

Introduction

Change constitutes an inherent element of an individual's social life, shaped by both in a rapidly evolving world and by personal experience. Every change requires readiness, openness, flexibility, and responsiveness to external factors that trigger transformation. Individual readiness for change in therapy or rehabilitation is widely discussed through models of change, which distinguish between internal factors—rooted within the individual—and external, environmental factors, among which social support plays a pivotal role.

Key individual determinants include motivation for change and a sense of self-efficacy, understood as the belief in one's ability to succeed and adapt successfully to new circumstances. In education, change may be conceptualized as a developmental transformation within the learner, as well as a proposed or implemented reform, or a breakthrough observed within the institutional education system—each of which is, in turn, shaped by broader social, civilizational, and cultural shifts.

This issue of *Studia Paedagogica Ignatiana* explores change across multiple spheres: axiological-normative, ideological, and even religious, as well as transformations in culture and art, and shifts in attitudes toward contemporary socio-cultural phenomena, such as the experience of war or homoparentality. The majority of contributions in this volume address change within educational practice (at all levels), as well as therapeutic interventions, and social rehabilitation.

A multi-author article titled “Values of the Young Generation in the Postmodern World: Challenges for Pedagogy” examines the role of values in young people’s lives by analyzing correlates and predictive factors that influence their choices between traditional and postmodern values. The findings indicate that while the younger generation attaches significant importance to values, the hierarchy of those values is influenced by social and cultural determinants. These insights have direct implications for educational practice, as they emphasize the need to integrate diverse value systems, make effective use of technology, and maintain a balance between traditional and modern values.

The topic of homoparentality has sparked ongoing debate and controversy in Poland across various communities and media outlets, despite the growing number of same-sex parents or guardians raising children. These discussions clearly reflect social change. In the article “Are We Ready to Accept Homo-Parentality? Reflections on Changes in the Political, Social and Educational Spheres of Two Central-Eastern European Countries,” Anna Odrowąż-Coates and Ivo Jirásek analyze the ethical, cultural, and institutional dynamics shaping social attitudes toward same-sex parenting in Poland and the Czech Republic.

Elena Kurant’s contribution shifts the focus to culture and art, highlighting the educational and therapeutic potential of participation in Playback Theatre—understood as a psychological, ritual, and social process of change through individual yet communal artistic experience. Rooted in performance theory, drama therapy, Moreno’s psychodrama, and engaged theatre, Playback Theatre fosters adaptation to changes in beliefs and emotions, promotes integration and inclusion, and creates a climate of transcultural solidarity. Kurant’s literature review and field research conducted in two Kraków-based theatres suggest that Playback Theatre may serve as a tool for community development and an intervention for refugees and culturally diverse groups.

Remaining within the context of social change linked to migration, the article “Shifts in Educational Smartphone Use among Ukrainian Adolescents during Migration” draws attention to evolving patterns of smartphone use as a tool for communication and informal learning among young war refugees from Ukraine. Survey research conducted with a sample of 128 respondents reveals that

smartphones are perceived as instruments that support adaptation to new cultural environments.

Stefan Kwiatkowski's article offers a comprehensive analysis of the changes needed in the Polish education system. This review synthesizes key areas of primary, vocational, and higher education in light of contemporary social and civilizational needs, which, according to the author, should guide the direction of proposed reforms. The article emphasizes the role of the modern teacher, whose training requires substantial transformation aimed at developing socio-emotional and digital competencies aligned with the needs of today's learners and the contemporary world.

Further reflection on educational environments shifts to South America, where changes in education systems—particularly in teaching models—have become increasingly visible. Urith Ramírez-Mera analyzes seminal texts by leading scholars of South American education, reconstructing the shift away from traditional Eurocentric, colonial education toward more localized approaches tailored to the South American cultural and civilizational context and oriented toward community development and empowerment. At the same time, the analysis also reveals a lack of research on educational practice and a persistent gap between reformist proposals and classroom realities, which continue to marginalize ethnicity, local identity, and social participation.

