

## Introduction

Contemporary contexts of education and upbringing set the direction of pedagogical activity aimed at acquiring new, broad-based knowledge about man and his life environment, about the mechanisms and strategies of learning and teaching, and about the possible practical effects of educators' activities focused on the development of future generations. Raising a person is a continuous process that runs in a zig-zag pattern, not always straightforward manner, therefore it requires an individual approach to the student and adaptation to his needs and skills of appropriate educational procedures. It also means that it is not always possible to achieve the assumed goal, despite the involvement of many educational agencies. In extreme cases, the failure of educational and upbringing efforts requires the initiation of the rehabilitation process, which is much more difficult and demanding.

This volume of journal *Studia Paedagogica Ignatiana* contains research papers on pedagogical work in special education, higher education and contemporary contexts of social rehabilitation towards adults. The authors take up the issues of pedagogical work with neurodiverse students, pointing to the continuation of the inclusive approach as well as the fundamental change concerning the human being functioning differently due to its perceptual, functional, biological structure as well as existential and cultural conditions of life. Not only neurodiverse students, but also deaf students face many challenges. This mainly concerns the problem of loneliness and escaping into virtual reality, which in turn can



lead to addiction to the Internet. Another issue concerns the social role of the university, with particular emphasis on educating students in the field of citizenship, which leads to building an open democratic society.

In the context of social rehabilitation, the authors take up important topics related to the contemporary approach to social rehabilitation work. It is first the development and implementation of creative social rehabilitation in the context of an individual approach to convicts. Then, the issue of managerialism in the work of a probation officer and the concept of desistance from crime, which has become the dominant research category of recent decades, will be highlighted. First of all, gender differences in the process of desistance from crime will be indicated, along with the implications for the theory and practice of rehabilitation.

By placing this volume in your hands, I hope that its reading will become an inspiration to undertake further research and develop new forms of educational work in various social contexts.

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