



EDUCATION-CULTURE-SOCIETY
8th International Online Conference
September 11-12, 2021

Book of Abstracts

**Edited by Kamila Wylęły, Aleksandra Rabenda-Nowak, Weronika Ludwichowska,
&Paulina Zając**

Wroclaw 2021

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DEAR CONFERENCE PARTICIPANTS,

we are very excited that you chose to participate in Education Culture and Society conference, which is the second Education Culture and Society conference online. We hope we will meet your expectations, and simultaneously we regret that we cannot meet in real life. Due to the current threatening situation, to provide you with safety and comfort, and also to prevent other inconveniences, we decided to organise the conference online for the second time. Special thanks go to the entire team preparing this conference. Members of our initiating committee are well-prepared and experienced in working and conducting online conferences. I am very grateful and I would like to thank each of them as they have done a very good job, and they put their hearts into help and organisation of this event.

The conference participants, and not only them, also have the opportunity to publish their articles in a reviewed academic semi-annual periodical—Journal of Education Culture and Society. The journal is indexed in invaluable databases, such as the Web of Science, Index Copernicus, ERIHplus, CEEOL, DOAJ, CEJSH, JournalSeek, and BazHum. It is also on the list of journals of the Ministry of Science and Higher Education in Poland and on the UGC list. Moreover, open-access publication and assigned DOI numbers increase the chances of texts being quoted.

Over the past few years, we have had the pleasure to cooperate with numerous research centres and scientists from different countries. This edition will be attended by perhaps new or future scientists, whom we wish with all our hearts further success and whom we congratulate on the chosen path. We are also glad that some of you take part in the conference once again, which is a great reward for us, and shows us that you value our work and the conference. This year, participants from 23 research centres from 14 different countries take a part in the conference. We are really sorry about the fact that we cannot meet you in real life, even though we did our best to meet our expectations and to provide you the high quality of the conference. We believe that this year's conference topics will receive the approval of the participants. Furthermore, we already invite you to the 9th Education Culture Society Conference in 2022. We hope that our conference will provide you with a lot of intellectual experience and that you would like to participate in it again next year, hopefully, in Wrocław.

With the best wishes of fruitful academic discussions and cooperation,

Martyna Madej
Conference Secretary

PROGRAMME



EDUCATION-CULTURE-SOCIETY

8th International Online Conference

September 11-12, 2021

11 September 2021

PLENARY LECTURES (chair: Kamil)

9:00-9:10 Official opening of the Conference

9:10-9:25 *Individual responsibility in the work and life of Søren Kierkegaard* – Roman Kralik (RUDN University in Moscow, Russia)

9:25-9:40 *Religiosity as a factor of right-wing party political success – the case of Poland 2015-2020*– Kamil Błaszczyszński, Piotr Sula, Małgorzata Madej (University of Wrocław, Poland)

9:40-9:55 – *The value of motherhood: paid maternity leave discourse in major U.S. media outlets in the years 2014-2018* – Aleksandra Rabenda-Nowak (Vistula University, Poland)

9:55-10:10 Coffee break

EDUCATION (chair: Aleksandra)

10:10-10:25 *Importance and method of teaching biblical Hebrew and Aramaic in religious education of children and adults* - Roman Kralik, Marie Roubalová, & Peter Kondrla (RUDN University in Moscow, Russia, Charles University, Prague, Czech Republic & Constantine the Philosopher University in Nitra, Slovakia)

10:25-10:40 *Formal Education as a measure of success in business and its relation to business sustainability for women entrepreneurs in Uganda's urban Agribusiness sector* - Olga Margret Maria Namasembe & Roser Manzanera Ruiz (University of Granada, Spain)

10:40-10:55 *Lithuanian undergraduate students' approaches to learning English for Specific Purposes* – Nijolė Burkšaitienė (Vilnius University & Mykolas Romeris

University, Lithuania)

10:55-11:10 *Military Education in a Soviet Lithuanian school* – Irena Stonkuvienė (Vilnius University, Lithuania)

11:10-11:25 *Global Engagement Strategies in University Teacher Training Study Programmes* – Lingyi Chu (Vytautas Magnus University, Lithuania)

11:25-11:40 *Lifelong learning guidelines, or several reflections on teaching adults with barriers to learning* – Patrycja Karpińska, Kamil Błaszczński (University of Wrocław, Poland)

11:40-11:55 *Strengthening social work education: case study* – Jolanta Pivoriene (Mykolas Romeris University, Lithuania)

11:55-12:25 Discussion

12:25-12:35 Coffee break

CULTURE (chair: Weronika)

12:35-12:50 *Design of the subject of the Turkish cuisine as a course unit in language teaching* – Hasan Coşkun (Çankırı Karatekin University, Turkey)

12:50-13:05 *Parental involvement of Jewish and Arab parents in Israel: The effect of culture and demographic factors* – Moshe Sharabi, Marina Soskis, & Gilad Cohen-Ynon (Yezreel Valley Academic College, Israel)

13:05-13:20 *A frontier zone - a school: cultural encounters* – Jurate Litvinaite (Vilnius University, Lithuania)