Aleksandra Bułat's study, presented in the article "Art-Based Research in Pedagogy in the Context of Individual and Institutional Change: A Study on the Mandala as Expression of School Difficulties," explores the potential of art therapy through mandala creation as a means of uncovering and organizing individuals' internal experiences. The findings indicate that the process of creating mandalas among individuals facing school or social difficulties fosters greater self-awareness and supports the development of learning strategies for coping with challenges.

Finally, Agnieszka Konieczna's article "The Art of Healing with Laughter: The Transformative Potential of Humorous Interactions" analyzes the use of humor and laughter in hospital-based therapy. The author's research demonstrates that humor in therapeutic contexts facilitates emotional regulation through validation and transformation, restores subjectivity, activates bodily and behavioral

engagement, reinterprets hospital spaces, strengthens relationships among children, parents, and medical staff, and eases medical procedures. The practical implications include the need to revise traditional medical protocols by incorporating humorous interactions into treatment standards and, crucially, to provide training for medical personnel in this area of hospital therapy.

The resocialization of socially maladjusted individuals entails a transformation of identity parameters or a shift in social attitudes and personality traits. In the literature, change is conceptualized either as the ultimate goal of rehabilitation interventions or as an indicator of successful social readaptation. In the article “The Factors Limiting the Effectiveness of Resocialization of Prisoners,” Beata Mydłowska analyzes institutional factors that act as barriers to effective resocialization and hinder individuals’ transformation toward socially desirable functioning.

The author’s pessimistic assessment of resocialization is counterbalanced by Hubert Kupiec in his article “Changes in Behavior Self-Reported by Minors Residing in Youth Educational Centers.” Kupiec conducted a survey of 506 residents of youth educational centers and identified significant differences in their attitudes and behaviors. Intensive rehabilitation interventions were associated with changes in minors’ functioning: participants began to perform differently as students and children, improved their relationships with parents, and showed better school performance. The author also observed variations in these changes depending on residents’ age and gender. Less optimistic findings, however, concerned their continued involvement in problematic behaviors.

In the “Research Reports” section, we present Katarzyna Skalska’s article “Subjective Predictors of Emotional Intelligence in People with Physical Disabilities and Their Significance for the Institutional Context.” Her research focuses on emotional intelligence as a key personal resource that enhances adaptive responses, interpersonal relationships, and engagement in social roles. The findings indicate that individuals with physical disabilities who prioritize values such as personal security, family, social harmony, and order exhibit higher levels of emotional intelligence. Furthermore, the development of emotional intelligence is closely linked to the social support provided by care and medical institutions to individuals with physical disabilities.

Magdalena Wędzińska's research report "Mental Health of Students as a Contribution to Change in Higher Education" presents alarming survey results concerning students' mental health. The study reveals a high prevalence of mental health issues, such as anxiety, low mood, low self-esteem, and feelings of loneliness, as well as suicidal thoughts and self-harm. These findings underscore the need for systemic changes in higher education, including the expansion and professionalization of psychological support services and systematic training for academic staff in basic mental health issues.

In the "Miscellanea" section, Barbara Jamrozowicz offers a critical reflection on the content of school textbooks used in family life education classes, which present inconsistent models of masculinity and femininity alongside the assignment of active and passive social roles. The author expresses hope that critical analyses of textbook content can be employed in school education as a tool for fostering alternative ways of thinking among students and for encouraging deeper reflection among contemporary teachers on the condition of school education.

We are pleased to present this extensive issue of our journal and hope that its contributions will inspire reflection on the need for change in various areas of education at all levels, as well as in therapy, resocialization, and social practices. We also hope that this volume will support readers in adapting to changes already occurring in our environment, which often evoke uncertainty, anxiety and misunderstanding.

ADDRESS FOR CORRESPONDENCE:

Justyna Kuształ
Jagiellonian University
Institute of Pedagogy
e-mail: justyna.kusztal@uj.edu.pl