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INSTITUTE OF POLITICAL STUDIES  
POLISH ACADEMY OF SCIENCES



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The Maria Grzegorzewska University  
Warsaw, Poland



**P T P**  
P O L S K I E  
T O W A R Z Y S T W O  
P E D A G O G I C Z N E

## **ESA Research Network 10 (Sociology of Education) Mid-term Conference.**

### **Young Researchers Academy for Methodological Advancements in Sociological Research and Education: Resilience and Well-being in Academic Endeavours**

Date: September 26, 2025

Venue: Maria Grzegorzewska University - APS

#### **Presentation**

Welcome to the ESA RN10 Mid-term Conference "Young Researcher Academy for Methodological Advancements in Sociological Research and Education – Resilience and Well-being in Academic Endeavours".

This conference aims to bring together emerging scholars and early-career researchers from diverse disciplines to foster an enriching interdisciplinary dialogue. The conference is organized in collaboration with the Doctoral Students Unions from the Maria Grzegorzewska University.

The event will serve as a dynamic platform for participants to exchange ideas, share insights, and engage in critical discussions on a range of topics, including methodological innovations in sociological research, addressing challenges in academic inquiry, and developing effective strategies to enhance resilience and well-being in the context of academic life.

By creating a collaborative environment, the conference seeks to empower young researchers with tools, perspectives, and networks to navigate the complexities of modern academic and research landscapes. We warmly encourage submissions that contribute to these important conversations and advance understanding in the sociology of education.

### **Scientific Committee**

#### **Scientific Committee from ESA RN10**

Prof. Anna Odrowąż-Coates, Maria Grzegorzewska University, Poland, acoates@aps.edu.pl  
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Prof. Ledia Kashahu (Xhelilaj), Aleksandër Moisiu University of Durrës, Albania  
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# ***Preliminary Program***

## **Keynote address**



## **Opening keynote**

### **Professor Urszula Markowska Manista**

University of Warsaw

### ***Doing (sensitive) research – challenges and dilemmas in research with sensitive groups in sensitive contexts***

This presentation advances the discourse on conducting sensitive research with groups identified as vulnerable within fragile contexts. The author argues that employing humanizing methodologies in research with vulnerable groups enhances the integration of researchers' intercultural knowledge and experiential insights throughout all stages of the research process, including design, data collection, and interpretation. She articulates a conceptual framework for understanding sensitive social research involving vulnerable groups in fragile contexts and environments. Additionally, the presentation critically examines a range of complex dilemmas and challenges inherent to sensitive research and underscores the importance of specialized (deconstructive, indigenous, human rights-based) methodologies and theoretical frameworks tailored to such approaches. It also contributes to the ongoing academic discourse surrounding the ethical principles and methodological considerations pertinent to sensitive research practices.

## **Closing Keynote**



**Tsiknakou Eleni (Phd)**

**ISA RN10**

### ***Methodological challenges in sociological research at school environments***

When young researchers start their research, they come across terms like validity, reliability and objectivity regarding the presuppositions for the conduction of good quality research and the obtaining of a degree. In this paper I try to present the challenges deriving from the methodologies we choose to use when conducting research in school environments or research about the involved parties in them (e.g. teachers, students, parents); from the methods we choose to apply for the collection of our data and last but – certainly – not least from the models or paradigms (Guba and Lincoln 1994) we choose to use to analyze our findings. Some of the questions I am planning on answering in this presentation are: How can we, as sociologists, examine what's going on in school environments and specifically in classrooms? What the methodologies and methods we choose to use tell us about how we view the school "reality"? How certain can we be about the results of our research? To answer these questions, I use bibliographical research and examples of different research conducted in the field. The findings are discussed in connection with the aforementioned criteria of internal and external validity, reliability and objectivity (Spencer, Ritchie, Lewis and Dillon 2003), and the criteria which Marshall and Rossman (2006) proposed for qualitative sociological research, that is credibility, transferability or generalizability, dependability and confirmability. The results show that research in school environments is very complex and needs careful planning and adaptability, as issues arise regarding the "presentation" of school "reality" and the diversity of views of the participants in it.

## **Plenary 1**

**Ledia Kashahu (Xhelilaj), Jetmira Basha, Fjoralba Satka** [kashahuledia@yahoo.com](mailto:kashahuledia@yahoo.com)

Faculty of Education, University "Aleksandër Moisiu" - Durrës, Albania

### ***Promoting Teacher Well-being in Initial Education Programs: Perspectives from Albanian Universities***

This study explores the perceptions and recommendations of university lecturers from four Albanian public universities regarding the improvement of teacher education programs in primary and preschool education. The focus is placed on fostering student teachers' resilience, stress awareness, and strategies for burnout prevention. Adopting a qualitative exploratory design, focus groups were conducted with 35 lecturers from the universities of Durrës, Korça, Shkodra, and Vlora. The data were analyzed through thematic analysis using an inductive approach, revealing key themes across institutions. The findings highlight a broad consensus on the need to balance theoretical content with practical experience, strengthen reflective and emotional skills, and incorporate modules on emotional intelligence and stress management. The study also identifies a lack of systematic approaches in the development of students' emotional and professional preparedness, emphasizing the need to train resilient and self-aware future teachers. These results have direct implications for the redesign of teacher education curricula and the development of higher education policies that promote sustainable teacher well-being and professional growth.

Keywords: teacher education, primary education, preschool education, resilience, stress management, burnout, professional development, thematic analysis.

**Marie-Rachelle Narcisse, PhD**

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### ***The Epistemically Just Sleep Health Framework: Bridging Social Determinants of Health and Cognitive Justice in the Pursuit of a Rapid Equity Movement***

Sleep health is shaped by a complex interplay of social determinants of health (e.g., neighborhoods and built environments, social community contexts, healthcare access, and quality), and often addressed through particular knowledge systems. However, the current approaches to tackling sleep health inequities tend to favor biomedical or behavioral paradigms, sidelining non-dominant knowledge systems. In response, I propose a new framework, 'The Epistemically Just Sleep Health Framework', which fuses cognitive justice with the Social Determinants of Health (SDOH) to critically examine the epistemic foundations of sleep health research and policy. This integrative framework underscores the pressing need to incorporate diverse knowledge systems in addressing sleep health inequities. Drawing on interdisciplinary literature from public

health, behavioral sleep medicine, medical anthropology, and decolonial theory, I will analyze each major social determinant—such as housing (e.g., overcrowding or displacement), employment (e.g., night shift labor), and education (e.g., biomedical sleep literacy)—through the lens of dominant paradigms that define what constitutes 'healthy sleep.' Through this lens, sleep treatments and interventions must tackle sleep health inequities by engaging in epistemic remediation, acknowledging and integrating marginalized communities' lived and experiential knowledge around the symbolism of rest and healing. I will discuss how sleep practices and the symbolism of sleep (e.g., nightmares, dreams) from various marginalized communities, often dismissed or pathologized by clinical models, are culturally grounded and interpreted. By anchoring cognitive justice as an essential domain of sleep health equity, this framework proposes a "third way" for designing pluralistic, culturally attuned, and structurally informed sleep health interventions that recognize sleep as relational, spiritual, and social—not just medical, and integrating the symbolic, narratives of marginalized communities around sleep as an integral determinant of health. I will offer recommendations for research, policy, and practices that challenge the social and epistemic injustices that shape who sleeps well—and who does not.

**PhD Tatiana Kanasz**

The Maria Grzegorzewska University, Warsaw, Poland

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***Empowering Discourse: Reflections on Changing Language about Immigrants in Academic Literature***

Language is not merely a tool for communication—it shapes reality, constructs meaning, and significantly influences the recognition and representation of social groups. This presentation explores the evolution of academic discourse concerning immigrants, with a particular focus on the shift toward more inclusive and socially conscious language in the field of sociology. The central aim of this contribution is to analyze recent transformations in how immigrants are framed and represented in academic literature. By interrogating the linguistic choices present in scholarly narratives, the study seeks to understand how these choices can either support or hinder social inclusion. The guiding questions include: How can researchers and educators use language as a tool for empowerment? What linguistic trends are emerging in academic discussions about migration? And what theoretical and methodological innovations inform these shifts? As language both reflects and reproduces power relations, researchers bear a responsibility to approach their subjects with sensitivity and critical awareness. In this context, the paper highlights the importance of adopting inclusive terminology, avoiding deficit-based narratives in social research.