13:20-13:35 *Culture Education-based Model for the Modern Organisation* – Ludmiła Walaszczyk (Lukasiewicz Research Network, Poland)

13:50-14:05 *Literary Realism in the Shaping of Slovak Culture* – Milan Kendra (Prešov University, Slovakia)

14:05-14:20 *New forms of rental dwelling in contemporary Poland* – Maciej Kowlaczyk, Agnieszka Lewandowska (Warsaw University of Technology, Poland)

14:20-15:00 Discussion

POSTERS – Available on the website

12 September 2021

SOCIETY (chair: Paulina)

9:00-9:15 *The Internet – a risk-taking space for students* – Kamila Wylęty (University of Wrocław, Poland)

9:15-9:30 *Cognitive Development by Zone of Proximal Development (ZPD) and Gettier problem: Corpus Linguistics a helping hand* – Lalit Gehlot (SKIT Jaipur, India)

9:30-9:45 *Modern Migration Crisis in Europe and the Role of Diasporas in Combating the Mutual Hostility between Newcomers and Host Society* – Emilia Alaverdov (Georgian Technical University, Georgia)

9:45-10:00 *Cooperation between HEIs and NGOs as an example of social responsibility of Ukrainian universities* – Kateryna Tryma (National Academy of Educational Sciences of Ukraine, Ukraine)

10:00-10:15 *English Language Learning Motivation of Students at the Sapientia Hungarian University of Transylvania in Miercurea Ciuc* – Zsuzsanna Dégi & Orsolya Kovasch (Sapientia Hungarian University of Transylvania, Romania)

10:15-10:30 *Fostering creativity in the classroom. Ecofeminist movies for a better future* – Antonio Martín Ezpeleta & Yolanda Echegoyen Sanz (University of Valencia, Spain)

10:30-11:00 Discussion

11:00-11:40 Coffee break

INTERDISCIPLINARY (chair: Martyna)

11:40-11:55 *Corporal punishment to children - effects and alternates* – Benuprasad Sitaula Dhande (SVN University Sagar, Nepal)

11:55-12:10 *The Issue of Education and Culture in Modern Georgian Politics (According to the pre-election program documents of 2020 of political parties)* – Manana Darchashvili (Georgian Technical University, Georgia)

12:10-12:25 *Transcription of Personal Names in the Written Works of Learners of Latvian as a Foreign Language* – Antra Kļavinska (Rezekne Academy of Technologies, Latvia)

12:25-12:40 *The enhancement of self-directedness in the studies of English for specific purposes: an analysis of ESP study books* – Laura Kilde (Language School 'The Language Boutique', Lithuania)

12:40-12:55 *Attitudes of students towards English language* – Ivana Šalinović (University College Aspira, Croatia)

12:55-13:25 *Speaking English in Spanish schools. Teachers' perceptions* – Marta García-Sampedro (University of Oviedo, Spain)

13:25-13:55 Discussion

THEMATIC SECTIONS

Błaszczński Kamil, Sula Piotr, Madej Małgorzata (University of Wrocław, Poland)

Religiosity as a factor of right-wing party political success – the case of Poland 2015-2020

Aim. The aim of this paper is to explore the role of religiosity in successful political campaigns of Law and Justice party in Poland (PiS) mainly by testing association between Roman Catholic Church officials and believers and their political activities and voting behaviour.

Methods. In order to verify stated hypothesis we use quantitative and qualitative approaches. In quantitative approaches we use: 1) confirmatory factor analysis to verify religious model proposed by Coutinho (2016); 2) log-linear regression and binomial logistical regression to explore association between religious denomination, religiosity and religious dimensions. In qualitative approach we use case-study events, reports and documented actions to reconstruct important cultural and social events that had strengthened political bond between Roman Catholic Church and PiS.

Results. Results of the log-linear regression and logistical regression proved significant and strong association between PiS party support, religious denomination and level of religiosity. Indicating that the most important component is moral conservatism. Qualitative analysis had proved that Roman Catholic Church receives „special treatment” from the current government, manifested especially in current law and state funds.

Conclusion. There are significant statistical and empirical evidence to claim that current government and especially PiS party receives significant political support among Roman Catholic believers. Support which is compensated by state law (which currently is blocking any social and cultural progressive movements) and materials benefits for the latter. Which gives solid proof to state that PiS is currently holding political power and winning national and presidential elections thanks to clientelistic linkages with Roman Catholic Church officials and Roman Catholic believers

Burkšaitienė Nijolė (Vilnius University; Mykolas Romeris University, Lithuania)

Lithuanian undergraduate students' approaches to learning English for Specific Purposes

Aim. Tertiary students' approaches to learning have been widely investigated across different fields of study, however, little known research has focused on their approaches to learning foreign languages. This research aims at establishing undergraduate students' approaches to learning English for Specific Purposes (ESP) at a university in Lithuania.

Methods. The investigation was conducted with the participation of 111 students, majors in 11 different study programmes, who took a mandatory course in ESP. The data were collected from the structured questionnaires; to carry out the research, quantitative research methods were used.

