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et de Psychologie  
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VIIth International Conference

*Word in Education:*

*Good Word, Bad Word, No Word*

Jesuit University Ignatianum in Krakow, 28-29 September 2020

Conference Book of Abstracts



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## Day 1

### 28 September 2020

#### **Keynote 1**

David Carr, Emeritus Professor, University of Edinburgh, United Kingdom

#### **Word in Education: Good, Bad and Other Word**

St John's Gospel identifies *logos*, translated as English 'Word', as the divine source of the wisdom or truth of the Christian message, if not with the godhead as such. However, given the cultural and intellectual influence of Greek thought on early Christian literature, one need not be surprised that these (and other) theological or metaphysical associations of Word are almost exactly replicated and prefigured in the dialogues of Plato, for whom formation of the divine aspect or element of human soul clearly turned upon access to or participation in the wisdom of *logos*. This paper explores the moral and spiritual connections between *logos* or Word, reason and soul in such Platonic dialogues as *Gorgias*, *Republic* and *Theaetetus* as well as the implications of conceiving education as the pursuit of such Word for ultimate human flourishing.

Keywords: EDUCATION; WORD; SOUL; REASON; PLATO; CHRISTIANITY; KNOWLEDGE



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## Word in Philosophy and Religion

Miguel Ángel Belmonte, Abat Oliba CEU University, Barcelona, Spain

### **Logos, Mythos, and Aischrologia: Aristotle's Banning of Foul Language in Education**

Aristotle's conception of *tecne* and *paideia* implies remarkable consequences about using or not obscene words, images, or plays in education. Authorities should ban *aischrologia* (foul language) there where children or young people were present. The connection between words and deeds is so strong that bad actions will follow bad words. Moreover, it is natural for human beings to like that more which we first come in contact. This is why authorities cannot be neutral but be watchful of what kind of *logoi* and *mythoi* are used by educators. In *Politics VII*, Aristotle concludes that education, public or private, should be free from all kind of foul language and indecent images.

Keywords: ARISTOTLE, EDUCATION, FOUL LANGUAGE

María Ángeles Martín del Pozo, University of Valladolid, Spain

### **Words to Encourage Evangelization: a Comparison of Lexical Frequencies in the Writings Of Pope Francis and Fr. Tomás Morales SJ**

Studying language through naturally-occurring data is nowadays easily feasible thanks to the use of concordancing programs. Using the software package WordSmith Tools (Mike Scott, 1996), this paper approaches linguistic style of Pope Francis in his, hitherto, four apostolic exhortations. His lexical frequencies are compared to that of Venerable Fr. Tomás Morales, a Spanish Jesuit (1908-1994) who is considered a prophet of our time for anticipating by 20 years the teachings of the Second Vatican Council. He shares several aspects with Pope Francis, mainly to make lay people aware of the universal call to sanctity and the missionary responsibility acquired in baptism.

Keywords: CORPUS LINGUISTICS, STYLISTIC CHOICES,

Ewa Dybowska, Jesuit University Ignatianum in Krakow, Poland

Paweł Kaźmierczak, Jesuit University Ignatianum in Krakow, Poland

### **On Being Ready to Save the Proposition of the Other Person. the Virtue of Intellectual Benevolence in the Ignatian Pedagogy**

The paper discusses the so-called Presupposition of the *Spiritual Exercises* of St. Ignatius Loyola, which prescribes the benevolent interpretation of the other's words. We attempt to view the underlying attitude through the lens of contemporary virtue epistemology and virtue ethics as a virtue, primarily intellectual but deeply rooted in the moral sphere. This account is consonant with the Ignatian pedagogy which stresses the integral character of a human person and highlights the relational aspect of personal care, or *cura personalis*, in education.

Keywords: BENEVOLENCE, INTELLECTUAL BENEVOLENCE, VIRTUE EPISTEMOLOGY, IGNATIAN PEDAGOGY, PRESUPPOSITION, CURA PERSONALIS, *SPIRITUAL EXERCISES* OF ST. IGNATIUS LOYOLA



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Stefano Abbate, Abat Oliba CEU University, Barcelona, Spain

**Teacher's Word and Postmodern Word: an Approach Based on Social Control**

In this paper, we intend to compare the meaning of the word that the teacher pronounces to the disciple from the educational theory of Saint Thomas and the use of the word in postmodernity.

If the first leads to the knowledge of the disciple for his human and moral perfection, the second, through several channels not properly educational (music, movies, advertising) but anyway influential in the symbolic postmodern imaginary, leads rather to confusion and the homogenization of behaviors.