## **Plenary 2**

### **Michalis Christodoulou**

Assistant Professor, Department of Primary Education, Aristotle University Thessaloniki, Greece

#### ***Beyond gap spotting: an innovative way for establishing novelty in qualitative research***

It is more than a commonplace methodological notion that the innovation of a research project is determined by what is referred to as 'gap spotting', in relation to which researchers articulate their contribution. This gap may pertain to competing explanations for a phenomenon, to areas of interest that are insufficiently studied, to a lack of empirical research in a specific area, to the absence of identified new aspects of a phenomenon, or to the lack of applications of a theory in a given area.

In this presentation, I will argue that the methodology of 'gap spotting' does not produce new theoretical knowledge due to the identification of the epistemology of qualitative methods with induction. As a result, research questions are disconnected – not from a theoretical framework per se – but from the way a specific theory will be used within an area of interest.

After defining the term "theory," primarily drawing on the approach introduced by Grounded Theory, I will argue that the innovation of research depends on three different ways of using theory (development, testing, refinement), which intersect with three distinct research aims (description, refinement, and explanation). From this intersection, four types (or modes) of developing and articulating research questions emerge, each corresponding to four different sampling strategies.

### **Mehrdad Shahidi, Michael Ungar, Miryam Wedyaswari, Mahnaz Shojaee**

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#### ***The Role of Resilience as a Mediating Factor between Adverse Childhood Experience and Mental Health in Adolescents Receiving Child Welfare Services in Nova Scotia***

While the relationship between adverse childhood experiences (ACEs) and mental health problems (depression, suicidal thoughts, PTSD, and functional impairments) among youth is well studied, there is less known about the mediating role played by resilience for youth receiving child welfare services. This study explored the mediating effects of resilience in relationship to ACEs and mental health outcomes for youth

receiving child welfare services. *Participants and setting:* The study included 251 participants (14–19 years of age, 58% female) receiving child welfare services from the government of Nova Scotia, Canada. A cross-sectional design was used with seven measures administered to youth through phone interviews. Risk exposure was measured using the ACEs scale while resilience was assessed with the CYRM-17. Mental health outcomes included depression symptoms (BDI-II), suicidal thoughts (SBQ-R), post traumatic stress reactions (PTSRS), and functional impairment (IATSS). Structure equation modelling (SEM) and general linear model (GLM) were used to analyze the data. Resilience directly affects mental health outcomes ( $\beta = -0.409, p < .001$ ) and indirectly mediates the effect of ACEs on outcomes ( $\beta = 0.236, P < .001$ ). Resilience showed different patterns in terms of sex and education. The youth who identified themselves as non-binary and were not enrolled in an educational program had lower levels of resilience. Resilience decreases the risk of mental health problems among youth receiving child welfare services. The impact of resources to build relational, caregiver, and social-contextual resilience may be influenced by a youth's sexual identity and engagement in education.

Keywords Mental health · Adverse childhood experiences · Resilience · Youth receiving child welfare services · Sexual identity

**Dr. Timo Van Canegem, Prof. dr. Mieke, Van Houtte, Prof. dr. Jannick, Demanet**  
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***How is social inequality reproduced by grade retention? Examining implicit bias among teachers.***

Students from ethnic minority groups and underprivileged socioeconomic backgrounds are significantly more likely to repeat a grade, even when their academic performance, language skills and school misconduct are comparable to that of their peers. This is concerning, as grade retention severely reduces a student's chance of completing secondary education. Retained students are, for instance, three to seven times less likely to obtain a degree in secondary education. This means that grade retention may function as a hidden mechanism through which social inequality is reproduced. Yet, the specific processes behind these disparities remain poorly understood. This study investigates whether and how teachers' implicit biases related to students' ethnicity and socioeconomic status shape both their grade retention decision-making and student-specific expectations. Implicit bias refers to unconscious attitudes or stereotypes held by gatekeepers, which can lead to unequal outcomes by subtly shaping their judgements and decisions. Flanders provides a compelling case study due to its combination of high retention rates and considerable teacher autonomy, making the educational system particularly vulnerable to bias-driven

outcomes. The study uses a mixed-methods approach, combining an online survey featuring embedded video vignettes with in-depth interviews. The sample consists of teachers from grades 9 to 12, drawn from 58 randomly selected secondary schools across Flanders and the Dutch-speaking community of Brussels, ensuring generalizability. Each teacher viewed one of six video vignettes, featuring a male student actor that tells about his academic underperformance. The vignettes follow an identical script but vary in ethnicity - signalled by the student's name, skin color, and language use - and in socioeconomic status, indicated by clothing, availability of study space at home, and single-parent household status. This setup allows us to test for intersectional biases in attitudes, attributions of school failure, and decision-making. Additionally, we explore how teacher and school characteristics relate to retention decision-making. Follow-up interviews with a purposive sample of teachers who participated in the survey provide insight into their reasoning. Overall, identifying the stereotypes of teachers is an important step forward in understanding why certain groups of students are more likely to be retained than others. Recognizing these biases could help policy makers and school boards to address implicit bias formation among their teachers, potentially breaking the connection between grade retention as an educational intervention for academic underperformance and the reproduction of social inequalities. This is especially relevant in educational systems that rely on teacher autonomy, rather than standardized test scores, to determine whether a student should repeat a grade or not. Preliminary findings and policy recommendations will be discussed.

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# ***Parallel Sessions***

**12.00-13.30**

## **Session 1**

### **Teachers perspectives and the issues of well-being**

#### **1. Mariam BREGVADZE**

MA Diplomacy and International Politics; Young Researcher; Tbilisi, Georgia;

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#### ***Teaching Peace in Times of Crisis Through Humanitarian Diplomacy and Resilient Education Practices***

Peace, defined as the absence of conflict and violence, is essential for the sustainable development of humanity. While peace education is theoretically straightforward to define, it remains difficult to implement in practice. In this important space, global political events shape the international climate. Complex power dynamics and conflicting interests as primary obstacles to the practical realization of peace. Furthermore, international legal frameworks and the mechanisms for exercising political will are frequently circumvented or rendered ineffective. The aim of the study is to analyze how approaches based on humanitarian diplomacy and digital platforms can contribute to the process of teaching peace in environments such as Georgia and Ukraine. The refugee universities located here become clear examples of how public education can differ, despite the prevailing perception of the need for peace. In this case study, we will analyze how humanitarian diplomacy and digital platforms can make peace education more effective and safe in crisis areas. Different factors, different issues, ultimately undermine education systems. They create a deficit in the provision of free education, which in turn reduces peace education. States that are different in conflict issues create opposition, they cannot explain the future of their state accordingly. The creation of a specific learning environment for peace education is necessary, which has developed. However, there are adaptive learning methods, such as the use of digital technology in the learning process, which has further exposed students to peace education. Research builds awareness of what digital platforms and psychosocial approaches can do, despite the disruption of formal education, to continue peace education. For normal peace education, an online peace education-

oriented curriculum should be implemented in practice, which will bring us even closer to the goals. This time we will come to the result, whether the need for peace is even more clearly understood among the younger generation, social unity will be strengthened.

## **2. Inga Smoleń**

University of Warsaw

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### ***Development of didactic competencies among novice English language teachers in Poland***

In this research, I examined the development of didactic competencies among novice English language teachers in Poland, particularly those working within CLIL (Content and Language Integrated Learning), EMI (English Medium Instruction), and language immersion programs. My aim was to explore how early professional support impacts the teaching practices and confidence of educators entering these demanding instructional contexts. To do so, I conducted a quantitative survey involving 149 experienced teachers, gathering their insights into the challenges and opportunities faced by new colleagues in the field. Although many respondents confirmed that new teachers do receive some form of support, such as methodological training, access to teaching materials, or participation in induction sessions, the results clearly show that this support is often fragmented and insufficient. What emerged as a central theme was the pressing need for structured, ongoing mentorship at the start of the teaching career. Respondents highlighted that new teachers frequently feel unprepared for real classroom dynamics and are left alone to navigate complex teaching scenarios, especially when delivering subject content through English.

