social and professional groups, in accordance with the chosen political direction, eventually intertwined to form one national act - the pursuit of independence of the country. There was no official information about the rebellion of schoolchildren against the government school in the Kingdom of Poland, but there were publications in which the rebellion of young people was presented as hooligan antics not connected with the school. The press was silent about most of the events. It was written only about the possibility of learning and the conditions of enrolment in schools. On the other hand, the didactic-educational process and then the events connected with the school rebellion were not disseminated in the public press, they were informed about only in the press of the so-called second circuit. First of all, there were statements by various people encouraging young people to return to school. A lot of information was conveyed in a disguised way. It should be noted that the strike, embracing secondary and folk education, provided the basis for private education, but also for the organization of countless secret circles and folk schools in the entire Russian partition. It also started self-education work for young people¹⁹.

When answering research questions related to care and upbringing, it should be noted that, unlike school topics, the press devoted the most attention to the issues of care, social situation of society and forms of assistance to persons in need. First of all, the report of the Lublin Charity

¹⁹ T. W. Nowacki, *Winning Youth Fight ...*, p. 84.

Society was presented. It was written, among others, about children's trips to colonies, organization of new care facilities and their activities. This way of providing information survived until 1914. At the same time, after the tolerant ukaz, more polemics began to appear that openly criticized some social actions.

On the other hand, the press devoted the least attention to educational problems. Until the publication of the tolerant ukaz, only a few general advice was published, which related more to childcare. There were no specific guidelines for upbringing, mainly care and health recommendations related to childcare itself. It was not until 1908 that the weekly "Nowa Jutrzenka", published in 1908, began to devote a little more space to these issues of upbringing. The published articles were dominated by discussions on the role of the family in raising children and encouraging the promotion of religious and moral values.

The paper consists of four chapters. In the first chapter, the Polish press, which was then published in the Lublin province, was presented in the form of an introduction. Attention was also drawn to the image of the Lublin Governorate, taking into account the administrative division as well as the social, economic and educational situation. The presentation of this information was considered necessary in order to better illustrate the school and educational situation existing then. In the following second chapter, information appearing in the Lublin press on the functioning of schools and changes in their development was approximated. The third chapter highlights the social and social situation described in the press and the care activities carried out. Topics included in periodicals which referred to advice and suggestions on educational issues for children and young people are presented in the fourth chapter. It is worth noting that the structure of the chapter on the functioning of schools was dictated by the chronology of social and political events taking place, therefore there was a subchapter from the period when there was little information about schools in the press, and therefore it was based on non-press sources. On the other hand, the structure of the chapters on care and upbringing was dictated by the topics described in the press.

Discussion of other scientific and research achievements

Before the dissertation I wrote five texts that were published in magazines: Przegląd Historyczno-Oświatowy" ("Historical and educational review") (3 texts), "Care and Educational Problems". (1 text), 'Care-Education-therapy'. (1 text). On the other hand, after obtaining the academic degree of doctor, my oeuvre consists of 42 items, including 4 monographs: three author's monographs, including the work presented in the post-doctoral procedure and one co-author's work. I am also a co-editor of four monographs and co-editor of one issue of the "Lubelski Rocznik Pedagogiczny" / Lublin Pedagogical Yearbook magazine,

as well as the author and co-author of 11 articles published in magazines, 21 chapters in monographs, and one report.

The topics of my research presented in publications and conferences included two broad areas: care and education pedagogy and intercultural education. The vast majority of my publications are related to problems within the area of care pedagogy in the historical and contemporary aspects. The research presented in them analysing care and educational activity focuses on several thematic areas.

The first area is related to the care of a non-local students living in the school dormitory and boarding school during the school period. This topic was the subject of a doctoral dissertation. I must point out that the interest in this form of care resulted from professional practice, for 14 years I had worked as a tutor in boarding schools. At that time, in order to improve the quality of my work, I undertook research studies in the aspect of care and education work methodology, taking into account the diagnosis of school dormitories and boarding schools. Looking for effective forms of education, I found myself at a doctoral seminar of Czesław Kępski, PhD, at the Institute of Pedagogy, Maria Curie-Skłodowska University. The result of the cooperation was a defended dissertation entitled "Care and educational activity of school dormitories and dormitories in Lubelskie Voivodeship in the years 1975-1998. In my doctoral thesis I presented the research that I conducted in 14 institutions operating in Lubelskie Voivodeship.