Keywords: ST THOMAS, POSTMODERNITY, SOCIAL CONTROL, OVERLOAD, INFORMATION

Jordi Saura Matallana, National Distance Education University, Barcelona, Spain,

**The Bible Expelled From the Agora: Impact of Modernity and Postmodernity on the Bible as a Source of Authority**

In this communication, we address the reasons why the Bible, the most relevant artifact of cultural transmission in the Western history and whose values served in the Middle Ages to homogenize the different European peoples, has been progressively displaced from the epicenter of the Western culture to its margins. The agents that have diminished over the centuries the authority of the biblical text are analyzed and how they have been able to practically confine it to the ecclesiastical sphere. This situation is much more evident in the European continent than in the American one and results in an atrophy of the collective memory and, ultimately, in an irreparable loss of cultural identity on which Europe had founded its fundamental values.



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## Word in Family Life

Giuseppina D'Addelfio, University of Palermo, Italy

Maria Vinciguerra, University of Palermo, Italy

### **Family Relationships, Dialogue and Philosophy for Children**

The paper aims at presenting Philosophy for Children as an appropriate method to bring not only children but also adults, involved in educating them, to deeply reflect on some aspects of reality (Cosentino, 2008) and, above all, to think about properly educational and ethical issues (Gopnik, 2010) as well as an appropriate use of language in family education.

In the first part of presentation, we intend to highlight the importance of good words, adequate times of dialogue, and encouraging communication strategies in the education of children as well as for the sake of the growth of all family members (first of all of the couple precisely as a couple)

Then, we will present an action-research based on this theoretical framework. More precisely, following the theoretical assumptions that establish the Philosophy for Children method (Lipman, 2005), since the school year 2016/2017 a research-intervention was started with the students of several primary and secondary schools of Palermo and with their parents. In particular, we offered children a space and a time devoted to question themselves with others on the emotional and ethical aspects of family relationships (for example, the theme of family rules). At the same time, we proposed this path to their parents, so that they could reflect together on the constitutive foundation of family ties and become aware of what can be envisaged “educational delivery” (Bellingreri, 2017) that should characterize the educational relationship between parents and children.

In this paper, we intend to illustrate the salient aspects of a research path that shows the potential and flexibility of application of the method used, especially insofar as it can be linked to the phenomenological-hermeneutical research methods (Hamrick, 1993; Kennedy, 1996; Mortari 2007; D'Addelfio, 2011; Vinciguerra, 2012).

Alexandra Brestovičová, Centre of Research into Children Language and Culture, University of Presov, Slovakia

### **Most Frequent Lexical Units in Mother – Infant Communication in Slovak Language**

The basis for the research were transcripts of 24 hours of monthly video recordings (for eight months) of the speech of three mothers with their infants. In the frequency lexicon compiled from the mothers' speech the most frequent words were *be, right, yes, go, you, this, and, yet, what, well, already, here*, which underline situational character of mothers' topics (*this, here, yet, already*) and their positive attitude to the child (*right, yes, you, well*). Moreover, most often used nouns were proper names of infants in diminutive form, adjectives *little, good, big, nice, beautiful, clever*, and adverbs *nicely, beautifully, well done*.

Keywords: FREQUENCY LEXICON, LEXICAL UNITS, MOTHER – INFANT COMMUNICATION, SLOVAK LANGUAGE



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Mária Potočárová, Comenius University in Bratislava, Slovakia

### **Culture and Practice of Verbal Communication In Forming Family Relationships**

The paper deals with the tasks of verbal communication in building of a solid basis of the family life. Words, the good ones and the bad ones, appropriate ones or inappropriate ones, and the speaking in general, cultivate the family culture at the level of relationships. Therefore, I pay special attention to the formation of family relationships through communication of the value of love. We may talk about love, "dress it up into words," or manifest it without a word. However, to be able to communicate effectively in the language of love, it is necessary to learn. It means also the gradual acquiring of knowledge. At first it is about knowing oneself, as well as knowing about the others with whom we form the relationships. The culture and practice of family communication is a question of self-care and acceptance of the gift of interest, respect, dignity, sacrifice for the good of others. Despite many different types and technologies of communication nowadays, speech and human language remain key tools of interpersonal communication and education.