Based on these findings, mentorship should be recognized not as a supplementary gesture but as a foundational element of teacher development. A well-designed mentoring system—offering regular guidance, classroom modeling, feedback, and emotional support—has the potential to strengthen didactic skills and reduce early-career attrition significantly. My research points to the importance of institutionalizing mentoring programs and integrating them into national teacher development strategies to ensure that English language teachers, particularly in CLIL and EMI contexts, are not just trained but truly supported.

Keywords: Mentorship, didactic competencies, novice teachers, CLIL, EMI, language immersion, teacher development in Poland

### **3.Katarina Aslan**

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#### ***Bullying and Belonging: The Moderating Role of Teacher Support in Mitigating the Effects of Peer Victimization on School Belonging***

Purpose: This study investigates the relationship between peer victimization and school belonging among adolescents in the Czech Republic, exploring whether supportive teacher interactions can buffer the adverse effects of bullying on students' sense of belonging. Background: Belonging is a crucial aspect of adolescent development, significantly impacting academic performance and psychological well-being. Peer victimization is linked to various negative outcomes, including increased anxiety and depression, yet teachers can play a pivotal role in fostering supportive environments that mitigate these effects. Methods: Utilizing data from the Czech Education Panel Survey (n=19,813 students aged 15-16 from 243 schools), collected shortly after students transitioned to high school, we employed multi-level regression models to analyze the influence of peer victimization and teacher support on school belonging. Results: Approximately one-third of respondents reported experiencing bullying, with current victimization correlating with significantly lower levels of school belonging. Notably, higher teacher support was positively associated with school belonging and moderated the relationship between bullying and belonging, indicating that supportive teachers can lessen the impact of both current and past victimization. Conclusions: The findings underscore the detrimental effects of bullying on school belonging and highlight the essential role of teacher support in enhancing students' sense of belonging, particularly for those facing peer victimization. These insights have important implications for educational practices and policies aimed at fostering inclusive school environments.

### **4.Roman Androszczuk**

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#### ***Teachers' Perceptions of Educational Policies in Poland and Ukraine***

This presentation compares teachers' perceptions of educational policies in Poland and Ukraine. The aim of the analysis is to explore how teachers in both countries evaluate changes in the educational system, curriculum reforms, institutional support and working conditions. The study's findings will highlight similarities and differences in teachers' views, shaped by distinct socio-political and cultural contexts. Particular attention will be given to the impact of educational reforms on teachers' daily professional practice and their perceptions of the state's role in shaping educational policy. The presentation seeks to deepen reflection on the significance of teachers' voices in the development of effective educational systems.

## **5. Karuna Samuel Finch**

University of Warsaw

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### ***Perspectives of School Heads on Teacher Well-Being: A Case Study from India***

This study explores the perspectives of school heads on teacher professional well-being (TPWB) in diverse Indian educational contexts. Drawing on in-depth interviews with six school leaders—three male and three female—working across public and private institutions, the study provides qualitative insights into how leadership philosophy influences approaches to teacher support. The participants represent a range of socio-economic and institutional settings, offering a broad lens on systemic and contextual factors shaping TPWB. The research reveals that school heads perceive TPWB as integral to school functioning, yet interpret and address it through varied lenses. Leadership approaches differ significantly based on school type, gendered leadership experiences, and local constraints. While some heads adopt a relational and empathetic leadership style, others emphasize accountability and professional resilience. The study also uncovers common challenges, including limited resources, high administrative burdens, and policy pressures, which constrain efforts to systematically support TPWB. This case-based exploration contributes to the growing discourse on TPWB in the Global South and offers implications for leadership development programs that prioritize TPWB as a key area of focus.

## **6. Weronika Skorupska**

PhD Candidate in political science at Doctoral School in Social Sciences in Warsaw, Poland.

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### ***Education on its own rules: Educational co-operatives in Poland***

Education is an area of many academic disciplines. Nowadays, more and more grassroots initiatives are emerging in Poland that bring citizens together to organise their children's education, on their own terms. These associations, use the name 'kooperatywa', which refers to the 19th century idea and history of cooperatives. These associations can be studied from different perspectives. On the one hand, as grassroots civil society associations, protest movements, forms of alternative education. In my talk I will present a reconstruction of the educational co-operative movement in Poland, its values, ideas and discourse (from the perspective of discursive institutionalism). Additionally, these cooperatives often emphasize the importance of community involvement and democratic decision-making processes. Parents, educators, and sometimes even students participate in shaping the curriculum and the overall educational experience. This approach not only fosters a sense of ownership and responsibility among all stakeholders but also encourages innovative teaching methods and a more personalized learning environment. Moreover, the cooperative model can serve as a response to the limitations of the traditional education system,

offering a more flexible and adaptive framework that can better meet the diverse needs of students. By examining these initiatives, we can gain valuable insights into how education can be reimaged and restructured to promote greater equity, inclusivity, and engagement. The success of these cooperatives highlights the potential for community-driven education to thrive in various contexts. By fostering collaboration and mutual support, these initiatives create a nurturing environment where students can flourish academically and socially. This model can inspire similar movements globally, encouraging a shift towards more participatory and inclusive educational practices.

## 12.00-13.30

### Session 2

#### Research dilemmas and the issues of well-being

##### 1. Michalis Christodoulou

Assistant Professor, Department of Primary Education, Aristotle University Thessaloniki, Greece

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##### ***Beyond gap spotting: an innovative way for establishing novelty in qualitative research***

It is more than a commonplace methodological notion that the innovation of a research project is determined by what is referred to as 'gap spotting', in relation to which researchers articulate their contribution. This gap may pertain to competing explanations for a phenomenon, to areas of interest that are insufficiently studied, to a lack of empirical research in a specific area, to the absence of identified new aspects of a phenomenon, or to the lack of applications of a theory in a given area. In this presentation, I will argue that the methodology of 'gap spotting' does not produce new theoretical knowledge due to the identification of the epistemology of qualitative methods with induction. As a result, research questions are disconnected – not from a theoretical framework per se – but from the way a specific theory will be used within an area of interest. After defining the term "theory," primarily drawing on the approach introduced by Grounded Theory, I will argue that the innovation of research depends on three different ways of using theory (development, testing, refinement), which intersect with three distinct research aims (description, refinement, and explanation). From this intersection, four types (or modes) of developing and articulating research questions emerge, each corresponding to four different sampling strategies.

## **2. Olga Zhmurko**

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### ***The Fragile Lens: Cultural Perspectives on Research Objectivity and Resilience Amidst Turmoil.***

Maintaining objectivity in social science research becomes increasingly complex yet profoundly essential during social turbulence and instability. Cultural sociology, with its nuanced emphasis on meaning-making and symbolic interaction, offers insights into how researchers navigate objectivity and resilience during challenging times. My presentation critically explores the shifting boundaries of objectivity from a cultural sociological perspective, examining how researchers' identities, cultural frameworks, and external pressures shape their methodological choices and interpretations. By discussing specific strategies for enhancing resilience and sustaining scholarly rigor, my talk aims to contribute to ongoing dialogues about methodological innovation, integrity, and the role of reflexivity in academia today.

