



**EDUCATION-CULTURE-SOCIETY**  
**12<sup>th</sup> International Online Conference**  
**September 11, 2025**

## **Book of Abstracts**

**Edited by Julia Bialek & Martyna Madej& Maja Kasiarz**

**Wroclaw 2025**

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**DEAR CONFERENCE PARTICIPANTS,**

It is a pleasure to welcome you to the 12th edition of the Education, Culture and Society Conference. We sincerely thank everyone for participating and contributing to the discussions that make this event meaningful. We are grateful to the organisers for their work in bringing this conference together, and we also thank all the speakers and presenters for sharing their ideas and research. Conferences like this thrive on curiosity, dialogue, and the willingness to explore new perspectives. By coming together and exchanging knowledge, we continue to build a vibrant academic community. We hope that the discussions and interactions during this conference inspire further thought and collaboration. Once again, thank you for your engagement, your curiosity, and your dedication to education, culture, and society.

Conference participants, as well as other interested authors, have the opportunity to publish their articles in the peer-reviewed, twice yearly Journal of Education Culture and Society. The journal is indexed in prominent databases, including Scopus, Index Copernicus, ERIHplus, CEEOL, CEJSH, JournalSeek, and BazHum. It is also listed among journals recognised by the Ministry of Science and Higher Education in Poland and included on the UGC list. Furthermore, its open-access format and the assignment of DOI numbers enhance the visibility of published texts and increase their potential for citation.

We are delighted to host experienced researchers and authors in this edition of the conference and congratulate you on your achievements and commitment to your work. This year, participants from 13 research centres across 8 different countries take part in the conference, which highlights its truly international character. We are particularly glad to see returning participants, which reflects your recognition of our efforts and the value you place on the conference. The presentations this year demonstrate expertise and contribute meaningfully to the topics under discussion. Although we regret that we cannot meet in person on this occasion, we hope that in the future there will be an opportunity for an on-site gathering and direct interactions. We trust that the topics addressed in this year's conference will engage and stimulate participants and provide valuable intellectual experiences. With our best wishes for productive academic discussions and continued cooperation, we welcome you to this year's conference.

**Maja Kasiarz**  
Conference Secretary

## PROGRAMME

### EDUCATION-CULTURE-SOCIETY

#### 12th International Online Conference

**Duration of the conference 9:00-14:45 CET**

**September 11, 2025**

**9:00** *Official opening of the Conference*

#### **Education (chair: Julia Bialek)**

**9:15-9:30** *Some major challenges to future university education* – Amantius Akimjak, Martin Majda, Leo Stan (Catholic University of Ružomberok, Slovakia)

**9:30-9:45** *Economic education and financial literacy through transversal skills: A systematic review* – Juris Straume (Riga Technical University Liepaja Academy, Latvia)

**9:45-10:00** *Positive classroom environment depicted in teacher trainees' narratives* – Zsuzsanna Dégi (Sapientia Hungarian University of Transylvania, Romania)

**10:00-10:15** *Rhizomatic learning paths of education researchers: Assemblages and becomings* – Aida Kairienė (Klaipėda University, Lithuania)

**10:15-10:30** *Teaching religion today & tomorrow. Lessons from Kierkegaard* - Amantius Akimjak, Martin Majda, Leo Stan (Catholic University of Ružomberok, Slovakia)

**10:30-10:45** *Holocaust education in the age of participatory culture* – Kristína Jakubovská, Viera Jakubovská (Constantine The Philosopher University in Nitra, Slovakia)

**10:45-11:00** *Teacher feedback in competency-based education: An empirical study on student progress monitoring and goal setting* – Jovita Ponomarioviene (Vytautas Magnus University, Lithuania)

**11:00-11:15** *Curriculum and assessment pulling in opposite directions: An analysis of education reform in Lithuania* – Irena Raudienė (Vytautas Magnus University, Lithuania)

**11:15-11:30** **Coffee break**

#### **CULTURE & SOCIETY (chair: Martyna)**

**11:30-11:45** *Teachers in Migrant Camps: Between Socio-Emotional Support and Child Rights Advocacy Practices* – Viktorija Voidogaitė (Vilnius University, Lithuania & Pontifical University of St. Thomas Aquinas - Angelicum, Rome, Italy)

