

Editorial

This issue of the Multidisciplinary Journal of School Education delivers a large group of articles divided into three sections. The first section, of a thematic nature, examines Special Needs In Various Educational Systems and deals with topics such as creativity in children with dyslexia, the use of the Internet by young people with hearing problems, the attitudes towards the elderly prevailing among pedagogy students, neurodiversity and academic inclusion of people on the autism spectrum, and the way Italian schools coped with Covid-19. In the second section, various articles are collected that help to reflect on the educational task entrusted to all teachers, such as the choice of school and segregation, the knowledge that university students have of the institution where they study, secular ethics in elementary Finnish education, the relationship between the education of children in Pope Francis and Thomas Aquinas, and the pedagogical reflections of Janusz Korczak. The last section, Miscellaneous Articles, contains three papers: on proactive coping by adolescents and the elderly, on prevention of sexual abuse at school, and on e-learning and blended learning in the experience of Polish students.

The journal begins with the article entitled "Creativity in Children and Pupils with Dyslexia" (Jan Viktorin), which is a meta-analysis of several articles on creativity in children with dyslexia. The result is not conclusive, but it seems to indicate that there is some creative superiority in the child with dyslexia. It is interesting to discover that dyslexia not only has disadvantages for those who suffer from it (which we already knew), but that it can be advantageous in other areas of life (something that most people are unaware of). The detailed analysis to which the author submits the ten articles selected for the meta-analysis, covering several hundred children, stands out. Although the results are somewhat ambiguous, as some studies show greater creativity in children with dyslexia

while others do not, the author suggests some hypotheses to explain this disparity. For the advancement of scientific knowledge, both the cases that confirm hypotheses and those that refute them are important, since Karl Popper's distinction between science and ideology is at stake.

The second article is entitled "Hearing and Hearing-Impaired Adolescents and the Use of the Internet: A Report From Research Conducted in Poland" (Anna Michalczyk). This is a survey on the use of the Internet among 150 adolescents between 15 and 20 years old with and without hearing problems, according to sex, in order to determine their intrapersonal and interpersonal attitudes, self-image, self-esteem, and the relationships of others towards the individual and vice versa. The initial part of the theoretical foundation is noteworthy. The instrument is a poll and its conclusions are varied, although predictable. For example, we discover that the feeling of loneliness compels adolescents to engage in risky behavior and addictions; girls with hearing problems had the lowest values in almost all the questions (and when the values were high, it was for negative items such as the level of loneliness). In boys it was the opposite; nevertheless, they scored worryingly high in risky Internet use. In general, people with hearing problems tended to score higher on feelings of loneliness and negative emotions. This is consistent with other research and suggests the likelihood of addictions in the future, hence the importance of working on elements such as self-esteem and prevention rather than a cure.

The third article devoted to special needs also involves the elderly and is entitled "Attitudes Towards the Elderly Among Students of Pedagogy" (Katarzyna Jas). This is the analysis of what 66 pedagogy students think about the elderly. It is often thought that the elderly have a stereotypical, generally negative image of the young, just as young people have a stereotypical and negative image of the elderly, but this is not entirely the case because the results of the survey indicate that although the students considered the elderly a source of knowledge, they nevertheless would not like to work with them in the future. The opinions of the pedagogy students were ambiguous: they saw the elderly as wise, but being scared by physical problems. Attitudes have to do with elements that

are cognitive (positive or negative stereotypes), emotional (good or bad), and behavioral (how one acts). The conclusion is that promoting inter-generational contact between the students and the elderly may be mutually beneficial.

The fourth paper, by Ryszarda Cierzniewska and Dorota Podgórska-Jachnik, discusses neurodiversity as a fairly recent umbrella term encompassing autism spectrum disorder, Asperger syndrome, dyslexia, dyspraxia and ADHD in the context of academic inclusion of young people with autism spectrum disorder.

The fifth one, by Bogdan Stańkowski, shows the influence of Covid-19 on the functioning of the Italian school system. The author concludes that Italian schools managed to survive the suspension of normal functioning by introducing online classes. However, serious adverse effects of the isolation of children during the school lockdown are also highlighted, as well as the need to develop a more strategy for the future.

The second section, *Reflections on Teaching*, begins with the text “Neighborhood, Segregation, and School Choice” (Zoë Elisabeth Antonia Schreurs and Shu-Nu Chang Rundgren). It is a meta-analysis that recalls that assigning schools according to the parents’ place of residence creates a strong connection with the neighborhood, but entails the segregation that the neighborhood itself maintains with respect to other neighborhoods (something that detractors of free choice tend to forget). There are three factors: segregation by residence; the parents’ choice of a school; and the schools’ choice of their students. School choice is defended by arguments of freedom (parents choose freely), equity (it can better help certain minority schools), and efficiency (it works better, as in the market); the argument for denying free choice is usually segregation, but the fact is that segregation is not only involved with school choice, but also residential segregation or a school choosing their students. In the 13 articles under analysis, it is highlighted that segregation by choice of school is not so clear: for some, the school choice reduces particular segregation; for others, it produces it. It therefore appears that studies should expand to examine the types of segregation that occur both as a result of residential segregation and as a result of free school choice.