The research was carried out in the school year 1998/1999 on a research group of 810 pupils and 67 educators. In my thesis I presented an analysis of a network of boarding schools and dormitories active in Lubelskie Voivodeship against the background of the development of these institutions in Poland. I also assessed the conditions created in them for the implementation of care, organization of everyday life, emerging health risks. I presented an image of living children with regard to their aspirations and life goals, as well as the didactic effects achieved by them, and analysed the work of the teaching staff with regard to their preparation and the educational process - including the system of penalties and awards, organization of free time. At the same time, I would like to point out that the thesis was not published. It was only an inspiration to broaden research on the historical aspects of the activities of school dormitories and boarding schools. As a result, two original monographs were created: (1) Picture of life of schoolchildren in the Lublin region from the 15th century to the beginning of the 20th century. *Studium do dziejów burs i internatów szkolnych* [Studies in the history of boarding houses and dormitories], Publishing house UMCS, Lublin 2012, ss. 234 [editorial reviewer dr hab. Ryszard Skrzyniarz, prof. KUL]; (2) Bursy i internaty szkolne w województwie lubelskim w latach 1918-1998 [Dormitories and boarding houses in Lubelskie

voivodship in the years 1918-1998], Publishing house UMCS, Lublin 2017, ss. 249 [editorial reviewer prof. dr hab. Mirosław S. Szymański].

The book *Image of Life of School Students*.... shows the organization of living conditions and residence of students educated outside the place of permanent residence in the Lublin region for about five centuries, since the establishment of the first school institutions (parish, collegiate and religious) through the modern period, the Commission of National Education, partitions, and until the regaining independence in 1918. The analysis of the development of the institutions was divided into five periods, resulting from political, social and religious changes. I tried to answer the following questions: How did the school network develop and its accessibility for young people wishing to study? What were the living conditions of foreign students during their studies? What were the initiatives of private persons, associations and public authorities which influenced the development and modification of directions and forms of assistance for foreign students? How did the social, political situation and the process of education influence the behaviour of students during the given period? The source material consisted of archival sources containing statistics and reports from the institutions, printed sources of a general nature, such as: Journal of Laws and Official Journals publishing laws, orders, regulations, guidelines, statutes, regulations from a given period, as well as memoirs and diaries, or treatises and articles written at different times. While studying the lives of foreign students, I tried to capture and link them in a cultural and social context, taking into account the changing social and economic reality. This monograph was reviewed by Jerzy Doroszewski in "Przegląd Historyczno-Oświatowy" from 2014, no. 3-4, p. 152-154.

The aim of the second book entitled: *Dormitories and boarding schools in Lubelskie Voivodeship in the years 1918-1998* was to show the development and changes taking place in the institutions for the care of a foreign student functioning in Lubelskie Voivodeship from the independence regaining (1918) until the end of 1998, when the administrative-territorial change of the voivodeship took place. I answered the questions: 1) How did the network of school dormitories and boarding schools develop in the discussed periods? 2) What were the living conditions and organisation of life in the dormitories and school dormitories? 3) How did the social and political situation determine the process of upbringing? The source material for the research of the above issues were archival sources containing statistics and reports from institutions; printed sources of a general nature, such as: Journal of Laws and Official Journals publishing laws, regulations, ordinances, guidelines, statutes, regulations from a given period; memoirs and diaries; and press dissertations and articles. In order to present the functioning of school dormitories and boarding schools in the years 1975-1998 (Chapter III), selected research

was used that was conducted by me and described in an unpublished doctoral thesis (Activities of school dormitories and boarding schools in Lubelskie Voivodeship in the years 1974-1998, UMCS, Lublin 2003 [typescript]). The resulting study, organized in chronological and problematic order, is based on the administrative and territorial structure of the Lubelskie Voivodeship, which is the caesura of individual chapters [chapter. I covers the years 1918-1944; chapter II - years 1944-1974); chapter III - years 1975-1998).