**11:45-12:00** *Challenges of solipsism in modern Christian spiritual music* – Beáta Akimjaková, Svetlana Hubková, Tibor Máhrík (Katholic University in Ružomberok, Slovakia)

**12:00-12:15** *Navigating identity and diversity: Children's literature as a mirror of cultural change in education* – Milan Mašát (Palacký University Olomouc, Czechia)

**12:15-12:30** *The renaissance of metaphysics in the sphere of social support* – Beáta Akimjaková, Svetlana Hubková, Tibor Máhrík (Katholic University in Ružomberok, Slovakia)

**12:30-12:45** *Learning and upskilling for sustainable careers: Workplace integration pathways of Ukrainian refugee women* – Natalija Mažeikienė (Kaunas University of Technology, Lithuania)

**12:45-13:00** *The content of cultural literacy and cultural competence in general education: scientific findings, regulatory framework and public discussion* – Solvita Lodiņa (Riga Technical University Liepaja Academy, Latvia)

**13:00-13:15** *Dialogic loops or dialogic engagement? Addressing human rights and inclusion in social and educational professions* – Natalija Mažeikienė (Vytautas Magnus University, Lithuania)

**13:15-13:20 Break**

#### **POSTERS (chair: Maja)**

**13:20-13:30** *Inclusive education under the condition of war* – Lesya Lymar (Bogomolets NMU, Ukraine)

**13:30-13:40** *BonJour! project as a response to the educational needs of older learners* – Martyna Madej (University of Wrocław, Poland)

**14:25-14:55 Discussion**

**14:55 – The end of the Conference**

## THEMATIC SECTIONS

**Amantius Akimjak, Martin Majda, Leo Stan** (Catholic University of Ružomberok, Slovakia)

### *Some major challenges to future university education*

**Aim.** The aim of the present paper is to overview six major challenges to the near future of the Humanities in the Western milieu. Specifically, we will discuss the following issues: epistemological marginalisation, disciplinary fragmentation, politicisation, technological disruption, administrative overreach, and the precariousness of academic labour. **Methods.** Our analysis combines theoretical and practical ideas. Whenever possible, the depiction of each challenge will be followed by a brief delineation of ways to overcome it. **Results.** We will address both negative and positive aspects of the efficient transmission of knowledge and the commitment to basic educational values within the field of Humanities, in general.

**Conclusion.** Our working tenet will be that the current difficulties faced by all Humanities fields within Western universities are serious enough to merit a radical rethinking of the current teaching paradigms and the philosophy that underpins them.

**Keywords:** education, Humanities, Western culture, knowledge, politics

**Amantius Akimjak, Martin Majda, Leo Stan** (Catholic University of Ružomberok, Slovakia)

### *Teaching religion today & tomorrow. Lessons from Kierkegaard*

**Aim.** The aim of the present paper is to put forth a series of challenges concerning the near future of religious education. Our analysis will be based on the Christian philosophy of Søren Kierkegaard. Generally speaking, we will address the fraught relation, in Western societies, between Christianity and secular culture. The specific topics of discussion will vary, covering diverse issues such as individualism, transcendence, sinfulness, and the perils of religious institutionalisation.

**Methods.** Methodologically, our paper will adopt a theoretical-critical approach in order to spell out what we consider the key hurdles in the current theological education.

**Results.** Besides focusing on the pedagogical difficulties related to religion, we will also cover some beneficial opportunities in contemporary culture which should allow for a more existentially helpful transmission of religious knowledge.

**Conclusion.** We will try to suggest that, as far as religion is concerned, the contemporary Western world finds itself in the most precarious condition. As a result, religious educators will face more challenges than many of their peers in other Humanities-related fields. The overcoming of such challenges will require strenuous endeavours on multiple levels and a profound dedication, which is why Kierkegaard may be one of their few teachers.