The second article is entitled “The Level of Knowledge About the University Building Among the Academic Community in the Context of Place Attachment” (Witold Warcholik). It presents a simple and interesting investigation on the knowledge that 150 students have about their own university. The depth of the first part is particularly noteworthy. It was found that the students at the university where the survey was carried out hardly knew anything about the historical roots or important figures of the university. This cannot be generalized to the entire world’s university community, but it does give us an idea. The author reveals to us that people connect with places through knowledge or affection; modern life, however, is full of non-places – airports, gas stations, or banks – where the familiar is opposed to the foreign, the named to the anonymous, the static to the dynamic, the permanent to the ephemeral, etc. Perhaps universities are becoming non-places. This especially shocks us because a university is an institution with strong ties to tradition and its past, though it fits into a contemporary university seen more and more as a service provider, and the student as a client.

The third article is entitled “Ethical Education for Grades 1 and 2 in Finland from the Values Perspective” (Arleta Suwalska). It is an article that, on the one hand, studies the underlying values in the curriculum of elementary school children, and on the other, it analyzes the values of ethics – the curricular alternative to religion classes. In Finland, in 2015, 95% of the students studied Lutheran religion; only 5% choose ethical values. Secular ethics have values such as democracy, human rights, non-violence, and positive multiculturalism. The basic curriculum in Finland entails four areas: the unique character of the student, cultural diversity, equality and democracy, and a sustainable lifestyle. Finland presents moral education as progressive and something in which the entire educational community must be involved.

The fourth article is entitled “The Education of Children in *Amoris Laetitia* in Light of Thomist Philosophy” (Rodrigo Bulboa). According to the author, Benedict XVI warned of an educational emergency. Pope Francis, in *Amoris Laetitia*, Chapter VII, speaks of the education of children as a response to this emergency. This can be supplemented by reference

to Thomist philosophy, considering that the Pope did not quote Aquinas here at all: the importance of parents in education, the work of the state, the love with which one is educated, the end of education as the full development of the virtues of the student that make the person freer, etc. The work is a good demonstration of the background continuity in the educational postulates of the Catholic Church.

The last article in the section is entitled "Determinants of an Old Text in the Field of Pedagogy on the Example of *Prawo dziecka do szacunku* [A Child's Right to Respect] by Janusz Korczak" (Bożena Sieradzka-Bazir). As a study of a text from the beginning of the 20th century by the pedagogue Janusz Korczak, it analyzes the text's pedagogical content by comparing it with the style of today's scientific articles. Although Korczak's book does not meet today's standards for a scientific text, it is still useful in pedagogical practice. The text is entitled "Children's right to respect" and it is a small book in five parts. The appearance of terms related to "education," "upbringing," and "care" is analyzed. Contrary to what is done today, Korczak extensively used the first person plural to involve the reader and the second person to give a dialogical style. In addition, a wide range of emotions appears. Although the text is 100 years old and would not be called scientific, it is an example of the search for truth in education and childcare.

The present issue of the journal is concluded by the Miscellaneous Articles section, which contains three articles.

The first one is entitled "Proactive Coping in Youth and Old Age as an Indicator of Identity Formation in an Anormative Context" (Ryszarda Cierzniewska and Aleksandra Błachnio). This is a study that forms part of a larger project and examines how adolescents or the elderly use proactive coping strategies. Adolescents prefer proactive coping and emotional support, while the elderly also prefer emotional, but reflective support and preventive coping. It highlights the theoretical contextualization of our postmodern and liquid society, where excess opportunities introduce ambiguity in individual choice. Proactive coping arises in the face of reactive coping and is part of the collective imagination of our world, where successful life for both young and old is marked

by individualism, emotionalism, a focus on effectiveness, and the estheticization of life and the body. The study covers 300 adolescents and 1,500 elderly people; both groups obtained high scores in proactive strategies, although the elderly, who preferred emotional support, scored lower. Perhaps it would be desirable to better distinguish the self-perception of a person's proactivity (adolescent or elderly) from the real proactivity they have when facing changes.

The text authored by Krzysztof Biel addresses the sensitive and important question of sexual abuse at school and practical measures taken to prevent it. Last but not least, it is worth reading the paper by Marzena Chrost and Sławomir Chrost, who discuss the question of elearning and blended learning and present the results of a research project conducted among Polish students.

We hope that reading these papers will be helpful and will contribute to the fascinating task of educating, because, as Korczak said, "Years of work have made it ever more clear that children deserve respect, trust, and kindness."

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