**Keywords:** VERBAL COMMUNICATION TOOLS USED IN THE FAMILY, WORDS AND FAMILY RELATIONSHIPS, LANGUAGE OF LOVE  
IN FAMILY RELATIONSHIPS, THE ROLE OF WORDS AND LANGUAGE IN EDUCATION



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## Keynote 2

Nicholas C. Burbules, Department of Education Policy, Organization, and Leadership, University of Illinois, Urbana-Champaign

### **Cultivating the Communicative Virtues**

This paper makes a case for the role of three “communicative virtues” as essential for productive communication: listening, truthfulness, and reasonableness. First, it presents an explanation for each, and in what way they should be considered “virtues” in the Aristotelian sense. Second, it explores the important ways in which they are interdependent; virtues are not enacted in isolation from one another, and in an ongoing communicative relation all three virtues need to be engaged, at some level, by all participants. Finally, the paper will explore what it means educationally (in both formal and informal settings) to promote and practice the communicative virtues. These represent a crucial educational goal, apart from the content of specific subject matters (although they are often promoted and practiced by how these subject matters are taught).



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## **Word in the Arts and Journalism**

Rafael Rodríguez-Ponga Salamanca, Abat Oliba CEU University, Barcelona, Spain

### **Literature and Journalism: Two Forms of Linguistic Communication**

Literature and journalism are two forms of communication between humans. Both have language as the main tool. Anyway, the communication established between participants (author vs reader) is very different, because of the subject matter (the contents: fiction vs reality), the intention, the context and, of course, the message itself with a especial care of words. The same person may be journalist and writer at the same time, being able to create two different forms of linguistic communication with readers. In Spain, in the 1970s, this linguistic or communicational opposition helped to define journalism as a curricular subject in universities.

Luchia Malinova Angelova, Sofia University "St. Kliment Ohridski", Bulgaria

Mihaela Bozhidarova Racheva, Sofia University "St. Kliment Ohridski", Bulgaria

### **The Media and the Art**

In kindergarten and elementary school, aesthetic perception and aesthetic attitude to the world as components of aesthetic culture are formed through a cycle of artistic and aesthetic activities. The article focuses on all real communication interactions that mass communication daily performs with various child audiences. Its main goal is to give an answer to the question: "What should be known about the media, to be able to live in the modern information society?" The media pedagogy task is to specifically indicate what are the interaction places between the media and the people - mostly children are intervening with nurturing and educating, teaching and advising, guiding and informing. The article analyses media messages submitted through various forms of art and/or cognitive behavioral therapy, all used as preventive tools against depressions.

**Keywords:** MEDIA, ART, SOCIALIZATION, INTERPERSONAL RELATIONS, MEDIA AND COMMUNICATIVE COMPETENCE, PEDAGOGICAL INTERACTION, STEREOTYPES, COGNITIVE THERAPY, MEDIA EDUCATION.



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Aleksandra Batog, Silesian Music Society, Poland

### **Good Word, Bad Word, No Word - our Challenges and Responsibility in the World of Words**

Words shape us. Although everyone should be aware of their great influence, it should be necessary for teachers, parents, journalists. That is why I would like to examine the power of words, especially good, in teaching, parenting and the media, and discuss how we can support our students and children. Are we able to create a perfect world of words based on truth and beauty, ruled by responsibility? How to stop overloading information and words and maximize meaningful communication? Storyteller Jihad Darwiche, writer Solomon Volkov, poet Joseph Brodsky and educator Martha C. Nussbaum will accompany us in these reflections.

**Key words:** EDUCATION, PARENTING, MEANINGFUL COMMUNICATION, SUPPORT THROUGH ART IN EDUCATION AND UPBRINGING

Marta Mitjans Puebla, Abat Oliba CEU University, Barcelona, Spain

### **Beauty as a Bridge Between Artistic Communication and Emotional Education**

Beauty is the highlighted subject of this conference.

Firstly, the sense of beauty is the aim of artistic education at school. In fact, it represents a wide range of cultural, aesthetic and emotional competences. By doing it, it also contributes to an interdisciplinary way of communication in teaching.

As an impressionist artist, Pierre-Auguste Renoir (1841 – 1919) represents beauty as the reflect of all the things that involve life. The analysis of two oil on canvas, by Renoir, will allow us to understand the value of beauty, as a bridge between cultural and emotional education at school. (96 words).