**Keywords:** religion, education, Kierkegaard, faith, selfhood

**Beáta Akimjaková, Svetlana Hubková, Tibor Mahrik** (Faculty of Theology, Theological Institute, Catholic University in Ružomberok, Slovak Republic)

*Challenges of solipsism in modern Christian spiritual music*

**Thesis.** This study suggests that modern Christian worship music, especially songs shaped by the Hillsong and Bethel movements, often carries a subtle element of solipsism. Such a tendency narrows both the theological depth and the communal dimension of young people's spirituality, while giving preference to the believer's personal, subjective experience in a way that reflects today's post-factual culture.

**Concept.** The analysis builds on a hermeneutic and content-based reading of a representative sample of popular songs. The study situates its findings within the broader framework of post-factual culture and the rise of autonomous individualism, both of which strongly influence contemporary youth spirituality. As a point of contrast, it draws on the tradition of historic Christian liturgy, biblical narrative, and the communal life of the church.

**Results and conclusions.** The research shows that current worship music often functions as a vehicle for solipsistic spirituality. This results in less theological richness, weaker communal identity, and a heightened focus on emotional self-expression. The authors argue that healthy musical spirituality among young people requires holding together authentic personal faith with the external authority of Scripture and the call to ethical reflection.

**Originality.** A key contribution of the study lies in linking solipsistic features of worship music with broader cultural shifts toward subjective, post-factual ways of thinking. Yet the study is not only critical: it also offers constructive proposals and theological criteria that could guide the creation of spiritually formative and theologically balanced worship songs for the next generation.

**Keywords:** sacred music, solipsism, post-factual culture, human autonomy, youth spirituality

\*The abstract comes from the paper to be published in the *Journal of Education Culture and Society* 2023 Volume 14, number 2 where are provided all the authors of the paper.

**Beáta Akimjaková, Svetlana Hubková, Tibor Máhrik** (Faculty of Theology, Theological Institute, Catholic University in Ružomberok, Slovak Republic)

*The renaissance of metaphysics in the sphere of social support*

**Thesis.** The study explores the importance of metaphysics in the field of social support, seeking answers to questions related to how the transcendent dimension of human existence and the search for meaning in human existence reform traditional understandings of care, solidarity, and human resilience in the real contexts of human life.

**Concept.** Combining philosophical, theological, and social scientific insights, the study critiques empirical/utilitarian approaches to social support and shows that the metaphysical horizon of reflection reopens necessary questions of meaning, transcendence, beauty, and human interconnectedness in a new way that has the potential to bring a new dynamism to the issue of social support.

**Results and Conclusion.** The authors demonstrate how metaphysical reflection can safeguard against utilitarian reductionism, enhancing social support functions with a transcendent perspective on human dignity, enriching both scientific discourse and practical strategies, especially in the context of the crisis of personhood and the rise of a sense of one's own vulnerability in contemporary society.

**Originality.** The paper represents an interdisciplinary attempt to articulate a "renaissance of metaphysics" in the field of social support. By highlighting the need for a re-reflection of transcendental categories within applied social science frameworks, this study opens an innovative avenue for the development of practical care within social support and its deeper philosophical grounding.

**Keywords:** social support, epistemology, metaphysics, anxiety, vulnerability

\*The abstract comes from the paper to be published in the *Journal of Education Culture and Society* 2023 Volume 14, number 2 where all the authors of the paper are provided.



**Zsuzsanna Dégi** (Department of Human Sciences, Faculty of Economics, Socio-Human Sciences and Engineering, Romania)

*Positive classroom environment depicted in teacher trainees' narratives*

**Aim.** The aim of the research is to explore teacher trainees' visions regarding their ideal future English class with a special focus on emotions and positive language learning environment.

**Methods.** One of the conducive factors supporting learners' growth and well-being is creating a positive classroom climate (Gabrys-Barker, 2016). As Dörnyei and Muir (2019: 720) state in the process of foreign language learning a motivating classroom climate and classroom experience are as important as the quality and quantity of foreign language input, teaching methodology and learner traits and strategies.

The study looks at teacher trainees' written narratives describing their future ideal English language class and investigates the emotions and classroom atmosphere they describe as a goal for them to create a perfect English language learning environment.

**Results.** Content analysis of the written narratives suggest that teacher trainees aim at creating a positive classroom environment both in terms of classroom decoration, seating arrangements and dealing with emotions and providing emotional support for their future learners in order to lower their anxiety.