Results and conclusion. The research revealed a positive correlation between the students' organised and systematic learning and planning their study time, which allows to assume that they used a deep approach to learning ESP. The findings also showed that these students were able to self-regulate their learning. On the other hand, it was established that some students' engagement in the study process was low, that they learnt as much as to meet the requirements of the mandatory course and pass the examination, which suggests that they used a surface approach to learning ESP. It can be concluded that the participants used both approaches and that those whose approach was surface, could be guided towards deep learning by fostering their engagement in the course.

Cognitive value. The research deepens the understanding of the approaches that the students, who are enrolled in different Bachelor programmes, use while learning ESP at the university.

Chu Lingyi (Vytautas Magnus University, Lithuania), **Ziauniené Ruta**(SMK University of Applied Social Sciences)

*Cross-cultural transitional care in Lithuanian schools: the perspectives
of school psychologists*

Aim. The study aims to enrich an understanding of how Lithuanian school psychologists perceive the cross-cultural transitional care in the bridging role they are made to play in their schooling contexts in supporting Cross-Culture Kids (CCK).

Methods. The article presents research findings of surveying 200 school psychologists from Lithuania on current practices and challenges Lithuanian schools face in working with CCKs and developing effective and comprehensive school-based Cross-Cultural Transition Care Programmes (CCTCP).

Results. The analysis shows that Lithuanian school psychologists are unfamiliar with CCK concepts and do not feel prepared to deliver CCTC service to migrant pupils and families or CCTC training to their peer teachers and school administration. Issues surrounding migrant integration are alien to many, and many see it as irrelevant to their school contexts, regardless of governmental attempts to integrate returning Lithuanian emigrants in recent years.

Conclusion. The study shows that cross-cultural dialogues—and thus care support—yet need to find space in Lithuanian schools. Through systematic reconsideration, institutions providing educational support and training to key school actors, such as school psychologists, can be better supported. More approachable forms of implementable resources will allow space for schools to negotiate the extent and speed of their involvement, and also provide an arena for cross-cultural narratives and integration care, as they see fit best in their context.

Coşkun Hasan (Çankırı Karatekin University, Turkey)

A lesson design on the subject of local cuisine as a course unit in language teaching

Aim. In this research, the subject of cuisine was planned for teaching German at universities. The purpose of this research is the preparation, implementation and evaluation of a sample lesson focused on the selection of the subject of cuisine for German courses taught in the universities.

Methods. This research on cuisine was qualitative in nature. The document analysis technique was used in the research. During the 2018/2019 academic year the researcher taught on the subject of cuisine selection in his German courses.

Result and Conclusion. The success of the lesson planning model mentioned in this article was also observed in the activities conducted earlier. It was also seen that the students who attended German courses in connection with education or work in Germany, Austria and Switzerland, exerted efforts in establishing contact with the instructor and with other students attending the class.

Originality. The condition for participation in the courses “German for Erasmus” and “German for Communication,” taught by the researcher, aims to prepare the students to read and speak German at A2 level. In recent years, the number of course participants from Germany and other countries have increased. It is believed that this inter-disciplinary research will contribute to the use of the active method during German lessons.

García-Sampedro Marta (Universidad de Oviedo, Spain)

Speaking English in Spanish schools. Teachers' perceptions

Aim. This article presents the results obtained in a qualitative research related to classroom practices and perceptions of teachers of English as a foreign language in Spain. The aim of this study is to present examples of good teaching practices, including the types of resources, materials and assessment used in spoken English teaching.

Methods. A qualitative investigation that used ethnographic (non-participant) observation in primary and secondary English classes was implemented in thirty-two schools. Additionally, twenty semi-structured interviews with primary and secondary teachers were conducted.

Results. The results show significant differences between both applied methods. Non-participant observation indicates that spoken communication in English is not practised sufficiently. However, based on interview results, teachers do apply appropriate language learning strategies that could allow them to successfully teach speaking skills to their students.

Conclusions. The results imply that in Spain, there are still many teachers and educational institutions that follow the Grammar Translation Method and other traditional methodologies, which still focus primarily on writing skills. However, several examples of good practices and inspiring methodological and motivational strategies have been found throughout this research, which might be considered as a precedent for those that focus on writing approaches.

Originality. This article displays an original research supported by the University of Oviedo, through which the reader can approach the teaching of spoken English in Spain by means of some teachers' perceptions and examples of good practices.

Gehlot Lalit (SKIT Jaipur, India)

*Cognitive development by Zone of Proximal Development (ZPD). Gettier Problem
& Corpus Linguistics in epistemology*

Aim. The aim of this research is to promote the use of the three concepts—the Zone of Proximal Development (ZPD), the Gettier Problem, and Corpus Linguistics (Contextual Learning)—to increase the academic performance of early undergraduate engineering students.

Methods. 30 engineering students completed one untimed Mensa IQ Test of 10 questions and one Simon-Binet IQ Test of 50 random IQ questions with a 12-minute time limit. Before the second Simon-Binet Test, one group, G(a), was given ZPD scaffolding in three major topics—Working Memory, Fluid Reasoning and Spatial Reasoning—as they had incorrectly answered questions based on these concepts in their first Mensa IQ test. The second group, G(b), was not given the ZPD scaffolding. A statistical t-test that was later performed indicated that G(a) outperformed G(b) in the second IQ test.