The set of reflections on the functioning of school dormitories and boarding schools is supplemented by publications discussing their activities in the historical and contemporary aspects. The analysis of their functioning in the historical perspective is presented in articles and chapters in monographs: (3) Dormitories and boarding houses operating in Lubelskie Voivodeship in 1945-1948, "Historical and Educational Review" of 2005, no. 3-4, pp. 267-281; (4) Salary of SS. Visitation in the 19th century in Lublin, [in:] Cz. Kępski (ed.), Care and educational work at school and other educational institutions, Lublin 2005, pp. 79-88; (5) Association of Burs and Scholarships in the Lublin Province, [in:] Cz. Kępski (ed.), Care and education at school and other institutions of education, Lublin 2005, pp. 89-102; (6) Care and educational activities of the Piarist order in the Lublin region until 1832 [in:] K. Wróbel-Lipowa, M. Ausz (ed.), Piarist education in past times and contemporary problems of historical education, vol. 2, eSPe, Kraków-Lublin 2010, p. 183-204. These publications present the development of various care institutions for foreign students, their organization, and the process of upbringing, which was influenced by the existing socio-political and economic situation in Poland. Despite the fact that their basic role did not change, the implementation of detailed tasks resulted from the actual social and political conditions and demography in a given period. The next two articles constitute an analysis of my extended research carried out in selected institutions of school dormitories and boarding schools. These are: (7) Competences of tutors of dormitories and boarding schools necessary for care and education work - in the light of research [in:] Z. Bartkiewicz, M. Kowaluk, M. Samujło (ed.), Competent Teacher. Present and future, Lublin 2007, p. 281-290;) (8) *The sense of loneliness of youth and its relations with peers as a determinant of educational activities* [in:] E. Kubiak-Szymborska, D. Zając (ed.), Theory of upbringing in the period of change, Bydgoszcz 2008, Ed. Versailles, pp. 257-273. In these works attention was drawn to the role of educators in care and education activities. The first article discusses the competences of tutors working in dormitories and boarding schools in the Lublin region. The analysis of the pedagogical staff was made, including their professional preparation, work experience and attitudes towards pupils resulting from the groups of activities performed in the educational work: 1) control-corrective, 2) organisational, 3) stimulating,

preventive and compensatory activities. Research has shown that educational work requires, first of all, knowledge and skills of using it. On the other hand, the second article presents reflections on the loneliness of the residents of boarding schools and dormitories and its symptoms in the context of the process of upbringing. And this analysis shows that working in the dormitory and boarding school is a complex process, the quality of which depends on the appropriate preparation of educators. These studies have confirmed the need to pay attention to the need to improve the educational competences of pedagogy students during their vocational training.

Another area of my research concerns the **historical analysis of the functioning of the school and its educational impact and cooperation with the student's family, as well as the activities of care institutions for children and adolescents without parental care and forms of assistance for disadvantaged adults**. This subject scope also includes the publication presented for the post-doctoral assessment. Topics from this area are presented in articles: (1) Education in the pages of the "Lublin Calendar" in the years 1869-1924, [in:] I. Michalska, G. Michalski, Keep for the future. Matters of education, education and care in the press release of the 19th and early 20th century, Łódź 2018, pp. 39-53; (2) Guidelines for family education presented in the pages of magazines in the 19th century "Upbringing in the family" 2011, volume 2: Family over the centuries, pp. 33-51; (3) Problems of health education in the journal "Bluszczy" (1865-1918) [in:] J. Kirenko (ed.), Healthy school - healthy student, Lublin 2008, pp. 137-147; (4) Charitable activities of the priest Zygmunt Chelmiński [in:] A. Winiar (ed.), In the circle of education and science. Memorial Book dedicated to Professor Karol Poznański, Lublin 2011, pp. 256-269; (5) Teacher as a creator of creative attitudes of young people in the period of the Second Polish Republic [in:] S. Popek, A. Winiar (ed.), Teacher. Profession, vocation, passion, Lublin 2009, pp. 177-187; (6) Family and school cooperation on the example of schools in Lublin during the Second Polish Republic, "Upbringing in the Family", 2013, No. 1, Volume 7: From ancient philosophical thought to modern legislative solutions, pp. 217-234; (7) Reflections on Janusz Korczak's "Jocular Pedagogy", [in:] M. Korczyński, M. Okrasa, and B. Wierzchowska-Konera, Let's bend over the child. Idea and work of Janusz Korczak, Wydaw. UMCS, Lublin 2014, pp. 99-112, and a co-authored monograph (8) from the history of education in the Lublin region. General Secondary Military High School in Lublin in the years 1985-1992, UMCS Publishing House, Lublin 2017, ss. 292, as well as the co-editor of the book: (9) Let's bend over the child. Idea and work of Janusz Korczak, Wydaw. UMCS, Lublin 2014, pp. 329, [co-editors: Mariusz Korczyński 33.3%, Bożena Wierzchowska-Konera 33.3%].