**Conclusion.** Even though teacher trainees were in their second year of university and had not had any methodological training before the data collection period, results show that they have clear goals and visions in mind that focus on creating a positive and safe learning environment for their future students.

**Keywords:** teacher training, positive classroom environment, language teaching, narratives

\*The abstract comes from the paper to be published in the *Journal of Education Culture and Society* 2023 Volume 14, number 2 where all the authors of the paper are provided.

**Kristína Jakubovská, Viera Jakubovská** (Institute of Management of Culture and Tourism, Cultural Studies and Ethnology, Constantine The Philosopher University in Nitra, Slovakia)

*Holocaust Education in the Age of Participatory Culture*

**Thesis.** The contribution examines how new media, digital platforms, and participatory forms of communication transform the ways in which young people receive, process, and further transmit Holocaust memory. The analysis addresses participatory culture and its specifics, contemporary approaches to Holocaust education and the limitations of classical approaches in communicating with Generation Z, as well as digital and participatory forms of memory.

**Concept.** The theoretical framework draws on the concept of participatory culture (Henry Jenkins), collective and connective memory (Assmann, Hoskins), and approaches to critical thinking and media literacy (Paul & Elder, Buckingham). The qualitative research is based on content analysis of how the Holocaust is represented in digital participatory forms (memes, YouTube videos, TikTok), supported by case studies of memes as “remixed memorials”, specific museum initiatives, and online archives.

**Results and conclusions.** The study identifies the strengths and weaknesses of participatory approaches to Holocaust education, proposes methodological recommendations for teachers, and seeks to contribute to the broader discussion on how cultural memory is being reshaped in the digital age. Holocaust education in the age of participatory culture cannot be reduced to traditional didactic approaches. New digital platforms and participatory media fundamentally reshape the ways in which young people engage with memory.

**Keywords:** Holocaust, participatory culture, Generation Z, digital platforms, education

**Aida Kairienė** (Department of Pedagogy, Faculty of Social Sciences and Humanities, Klaipėda University, Lithuania)

*Rhizomatic learning paths of education researchers: assemblages and becomings*

**Aim.** The aim of the research – to highlight assemblages and becomings in the rhizomatic learning of research methodologies among education researchers.

**Methods.** *Data collection and participants.* Data was collected through semi-structured interviews with 21 education researchers, selected using purposeful sampling.

*Poststructuralism and the 'thinking with theory' approach.* This research is based on Deleuze and Guattari's (2004) poststructuralist philosophy and assemblage theory, as well as Jackson and Mazzei's (2023) 'thinking with theory' approach.

*Cartography.* Rhizomatic maps illustrating the learning paths of educational researchers were constructed according to Deleuze and Guattari's (2004) principles of the rhizome: connectivity and heterogeneity, multiplicity and rupture, and cartography.

*Rhizoanalysis.* Rooted in Deleuze's ontology and the principles of the rhizome, rhizoanalysis (Masny, 2015) was applied to analyse the maps.

**Results.** This study revealed that the most common assemblages are art–exploration, more-than-human, and work–practice assemblages, while material-led and affective assemblages appear less frequently. Researchers also create various becomings, such as 'becoming-artist', 'becoming-methodologist'.

**Conclusions.** This study revealed that researchers should strengthen their learning of research methodologies by engaging more material-led practice, establishing and working in research laboratories, conducting innovative research, and developing new methods themselves.

**Research restrictions.** This research focuses only on academic researchers holding a doctoral degree, excluding independent researchers.

**Cognitive value.** The created rhizomatic maps will serve as a methodological tool, and the research findings will be applied in the second part of this research, focusing on improving the teaching of research methodologies.

**Keywords:** rhizomatic learning, assemblages, becomings, research methodologies, Deleuze and Guattari.

**Solvita Lodīna** (Pedagogical and Social Work Centre of Riga Technical University, Liepaja Academy, Latvia)

*The content of cultural literacy and cultural competence in general education: scientific findings, regulatory framework, and public discussion*

**Aim.** To identify extended learning concepts in the Latvian general education curriculum by analysing the findings of global and Latvian scholars on the terms of *cultural literacy* and *cultural competence*.