## **3. Mr. Pierre Michelot Jean Claude**

Université Laval, Québec, Canada

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### ***Epistemological tensions in postcolonial research: navigating between neutrality and commitment***

Early-career researchers from or working in the Global South face multifaceted challenges within academia. Drawing on a case study in Haiti focusing on the heritageization of the memory of slavery, this paper will examine how the conditions of knowledge production and identity issues in the field of research can affect young researchers themselves. The memory of slavery in Haiti is indeed a highly sensitive subject: it gives rise to serious antagonisms between different types of memory. Our research findings show that heritage communication plays a crucial role in identity construction and that there is a need for public policies capable of mitigating conflicts related to the instrumentalization of this memory. However, this postcolonial context places researchers in a dilemma between the injunction to neutrality and a critical commitment to the emancipatory aims of scientific research. When the subject of research touches on the researcher's own experience, axiological neutrality becomes illusory, because all knowledge is embedded in a socio-historical context and involves a situated stance. The reification of knowledge, denounced in particular by the Frankfurt School, tends to render this subjective and embodied dimension of research invisible. Furthermore, often working in institutions in the North, researchers from the South do not enjoy the same privileges and must overcome obstacles of language, legitimacy, and discrimination. It is therefore necessary to think of critical interdisciplinarity not as a juxtaposition of knowledge, but as intellectual praxis. This proposal will thus articulate an empirical case and a critical epistemological reflection

(interdisciplinarity, committed stance, decolonization of knowledge) to shed light on the tensions—but also the levers of resilience—faced by young researchers in a postcolonial context.

#### **4. Ance Kristāla**

PhD student, Latvian Academy of Culture, Institute of Arts and Cultural Studies

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#### ***Crafting Knowledge through Research-Based Art: Methodological and Pedagogical Considerations***

In this paper an experience of integrating research-based art into the teaching of cultural sociology in higher education level is shared and critically examined. Across several iterations of a Bachelor and Master level courses, artistic practices such as poetry writing, collages, video-making and other have been employed not only as pedagogical tools, but also as methodological approaches to sociological inquiry. These practices have been framed by the recognition that both art and sociology involve reflexivity, interpretation, and the construction of meaning, especially in relation to complex cultural phenomena.

It will be shown how these methods have enabled student engagement, fostered experiential learning, and allowed affective dimensions of knowledge to surface. Attention will also be given to how the integration of creative methods has been used to respond to emotional and motivational challenges encountered by both students and educators in the contemporary academic context. In conditions shaped by precarity, isolation, and performance pressure, research-based art has been positioned as a means of reimagining academic practice as collaborative, embodied, and emotionally responsive.

Methodological considerations will be addressed, the influence of aesthetics on sociological interpretation, and the adaptation of assessment strategies to accommodate non-textual outputs. It will be argued that the use of research-based art in the teaching of cultural sociology contributes not only to the enrichment of sociological imagination but also to the cultivation of a more resilient and well-being-oriented academic environment. In doing so, this presentation aims to contribute to current discussions on methodological innovation, interdisciplinarity, and the ethics of care in higher education.

**12.00-13.30**

## **Session 3**

### **Family, maternity, and well-being**

#### **1.Obrillant Damus**

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#### ***The ethno-obstetrical practices of Haitian matrons through the prism of regenerative and restorative pedagogy***

The ethno-obstetrical practices of Haitian matrons fall under regenerative and restorative pedagogy. These practices refer to a set of knowledge, know-how and ways of being, as well as modes of thought and action aimed at regenerating and repairing the body-mind of women during pregnancy, during labor and after childbirth. Traditional midwives (fanm chay) play an important role in the fight against the vulnerability of pregnant women, women in childbirth, those who have given birth and their babies in rural areas with little or no biomedicalization where they generally replace health professionals trained in Western medicine. They contribute to the conservation and sustainable use of nature through their know-how, their ways of thinking and acting. The fundamental hypothesis we believe to be sound is that the ways of thinking, acting and being of traditional midwives (matrons) enable them to carry out, both consciously and unconsciously, regenerative and restorative pedagogy within their communities. How do these specialists in Creole medicine (Damus, Vonarx, 2019) participate in the empirical application of this pedagogy? How do they interpret traditional ante-partum (during pregnancy), intra-partum (during labor) and post-partum (after childbirth) care from the perspective of this pedagogy? To answer these questions, we will draw on empirical data collected from the matrons whose practices we have been studying since 2006, as well as from mothers benefiting from their care and the intervention of their own social environment.

**2.Szymon Baczyński**, The Maria Grzegorzewska University

**Marin Gierczyk**, Assistant Professor, University of Silesia in Katowice

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#### ***Well-being of young adult LGBTQ+ individuals in Poland***

The aim of this presentation is to present pilot research on the well-being of young adult LGBTQ+ individuals in Poland. Previous researchers have primarily focused on suffering and negative emotional phenomena; on anti-bullying policies, health education, or building alliances for LGBTQ+ youth. The topics addressed in the

presentation focus on positive emotional experiences and the sense of satisfaction and coping with resolving problems by LGBTQ+ youth in Poland. The research was conducted within a qualitative paradigm, using the method of individual non-structured interviews. Interviews were conducted with three young adult individuals. The research results show that the essence of experiencing positive emotions by young adult LGBT+ individuals is positive social relationships, particularly with close friends, family, and partners. It is important to be, and feel accepted, to have the possibility of developing one's interests, to take care of oneself in difficult situations, a sense of agency, a sense of security and stability, freedom, and having influence over one's life. For the respondents, it is also important to fulfill their own needs, such as having close relationships, self-actualization, and the possibility of relaxation. Among the life tasks that enable experiencing satisfaction are, among others: studying and achieving high results, financial independence, setting and pursuing further goals, and the possibility of seeking help from specialists in difficult situations. The research also indicates that they cope with life problems by obtaining support and acceptance from close persons, taking care of their mental health, and working on themselves. In the context of life in Poland, the respondents emphasize a low level of tolerance for otherness, which negatively affects their readiness to establish new acquaintances. Among other factors having significance for their well-being were mentioned: family religiosity, overwhelming spaces of large cities, difficulty finding work in their area of interest, or limited access to psychologists. The research is important in the context of revealing those factors that contribute to building the well-being of young LGBTQ+ individuals in Poland. Since the research has a pilot character, it is important to extend it to a larger group of respondents.

### **3. Vladislava Lendzhova**

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#### ***Exploring Family-Related Risk Factors in the NEET Phenomenon among Bulgarian Adolescents: A Systematic Review and Meta-Analysis***

Objectives: This study aims to systematically review and analyze family-related risk factors contributing to NEET (Not in Education, Employment, or Training) status among Bulgarian adolescents aged 18-29, with a particular focus on associated mental health outcomes. Grounded in Bronfenbrenner's ecological systems theory (Bronfenbrenner 1979; Bronfenbrenner, Morris: 2006) the objective is to identify how familial influences within the microsystem affect both NEET status and mental health well-being among youth in Bulgaria. Methodology: A systematic review and meta-analysis approach was employed, examining peer-reviewed Bulgarian and international in the period from 2010 to July 2024. The bibliographic references were organized and managed using MAXQDA software. Databases such as Scopus, PsycINFO, ERIC, Social Science Citation Index, Conference Proceedings Index, SpringerLink, and ScienceDirectr were used to identify studies that explore the impacts of socioeconomic background, parental education, family structure, and household stability on NEET outcomes and mental

health. Bronfenbrenner's model guided the inclusion criteria, focusing specifically on studies addressing family-related (microsystem) factors within the broader ecological context (Bronfenbrenner, Morris: 2006) of NEET populations in the country. Results reveal that adolescents from low-income households, single-parent families, and those with limited parental support are at significantly higher risk of becoming NEET. These factors, rooted in the microsystem, are also strongly correlated with adverse mental health outcomes, including heightened anxiety and depression, which may be further influenced by interactions in the mesosystem (e.g., family-school connections). Conclusion: The findings underscore the critical role of family environment (microsystem) in shaping educational and employment pathways and in influencing mental health among Bulgarian youth. Employing Bronfenbrenner's framework, the study highlights the importance of targeted interventions addressing family-based risk factors to reduce NEET rates and provide essential mental health support, taking into account the interconnected systems that shape adolescent development in Bulgaria.