Within the framework of this topic, a picture was presented of the organization and functioning of school institutions as well as care and educational institutions for children and youth without parental care and educational activities. Various sources, such as archival collections, handbooks, diaries and the press, were used in the preparation of these studies. One of the articles: Education in "Kalendarz Lubelski" ... presents information on schools active in the Kingdom of Poland presented in its pages "Kalendarz Lubelski" published in the years 1869-1924. The publications emphasize the role of the press in raising the knowledge of the society in various areas of life. First of all, it was appealed to parents and guardians to pay attention to raising children, pointing out that many people do not have educational skills. The press reached the public with information about shaping the character of children, teaching morality, developing the child from an intellectual or health point of view. The article discusses these issues: *Advice on family upbringing* On the other hand, the publication entitled "*Problems of health education*... draws attention to building a pro-healthy social policy, creating an environment conducive to health, developing skills in fighting diseases and strengthening social activities through active recreation, movement, mental hygiene and proper upbringing of children. Within this area there is also a publication presenting the issues of the charity and charity activities of Father Zygmunt Chelmicki. He organized help for people in difficult conditions. Thanks to his efforts, the following were created: a shelter for single teachers, a craft fund, accommodation facilities, mobile kitchens, earning houses, craft workshops. On the other hand, educational and educational problems from the period of the Second Polish Republic are presented in subsequent articles: Teacher as a creator of attitudes..., and Cooperation of family and school..., and Reflections on Janusz Korczak's "Jocular Pedagogy" In the first mentioned publication, attention was drawn to the role of the teacher in shaping the creative attitude of young people. In the presented pedagogical discourses there was a call about the need to create proactive schools supporting the student in creative research, in which teachers improve their own pedagogical culture, apply active methods in their work with the student, stimulate self-education. On the other hand, the article entitled "Cooperation between family and schools...." presents the creation of parental guardians whose task was to organize: summer camps, material aid for poor students, as well as supplying schools with didactic aids and renovating classrooms. In the publication Reflections on Janusz Korczak's "Jocular Pedagogy" by Janusz Korczak..., he analyses the information that the Old Doctor gave to children during radio broadcasts that he conducted himself. It focuses on the timeless transmission of his pedagogical creed. In the area of my historical interests oscillating around issues related to the functioning of the school and its didactic and care activities, there is a

monograph of a military high school. The aim of the research undertaken in the monograph was to present the history and principles of functioning of military secondary schools on the example of the Lublin High School of Military Education functioning in the years 1985-1992. The problems of the operation of these schools have not met with a wider interest of researchers so far. The publication tried to answer the following questions: What schools for minors organized in Poland over the course of history served as a model for creating a military high school? How did the organization of the Military High School in Lublin look like? What was the numerical status of students, taking into account the fluctuations taking place at school? What were the didactic and educational-defensive processes at school? The analysis of issues is presented in seven chapters: chapter I - analyses the functioning of schools for minors throughout history, chapter II - presents the organizational foundations of schools, orders and premises conditions, chapter III - shows the teaching staff - teachers and educators in the dormitory, chapter IV - is devoted to students, chapter V - didactic activity, i.e. teaching results, chapter VI - educational and defensive activity preparing for the profession of professional soldier, chapter VII - the educational work of the dormitory.