**Methods.** Content analysis of scientific literature and regulatory documents. In-depth interviews, with their thematic content analysis. Focus group discussion of 17 experts.

**Results.** World scientists use *cultural literacy* in the context of personality in the following meanings: *cognitive* – knowledge about different cultures, their history, traditions, and social structures; *affective* – emotional attitude towards other cultures, including openness, respect, and empathy; *behavioural* – the ability to adapt one's behaviour and communication style to effectively interact with people from other cultures. Latvian scientists explain the concept of *cultural literacy* in the sense of *cultural understanding* and *creative expression* in the context of regional cultural and historical traditions and intangible cultural heritage, but in Latvian regulatory documents, they are used in different meanings. The concept of the extended learning programme “Latvian School Bag” is to develop *cultural literacy* or *cultural competence* in students by experiencing cultural events.

**Conclusion.** The concept of extended learning differs in documents from the education and culture sectors. The opinions of experts in focus group discussions differ on the use of the concept of cultural competence or cultural literacy in extended learning activities in general education. A scientifically based model of cultural literacy needs to be developed. Further research and discussions with different groups of society are needed.

**Keywords:** cultural literacy, cultural competence, extended learning, general education, regulatory documents, transversal competences

\*The abstract comes from the paper to be published in the *Journal of Education Culture and Society* 2023 Volume 14, number 2 where all the authors of the paper are provided.

**Martyna Madej** (Institute of Pedagogy, Faculty of Historical and Pedagogical Sciences, University of Wrocław, Poland)

*BonJour! project as a response to the learning needs of older learners*

**Aim.** The BonJour! The project aims to enhance media literacy skills among older adults through journalism and digital literacy training, while also developing a pool of media educators. Through learning needs analysis, the project team aimed to collect data crucial for creating further educational tools and materials that cater to the real needs and abilities of older people.

**Methods.** 198 people from eight different countries took part in the survey. Skills related to critical thinking were analysis, evaluation, creativity, memory, understanding, and application. Responses were collected using an online survey form. For the analysis, the One-Way ANOVA test, Pearson r correlation test, and Students T-test were used.

**Results.** The results showed that men scored higher in the areas of critical thinking, analysis and evaluation. For each of the critical thinking skills tested, seniors scored lower than younger people. The most significant difference was seen in the area of memory. Analysis, understanding and creativity were the areas where younger people obtained the highest results. The results of those with at least secondary education were significantly higher than those with less education.

**Conclusions.** The results achieved by today's older people are significantly lower compared to those achieved by those under 55, so this is a group to whose needs educational programmes should be specifically tailored.

**Keywords:** media literacy, journalism, Erasmus+, adult education, e-learning platform, trainers, older learners

\*The presented results come from the research made in frames of the project BonJour! – Enhancing the Critical Media Literacy. Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project No. 2023-1-IT02-KA220-ADU-000160320

**Milan Mašát** (Department of Czech Language and Literature, Faculty of Education, Palacký University Olomouc, Czech Republic)

*Navigating identity and diversity: Children's literature as a mirror of cultural change in education*

**Aim.** This paper aims to investigate how selected works of contemporary children's literature address critical sociocultural themes and to assess their pedagogical potential in both primary and higher education. It explores how multimodal storytelling in picture books contributes to the development of ethical, emotional, and intercultural literacy in educational contexts.

**Methods.** The study adopts a qualitative, interdisciplinary approach combining literary analysis, critical discourse analysis, multimodal interpretation, and ethical hermeneutics. Four critically acclaimed picture books - *The Journey* by Francesca Sanna, *Julian Is a Mermaid* by Jessica Love, *Greta and the Giants* by Zoë Tucker and Zoe Persico, and *Islandborn* by Junot Díaz - were analysed with respect to their thematic content, visual design, and educational relevance.

