

Przegląd Badań Edukacyjnych **Educational Studies Review**

ISSN 1895-4308

nr 50 (2025), s. 5–7

Preface

Issue 50 of the *Przegląd Badań Edukacyjnych* [Educational Study Review] is the next one in the *Kobiety w Edukacji/Kobiety o Edukacji* [Women in Education/Women about Education] series. The series began with Issue 34 in 2021 and was created to disseminate the work of female educational researchers and/or to provide a forum for the exchange of research findings in women's studies, or more broadly, gender studies.

The current issue is focused on **education in feminist perspectives**. In response to the call for papers, various manuscripts were submitted, of which seven were ultimately accepted after the review process. The articles that I am pleased to present in this thematic issue focus on research into education in terms of its subject scope, object scope, and method scope. The subject scope, marked by the question “WHO?”, concerns people who are involved in the educational process, their identities. The object scope, marked by the question “WHAT?”, focuses on the content of education. The method scope, marked by the question “HOW?”, in turn concerns methods of knowledge distribution and educational practice. The most widely represented area is the “WHO?”. Within this scope, which I define as subjective one, **Hanna Kroczałk, Colette Szczepaniak, Natalia Cybort-Zioło, Aneta Makowska, Magdalena Adamska-Kijko, Ewa Bochno and Maria Czerepaniak-Walczak** address the issue of sisterhood among people who identify as women in hierarchical universities. It is no coincidence that this article opens the thematic

issue. Each of the authors of this volume could be a potential participant in the interviews conducted by the *Women's Thinking Collective*, co-created by the authors of this text. In addition, the goals of creating the *Kobiety w Edukacji/Kobiety o Edukacji* [Women in Education/Women on Education] series are linked to the idea of sisterhood, which is the topic chosen by the authors.

Maja Wenderlich also writes about women in science. The author focuses on outstanding Polish female mathematicians. Adopting a liberal feminist perspective, the researcher interviewed 14 leading female mathematicians, attempting to identify the factors that determined the development of their scientific careers but also seeking to identify the challenges they face in the scientific community. It is also a story about gender bias, stereotypes, undermining of competence and unequal treatment – both in education and in academic careers.

The next two texts in this area concern teachers. **Weronika Klon and Katarzyna Waszyńska** analyse the resilience and psychological flexibility of primary school teachers. They relate their findings to feminist ethics of care and the concept of pro-social values in the context of psychological flexibility theory. **Violetta Kopińska and Lucyna Śmieszek-Formela**, on the other hand, redirect the readers' attention to female teachers in kindergartens. Starting from a feminist critique of civic universalism, they draw on the concept of lived citizenship and, from this perspective, reconstruct the discourse on the position of female preschool teachers and their unfair treatment.

The object scope of the theme addressed in this issue, marked by the question "WHAT?", covers two articles. Interestingly, both texts deal with the same problem. This shows that we are dealing with a so-called 'hot' topic. It concerns a school subject – Health Education. An attempt to introduce this subject into Polish schools in 2024 sparked demonstrations and public protests and ultimately resulted in the government withdrawing its earlier declarations and making the subject optional. An analysis of this case shows the relationship between politics and education, and tensions between different approaches to education, especially health education (including sex education). **Natalia Stek-Łopatka** analyses the Catholic discourse in her article. **Dorota Zaworska-Nikoniuk**, on the other hand, looks at the discourse of both supporters and opponents of the new school subject. These are com-

plementary texts, which can also be viewed from a triangulation perspective, reinforcing the significance of the Authors' findings.

Halina Monika Wróblewska's article, in turn, represents the third of the above-mentioned scopes of thinking about education – the method one, marked by the question "HOW?". The Author analyses the tutoring method using the example of a specific tutoring programme. She looks at the method from an emancipatory perspective, treating it as the implementation of the idea of pro-development education, as a way of creating a non-hierarchical space for critical thinking and an opportunity for an engaged co-creation of knowledge with others.

I would like to thank all the Authors for their submissions, which I have read with great interest. Thank you for your efforts in revising and editing your work. Thanks to you, dear Authors, this issue was able to come into being. I would also like to thank the Reviewers for their efforts in preparing their reviews. It is thanks to you, dear Reviewers, that the articles have gained in quality. Thank you to all the Translators who have made this issue accessible to a wider audience. Thank you to Everyone involved in the various stages of preparing this issue and the publishing process. Thanks to you, this issue has taken its final shape. Finally, I would like to thank future Readers. I hope that you will find at least one idea in this issue that interests you. Please enjoy reading this issue!

Violetta Kopińska