#### **4. Korinna McRobert**

PhD student at the Free University in Berlin

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#### ***The geography of the bodies of survivors of childhood sexual abuse, from their own perspectives***

This paper presents the initial findings of doctoral research dealing with the phenomenon of childhood sexual abuse (CSA) as an experience of those overpowered by it in the past: the survivors. The phenomenon is approached auto-ethnographically, about survivors of CSA *by* a survivor of CSA. The empowerment theory is used as the main theoretical orientation of the study. The methodological practice is qualitative and arts-based, using method triangulation. The main data for the research are 12 qualitative interviews conducted with CSA survivors in a narrative and open style, with the option to contribute autobiographical texts, poems and/or drawings. The paper considers the ethics of such 'sensitive' research, presenting the ethical approaches implemented, aiming at striking a balance between protection and safety, as well as participation and visibility. This research frames the act of abuse as an act of overpowering, and focuses on the subsequent process of empowerment, post-abuse. Engaging in autobiographical research with hybrid methodology, aiming at incorporating both intellectual and body memories, is argued to be a sensible way forward, when trying to understand the effects of potentially traumatic experiences on people and their bodies. The intricacies and pitfalls of this approach will be explored. Research questions are: How do survivors of childhood sexual abuse (CSA) experience their bodies in their post-abuse, everyday life? How do CSA survivors empower themselves?

Keywords: childhood sexual abuse (CSA), survivors, empowerment, qualitative research, arts-based approach

# ***Afternoon Parallel Sessions***

**14.15-15.45**

## **Session 4**

### **Reflection, philosophy and well-being**

#### **1. Beata Król**

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#### ***Ethical dilemmas and reflexivity in researching education and youth***

#### ***Education in service of genocides – axiological analysis***

Universal education is one of the greatest achievements of our civilisation, but it can also become a powerful weapon. The aim of the presentation is to consider axiological aspects of mass education with particular focus on methods and tools that might facilitate atrocities if implemented in schools of genocidal regimes. The values to be considered are: truth, goodness and scientific knowledge. The main focus will be given to the roles those values play in education systems and attempts to transform their meaning. The consideration will be based on two historical examples: the Third Reich and Rwanda – two countries where a genocide was carried out by the state. In those countries large part of the population was personally involved in genocidal activities and among other institutions, the schools played substantial role in preparation the society to accept the mass killings. In Nazi Germany most school subjects were transformed to include antisemitic views and in Rwanda, after gaining independence in 1962, Tutsis were openly discriminated at schools. The threat of education being misused again is still a dangerous possibility. The main goal of my work is to reflect over the ways that ensure that education and ethics cannot be separated following the famous words of John Dewey that all education is ethical education. Nelson Mandela once said Education is the most powerful weapon that you can use to change the world. The students need awareness that changes do not have to be for the better and that weapons can protect others, but they can also kill.

#### **2. Ewa Duda-Maciejewska**

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#### ***The Regenerative Academy: An Invitation to Joint Exploration and Co-creation.***

### ***How might we practice reflection and creative reimagination of our shared academic journeys?***

We live in times of unprecedented intensity, complexity, and unpredictability. The exponential increase in the numbers of scientific publications to be followed, the pressure of quantitative parametrization, and the increasing polarization are limiting our potential for shared flourishing. The research shows that many people in academia - students, doctoral students, researchers, and administrative staff – suffer from stress, burnout, anxiety, and depression. Mental health in academia has become an important challenge to be faced. The report published by the Polish Ministry of Science and Higher Education shows that early stages academics are particularly exposed to mental health deterioration. The concept of a regenerative paradigm does not oppose but integrates other strategies going beyond them. It inspires actions going beyond the harmful reduction into the creation of spaces allowing for the flourishing of natural potential of individuals, communities, and places. It focuses on opportunities rather than problems and deficits. The regenerative paradigm promotes shared reflection and co-creation as the ways leading into the inner transformation, which in turn is necessary for the outer change. These actions might enhance the flourishing of the natural potential of individuals, communities, and places improving our collective well-being within our learning communities. This perspective is becoming visible in various fields, including sociology and pedagogy, making it particularly relevant to the educational and academic environment. My exploration of this paradigm draws upon three interwoven sources: theoretical foundation, results of autoethnographic studies from other universities, and my own observations and experience as a doctoral student, academic lecturer, and trainer. This combination provides a starting point to reimagine our academic journeys both as learners and educators contributing to the mutual flourishing within academic learning communities.

### **3.Riad Soltani**

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#### ***Content and Language Integrated Learning as an Ecological Pedagogy***

Content and Language Integrated Learning (CLIL) combines subject instruction and language teaching to promote cognition, communication, and intercultural awareness. Although individual studies document CLIL's benefits in discrete contexts (Coyle, Hood, & Marsh, 2010; Dalton-Puffer, 2011), a comprehensive synthesis across family-based, higher-education, and teacher-collaboration settings remains lacking. This review addresses: What mechanisms and contextual conditions enable CLIL's effectiveness across these domains? We carried out an exploratory narrative review of English-language literature from 1990 to April 2025. We searched ERIC, Scopus, Web of Science, JSTOR, Google Scholar, Council of Europe and Erasmus+ repositories, and regional archives. Seminal works were snowballed and included empirical and conceptual studies detailing CLIL models, pedagogical strategies, and learner

outcomes. From 120 + sources, we extracted data on theoretical frameworks, implementation settings, scaffolding techniques, collaboration forms, family-support dimensions, and indicators of language proficiency, content mastery, intercultural competence, and flow experiences. Findings indicate that family-oriented CLIL leverages home-language assets to enhance socio-academic support and learner engagement (Luna & Martínez, 2013; Barrueco et al., 2016) . In higher education, hybrid and team-taught models address internationalization imperatives by integrating content and language instruction, fostering curricular innovation and professional growth (Chostelidou & Griva, 2014; Satayev et al., 2022) . Across domains, well-scaffolded CLIL environments balance cognitive challenge with linguistic support, creating optimal conditions for flow—complete immersion and intrinsic motivation (Csikszentmihalyi, 1990)—and sustained learner engagement . This synthesis frames CLIL as an ecological pedagogy operating through interlinked social, institutional, and cultural systems (Bronfenbrenner, 1979; Bhabha, 1994) . It informs policy and professional development by identifying enablers—such as institutional backing and family partnerships—and barriers, including resource constraints and expertise gaps. Unanswered questions remain regarding longitudinal effects of CLIL on identity formation and equity outcomes for marginalized learners. Future research should employ longitudinal, cross-cultural, and mixed-methods designs to validate these mechanisms and address identified gaps.

#### **4. Anna Falkowska**

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#### ***GOZ i SDG w edukacji młodzieży – działania w duchu wytycznych UNESCO***

W dobie pogłębiającego się kryzysu klimatycznego istotne jest wprowadzenie zmian społecznych, polegających na promowaniu edukacji młodzieży i osób dorosłych w zakresie kształtowania świadomości i postaw sprzyjających zrównoważonemu rozwojowi. Referat prezentuje założenia, przebieg oraz rezultaty warsztatów ekologicznych dla młodzieży, przeprowadzonych w Radomsku (N=120) skoncentrowanych na gospodarce o obiegu zamkniętym (GOZ) i wyzwaniach związanych z realizacją Agendy 2030. Celem warsztatów było nie tylko przekazanie wiedzy o zależnościach środowiskowych, społecznych i ekonomicznych, ale także wspieranie kompetencji proekologicznych, dobrostanu i poczucia sprawczości młodych uczestników. Inicjatywa została opracowana w odniesieniu do europejskich wytycznych w zakresie ekologicznej transformacji i założeń Celów Zrównoważonego Rozwoju (w szczególności celów 4, 11, 12 i 13, 14, 15). Podjęta refleksja wskazuje na potrzebę systemowego włączenia edukacji ekologicznej w programy szkolne i działania lokalnych społeczności jako fundamentu dobrostanu przyszłych pokoleń.

Translation:

#### **Circular Economy (CE) and SDGs in Youth Education – Actions in the Spirit of UNESCO Guidelines**

In the face of a deepening climate crisis, it is crucial to implement social changes aimed at promoting education for both youth and adults that fosters awareness and attitudes supportive of sustainable development. This paper presents the objectives, process, and outcomes of ecological workshops for youth conducted in Radomsko (N=120), focusing on the circular economy (CE) and the challenges related to the implementation of the 2030 Agenda.

The aim of the workshops was not only to provide knowledge about environmental, social, and economic interdependencies, but also to support the development of pro-ecological competences, well-being, and a sense of agency among young participants. The initiative was developed in accordance with European guidelines on ecological transformation and the principles of the Sustainable Development Goals (particularly goals 4, 11, 12, 13, 14, and 15).