**Results.** Findings indicate that each book offers a unique narrative and visual strategy for addressing complex themes: migration as trauma and resilience (*The Journey*), gender identity and affirmation (*Julian Is a Mermaid*), environmental activism and eco-anxiety (*Greta and the Giants*), and diasporic memory and postcolonial identity (*Islandborn*). Across all texts, multimodal storytelling supports emotional engagement and ethical reflection. These narratives foster critical thinking, empathy, and inclusive values and are particularly effective in teacher education programs.

**Conclusion.** Contemporary children's literature functions as a transdisciplinary educational tool capable of promoting ethical literacy and intercultural understanding. The selected picture books enable young readers to navigate social complexity through imagination, reflection, and dialogue. However, the study is limited by its focus on English-language works and lack of empirical classroom research.

**Keywords:** children's literature, ethical literacy, multimodality, cultural diversity, education and identity

\*The abstract comes from the paper to be published in the *Journal of Education Culture and Society* 2023 Volume 14, number 2 where all the authors of the paper are provided.

**Natalija Mažeikienė** (School of Economics and Business, Kaunas University of Technology, Department of Social Work, Vytautas Kavolis Transdisciplinary Research Institute, Vytautas Magnus University, Lithuania)

*Learning and Upskilling for Sustainable Careers: Workplace Integration Pathways of Ukrainian Refugee Women*

**Aim.** This paper examines how Ukrainian women refugees in Lithuania engage in learning and integration in the workplace. The study considers refugee women as *vulnerable learners*, exploring how their professional trajectories are shaped by multi-level barriers and conceptualised as the *canvas ceiling* and highlighting opportunities for professional development through *situated workplace learning* and *communities of practice*. The challenge to ensure integration of women refugees into the workplace points to the need for a conceptual framework that would bring together insights from diverse fields such as education, migration studies, management and organisational studies, sociology, and psychology.

**Method.** We conducted 30 interviews with Lithuanian companies from various sectors, including business, industry, transport, education, social care, healthcare, hospitality and other services. The data was analysed using reflexive thematic analysis (Braun & Clarke, 2006, 2022), guided by concepts from work-related learning, situated learning theory, the 'canvas ceiling', refugee workplace integration and the notion of vulnerable learners.

**Result.** Findings reveal that workplace integration of Ukrainian refugee women is shaped by three dimensions: language learning and policy regulations, where Lithuanian language requirements simultaneously foster and limit professional development; (2) workplace learning opportunities, which differ across sectors: public sectors like education and welfare services tend to be more generous and resourceful in offering training, upskilling and mentoring, while private sector organisations are more restrictive, relying mainly on informal and situated learning; career sustainability factors include the transfer of qualifications and organisational support. Across many sectors, organisations provide opportunities for informal and situated learning. However, 'canvas ceiling' creates structural barriers at institutional and organisational levels, constraining and limiting career development.

**Conclusions.** This study shows that refugee women's ability to learn and develop their careers is influenced by factors like the specific sector they work in, the supportiveness of their workplace learning environment, and organisational policies. At the same time, their experience with workplace learning is connected to the unique challenges they face as refugees. The 'canvas ceiling' metaphor illustrates how these challenges are complex and layered, highlighting the multifaceted nature of refugee integration.

**Keywords.** workplace learning, situated learning, human capital theory, refugee workplace integration, refugees' career sustainability, 'canvas ceiling', vulnerable learners.

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**Natalija Mažeikienė** (School of Economics and Business, Kaunas University of Technology, Department of Social Work, Vytautas Kavolis Transdisciplinary Research Institute, Vytautas Magnus University, Lithuania)

*Dialogic Loops or Dialogic Engagement? Addressing Human Rights and Inclusion in Social and Educational Professions*

**Aim.** This paper explores how professionals in child welfare, inclusive education, and prison social work negotiate ongoing changes, tensions, and contradictions through dialogic engagement when addressing human rights, inclusion, and empowerment. We draw on Kent and Taylor's (2002, 2014) dialogic communication and dialogic engagement theory and Lane's (2020) concept of dialogic loops.

**Method.** We conducted five focus groups, comprising 25 participants, including child welfare social workers, educators working in inclusive education and prison social workers. Focus group interviews using case vignettes enabled us to capture dilemmas and potential dialogic approaches in the selected fields. The vignettes depicted the tensions and dilemmas experienced by professionals due to paradigm shifts. Additionally, thematic analysis (Clarke & Braun, 2006) was applied.

