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Introduction

The multiplicity and diversity of human needs remain one of the key challenges of contemporary education. Each stage of life, individual experience, and social context reveals different dimensions of these needs: from cognitive and psychosocial to axiological and cultural. For education to serve as a space for support and development, it requires a continuous search for answers to these challenges. This issue of our journal features articles that address the diverse needs of those involved in education. They include theoretical reflections, research findings, and accounts of practical pedagogical experience.

The issue opens with articles devoted to the developmental needs of children, for whom education is a direct response to everyday challenges. The article by Anna Nowakowska-Głuszak, Katarzyna Vanevska, and Paulina Turek analyzes the impact of smartphone and internet use on the educational process as perceived by teachers. Findings from the “Digital World” project indicate that new technologies do not always support the development of children’s cognitive and social competencies, particularly in preschool and early elementary education. At the same time, the research observations reveal a range of consequences for peer relationships and the quality of communication, underscoring the need for consistent institutional support for digital education.

The next article addresses parental agency in the digital upbringing of children aged 9–11. Qualitative research conducted by Joanna Dziekońska shows that parents' sense of agency and effectiveness in this area depend on the quality of their relationship with their child, their digital competences, and the availability of social support. According to the author, effective digital education for children requires not only appropriate technological tools but also strengthening parents' roles through media education and the development of educational communities.

An integral part of children's education is accommodating special educational needs, as illustrated in this article by Ewelina Młynarczyk, Julia Bodziona, and Ilona Iwańska. The authors explore the use of cognitive-behavioral therapy in supporting the education of children with autism spectrum disorder, pointing out both the possibilities of adapting the cognitive-behavioral approach to educational settings and the limitations arising from differences between pedagogy and psychotherapy. The article emphasizes the importance of interdisciplinary collaboration and the need to clearly define the competencies of educators working with children with ASD.

The next section of the issue is devoted to the psychosocial needs of adults, including those with sensory impairments and older adults. In her article, Beata Szabała analyzes the experience of loneliness among visually impaired individuals, highlighting the role of social support, basic hope, and self-efficacy in reducing isolation. She argues that education and participation in social life should strengthen the psychosocial resources of adults with visual impairments while removing barriers to full inclusion.

In their article on Universities of the Third Age, Agnieszka Konieczna and Joanna Wojtyńska show that structural and cultural barriers, as well as the prevailing model of the "ideal participant," hinder the full inclusion of older adults, perpetuating existing educational inequalities. The authors propose directions for action that promote more inclusive educational practices, including redefining accessibility, strengthening senior participation, and introducing diverse teaching models.

Agnieszka Jaros and Aleksandra Szczepaniak analyze the romanticization of sexual violence in cultural narratives aimed at young people, particularly in fanfiction. Their study shows that sex education

should take into account the presence of mechanisms that legitimize violence in popular culture, while harnessing the potential of critical reflection instead of restricting access to problematic content.

Renata Raszka and Małgorzata Bortliczek, in their article on literary economic education, point out that the novels by Sylwia Wojciechowska and Paweł Beręsewicz, they analyze raise questions such as how to be a parent in times of liquid modernity, and how financial education embedded in the structure of a literary text—as a kind of game with the reader—can provide an engaging way to initiate conversations with children about economics and financially responsible behavior.

The issue concludes with articles devoted to individual transformation and personal development. In her article on posttraumatic growth, Anna Seredyńska demonstrates that experiencing stress and trauma can lead to positive transformation. Strategies of reinterpretation and development within the context of personal coherence foster adaptation and strengthen mental resilience, emphasizing the role of education in supporting emotional development and personal growth in the face of difficult life events.

Dawid Reja, in turn, analyzes the free time of cultural animation students as a space for experimentation, creative activity, and self-development. His findings show that consciously managing free time can foster the development of social and creative competencies and encourage positive changes in the cultural environment.

The articles included in this issue demonstrate that education responds to diverse human needs: from early childhood through adulthood and into old age. This response is invariably multidimensional and should therefore take into account the context of individuals' psychosocial and cultural development, as well as processes of personal transformation. A common thread running through all the articles is reflection on how education can support participants' fuller development, strengthen their agency and adaptability, and foster the creation of inclusive and valuable educational practices in society.

In addition to the scholarly articles mentioned above, the issue also includes one conference report and two reviews. Małgorzata Łobacz reports on the conference "Unknown Biographies: Forgotten, Overlooked, Excluded," which took place on September 18–19, 2025, at the Academy of Zamość. The conference aimed to uncover,

recall, or recover from oblivion the biographies of extraordinary individuals who contributed to education, culture, history, and social and national life.

Edyta Wolter reviews Władysława Szulakiewicz's publication *Master of Pedagogical Education: Kazimierz Sośnicki in the Toruń Period*. In her view, Szulakiewicz's work is a valuable study devoted to Kazimierz Sośnicki, the founder of pedagogy in Toruń. It is based on a rich body of archival sources and a wide range of studies. Because of its scholarly merit, it is recommended not only for educators and historians of education, but also for those interested—in various disciplines—in the broader concept of mastery in pedagogical education.

The issue concludes with a review of the book *Salesian Pedagogy after Don Bosco: From the First Generation to the Synod on Young People (1888–2018)*. The book, reviewed by Bogdan Stańkowski, is authored by Michal Vojtáš, a Salesian and professor at the Salesian Pontifical University in Rome. In it, he analyzes the evolution of Salesian pedagogy from the time of Don Bosco's death to the present day.

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