Results and conclusion. The t-test provides evidence that the hypothesis of this research, i.e. that ZPD, Gettier Problem and Corpus Linguistics can enhance the performance of the students in a short time period, is correct. After the first Mensa IQ test, the level of both groups of engineering students, G(a) and G(b), was almost the same, which was indicated by the very similar mean results.

Research restrictions. It was not possible to provide all the random questions of the second online test (Simon-Binet) given to all 30 students because the total number of questions would be 1500.

Cognitive value. The paper presents empirical research on engineering students, demonstrating the practical utility of ZPD, Gettier Problem and Corpus Linguistics in the process of learning, potentially irrespective of any discipline.

Karpińska Patrycja(University of Wrocław, Poland), **Błaszczński Kamil** (University of Wrocław, Poland)

*Lifelong learning guidelines, or several reflections on teaching adults
with barriers to learning*

Aim. The aim of this paper is to present the main results of the Erasmus+ Strategic Partnership project “Culture knowledge and language competences as a means to develop the 21st century skills.”

Concept. The project was to develop original courses in cultural competences and English language and, after piloting with adult learners (including those with barriers to learning), to provide teachers working with adult learners with lifelong learning guidelines.

Results and conclusion. While participating in the courses, each learner was asked to complete either a questionnaire, which comprised of three parts: background information, evaluation of the course, and survey on learning styles (Kolb, 1984). The questionnaires were then analysed quantitatively and qualitatively. In total, 638 learners, including 203 learners with barriers to learning, participated in the courses and completed the questionnaire. The preliminary results of the study indicate that certain demographics seem to influence the preferred learning style; that there is a correlation between the level of education and the preferred learning style; and that adult learners with obstacles function better during the face-to-face classes and require more direct approach.

Kendra Milan (Prešov University, The Slovak Republic)

Literary realism in the shaping of Slovak culture

Aim. The aim of the presentation is to clarify the complexity of the Slovak literary realist discourse and its relations to the heterogeneous artistic, cultural and ideological discourses of the last third of the 19th century. The emphasis is placed on the appropriation and adaptation of stimuli from other social systems, as well as on the specific literary operations of realist discourse.

Methods. The dichotomy of Slovak literary realism is taken into account. As a theoretical concept, it is defined as a type of representation associated with a set of textual conventions, complex referential and self-referential figures. As a literary-historical discourse, realism is governed by period-specific cultural operations and principles of selecting, evaluating and connecting the phenomena forming the horizon of reality.

Results and conclusion. The concept of ideal realism is highlighted as a model of literary aesthetics that interacted with the discourse of national revival to provide an expression of Slovak cultural and national interests in the late 19th century. Two literary aesthetic modifications of ideal realism (represented in the prose works of Svetozár Hurban Vajanský and Martin Kukučín) are analysed in order to show the specific poetics of the Slovak literary realist discourse and to manifest its semantic multidimensionality in the 1880s.

Cognitive value. The presentation applies concepts from the theory of social systems to enable a more complex view of realist literature and its connections to other social systems and discourses in a modern society. The construction of the realist fiction and the stratification of its functions are explicated with reference to the theory of fictional worlds.

Kilde Laura (Language School “The Language Boutique,” Lithuania)

*The enhancement of self-directedness in the studies of English for scientific purposes:
an analysis of ESP study books*

Aim. It has been acknowledged by research that self-directedness proves to be fundamental in learning processes. Despite the fact that self-directedness is vital in the perspective of lifelong learning, there is an insufficient amount of known research that focuses on enhancing self-directedness in the studies of English for Specific Purposes (ESP). In order to expand the body of knowledge in this field, the aim of this work is to establish the types of tasks used in ESP study books that contribute to learners’ self-directedness.

Methods. The study employs the methods of relevant literature analysis and comparative analysis of three ESP study books published by Oxford University Press, Pearson Education Limited and Macmillan that are designed for the intermediate and upper-intermediate students of Business English.

Results and conclusion. The comparison shows that the analysed ESP study books contribute to the enhancement of self-directedness through a communicative type of tasks (reading, vocabulary building, speaking, listening activities), which correlates with the categories of *Remembering, Understanding, Applying, Analysing, Evaluating* and *Creating* of Bloom’s Revised Taxonomy by Anderson and Krathwohl (2001). Thus, the findings allow to conclude that reading, vocabulary building, speaking, and listening tasks provided in the three ESP study books are designed to develop not only learners’ linguistic competencies, but also their self-directedness.

Cognitive value. Understanding the types of tasks that encourage learners to transition from low-order thinking skills to high-order thinking skills, which enables them to self-direct their learning, may be of fundamental importance in the studies of English for Specific Purposes.

Kļavinska Antra (Rezekne Academy of Technologies, Latvia)

Transcription of foreign personal names in the written works of learners of Latvian as a foreign language

Aim. The aim of this study is to analyse how personal names (mainly first names) are transcribed in the written works of Latvian as foreign language learners (level A1, A2), what are the most typical mistakes when transcribing personal names in other languages, what is the attitude of students towards the Latvianisation of their personal names and what is the experience of Latvian language teachers in teaching the principles of transcribing personal names.