The reflections undertaken point to the need for systematically incorporating environmental education into school curricula and the activities of local communities as a foundation for the well-being of future generations.

## **5. Phucien ALBERTUS**

Doctorant au Centre d'études du religieux contemporain, Sherbrooke, Québec, Canada et Enseignant à l'Université Chrétienne du Nord d'Haiti-UCNH, Limbé, Haiti

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Sujet: Résilience académique et bien-être en contexte de crise majeure : stratégies des enseignants haïtiens expatriés au Québec pour assurer la continuité éducative en Haïti. Cet article porte sur la résilience académique et le bien-être en contexte de crise majeure. Il explore les stratégies utilisées par des enseignants haïtiens expatriés au Québec pour assurer la continuité de « faire apprendre afin de transformer » malgré les adverses. Cela rappelle que Haïti, marquée par une instabilité socio-politique frappant tous les secteurs d'activités, voit le personnel enseignant de son système éducatif et ses apprenants plongés dans une interruption presque totale des apprentissages en présentiel. Dans ce contexte, malgré leur départ du pays, les enseignants haïtiens expatriés au Québec jouent un rôle crucial dans la continuité éducative, en mobilisant des stratégies innovantes pour maintenir la résilience académique et le bien-être du corps étudiant au sein de plusieurs universités. Cela étant dit, cette présente recherche s'appuie sur une analyse qualitative des pratiques pédagogiques, des témoignages d'enseignants haïtiens expatriés au Québec et une revue de littérature récente sur la résilience éducative en situation de crise. Les résultats recherchés vont mettre en lumière les approches hybrides combinant enseignement à distance, utilisation des réseaux socio-numériques, et soutien psychosocial pour pallier les insuffisances du système éducatif haïtien. Cependant, le bien-être des enseignants-résilients eux-mêmes en terre étrangère, comme acteurs clés, présente un facteur déterminant pour la continuité de leurs actions pédagogiques. La manière de gérer le stress et de maintenir le lien enseignant-apprenant à travers l'enseignement à distance n'est pas aisée. Toutefois, cela reste et demeure essentiel pour résister à leur nostalgie

et préserver leur résilience professionnelle. En fin de compte, cette étude souligne l'importance de la coopération internationale sur le plan technologico-éducatif et un appui du pouvoir en Haïti comme soutien à ces enseignants.

*Translation*

### **Academic Resilience and Well-being in the Context of Major Crisis: Strategies of Haitian Expatriate Teachers in Quebec to Ensure Educational Continuity in Haiti**

This article focuses on academic resilience and well-being in the context of a major crisis. It explores the strategies used by Haitian teachers expatriated in Quebec to ensure the continuity of “teaching to transform” despite adversity. Haiti, marked by ongoing socio-political instability affecting all sectors of activity, is currently experiencing an almost complete interruption of in-person learning, impacting both teachers and students within its educational system.

In this context, despite having left the country, Haitian teachers now residing in Quebec play a crucial role in maintaining educational continuity. They are mobilizing innovative strategies to uphold academic resilience and student well-being across several universities. This research is based on a qualitative analysis of pedagogical practices, firsthand accounts from Haitian expatriate teachers in Quebec, and a review of recent literature on educational resilience in crisis situations. The study aims to highlight hybrid approaches that combine remote teaching, the use of social media platforms, and psychosocial support to compensate for the shortcomings of the Haitian education system. However, the well-being of the resilient teachers themselves—now living abroad and acting as key agents—is a determining factor in the sustainability of their pedagogical efforts. Managing stress and maintaining teacher-student connections through distance education is not an easy task. Nonetheless, it remains essential for helping them cope with nostalgia and preserve their professional resilience.

Ultimately, this study underscores the importance of international cooperation in the field of educational technology and the need for institutional support from Haitian authorities as a means of sustaining these teachers' efforts

### **6.Kacper Lechicki**

Bachelor, future master in sociology at Maria Grzegorzewska University in Warsaw

#### ***Fentanyl Panic in Polish Press Discourse. How to Stay Healthy in the Post-truth World?***

In my project I would like to include the most important results of my master's thesis which is based on Stanley Cohen's moral panic theory and my own research. I conducted a qualitative analysis of Polish press discourse about fentanyl on the examples of two of the most opinion-forming newspapers in Poland – “Gazeta Wyborcza” and “Rzeczpospolita”. My initial idea was to find out what are the strategies and methods of provoking moral panic

about fentanyl. The subject I chose is relevant in globalized world as fentanyl misuse is a major problem in the United States, who is one of the most important actors on the international political stage. I put emphasis on such matters as crucial actors in the

fentanyl panic (positive and negative ones), narrative structures and the general overtones of the articles. I believe that my work can be inspiring not only for sociologists, but also for journalists and other professionals, who can be affected by the subject of my work. I also hope that my presentation will provoke a discussion about the role of mass media, the future of fentanyl spread and its impact on Polish society.

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## 14.15-15.45

### Session 5

## Digital Aspects and Well-being

#### 1. Ernaso Kerbizi, Ledia Kashahu (Xhelilaj)

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#### ***Empowering Educators in Albania's Digital Transition: Challenges, Strategies, Institutional Support, and Well-Being***

The sudden shift to online learning during the COVID-19 pandemic exposed many new challenges within Albania's education system, particularly around the digital preparedness of teachers and their well-being. This study explores how educators and teachers adapted to this transition, what strategies they used, the barriers they faced, the level of institutional support, and the impact of these changes on their professional and emotional well-being, throughout this period and beyond. While many teachers

demonstrated adaptability and a deep commitment to their students, the shift to digital learning exposed significant gaps in training, infrastructure, and psychological support. Most had limited or no prior experience with online teaching, and the sudden reliance on digital tools brought numerous challenges, from a lack of structured training to limited infrastructure and unreliable internet access, particularly in rural areas. In addition to these logistical barriers, many educators reported increased workloads, emotional exhaustion, and heightened stress due to the pressure to adapt quickly and remain effective under uncertain and isolating conditions. This study combines insights and feedback from interviews with teachers across different educational contexts and, together with an analysis of national training efforts, reveals a varied and often fragmented picture of how Albania's education system responded to the digital shift. Despite these challenges, many teachers adopted creative, sometimes informal strategies to adapt, turning to peer support networks, social media platforms (WhatsApp and Facebook mainly), and self-guided online learning to meet their students' needs. However, institutional support often fell short, not only in terms of pedagogical support but also in recognizing and addressing teachers' well-being and mental health needs, with significant disparities in how schools and education authorities responded to teachers' evolving needs. The findings emphasize the importance of a systemic and sustained approach to professional development in digital education that integrates both digital competencies and well-being support. Investing in teacher capacity, integrating digital skills into education, ensuring equitable access to resources, and prioritizing work-life balance are essential steps toward building a more resilient and future-ready education system. This research positions teacher empowerment, not just in terms of skills but also in emotional and institutional support, as central to Albania's educational reform and digital transformation. The lessons of the pandemic present a unique opportunity to reimagine how we prepare and care for educators, not only in times of crisis but as a long-term commitment to innovation, equity, and well-being in education.

Keywords: Digital education, well-being, technology in education, online learning, resilience, equity in education, digital transformation, work-life balance

## **2.Zofia Rudnicka**

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### ***Cybersecurity in Education: Addressing Systemic Risks and Emerging Threats in Artificial Intelligence-based solution***

As digital technologies become integral to modern education, cybersecurity has become a critical concern for educators, institutions, and policymakers. Schools are increasingly targeted by cyber threats such as phishing, ransomware, data breaches, and cyberbullying. These incidents disrupt educational continuity and compromise the safety, privacy, and trust of students and staff.

This paper explores the evolving cybersecurity landscape in educational environments, identifying systemic vulnerabilities and barriers to implementation—such as limited resources, lack of teacher training, and technological disparities. It highlights current strategies for strengthening cybersecurity, including secure learning management systems, two-factor authentication, cybersecurity awareness training, and the integration of digital hygiene practices into curricula.