My achievements also include publications that can be classified in the area of research **analysing the care and upbringing of children and youth, as well as aid activities aimed at adults from a contemporary perspective**. It includes articles aimed at getting to know the real activity of care and educational institutions for children and youth without parental care, as well as aid institutions for the homeless and institutions supporting the family in the implementation of its functions. These publications include (1) Alternative forms of Pre-school education as a criterion improving the quality of education in Poland, "Problems of Education in the 21 st Century" 2010, vol. 20, pp. 109-117; (2) Selected non-cash benefits supporting the functioning of families in the city of Lublin, [in:] A. Garbarz, B. Szluz, M. Urbańska, W. Walc, Family in a local environment, Help - Care support, Rzeszów 2011, p. 313-325; (3) Aid measures for the homeless in Lublin, [in:] S. Bębas (ed.) (4) Situation of a child in a foster family on the example of the Kraśnik and Przeworsk counties in Poland [in:] Maria Chepil (ed.), Child care and upbringing. History and modernity. Drohobycz 2010, p. 354-363. In the case of the first mentioned article, it presents the situation of pre-school children with the possibility of using this form of care and at the same time draws attention to the activation of other forms of pre-school education in areas and environments with a low level of pre-school education dissemination. The next two articles describe the forms of assistance to individuals and families unable to cope with the difficulties of everyday life. Particular attention has been paid to providing assistance to families in the form of service benefits (social work, specialist

counselling, care and specialist services and funeral services) and homeless persons (e.g. legal aid, accommodation, shelters, soup kitchens, distribution of clothing and food, therapeutic and medical clinics, professional activation points). The care of children deprived of proper parental care is presented in another publication. It discusses the functioning of children in foster families on the example of selected districts.

It is difficult to talk about interpersonal care without educational activity, therefore the subject of my scientific penetrations includes also issues related to **supporting children and youth in development**, taking into account the care and educational process. The most necessary to a young person is the support provided by school. This task should be carried out by teachers, tutors, school pedagogues, working with parents, shaping desirable values and conducting various forms of activities for children. These issues are analysed by the following publications: (1) *Self-esteem as one of personal resources conducive to health*, [in:] A. Witek, I.M. Łukasik, A. Buczak (ed.), *Personal and social resources. Healthy school-healthy student. Between theory and practice*. NeuroCentrum, Lublin 2010, p. 9-20 [co-author L. Klimek - 50%]; (2) *The threat of Internet addiction in school youth versus parental control*, „Studium Vilnensie A” 2009, vol. 6, p. 51-54; (3) *"To be" or "to have" and the meaning of life as the predictor of adulthood*, “Liudinoznabczy Studii” Series: Pedagogics 2016 No. 2 (34) p. 172-183; (4) *Education of parents as a form of cooperation between school and student's family* [in:] A. Cudowska (ed.), *Directions of education development in changing social space*, Trans Humana, Białystok 2011, p. 361-369 [co-author Lilianna Klimek 50%]; (5) *Dancing in upbringing and pedagogical therapy of children and youth*, [in:] J. Kirenko, D. Wosik, T. Zubrzycka-Maciąg (ed.), *Upbringing in the face of the challenges of modern times*, Lublin 2011, p. 239-260; (6) *Bibliotherapy at work with children and teenagers*, [in:] D. Wosik-Kawal, T. Zubrzycka-Maciąg, *Diagnostic and therapeutic competence of the teacher*, Impuls, Kraków 2011, p. 207-226; (7) *Педагог – творець системи цінностей дітей та молоді*, „Молодь і ринок” 2007, No. 9 (32), p. 45-49; (8) *Emotional competence of teachers and educational errors committed by them*, A. Dudak, A. Kanios, O. Karpienko, *Challenges of contemporary education – theoretical and empirical context*, Drohobych 2014, p. 101-116 [co-author M. Korczyński - 50%]; (9) *Teacher as a creator of educational activities according to Mieczysław Łobocki*, [in:] T. Zubrzycka-Maciąg, M. Korczyński, M. Okrasa, *Caring for upbringing*, UMCS, Lublin 2015, p. 189-198; (10) *"Master and Margaret" as a source of inspiration in shaping values in the process of upbringing*, „Lubelski Rocznik Pedagogiczny” 2016, v. 1, p. 141-155, [co-author Ekaterina Skakowska 50%]; and co-editing of a book and a magazine – (11) *Caring for upbringing*, UMCS, Lublin 2015, pp. 259, [co-editors: Teresa