Methods. The study uses the corpus analysis method, as well as a survey of students and teachers who teach Latvian as a foreign language. The article includes error analysis of the personal name transcription established in the corpus and analysis of the survey results.

Results and conclusion. It was found out that students mostly know how to transcribe their names in Latvian, less frequently they know how their surname should be transcribed. Their attitude towards Latvianisation of personal names is various: positive, negative and neutral. Latvian as a foreign language teachers emphasize the principle of transcription of foreign personal names and the need to provide justification in the study process. It was concluded that further Latvian language acquisition process needs to be focused more on the problems with transcription of foreign personal names.

Originality. This study highlights the aspect which is little researched in the applied linguistics – the issued linked to transcription of foreign personal names in the process of learning the Latvian language. The novelty is related to the use of a new resource (error-tagged learner corpus) data.

Kralik Roman (RUDN University in Moscow, Russia)

Individual responsibility in the work and life of Søren Kierkegaard

Aim. The study analyses Kierkegaard's emphasis on responsibility before God, which must be manifested in the principles, how one acts before God. It is a matter of individual subjective passion: „to will one thing“ – (to will the good).

Content. The study presents Kierkegaard's concept of responsibility, which was manifested in his work as well as in his personal life. The Danish thinker Kierkegaard (1813-1855) was influenced not only by his father's upbringing or melancholic nature, but also by the so-called "Scandinavian leadership", which is characterized by central features: freedom with responsibility and high level of individual involvement in decision-making process. In Kierkegaard's case, these features developed under the influence of personal responsibility, which was manifested in the criticism of the authorities (Andersen, Grundtvig, Mynster).

Results. The study explains Kierkegaard's individualism and his philosophical concepts

Litvinaitė Jūratė (Vilnius University, Lithuania)

Between resistance and collaboration: a teacher's professional activity in the Third Space

Aim. Based on P. Bourdieu's sociology of education and theory of postcolonialism, to explain how the teacher's position changes in the processes of cultural transmission to their pupils.

Concept. P. Bourdieu states that the purpose of a school is to reproduce power relations. Teachers, using their authority, implement a culture that supports the position of the dominant class. However, various new studies show a decline in teacher's authority. The rupture of hierarchical connections in the process of culture imposition is being studied in postcolonialism. By applying the ideas of H. K. Bhabha, the modern teacher activity can be explained not as a cultural reproduction but as a teacher's constant encounters with the culture of the Other. A space where cultural encounters take place, K. H. Bhabha names the Third Space. Here, a new hybrid culture emerges, and a school becomes open to otherness and diversity.

Results and conclusion. In contemporary society, teachers do not have enough authority to impose a cultural reproduction. Teachers are forced to choose resistance to their culture by encountering pupils and collaborate with their pupils' culture. As a result, a hybrid culture emerges, and the Third Space forms in schools.

Originality. By applying the postcolonialism theory to explain the process of cultural formation in schools between the teachers and their pupils.

Martín-Ezpeleta Antonio, Echegoyen Sanz Yolanda (University of Valencia, Spain)

Creative writing to enhance sustainability awareness in preservice teachers

Aim. An educational intervention in the framework of the educational innovation project “Sciences and Arts” is presented in this research. The main objective was to develop sustainability and environmental awareness on students of the Degrees of Early Childhood Education and Primary Education. At the same time, the authors wanted to promote a didactic reflection on the integration of knowledge and skills around different phenomena, as in this case ecofeminism and the gender equality needed in a quality education, as stated in the sustainable development goals (SDG).

Method. During the course of 2018-2019, an innovative teaching unit around the ecofeminist movement was carried out. Starting from the reading of a youth novel with sustainability and feminist messages, different reflective activities, and creative writing (by the preparation of an ecofeminist movie) were carried out by preservice teachers.

Results. The analysis of the responses to a questionnaire about sustainability as well as the analysis of the creative products show how this experience increased the sustainability awareness of the students as well as their reflection on transdisciplinary educational approaches.

Namaseembe Olga Margret Maria(University of Granada, Spain), **Ruiz Roser Manzanera** (University of Granada, Spain)

Controversies and opportunities of two development measures for the advancement of women in Uganda: formal education and female entrepreneurship

Aim. The aim of the research is to investigate the relationship between formal education and female entrepreneurship in Uganda. This research hopes to contribute to the literature on education and women's entrepreneurship in Uganda.

Methods. Data is collected from 109 women through semi structured interviews. These are participants from the agribusiness sector and own businesses ranging from market stalls, retail shops to street businesses. Through the iterative process, emerging themes are analysed and discussed.

Results. The research finds that formal education programs and macroeconomic policies negatively impact formal education and female entrepreneurship. Macroeconomic policies such as privatisation and the programs of universal formal education do not incentivize students (specifically female ones) to pursue a full formal education, influencing them to leave schools early for necessity entrepreneurship to meet immediate needs.

Conclusions. Even though the study indicates that a formal education demonstrates high outcomes in terms of economic growth and development, the education level attained by women entrepreneurs is insufficient to meet true entrepreneurial success. Furthermore, the macroeconomic environment adds to the challenge of successful women entrepreneurship.