A key contribution of this work is its focus on emerging cybersecurity concerns within artificial intelligence applications, particularly neural networks used in educational tools. We examine vulnerabilities such as adversarial attacks, data poisoning, and model inversion, which threaten the integrity of Artificial Intelligence (AI) -driven learning systems. These issues are addressed through ongoing interdisciplinary research by our team, which aims to identify and mitigate risks at the intersection of education, data science, and neural computation.

By combining policy analysis, educational best practices, and technical insights from AI security research, this study proposes a comprehensive, forward-thinking approach to cybersecurity. It advocates for a digital learning ecosystem that is secure, inclusive, and resilient against both current and future cyber threats.

### **3. Nor Amalina Rusli**

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#### ***The Role of Educational Reform in Enhancing Digital Literacy Among Students with Autism Spectrum Disorder: Exploring Teacher Approaches and Obstacles***

This study aims to explore the role of educational reform in enhancing digital literacy skills among students with Autism Spectrum Disorder (ASD), focusing on teacher strategies and the challenges faced during implementation. With the increasing importance of digital literacy in modern education, students with ASD often face unique barriers in acquiring these skills. As digital technologies become a critical part of both academic and social life, it is crucial to understand how educational reforms can support these students. This research fills a significant gap in literature by examining the intersection of ASD, digital literacy, and the evolving educational landscape. The methodology involves semi-structured interviews with 13 teachers who work with students with ASD in various educational settings. These interviews provide qualitative insights into the strategies teachers employ to develop digital literacy skills in these students, as well as the challenges they face. The findings reveal that teachers utilise individualised approaches, including visual aids, task breakdowns, and technology-assisted learning tools, to enhance digital literacy. However, challenges such as lack of resources, insufficient training, and the need for a more tailored curriculum persist. Despite these hurdles, teachers report positive impacts on students' engagement and learning outcomes when digital literacy is integrated thoughtfully. In conclusion, while educational reforms show promise in improving digital literacy for students with ASD, there is a pressing need for targeted professional development,

adequate resources, and a more inclusive curriculum to address existing barriers and maximise the potential of these students. The study emphasises the importance of continued support and innovation in teaching strategies for this diverse group.

#### **4. Berivan Mohammed Ahmed Abdullah**

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##### ***The Role of Game-Based Learning in Enhancing English Language Acquisition: A Systematic Literature Analysis***

This systematic literature and network analysis (SLNA) investigates the role of game-based learning (GBL) in enhancing English language acquisition among learners. An advanced Scopus search targeting terms related to GBL and English as a Foreign Language (EFL), covering the period from 2020 to March 2025, retrieved 1,774 articles. These were screened using the Rayyan platform, and after applying exclusion criteria and focusing on inclusion criteria related to gamified language learning and the application of virtual reality (VR) in education, 444 articles were included in the final analysis. The study is guided by the following research questions: (1) What are the major research themes and clusters in the literature on game-based learning in English language acquisition for learners? (2) What are the emerging trends, tools, and methodologies used in studies on gamified English language learning? (3) How has virtual reality (VR) been integrated into language learning environments, and what role does it play in student engagement and acquisition? (4) What gaps exist in the current research, and what areas warrant further exploration to enhance pedagogical practices in this field? Citation network analysis was conducted using VOSviewer, identifying 11 thematic clusters. Emerging trends indicate a growing emphasis on the integration of adaptive technologies, mobile applications, and artificial intelligence-driven tools in gamified English language instruction. Virtual reality has been significantly incorporated in learning spaces for language study, providing rich experiential and participatory experiences that promote vocabulary acquisition, speaking confidence, and learner independence. The research gaps revealed from the analysis include a lack of longitudinal studies on the sustained effects of GBL, and underexplored connections between teacher training and the implementation of game-based instruction. These findings emphasize the necessity of in-depth, context-aware studies to inform future pedagogical innovations and scholarly research in gamified language education

#### **5. David Sulistiawan Aditya**

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##### ***Digital Divides or Digital Bridges? Demographics, ICT Integration, and AI Perceptions among Indonesian University Teachers***

The rapid digitalisation in higher education has presented both opportunities and challenges, particularly in Global South contexts where first order barriers like infrastructural and sociocultural issues shape the technology adoption and integration. This pilot study explores how demographic and six-dimensional factors (infrastructure, policy, culture, training, teaching and learning) influence Indonesian university ICT integration level. Besides, this study also probes teachers' perceptions and attitudes toward AI as the current disruption in HEIs. Drawing on ecological model by Sosa-Diaz, et.al and ICT integration framework by Zhang, et.al, this study employed an online survey of 50 faculty members at an Indonesian HEI. We examine whether ICT adoption gaps reflect systemic inequities (digital divides) or adaptive resilience ("digital bridges") and how these dynamics interact with emerging AI anxieties and aspirations. The findings discover stratified ICT engagement that younger teachers and STEM disciplines report higher ICT integration, while institutional support and training gaps disproportionately affect senior and humanities faculty. Meanwhile, AI is perceived as both a pedagogical tool that mediate personalise learning and a threat to academic labor and epistemic autonomy with skepticism related with limited ICT infrastructure. The study highlights the disparities that teachers in under-resourced departments experience a "double disadvantage" in navigating both legacy ICT deficits and AI's disruptive potential. Given the above findings, this study contributes to debates on digital equity in postcolonial academia and suggests policy makers to address issues in technology integration in higher education setting. The findings also advocate for context-sensitive strategies that center teacher agency and technological access. Keywords: digital divide, ICT integration, AI in education, teacher demographics, higher education.

## **6. Lika Chimchiuri**

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### ***Teaching Human Rights and Peace in the Digital Age***

In the era of information globalization, the Earth is no longer huge; it has become denser and "smaller" through telecommunication networks. There is practically no field of human activity where computers are not used, which enable the creation, storage, processing, and transmission of huge amounts of information. And in today's world, technology played a big part in our everyday lives, accordingly we should change the way we teach human rights and peace. In this paper I will discuss the new creative ways to teach these crucial topics using digital tools and ideas from field of law. We will also discuss about some of the problems that come with technology, like fake news, online bullying, and lack of internet access. And why are these challenges need to be thought to young people by teachers. Using real examples, especially from countries that have experienced conflict, the paper explains how education can help build peace in both the real and digital worlds. It focuses on involving students actively in educational

programs to respect different cultures and opinions. These skills are very important for creating a more peaceful and fair society.

The main message of this paper is that teaching about peace and human rights today should also include lessons on how to use technology wisely, because it can be used for good and for bad and young generation should be taught how to make right choices. Schools and universities, especially in places recovering from conflict, should update their programs to help students become thoughtful, caring and active citizens in our digitalized world.

## **14.15-15.45**

### **Session 6**

#### **The issues of Wellbeing in Higher Education and Well-being**

##### **1.Cecilia Zsögön & Ewa Dąbrowa**

The Maria Grzegorzewska University

##### ***Rebuilding Resilience and Well-Being: Workshop Experiences in a Transnational Project***

This presentation examines the impact of the COVID-19 pandemic and subsequent lockdowns on university students in Poland. We argue that the pandemic has had profound and enduring effects on the mental well-being of the academic community, effects that remain insufficiently addressed. As part of the international project EDUCATORE (End of Disaster: Undoing Crisis. Active Tutors Open to Reflective Education, Project Reference: 2021-1-PL01-KA220-HED-000022919), focusing on well-being and resilience, we designed and implemented a series of workshops aimed at supporting students during these challenging times. Our research identified several key factors essential for fostering resilience and well-being in crisis situations, including self-awareness, self-reflection, and empathy. Additionally, it highlighted the critical importance of maintaining a sense of community and nurturing meaningful social relationships as protective and strengthening elements in difficult circumstances. In this presentation, we will share the findings from these sessions, providing an analysis of students' responses and experiences. These insights offer valuable guidance for initiatives aimed at improving well-being within the academic community and building resilience—an urgent necessity in today's turbulent world.