**Results.** Focus group discussions with professionals from all three research fields revealed practitioners' intentions reflecting the dimensions of dialogic engagement identified by Kent and Taylor (2002, 2014): mutuality, empathy, risk-taking, commitment, and propinquity, or timely involvement. However, these intentions were often prevented from being realised by institutional and structural constraints, resulting in incomplete and fragile forms of dialogue. In child welfare, the transition from surveillance to partnership is driven by the tension between trust and institutional measures against risk-taking. The research revealed that in inclusive education, teachers and parents seek mutual recognition. At the same time, a lack of resources is evident, and support is not provided in a timely manner. In prison social work, research participants emphasise human dignity and reintegration into society. However, public stigmatisation and the penal system's continued focus on punishment undermine the potential for dialogic engagement.

**Conclusions.** All three cases show how dialogic engagement is a contested practice within these professional fields addressing human rights, stigma, and inclusion. The findings contribute to dialogic communication theory by demonstrating how ideals of true dialogue are negotiated, and at the same time constrained, sometimes reducing them to dialogic loops.

**Keywords:** dialogic communication; dialogic engagement; dialogic loops; Kent & Taylor; Lane; social work; education; human rights; stigma; inclusion; paradigm shift; empowerment

\*The abstract comes from the paper to be published in the *Journal of Education Culture and Society* 2023 Volume 14, number 2 where all the authors of the paper are provided.



**Jovita Ponomariovienė** (Academy of Education, Vytautas Magnus University, Lithuania)

*Teacher Feedback in Competency-Based Education: An Empirical Study on Student Progress Monitoring and Goal Setting*

**Aim.** The aim of this study is to analyse the process of monitoring students' personal progress, with a particular focus on goal setting, its implementation, and the teacher's role in providing feedback from the perspective of competency-based education.

**Methods.** The research data was collected through action research by analysing a student booklet titled *Learning to Achieve My Goals* and categorising the findings into thematic groups. To further deepen the data analysis, semi-structured interviews were conducted in February 2025 with all teachers, and six student focus groups (one per class, each with five students) were formed.

**Results.** The analysis of the results shows that teacher support, feedback, and structured assistance directly influence not only goal setting but also the development of reflection habits.

**Conclusion.** The study confirms that teacher feedback is a critical factor in students' engagement with setting and reflecting on personal goals. Teachers who systematically encouraged reflection and provided consistent, constructive feedback achieved significantly higher student participation and motivation in the learning process.

**Research restrictions.** The findings of the study cannot be applied to the general group as a whole, as the study is qualitative. A separate quantitative study would be needed to apply the findings of the study to the whole group.

**Cognitive value.** This study provides new insights for researchers and educators into how formative teacher feedback strengthens students' metacognitive skills, self-regulation, and reflection in competency-based education, offering evidence-based strategies to sustain learner engagement.

**Keywords:** competency-based education, formative feedback, learning goals, primary school students, student engagement, motivation

\*The abstract comes from the paper to be published in the *Journal of Education Culture and Society* 2023 Volume 14, number 2 where all the authors of the paper are provided.

**Irena Raudiene** (Education Academy, Vytautas Magnus University, Lithuania)

*Curriculum and Assessment Pulling in Opposite Directions: An Analysis of Education Reform in Lithuania*

**Aim.** This study aims to analyse the coherence between the curriculum and assessment implemented through Lithuania's 2018-2025 education reform, which, on one hand, advocates a personalised approach to developing student competencies but, on the other hand, relies heavily on external high-stakes assessments as the sole measure of school performance quality. Moreover, the outcomes of these assessments are the only criteria for university admission, while teacher evaluations are considered unreliable and are excluded from competitive grade calculations. Consequently, examinations become the central focus of the entire education system.

**Method.** Kingdon's multiple streams framework (MSF) was employed to analyse how the educational assessment was perceived, which policy options were considered, and the political context backing the change. Fifteen semi-structured interviews were carried out with senior education authorities, including ministry officials, representatives from agencies and municipalities, teachers, and school heads. Thematic analysis was structured around the MSF components.