Originality. Various economic initiatives have been implemented in the quest for gender parity in education and women empowerment in Uganda since its independence. Statistics have demonstrated an increase in women's education and empowerment through entrepreneurship, however, such data do not necessarily reflect economic development. The results suggest that the relationship between formal education and women entrepreneurship is more complex and nuanced than previously believed.

Rabenda-Nowak Aleksandra(Vistula University, Poland)

*The value of motherhood: paid maternity leave discourse in major U.S. media outlets
in the years 2014-2018*

Aim. The goal of this research is to present the discourse concerning paid maternity leaves in the USA in major American media outlets between the years 2014 and 2018. It is an attempt to answer the question whether maternity, caregiving work or family values are contradictory to American work ethic and regulations of the labour market.

Methodology. The research is devoted to content analysis of the four most popular American online media, both liberal and conservative. Their content search engines are used to find information and articles on paid maternity leaves and to group them into different categories.

Results. Three main categories are distinguished in terms of the content of 302 articles, namely articles with a positive attitude towards paid maternity leaves (248 articles – 82.10%), articles with a negative attitude (20 articles – 6.60%), and neutral articles (34 – 11.30%). In general, Americans see the long-term benefits of paid maternity leaves, but they differ when it comes to the methods of their introduction.

Conclusion. There is a conflict between maternity, family values, American work culture, and regulations of the labour market. In American society, individualism, competition, and masculinity of the business culture do not support the values of nurturing and caregiving.

Originality. Except for the USA, there is no other country among OECD states which does not provide paid parental leaves for working mothers. Because of the fact that the United States is known to be one of the most developed countries in the world, this information may be considered worth-studying.

Šalinović Ivana (University College Aspira, Croatia)

Attitudes of students towards English language

Aim. The aim of this study was to investigate the EFL adult learners' attitudes towards English language. The quantitative research was used to seek answers to the following questions: 1) is there any difference in students' attitudes towards learning English by gender and 2) is there any difference in students' attitudes towards English by their field of study.

Concept. The authors of this study wanted to investigate the EFL adult (students, both male and female) learners' attitudes towards English language by seeking answers to the following questions: 1) is there any difference in students' attitudes towards English by gender and 2) is there any difference in students' attitudes towards English by their field of study. To this end, the used measuring instrument was a questionnaire and the study took place at a private college university Aspira Zagreb.

Results. The results showed that most students are aware of the importance of English in their studies and in future career development. Gastronomy students are less confident in their abilities, and are more aware of the need to learn languages because it could hugely impact their careers. Tourism students are a little bit more confident and also highly aware of the importance of English, whereas Sport students do not consider English that important in their profession, nor do they value themselves or others according to this ability. These differences according to the study programmes are also visible in the results between the male and female students because most of the Gastronomy and Tourism students are female, while Sport is a predominantly male department.

Stonkuvienė Irena (Vilnius University, Lithuania)

Military education in a Lithuanian soviet school

Aim. The aim of this study is to explore how Soviet ideology, which proclaimed peace but emphasized mandatory military training, functioned in the practice of LSSR schools.

Methods. Analysis of scholarly literature; analysis of historical sources (soviet textbooks, methodological tools, manuals, publications in soviet pedagogical press); qualitative interview.

Results and conclusion. During the Cold War, the Soviet Union began to promote the image of communist children's and youth organizations as proclaimers of peace around the world. A dove of peace was chosen as the main symbol of this image. However, depiction of communist organisations as symbols of peace did not mean that soviet ideology, which was imbued with the spirit of fight, disappeared from their activities. Having looked through the documents regulating activities of children and youth, methodology of upbringing, it can be concluded that military education was not in the last place not only in the activities of komsomols and pioneers, but also in those of little octobrists (groups of 7–9-year-old children). Mandatory initial military training as a separate subject for the students of 9th–10th grades (10th–11th grades in LSSR) was introduced in SSSR schools in 1968. The analysis of qualitative interviews, conducted within the project *Raising of the 'New Man' in Soviet schools: the case of Lithuania* (No. S-LIP-19-68/ (1.78) SU-810), reveals that although military training was mandatory in schools of Soviet Lithuania, the majority of pupils as well as teachers did not consider this study subject to be equivalent to other academic disciplines and approached this study subject carelessly. Neither the elements of official ideology nor those of military sub-culture propagated by soviet pop culture spread widely in Lithuanian schools.

Originality. Military training as one of the elements of building up “the New Soviet Man” has not been investigated in Lithuania so far.

Walaszczyk Ludmiła (Lukasiewicz Research Network – Institute for Sustainable Technologies, Poland)

Culture education-based model for the modern organisation

Aim. The aim of the research is to support the organisation's management through raising awareness on cultural diversity in the multicultural environment, and presenting a complex model covering the cultural issues in the multicultural organisation.

Methods. The model has been developed based on the research carried out between 2018 and 2021 in the *Cultural Risk in the Organisation in the Globalisation Era* project. The author used literature review and a survey questionnaire as research methods.

To develop the model for staff management at a multicultural organisation, a survey questionnaire directed to 154 staff members of multicultural organisations in five countries (Poland, Italy, Latvia, Cyprus, and the UK) was used.