Keywords: education; wellbeing; COVID-19, workshops

## **2. Nigora Mamadaminov**

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### ***RESILIENCE AND EXCELLENCE: WOMEN NAVIGATING LEADERSHIP IN HIGHER EDUCATION IN POLAND***

Women leaders in higher education face unique challenges, including balancing personal and professional responsibilities, navigating gender biases, and overcoming a lack of confidence or feelings of alienation in male-dominated or hierarchical organizations. Despite these obstacles, many demonstrate exceptional resilience, contributing to transformational leadership and fostering positive change in their institutions. This study explores the experiences of women leaders in academia in Poland, focusing on their leadership qualities, resilience, and best practices. Through in-depth interviews, the research uncovers that these leaders predominantly adopt a situational leadership style, adapting their approach to varying circumstances while upholding core values such as independence, self-development, and care for their colleagues, students, and broader networks. Resilience among these leaders is deeply rooted in mentorship, networking, self-care, and personal interests. Their ability to draw strength from supportive relationships—friends, family, mentors—and formative experiences from childhood and professional environments enables them to navigate and overcome challenges. Signs of transformational leadership also emerge, as they prioritize transparency, professional growth, and the well-being of their teams. Importantly, these leaders often implement significant institutional changes, creating environments where others can thrive. This research highlights the critical role of resilience and adaptive leadership in empowering women leaders to challenge systemic barriers and contribute meaningfully to higher education in Poland. By understanding their strategies and experiences, institutions can better support and encourage future generations of women in leadership roles, fostering inclusivity and innovation.

## **3. Meyly Kheng**

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### ***Pre-service teacher education in Cambodia and Hungary: What is the novelty over the past 10 years?***

In the rapidly evolving landscape of education, the preparation of pre-service teachers has garnered significant attention, prompting extensive research and reforms globally. This systematic review synthesizes the empirical studies and theoretical advancements in pre-service teacher education over the past decade (2014-2024) in Cambodia and Hungary. The review meticulously analyzes peer-reviewed journal articles, dissertations, and conference papers, aiming to elucidate the prevailing trends, challenges, and innovations within this critical field. Key findings reveal a notable shift towards competency-based frameworks, emphasizing the development of 21st-century skills reflective teaching practices. Additionally, there is a marked increase in the integration

of technology-enhanced learning environments, reflecting the growing importance of preparing teachers for digital classrooms. The review also highlights persistent challenges, including disparities in training quality, insufficient practical experience, and the need for more robust support systems for novice teachers. Innovative approaches, such as immersive simulations and collaborative partnerships between universities and schools, emerge as promising strategies to bridge the theory-practice gap. Furthermore, the review identifies an ongoing need for longitudinal studies to assess the long-term impact of pre-service education reforms on teaching efficacy and student outcomes. This comprehensive synthesis offers valuable insights for policymakers, educators, and researchers dedicated to advancing the effectiveness of pre-service teacher education. By identifying critical trends and gaps, the review provides a foundation for future research and informs evidence-based improvements in teacher preparation programs not only in the two countries but also worldwide.

#### **4. Asmar Ibadova**

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##### ***The role of Dual Diploma Programs in Higher Education Internationalization: Insights from BEU and INHA***

The internationalization of higher education has emerged as a critical priority for universities around the globe. It promotes academic collaboration, cultural exchange, and enhances the employability of graduates. Dual diploma programs are a strategic approach to internationalization, allowing students to earn academic credentials from two institutions across different countries. This study focuses on the dual diploma program between Baku Engineering University (BEU) in Azerbaijan and INHA University in South Korea, which offers undergraduate degrees in four major disciplines: Information Technology, Civil Engineering, and Electrical and Electronics Engineering. The research investigates the program's structure, objectives, challenges, and its impact on students' academic and professional development. Using a mixed-methods approach, this study draws on quantitative data from student surveys and qualitative insights from faculty interviews. The findings indicate that students enrolled in the dual diploma program experience significant benefits, including access to international curricula, exposure to global teaching methodologies, and enhanced career prospects. Moreover, the program fosters intercultural competence and language proficiency, preparing graduates for the global job market. However, challenges such as curriculum alignment, administrative coordination between institutions, and financial constraints remain critical barriers to fully realizing the program's potential. A key contribution of this research is its analysis of how dual diploma programs facilitate knowledge transfer and institutional capacity-building. The partnership between BEU and INHA University benefits students and strengthens the participating institutions' academic and research capabilities. By examining student experiences, faculty perspectives, and administrative

challenges, this study provides valuable insights for policymakers and university leaders seeking to enhance international collaborations in higher education. The study concludes that dual diploma programs play a vital role in higher education internationalization, offering students an opportunity to develop globally competitive skills while fostering academic and cultural exchange between institutions. However, for such programs to be more effective, universities must address challenges related to credit transfer policies, faculty training, and student mobility support. The findings highlight the need for sustainable funding models, stronger institutional frameworks, and continuous curriculum development to ensure the long-term success of dual degree initiatives. This research contributes to the growing body of literature on transnational education and international partnerships by providing a case study of Azerbaijan's evolving higher education landscape. Future research could explore the long-term career outcomes of dual diploma graduates and comparative analyses with similar programs in other regions. The study's implications extend beyond Azerbaijan and South Korea, offering lessons for universities worldwide aiming to strengthen their internationalization strategies through dual diploma collaborations.

## **5. Patrycja Mika and dr hab. Joanna Łukasiewicz - Wieleba**

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### ***Student well-being as a determinant of lecturers' well-being\****

The purpose of the presentation is to present research relating to lecturers' experiences of building their own well-being in the context of students' well-being, including built relationships, contacts, behaviors, expectations, problems and anxieties. The study posed a research problem with the content: what situations, relational contexts and levels of student well-being affect lecturers' well-being? The study used a retrospective task. Academics were asked to describe situations in which it was clear that the well-being, relationships and behavior of students/students and student groups had their effects on the well-being, self-esteem and well-being of lecturers. Dozens of such situations were collected and analyzed from respondents with different teaching experience. Among the descriptions are situations of a positive nature that enhance the well-being and self-esteem of the teacher. These include positive relationships, praise, positive feedback, a sense of satisfaction, their ability to cooperate, share, achieve successes (e.g., obtaining a scholarship), and the defense of a thesis by students. Student satisfaction and their sense of satisfaction translates into the quality of cooperation with the lecturer and motivates teachers to make more effort. Also described are situations that create frustration, discouragement, a sense of failure, helplessness, disgust. Among these situations, examples include: students' verbal aggression, their feeling of dissatisfaction with classes, lack of motivation, lack of effort,

claiming, cheating, low level of cognitive competence affecting the level of group work, intergroup conflicts. A separate category is situations related to the special educational needs of students, requiring a higher workload or generating a lack of mutual understanding. No less important factor turns out to be the mental state of students, such as depression and the associated low level of cognitive functioning in classes or excessive, impossible expectations of lecturers (e.g., passing a course despite non-attendance). The research reveals the importance of social and teaching situations that are generated between students and lecturers and that affect lecturers' well-being.

## **6. Kryński Sebastian**

Maria Grzegorzewska University

### ***Nicotine culture in the context of academic identity creation of young generation - selected aspects***

My study directly tackles the problem of "socially acceptable" substance use, associated health risks, and the obvious neglect of medical information, along with the influence of peer pressure and the desire to conform among young adults (aged 19 to 25). There exists a noticeable societal "unclear zone" regarding the use of nicotine. Individuals are typically unaware of the laws and rules regarding acceptable locations for any form of smoking; they are disinterested in understanding the numerous complications and health issues associated with prolonged nicotine use. Additionally, legislators devise laws that are frequently unclear and ineffective. There is also a clear antagonistic sentiment between the students and university officials. The students feel that their needs are not being supported or understood, while the university officials find it challenging to connect with the younger generation. The capability to address university rules and student treatment directly creates opportunities for a straightforward and transparent dialogue, focused on genuine change rather than merely expressing emotions.

Young individuals represent a notably vulnerable segment of contemporary society—they find themselves at a pivotal stage in various areas of their lives, including education, employment, housing, and personal fulfilment. Therefore, it is crucial to establish appropriate social policies and to provide positive role models, demonstrating that it is possible to navigate life without succumbing to addiction.

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