**Keywords:** BEAUTY, PAINTING, ARTISTIC COMMUNICATION, SCHOOL, EDUCATION, RENOIR



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## **Word in Media and Mentoring**

Marta Blanco Navarro, CEU University Teacher Training School, Vigo, Spain

### **Social Networks and Mass Media, Generators of Community and Interpersonal Encounter?**

The conception of the being we have is reflected not only in the language we use, but also in how we deal with the things of the world, and above all, in dealing with other persons. From the reality of being-with-others (central to our proposal) the approach arises from the importance of interpersonal dialogue, as a first approach to the other and as a possibility of deepening one's own intimacy. For this it is necessary that the encounter between people occurs; an encounter which not always the "social" media propose, because sometimes, the media trap the persons in themselves

Keywords: PERSON, OPENNESS, INTERPERSONAL DIALOGUE, ENCOUNTER, MEDIA

Bozhidar Angelov, Sofia University "St. Kliment Ohridski", Bulgaria

Zhivko Georgiev Rachev, Sofia University "St. Kliment Ohridski", Bulgaria

Svetoslav Bojidarov Angelov Sofia University "St. Kliment Ohridski", Bulgaria

### **The Media as an Integral Socio-Cultural Activity**

The various means of mass media and communication available nowadays are a source of everyday information; they mold and influence people's mental faculties, emotions and attitudes, and facilitate the formation of collective social consciousness and understanding. The author lays emphasis on the need to make proper use of these means in education and apply new instructional tools based on innovative ways of teaching and learning. The educational environment should be improved by creating a positive atmosphere which nourishes collective will for raising the communicative competence of all participants involved in the teaching – learning process. The report raises questions concerning the philosophical and pedagogical aspects of the relationship between the game and mass communications.

Keywords: MEDIA, EDUCATION, MEDIA AND COMMUNICATION, INFORMATION, SOCIO-CULTURAL ENVIRONMENT, MEDIA PEDAGOGY, SOCIALIZATION, PEDAGOGICAL INTERACTION, PLAY, MEDIA EDUCATION.



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Joaquín Solana Oliver, Abat Oliba CEU University, Barcelona, Spain

Carmen Ruíz-Viñals, Abat Oliba CEU University, Barcelona, Spain

### **Words and Silence in Job Mentoring**

In today's society, economic sustainability is a social priority and implies positive, rewarding and creative relations in the workplace.

Creativity, innovation and subjective welfare will be extremely important for sustainable production models in an age of technological accelerations, ecological threats and digital globalization.

Good mentoring is becoming a must in professional development, and this activity is based on words and silences, applying corporate and individual coaching tools, to open new doors of creativity.

Starting from Peter Drucker works in management thinking and following the approach of positive psychology authors, this paper presents a new concept of sustainable working relations for the 21<sup>st</sup> Century based on words and narratives.

**Keywords:** MENTORING, REVERSE-MENTORING, JOB COACHING, SUSTAINABILITY

Diego Rodríguez-Ponga Albalá, San Pablo CEU University in Madrid

### **The application of video games in education: a solution for the lack of motivation?**

One of the biggest problems in 21st-century classrooms is the outstanding lack of motivation. Contrary to what teenagers experienced during the 20th century, now they find themselves in a cage when at class, whereas they find a broad world to discover outside — Specially, when connected to the internet in front of a screen.

What if we took advantage of the immersive, interactive language of video games? What if we let them learn by themselves why Poland has a very relevant role in the history of Western political thought using a strategy game?

**Keywords:** VIDEO GAMES, EDUCATION, INTERACTIVE MEDIA, GAMIFICATION, LEARNING, E-LEARNING, COLLABORATIVE LEARNING



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## Day 2

### 29 September 2020

#### Keynote 3

#### Religious and Secular Word in Literature

Gerard Kilroy, Jesuit University Ignatianum in Krakow, Poland

#### Conveying Religious Ideas Through Literature in a Secularised Society

In a secularized society, literature may prove to be a valuable way of exploring religious ideas. The talk will focus on three examples. The first is the massive appeal of Dante's *Vita Nuova* and *Commedia*, soon to be celebrated in the seventh centenary of Dante's death in 1321. The focus of the Dante Festival in Lodz will be on man as pilgrim, *homo viator* ascending through *Purgatorio* to *Paradiso*. The second is Shakespeare, whose writings come from a world retaining vestiges, or at least strong echoes, of a pre-Reformation culture. *Hamlet* is primarily concerned with the passage from this life to the world of the dead. *Romeo and Juliet* with its imagery of pilgrimage, shrines and sacred orchards, has strong echoes of *La Vita Nuova* and of the *Canticum Canticorum*. Thirdly, the paper would examine the tradition of poetry with a metaphysical dimension, not just John Donne and George Herbert but Hopkins, Eliot and R.S. Thomas. Those offering courses on these subjects find a surprisingly enthusiastic response from students who have grown up in a secularised world, who are fascinated by the world of symbols, images and ritual, now unknown to them, that is opened up. Literature, therefore, now offers the same possibilities as religious art, of conveying religious ideas to those who would not be willing to listen to a sermon or attend a service. It may be a Trojan horse from the City of God, within the City of the World.