Results and conclusion. As a result of the analysis, the following key areas have been identified: cross-cultural awareness, understanding different cultures, stereotypes, communication, teamwork, leadership, and hierarchy, learning styles and qualities in the workplace. The improvement of the staff in the aforementioned areas makes them more aware of the cultural diversity in organisations and of different cultural risks that may occur. There is a strong need for a continued consideration and improvement of the awareness regarding cultural diversity, as it is an element of modern and changing economy which may influence the continuity of every organisation.

Cognitive value. Key topics related to competencies for mitigating cultural risks were identified. They were used as elements of the complex model which can be used at a multicultural organisation in the process of training the staff in the area of cultural diversity.

Wylęły Kamila (University of Wrocław, Poland)

The Internet – a risk-taking space for students

Aim. The aim of this presentation is to discuss risky behaviours undertaken on the Internet by university students in Poland.

Theory. The concepts of “risk” and “risky behaviour” are widely known and often analysed in the field of science. Krzysztof Ostaszewski (2005) describes that risky behaviours are activities that are contrary to social and legal norms. Moreover, they are a threat to human health and development. There are many risky behaviours. Some of them can be performed in cyberspace.

Methodology and research results. The research sample consisted of 241 university students. The research was carried out using a diagnostic survey method. Respondents admitted to taking risks on the Internet, e.g. sharing private information on social networks, ignoring messages about potential dangers on websites, downloading content from illegal sources, and others.

Cognitive value. On the scientific ground, much attention is focused on children. However, the group of young adults is analysed less frequently. The phenomenon is a significant problem and should be the subject of further theoretical and practical analysis.

POSTERS SECTION

Kobylarek Aneta (Fundacja Pro Scientia Publica, Poland)

Academy of Modern Senior – critical thinking for seniors

Erasmus+ Strategic Partnerships for adult education
Project No. 2019-1-CZ01- KA204-061149 (2019-2021)

The main aim of the project was to define ways of educational work with older adults (55+) in the area of critical thinking. Organizations, represented by partners working with various topics in the mentioned area, have inspired each other in many different ways. Thanks to the organizational synergy, the authors composed a framework for defining the term “critical thinking” for educational purposes and built the concepts of educational work, which could upgrade the critical thinking ability of older adults.

Inspiration for the project were conclusions of the coordinator (Právěted’! o.p.s.) which appeared after conducting courses for seniors. Courses about information and disinformation organized for seniors in Prague revealed a lack of critical thinking ability of older participants. It was a starting point for thinking about the needs of a wider community – families of seniors, grandchildren, etc. Critical thinking should be assumed to be one of the key competencies in a world dominated by information. The ability to recognise information as true or false seems to be crucial for effective work and the decision-making process.

Coordinator: Právěted’! o.p.s., Czech Republic. Partners: Fundacja Pro Scientia Publica (Poland), Ljudska Univerza, Zavodza Izobrazevanje in Kulturo, Rogaska Slatina (Slovenia), Institut fur Interdisziplinare Bildung (IIB) (Austria), COFAC Cooperativa de Formacao e Animacao Cultural CRL (Portugal), UAB “Alfa idejos ir technologijos” (Lithuania).

Kobylarek Aleksander (Fundacja Pro Scientia Publica, Poland)

Increasing digital competencies – the growth of education in society

The project is co-financed by the governments of Czech Republic, Hungary, Poland and Slovakia through Visegrad Grants from International Visegrad Fund (Grant No. 22020344), 2020-2022

The main priorities highlighted by the project are to strengthen the profile of the teaching professions and enhance the development of key competencies, with a common denominator in improving education. As a part of strengthening the profile of the teaching profession, they are planned to encourage greater interest. As a part of strengthening key competencies, the project will focus primarily on the acquisition of new competencies and their subsequent implementation into subjects. The outputs of the project will contribute at the local and regional level to the improvement of digital skills in order to create better opportunities for integrating new interactive content and innovative educational strategies into school curricula and practice of specific schools and facilities in municipalities, cities, and regions of Slovakia. At the national level, it is expected to influence the education system to create a more practical, innovative, and multidisciplinary approach with an emphasis on modern technologies, digital entrepreneurship, and their importance in the current labour market. Teachers and other professionals working in the field of education and training will thus gain convenient tools and a comprehensive set of skills, thanks to which they will become acquainted with issues of new media usable in their pedagogical practice. At the same time, this will improve their ability to apply innovative approaches in the educational process by effectively using a wide range of free online tools, applications, and technological solutions from the category of new media. New networks and opportunities at European and international levels will be created to share the best practical and theoretical knowledge and to develop common learning strategies in these areas. At the same time, the outputs available to target groups in all countries will contribute to cross-border cooperation based on the effective use of new ICT-based pedagogies, techniques, and tools.

Coordinator: Univerzitasv. Cyrila a Metoda v Trnave, Faculty of Mass Media Communication, Slovakia. Partners: Fundacja Pro Scientia Publica (Poland), University of Ostrava, Faculty of Education (Czech Republic).