Zubrzycka-Maciąg 33,3%, Mariusz Korczyński 33,3%]; (12) „Lubelski Rocznik Pedagogiczny” 2016, No. 1 (35), pp. 282. [co-editors: Teresa Zubrzycka-Maciąg 33,3%, Lilianna Klimek 33,3%]. Contemporary pedagogical thought expresses the conviction that all educational activities should have an axiological dimension. This process should be accompanied by the juvenile and educator's effort as well as the process of discovering and assimilating values. The issues are highlighted in the article (*Παιδαγωγία – θεωρητική ερευνητική...*). About shaping values, through reading and analysing exemplary literature that allows you to work out your own individual moral attitude, teaches self-awareness and unblocks emotions I wrote in the article (*Master and Margaret" as a source of inspiration ...*). The task of the publication was to show a literary example to teach responsibility, charity, the domination of spiritual over material values and sensitization to life situations, which are often easily overlooked. In considerations in the articles (*Teacher as a creator of educational activities..., Emotional competence of teachers...*) I emphasised that the analysis of upbringing to values in the spirit of respect for the dignity of a child implies the necessity to define the role of, among others, authority, attitudes of the educator, conducting exemplary analyses of the work of educators. Among the predictors of pedagogical success, one should mention the skills of understanding a pupil, knowledge of his threats and cooperation with his immediate environment, and I have paid attention to these issues in publications (*Self-esteem as one of.., "To be" or "to have" and the meaning ..., The threat of Internet addiction ..., Education of parents as a form of...*). This scope included also the issues regarding the methods of work with a ward. One of such methods is reading literary works, which gives them the opportunity to learn about various issues related to their own development, enrich the process of thinking and intellectual experience. As Stanisław Bortnowski emphasized, "literature may educate someone, distort someone else, or pass unnoticeably by the others", but nevertheless provides important materials for all sorts of corrective and supportive activities. I wrote about the role of literature in the process of upbringing in the article *Bibliotherapy at work with children ...*. Meanwhile, I discussed the need to use the movement in working with children on the example of dance classes in the article *Dancing in upbringing and pedagogical therapy ...*.

Another broad thematic area relates to **intercultural education**. It is directly related to my current didactic work at the Department of Intercultural Education, to which I was delegated as a result of the reorganization of the departments at the Institute of Pedagogy of UMCS. The research I conduct is related to the subjects I teach and extends my interest in caring for intercultural aspects. At the same time, they are an introduction to the research that I have started and will continue in the near future, concerning the problems, presented in the press,

related to immigration (exile) in the Kingdom of Poland in the years 1984-1914. So far I have published several co-authoring articles in the field of intercultural education, and these include:

(1) *Cultural and religious differences as a component of the knowledge and views of parents from the central Lublin region on the subject of multiculturalism*, „Lubelski Rocznik Pedagogiczny” 2017, v. 3, p. 187–207 [co-author I. Nowakowska-Buryła – 50%]; (2) *Knowledge and attitude to national and ethnic minorities as an element of intellectual competence of students*, „Edukacja Międzykulturowa” 2016, No. 5, p.125–146 [co-author I. Nowakowska-Buryła – 50%], (3) *Social distance of parents towards other nationalities as a determinant for intercultural dialogue* "Studia Białorutenistyczne" 2015, No. 9, p. 105–117 [co-author M. Korczyński – 50%], (4) *On the need to make pedagogy students aware of their role and tasks towards minority groups* [in:] T. Bajkowski, K. Sawicki, U. Namiotko (ed.), *Diagnosis and psychopedagogical methodology in the conditions of multiculturalism*, Warszawa 2014, p. 180–195. [co-author, Ilona Nowakowska-Buryła 50%]. These publications are designed to draw attention to various manifestations of multiculturalism, their role in the life of societies and the need to shape life in harmony, respect and tolerance. An important role in this area is played by the teacher, well-educated for his role.

Getting to know the social reality in the conducted research allows for the targeted implementation of the aims of education and upbringing towards other cultures. Among my publications there are items that do not qualify for any of the areas listed above that relate to the history of the Department of Theory of Education, a member of which I used to be. This is an article: *Department of Theory of Education*, [in:] J. Kireńka, M. Samujło, W. Bobrowicz (ed.), *Institute of Pedagogy UMCS – then and now*, Lublin 2010, p. 227–258.