Walter Van Herck, University of Antwerp, Belgium

#### The consolation of Job

The book Job in the Old Testament has been an inspiration to many writers and artists. Because the book Job deals with the tension between the concept of divine providence and the vicissitudes of life, it holds the promise of telling us how to stand firm while fate is rattling at our door. By looking at the modern day reception of the story of Job by two authors, we learn about the way they were touched by this old wisdom. The authors in question are Alfred Döblin (born in Szczecin 1878) and Joseph Roth (born in Brody 1894). In Döblin's *Berlin Alexanderplatz* (1929) references to Job are inserted numerous times. Roth uses *Job* (1930) as the title of one of his novels. How can Job be consoled and what is the consolation that emerges from his story?

Keywords: OLD TESTAMENT – LITERATURE – WISDOM – MEANING OF LIFE



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Maria Rogińska, Pedagogical University of Cracow, Poland

### **A Secular Heaven: the Cosmic Imaginary in Soviet Atheistic Literature**

The starting point of the talk is the pre-Copernican image of the universe in Dante's *Commedia* portraying the earth as surrounded by the concentric spheres, which Dante visits in the course of twenty-four hours. Bertrand Russell compares this image to a tidy toy house, built by its owner for the dolls. Though fictitious, it is still satisfying, since God is interested in his toys. The modern universe, says Russell, is no longer either cosy or small, being rather an infinite empty space without any divine meaning or anthropocentric teleology. It is a secular cosmos which an "adult" humankind has to face and accept.

This tragic acceptance is not however the only way to deal with the secularized cosmos. I refer to the Soviet atheistic literature to show how the Soviet propagandists manage to construct a much more optimistic and in fact quasi-religious narrative about that. The Soviet "heaven" is not only inhabited (by alien civilizations, new candidates for the communist "friendship of Peoples"), but also conquered by the secular saints, the heroic astronauts (like Gagarin).

I then discuss the assumption that the lack of the existential anxiety in this Soviet ontology may have participated in the formation of the ideologies of people socialized in the Soviet Union. My argument is reinforced by the comparative data from my own sociological study on the religiosity of post-Soviet (Ukrainian) and Polish natural scientists born in 1930-60. While the former do not problematize the peripheral position of the earth, the latter emphasize it as an existential drama of humankind.



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## Word in Literature

Dominika Ruszkiewicz, Jesuit University Ignatianum in Krakow, Poland

### **“Diverse Langages [...], som true and som fals”: the Proper and Improper Uses of Language in *The Book of the Knight of La Tour-Landry***

In his initial address to the readers, the Knight of La Tour-Landry justifies his intention of writing a book of advice for his daughters, saying that the world is a dangerous place for young women because of men who make a good impression in the presence of ladies, but scorn and mock them in their absence. Such deceitful men “bere forthe diverse langages on hem, som true and som fals”, affecting the ladies’ reputation. The purpose of this presentation is to examine the cautionary tales that the father offers to his daughters to protect them against evil words and the traps of language that women can fall into. Particular attention will be paid to the story of the nine follies of Eve, which – as shall be argued – contains within itself the essence of the Knight’s teaching about the proper and improper uses of language.

Keywords: KNIGHTLY CULTURE, MEDIEVAL EDUCATION, CONDUCT BOOKS FOR GIRLS, CAUTIONARY TALES, NINE FOLLIES OF EVE

Anna Miegoń, Jesuit University Ignatianum in Krakow, Poland

### **The Educational Functions of the First Woman's Almanac in Britain: Media Literacy and *The Ladies' Diary*, 1704-1713**

When John Tipper, a teacher and mathematician, was planning to launch *The Ladies' Diary* in 1703, he doubted that the Stationers’ Company of London would be interested. However, the Company accepted *The Diary* at first glance and the almanac served as an educational resource until 1840. My paper will focus on the first decade of the *Diary* in print, from 1704 to 1713, when its educational function was established. I will examine *The Diary* as a pioneering almanac that promoted and taught media literacy and that, in consequence, cannot be neglected in the study of the history and evolution of media education.