Madej Martyna (Fundacja Pro Scientia Publica, Poland), **Çelik Mustafa** (Nazilli Hayat Boyu Ogrenme Dernegi, Turkey)

CrITiC – critical Internet usage

Erasmus+ Strategic Partnerships for adult education
Project No. 2020-1-PL01-KA204-081756 (2020-2022)

Critical thinking is regarded as one of the determinants of adulthood in the intellectual sphere because it allows a person to distinguish facts from manipulation and fake news. Thanks to critical thinking, people can better understand the problems of the modern world, define their place in it, understand themselves and act more efficiently. Cybersecurity starts with critical thinking, thus the aim of the “crITiC – critical Internet usage” project is to strengthen the self-confidence of Internet users and influence their awareness of the risks they may encounter.

The innovative element of the project will be the use of “creativity/memory training” elements in the toolkit, which will have a positive impact on learning and assimilation of information by potential participants.

Coordinator: Fundacja Pro Scientia Publica (Poland). Partners: Nazilli Hayat Boyu Ogrenme Dernegi (Turkey), Kairos Europe (United Kingdom).

Matras Wiktorja (Fundacja Pro Scientia Publica, Poland)

Intergenerational bridge: connect to create

Erasmus+ Strategic Partnerships for adult education
Project No. 2020-1-IT02-KA204-079904 (2020-2022)

The surveys and researches show that the generational gap is a major problem of European society. Furthermore, most of the education and training systems in Europe are still mainly organised around the possibilities for young people, so the existing educational systems do not reflect the needs of elderly people and adult educators enough. Different generations should be connected in the learning process for their mutual benefit, in order to experience exchange and competencies sharing. Adult educators should be empowered with the tools and knowledge to organise the process of intergenerational exchange more effectively.

The project aims to improve project partner organizations' potential in the development of elderly people competencies through empowering adult educators in the intergenerational learning approach. The goals of the project are to exchange practical knowledge among project partners during two international meetings, to create a set of good practices, develop the competence of adult educators through the organisation of training courses, as well as to create new ideas and implement them within local communities.

Coordinator: Associazione Culturale Eduvita E.T.S., Italy. Partners: Ljudska univerza Jesenice (Slovenia), Fundacja Pro Scientia Publica (Poland), Nazilli Hayat Boyu Ogrenme Dernegi (Turkey), Právěted'! o.p.s. (Czech Republic), Utenos treciojo amziaus universitetas (Lithuania).

Studniarek Mateusz (Fundacja Pro Scientia Publica, Poland)

SENECA: SENiors for European Cultural heritage

Erasmus+ Strategic Partnerships for adult education
Project No. 2020-1-IT02-KA204-079810 (2020-2022)

The project starts from the need to involve elderly people in an innovative cultural path, in order to give them new learning opportunities, aiming to meet the need for knowledge and physical and mental exercise, as well as decrease their loneliness. The project is therefore aimed at more than 60 participants of 4 European countries, who will take part in the project activities to increase the cultural offer aimed at the age group that is increasingly in the need of a rich and interesting social involvement. Together with them, the project will involve adult educators who will develop new professional skills (new methodologies for lifelong learning for the elderly), deepen their knowledge of the world of the elderly and their local territory from the historical-artistic point of view, as well as become support and a reference point for the elderly population with whom they will establish a relationship of complicity and share the experience.

Coordinator: Associazione di promozione sociale SiripArte, Italy. Partners: Centro de Educación de Adultos de Yecla (Spain), Fundacja Pro Scientia Publica (Poland), Associacao Animam Viventem (Portugal).

Švecová Magda (Univerzitasv. Cyrila a Metoda v Trnave, Faculty of Mass Media Communication, Slovakia), **Çelik Mustafa** (Nazilli Hayat BoyuOgrenmeDerneği, Turkey), **Kobylarek Aneta** (Fundacja Pro Scientia Publica, Poland)

Needs of critical thinking

Erasmus+ Strategic Partnerships for adult education
Project No. 2020-1-SK01-KA204-078371 (2020-2023)

Critical thinking in the world of new technologies and the rapid flow of information takes on special significance and becomes a key competence in the life of adults. Thanks to critical thinking, a person can better understand the problems of the modern world, define his/her place in it, understand himself/herself and act more efficiently. Critical thinking is also regarded as one of the determinants of adulthood in the intellectual sphere because it allows a person to distinguish facts from manipulation and fake news.

The main goal of this project is to implement data from survey research into adult education focusing on critical thinking in the field of processing information.

In the first phase of the project, a questionnaire for analysing the critical thinking needs of adult learners was created in order to establish a course for improvement of this sort of skills in the next stage. Despite the fact that there are existing psychological standardised tests for critical thinking, they are long and payable, which may discourage respondents and many organizations. It is also worth mentioning that the created questionnaire will be disseminated, along with a guide and basic measures in free access, as ready for use by organizations involved in adult education.

Coordinator: Univerzitasv. Cyrila a Metoda v Trnave, Faculty of Mass Media Communication, Slovakia. Partners: Fundacja Pro Scientia Publica (Poland), Nazilli Hayat Boyu Ogrenme Derneği (Turkey), Právědě! o.p.s. (Czech Republic), Associazione Culturale Edivita E.T.S. (Italy).

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