Participation in scientific conferences

I have presented the results of my scientific research at 30 conferences, including 24 in the country and 6 foreign ones; I participated, among others, in scientific national and international conferences organized by universities, academies and scientific institutions i.a. in Bydgoszcz, Białystok, Cieszyn, Lublin, Radom, Rzeszów, Tarnobrzeg, Zamość, as well as in Vilnius and Drohobycz. These were not only pedagogical but also interdisciplinary conferences organized by historians, sociologists and linguists.

I also participated in meetings, trainings and methodical conferences in the course of which I gained new substantive knowledge in order to improve my own competences to work with students. I have been training in various thematic areas, among others: on May 12, 2008 at the conference entitled *Power of therapy through arts* organized by the Polish Association

for Therapy through Arts; on September 17, 2011 at the conference on *Movement, Vision, Hearing - the basis for learning*, organized by the Academy of Special Education in Warsaw; on June 17, 2015 in *Comprehensive support for talented students in developing their potential* "Kotwice Kariery" organized by the Teachers' Education Centre 'Lechaa consulting' and KUL in Lublin; on 30 April 2015 in *Eliminating inequalities and discrimination in the education process* organized by the Centre for Education Development; on April 28, 2016 in the part of the Citizen for Democracy project, intended for *teaching staff working with foreign children*. I was also a member of the organizing committee and the secretary of the scientific conference organized by the Department of Theory of Education and the Department of the History of Education and Comparative Pedagogy of UMCS entitled *Let's lean towards the child. Idea and work of Janusz Korczak*, which took place on May 31, 2012. I also acted as a secretary in the section of the Department of Theory of Education as part of the conference entitled *Contemporary dilemmas of pedagogy. Theory and practice*, organized on November 19-20, 2013 by the Faculty of Pedagogy and Psychology of UMCS.

Activities in scientific societies

I have been a member of the Polish Scientific Society and since 2016 - of the Association for Supporting Intercultural Education. I also participated in the meetings of the Lublin Branch of the Society for the History of Education, chaired by prof. dr hab. Adam Winiarz.

Didactic and science -popularizing activity

I actively participated in the work of the Department of Theory of Education and I still take part in the works of the Department of Intercultural Education. In 2006, I was the secretary of the Faculty Recruitment Commission. In the years 2008-2012 I participated in the work of a team appointed at the Institute of Pedagogy preparing timetables for students, I worked on the speciality: childcare pedagogy of the first and second cycle of studies. As part of the team's work, I prepared materials for the *Guide for candidates for pedagogical studies*. I was appointed to the Education Quality Team for 2012-2016 while I worked simultaneously in the KRK Program Team in the field of pedagogy, preparing timetables of classes for the following specializations: Childcare pedagogy with pedagogical therapy for the first cycle and Childcare pedagogy with social prevention for the second cycle of studies. I actively participated, while still employed at the Department of the Theory of Education, in the Faculty Promotion Team, preparing information on the subjects related to the field of childcare pedagogy. Since 2014, on behalf of the Department of Intercultural Education, I work in the Faculty Promotion Team and

every year during the so-called Open Door Days of UMCS in Lublin I present information about the university field of pedagogy. In addition, by taking action to popularize science and the Faculty, I took part in conferences and open classes; in conferences: *To learn to teach* organized on March 17, 2010 in Lublin, the organizer of it was the Chamber of Crafts and Entrepreneurship in Lublin, at which I presented the paper: *Pedagogical competences of the teacher-instructor of the profession*, and in the conference entitled *Janusz Korczak - education in terms of creativity* organized on June 3, 2014 in Lublin, organised by the LSM Culture Center and the Society of Children's Friends, Lublin Regional Department and the College of Social Workers in Lublin, Institute of Education at the Maria Curie-Skłodowska University, at which I presented the paper: *Reflections around jocular pedagogy of Janusz Korczak*. I was also an observer of the secondary school final examinations [Matura] as a representative of universities. I also took part in the Science Festival by conducting workshops for middle and secondary school students in 2014 on the topic: *Global dependencies - local activities, that is on the importance of small matters every day. Global education practice in every school* (workshop prepared with dr Agata Świdzińska). In the years 2005-2008 I cooperated inter alia, with teachers of the school day-room in the Primary School No. 28 in Lublin, conducting workshops, including *Supporting the child in development through artistic activity*, and with the care and educational institutions of the city of Lublin in the implementation of an educational project entitled *Lublin press, radio and television*, in the school year 2004/2005.