**Results.** The study participants noticed that many stakeholders have a limited understanding of the assessment system, often shaped by their operational relationship with it. The small number of people involved in the reform perceived the system's complexity or how certain policies might impact other areas, such as university enrolment, teacher training, school performance evaluation, and, more importantly, how to maintain coherence among all these elements.

**Conclusion.** Although educational assessment is often regarded as solely a pedagogical matter, it is undeniably a political act influenced by ideologies, economic priorities, and societal attitudes, which can sometimes negatively affect learning and teaching and lead to inconsistent educational policies.

**Keywords:** Educational assessment, curriculum reform, curriculum coherence, education policy analysis, examinations

\*The abstract comes from the paper to be published in the *Journal of Education Culture and Society* 2023 Volume 14, number 2 where all the authors of the paper. are provided

**Juris Straume** (Center for Pedagogy and Social Work, Riga Technical University-Liepaja Academy, Latvia)

*Economic Education and Financial Literacy Through Transversal Skills: A Systematic*

**Aim.** The aim of this study is to analyse the interplay between transversal skills, economic education, and financial literacy within the context of contemporary education, based on a systematic review of scientific literature published over the past decade.

**Methods.** A systematic literature review was conducted using the PRISMA 2022 (Preferred Reporting Items for Systematic Reviews and Meta - Analyses) methodology, resulting in the selection and analysis of 49 peer-reviewed articles from international databases such as Scopus and Web of Science. The review explores theoretical frameworks, pedagogical strategies, and the practical feasibility of integrating these three domains into educational practice.

**Results.** An analysis of scientific articles in the Web of Science (WoS) and Scopus databases shows that there are relatively few publications that clearly address this topic, especially in relation to the content and methods of economics education. This limitation highlights the need for a more comprehensive and in - depth analysis, including additional sources, to address the existing knowledge gap. Thus, this literature review is an important step in systematising current findings and identifying directions for future research.

**Conclusions.** Transversal skills - critical thinking, creativity, collaboration, social and emotional competencies - form the foundation of economic growth, innovation, and employability, with their development closely tied to the quality of economic education. The effective cultivation of these skills through economic education, continuous teacher professional development, and innovative pedagogical approaches enhances students competitiveness in the labour market and contributes to sustainable economic development.

**Originality.** The originality of this research lies in its comprehensive synthesis of three fundamental educational components - transversal skills, economic education, and financial literacy - into a unified, holistic framework.

**Keywords:** Economic education, financial literacy, literature review, teaching, transversal skills.

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**Viktorija Voidogaitė** (Faculty of Social Sciences, Pontifical University of St. Thomas Aquinas, Italy; Institute of Educational Sciences, Faculty of Philosophy, Vilnius University, Lithuania)

*Teachers in Migrant Camps: Between Socio-Emotional Support and Child Rights Advocacy Practices*

**Aim.** The aim of this presentation is to explore how teachers in migrant camps navigate the dual role of providing socio-emotional support to children while also engaging in advocacy practices for child rights. The study highlights the complex interplay between pedagogical care and rights-based responsibilities in contexts of displacement.

**Methods.** The study draws on autoethnographic fieldwork conducted in migrant camp settings and complemented by phenomenological reflection. The data consist of field notes, reflective diaries, and narratives documenting interactions with children, parents, and humanitarian actors. This qualitative approach makes it possible to reveal the lived experiences of teachers and their professional negotiations between immediate care and structural advocacy.

**Results.** The findings demonstrate that teachers assume responsibilities that exceed formal educational roles. They provide emotional stability and create safe learning spaces, while at the same time advocating for access to education, healthcare, and protection. These practices expose the tension between individual support and systemic child rights frameworks, showing that teachers often become intermediaries between humanitarian structures and children's everyday realities.

**Conclusion.** The study concludes that teachers in migrant camps should be recognised as both caregivers and rights advocates. Their practices reveal not only the fragility of educational provision in emergency contexts but also the resilience and agency of teachers who redefine their role to address urgent socio-emotional and rights-based needs.

**Keywords:** migrant camps, teachers, socio-emotional support, child rights, advocacy, education in emergencies

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