Keywords: HISTORY OF MEDIA EDUCATION; MEDIA LITERACY; EIGHTEENTH-CENTURY BRITISH ALMANACS; EIGHTEENTH-CENTURY BRITISH LITERATURE AND MATHEMATICS; JOHN TIPPER’S *THE LADIES’ DIARY*



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Sylvia J. Wojciechowska, Jesuit University Ignatianum in Krakow, Poland

### **War, Patriotism and the Inadequacy of Words in Joseph Conrad's Prose**

The Polish-born English novelist, Joseph Conrad, once challenged the wider public with a statement which stigmatized the printed word as “cold, silent and colourless” in a war-time coverage. Certainly, the writer merely teased the reading public since his prose fiction is believed to have actively shaped the common opinion with the power of words. According to the classical rule “verba docent, exempla trahunt”, Conrad's protagonists actively explore the limits of ambiguity involved in the experience of living, in which the experience of war is not inconsiderable. The spokesman of a non-existent country, Conrad seems equally convincing in exciting patriotic feelings in his non-fiction works. This presentation aims at an investigation of the way words are applied in both Conrad's fiction and non-fiction in order to render a stance of a moralist on truth and lie of the printed word in the turbulent times around the turn of the 19<sup>th</sup> and 20<sup>th</sup> centuries.

Keywords: WAR, PATRIOTISM, ADEQUACY OF WORDS, THE POLISH PROBLEM

Marcin Kazmierczak, Abat Oliba CEU University, Barcelona, Spain

### **A Good Word or a Bad Word as “Triggering Event” Towards Resiliency or Narcissism. New Inquiries into the Process of the Metanoia**

In this paper a thematological schedule of behavioural change, denominated as “metanoia” or “inverted metanoia” of some literary characters is proposed. The structure of this metamorphosis seems to fit a schedule of 4 different stages, the second one of which, denominated as the “triggering event” constitutes an actual starting point of the process. Using the example of some outstanding classic literary characters, such as Rodia Raskolnikov from Dostoyevsky's *Crime and Punishment* and Dorian Gray from Oscar Wilde's *The Picture of Dorian Gray* an inquiry into this stage of the metanoia process is carried out. In both cases, the one of an outstanding moral recovery from the abyss of an evil murder and the one of a staggering fall from good will and innocence into extreme narcissism and abject crime, the *good word* or the *bad word* constitute the nuclear part of the “triggering event”.

Cintia Carreira Zafra, Abat Oliba CEU University, Barcelona, Spain

### **The Word as Symbol of Mankind: Comparative Study Between *The Book of Genesis* and *The Magician's Nephew***

In this paper we analyze, from the standpoint of the studies in comparative literature, the *Book of Genesis* and *The Magician's Nephew* in order to highlight the resemblances and differences between both narratives, which aim at delivering us – readers – explanations about the origins of our world and Narnia's. To wrap up, it will be asserted that words have played a major role in these two stories and that without them, neither of these worlds might have existed nor maintained over time.

Keywords: COMPARATIVE LITERATURE, BOOK OF GENESIS, THE CHRONICLES OF NARNIA, LITERATURE, THEOLOGY



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Irina Kuzmina, Kyryna Formations, Liepāja, Paris,

### **Notion of Right and Feminist Awakening in 19th-20th Century English Literature**

The basic notions of Western democracies taken for granted by most citizens nowadays have not always been a reality, for instance, two hundred years ago. It has been a long way even in the case of such an advanced democracy and economy as Great Britain to accept the notion of right, in particular, as for women's status in society. A good lesson to emerging democracies is represented by the personalities of the classic British female writers of the past centuries Jane Austen, Mary Shelley, Virginia Woolf. Obviously, parallels can be drawn with national awakening and other revolutionary movements across Europe. The notion of right as a legal term but equally as a concept on ordinary people's minds was created and polished thanks to the path these novelists had taken.

Keywords: JANE AUSTEN, MARY SHELLEY, VIRGINIA WOOLF, FEMINISM, WOMEN'S RIGHTS, WOMEN'S STUDIES, AWAKENING, 19TH CENTURY, ENGLISH LITERATURE

Maria Teresa Signes Signes, Abat Oliba CEU University, Barcelona, Spain

### **The Word, Conscience and Faith in the Literary Work of Miguel de Unamuno**

The search for the meaning of human existence has been a key pursuit throughout human history. It was also one of the fundamental aspects in the literary work of Miguel de Unamuno, who was adept at representing, through his writing, the anguish that man feels when the meaning of life loses its very foundations, when it is diluted in relativism wherein the absence of faith is a constant.