At the Institute of Pedagogy in the fields of study: pedagogy, social work, cultural animator and special pedagogy, I conducted and I still run classes, ie lectures and exercises (for which I developed programs) in subjects such as: Care and education pedagogy, Contemporary tendencies in care and education pedagogy, Supporting family functioning, Cooperation with parents, Methodological aspects of work with family, Pedagogy of free time, Alternative forms of therapy, Intercultural aspects of care and education, Methodology of care and education, Cooperation with parents - educational project, Corrective and compensatory activities and revalidation, Therapy through movement, Therapy through artistic activity, Work with dysfunctional family, Orientation and career guidance, Help to individuals and families, Methods and forms in a multicultural environment, Intercultural pedagogy, Introduction to intercultural education, and faculties, including: Selected representatives of care and education pedagogy, Supporting a child in development with elements of pedagogical therapy. In postgraduate studies I ran the following classes: Methodology of care and educational work, Therapy through movement, Didactics of career counselling. These subjects were carried out when I took part in a didactic project co-financed by the ESF: "Better School-Postgraduate

Qualification Studies" in the field of Pedagogical Therapy and Care Pedagogy for teachers from rural areas of the Lublin province. The project was implemented from August 1, 2009 to January 31, 2011 by the Maria Curie-Skłodowska University as part of Priority IX Development of education and competences in the regions and in the project "Open University for Tomorrow". Implemented as part of the Human Capital Operational Program 2007-2013.

I was a supervisor of 109 diploma theses, including 75 BA theses and 34 MA theses. I reviewed 186 papers, including 99 Bachelor's and 87 Master's theses.

Working with students, I tried to deepen their interests by encouraging them to participate in various conferences. Under my supervision, my students Katarzyna Dąbrowska and Dorota Bugaj prepared speeches that they gave at the conference on May 31, 2012 and published in the book entitled *Let's lean towards the child. Idea and work of Janusz Korczak*, edited by M. Korczyński, M. Okrasa, B. Wierzchowska-Koner, Lublin 2014. I also helped students: Anna Kalwińska-Bojarska, Agnieszka Kruszyńska and Beata Gil in the preparation of research on the subject: *Attitudes of teachers towards shy children in 1st-3rd grades of the primary school*, which they presented at the Congress of Scientific Teams *Tygiel* in 2011.

Taking care of PhD students as a scientific supervisor or auxiliary promoter

On 13 July 2016 I was appointed for the auxiliary promoter in the doctoral proceeding of mgr Katarzyna Dąbrowska, who wrote the dissertation entitled *Modification of primary school students' attitudes towards culturally different people*, under the supervision of dr hab. Mariusz Korczyński, UMCS professor. The dissertation was defended on October 10, 2018, and the doctoral degree was granted on October 24, 2018. At the request of the Reviewers, the Faculty Council distinguished the doctoral dissertation.

Scientific internships in foreign or national academic or scientific centres

I completed a scientific internship at the Ivan Frank State University in Drohobycz, Ukraine, from September 7 to October 6, 2015. At that time, I had the opportunity to learn about the functioning of educational and care-educational institutions as well as the activities of the educational institution of the Union of Polish Teachers in Ukraine united in the All-Ukrainian Coordination and Methodological Centre for Teaching Polish Language and Culture in Drohobycz, Ukraine. I also got to know the structure and activities of the University. At the same time, I had the opportunity to familiarize the University staff and students with my research and conduct workshops on: *How to deal with difficult behaviours of preschool children - familiarizing with Carole Sutton method, Reducing aggression in children using*

choreotherapy and Cooperation of teachers with parents of students. I also conducted a query at the Library of the University of Lviv and the Historical Archives in Lviv. I familiarized myself with Polish-language magazines that were issued during the period of partitions.

Making reviews for scientific journals

I have prepared reviews for the journal 'Scientific Bulletin of Chelms Section of Pedagogy', No. 1 from 2015, for the articles: *Human work as an axiological category; Institutional forms of care for a child under 3 in the Polish social assistance system; Antihumanism as a direction of change. Do we need a lecturer in social sciences at a university?*