His contributions, which focused on the most transcendental aspects of man, the most essential and universal elements, speak to an asystematic philosophy of feeling that uses literature, in the various genres he cultivated such as poetry, theatre, novels, and essays, as a method of exposing his thinking. His was a struggle to give meaning to life, searching in his own conscience for the religious awareness and faith that would become a form of resilience in the face of a reality that was leading him inexorably towards the end of his existence.



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## **Word in Educational Practice**

Rafał Godoń, University of Warsaw, Poland

### **Language and Education. Pedagogical Reflections on Human Linguistic Capacities**

The paper explores select aspects of educational experience with emphasis on its linguistic dimension. The main insights are related to the issue of language and obtained from reading Charles Taylor's *The Language Animal* (2016). Although the phenomenon of language has been described by various philologists and philosophers, there is still a plethora of linguistic aspects of human experience that deserve educationalists' attention and research interest. The paper focuses on the issue of narrative and the way it constitutes meaning in human experience. The problem of narrative identity and its pedagogical aspects are highlighted and offered to be discussed.

**Keywords:** LANGUAGE, PERSONAL IDENTITY, TEACHING AND LEARNING, HERMENEUTICS, NARRATION

María Ángeles Martín del Pozo, University of Valladolid, Spain

Débora Rascón Estébanez, University of Valladolid, Spain

### **Educational Implications of Academic Vocabulary in Content and Language Integrated Learning**

The use of a foreign language to teach content subjects is an increasing practice at all educational levels throughout Europe (Eurydice Report, 2017). This practice is known as CLIL (content and language Integrated learning). Though challenges are still numerous, CLIL has provided contributions to linguistic education. This paper aims to deepen into one of them: awareness of the role of language in education.

The academic vocabulary of Natural and Social Science lessons in CLIL primary education textbooks is contrasted with their corresponding Spanish version. Results indicate that the relevance of academic language in mother tongue should not be underestimated.

**Keywords:** CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL), PRIMARY EDUCATION, LANGUAGE LEARNING, CLIL MATERIALS, LANGUAGE AWARENESS

Erika Novotná, University of Presov, Slovakia

### **Developing Critical Thinking in the Next Generation of Teachers at Universities**

The world of education has changed. Information is available anywhere and anytime. It could be daunting to understand them, to be able to evaluate them, to distinguish a hoax from an objective reality. The training of future teachers at universities needs to be changed so that a graduate of Faculty of Education will become a professional capable of teaching others how to learn. A teacher can no longer only transmit the information and evaluate how a student acquires it. He should make learning meaningful and guide a learner to critical thinking. The assumption is that he can think critically himself.

**Keywords:** CRITICAL THINKING, TEACHER TRAINING, FUTURE GENERATION OF TEACHER



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Magdalena Ciechowska, Jesuit University Ignatianum in Krakow, Poland

### **From Word to Change – Transformative Autoethnography as New Method in Educating Pedagogues**

An aim of paper is shows innovation model of autoethnography – the transformative autotnography. In my research conducted based on action research with student I distinguished integrating and dynamizing factors which are in every autoethnography. This led me to construct of transformative autoethnography model. The aim of this method is achievement by author (student) a deep change – the transformation. It can be achieved by use specific forms of narrative support.

Keywords: AUTOETHNOGRAPHY, TRANSFORMATIVE, INTEGRATING FACTORS, DYNAMIZING FACTORS,

Maria Szymańska, Jesuit University Ignatianum in Krakow, Poland

### **The Meaning of Silence in Mastering Reflective Skills of Reflective Practitioner**

The aim of the lecture is to show how practicing silence in alignment with reflection can have impact on integral development of a person. Also, it is tightly tied with mastering the reflective skills such as: being, speaking, disclosing, testing, and probing according to Joseph Raelin's concept. In this context, the silence gains the particular meaning . It is understood by author both as an important factor influencing the process of reflection and as a space that is not disturb by needles sounds including words.

Keywords: SILENCE, REFLECTION, REFLECTIVE SKILLS, PERSON, REFLECTIVE PRACTITIONER



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## **Good Word and Bad Word**

Marta Blanco Navarro, CEU University Teacher Training School, Vigo, Spain

### **The Dimension of Teacher/ Student Relationship: Frequent Language and Its Conditioners**

In our work we approach the notion of person from a specific perspective, which presents man as a being constitutively open to reality and ontologically related to the beings that exist in this reality. The way and manner in which the human being expresses this openness to the different beings will be conditioned by the being with whom he relates (the world, the others, the Other) and the use of the freedom of the acting person. From this position, we analyze the use of the most common vocabulary and linguistic expressions used to refer to students in teachers' rooms.

Keywords: PERSON, OPENNESS, LANGUAGE, EDUCATION, TEACHER CONDITIONERS

María Mar Muñoz Prieto, CEU University Teacher Training School, Vigo, Spain

### **Communication to Prevent Bullying**

The violence in the classrooms, among schoolchildren, it is a problem that worries families and the whole society. Family and friends are crucially important in preventing peer abuse. The family can educate to control emotions, to behave with others and to live with others. Students can also play a fundamental role: mediation becomes an essential tool that will allow violence to be put aside as well as to denounce it.

Students who, during a mediation, manage to put themselves in the place of the other will be collaborating to eradicate bullying and face the future with more resilience.

Keywords: BULLYING, LANGUAGE, FAMILY, VIOLENCE

Renata Jasnos, Jesuit University Ignatianum in Krakow, Poland

### **Word in the "Savage" Space of Digital Media as a New Children's Living Environment**

New media are developing so fast that there is not enough time to integrate and civilize new spaces of media influence. Children become their digital natives. Adults are not out of this world and they watch with anxiety how this uncivilized space becomes a place of everyday lonely travels for children whom they cannot accompany because they do not have the surfing skills that children have.

A word in the space of digital media, it seems to have no borders and to not be controlled. It carries a lie on a par with the truth, the word evil goes alongside the good. Every day, children and adults experience manipulation. Children surf the ocean of words and need adult support. Such support is provided by media literacy education. Teachers are afraid of it, knowing that they are not digital natives themselves. That is why it is still being implemented insufficiently, treated marginally. The importance of media literacy education for children cannot be overestimated.

Keywords: MEDIA LITERACY EDUCATION, DIGITAL MEDIA, DIGITAL NATIVES, SURFING SKILLS



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Jorge Martínez-Lucena, Abat Oliba CEU University, Barcelona, Spain

### **The Contemporary Imaginary of the Poor and the Word “Aporophobia”**

We live in times very signified by immigration. Wars and violence in Africa, Latin America and Asia, as well as climate change and poverty caused by an unsustainable exploitation of the planet's natural resources, have created an exodus similar to the world after World War II one. The most industrialized countries pursue their well-being without taking into account solidarity with the poorest countries, whom they exploit, and the sustainability of their actions in the world. Even countries identified as culturally Christian are putting aside what in the Catholic Church have been called both corporal and spiritual works of mercy, something that is clearly vindicated in the pages of the Gospel. Freedom, equality and fraternity, as well as human rights seem to be limited to citizens homologated by a system of exclusion that tends to make them invisible and generate indifference to the fate of the most vulnerable, according to the logic imposed by what Pope Francis has called culture of the discard. Our public opinion tends to brand the methods of exclusion of certain people as xenophobic or racist, codifying the difference around the condition of foreigner or having the another color skin. Nevertheless, the Spanish philosopher Adela Cortina claims a new word, which the Royal Spanish Academy has accepted, to correctly codify that impulse of exclusion around poverty. This is the word "aporophobia", which explains much better what is happening in our societies, where foreigners and people of another race are not systematically considered a threat for the common good - see, for example, who are the largest shareholders and the social recognition of the owners of PSG, Manchester City or Valencia CF, not to mention Beyoncé, Messi or the Gasol brothers in the NBA. Rather, the real problem posed by the excluded people is that they are poor: they are a threat to our well-being precisely because they overload our system in a dangerous way, since there is a tendency to believe that they increase costs, endangering our way of living and working, from a strictly materialistic point of view. This presentation will try to explain to what extent the word “aporophobia” adequately expresses the social imaginaries that invite the invisibility and demonization of certain increasingly numerous groups of poor people. Moreover, we will aim to understand how Europe has changed so deeply the imaginaries of the poorness: from considering the poor as a chance of having a relationship with Christ (Saint John Crisostomos, Saint Benedict, Saint Francis, etc.), Europe is nowadays criminalizing the poor.

**Keywords:** POORNESS, POOR, APOROPHOBIA, SOCIAL IMAGINARY, HOSPITALITY, DISCARD



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Luis Mariano Bartoli, Abat Oliba CEU University, Barcelona, Spain

### **The Word of the Teacher as a Cause of Moral Good in the Student: Reflections on University Teaching**

In this presentation, we want to reflect on the action of the university teacher as a cause of moral good in the student. Every university teacher has as its main purpose the teaching of the truth, the communication of knowledge. However, the education of the disciple in moral good is not alien to him. However, how does this work? Should you dedicate yourself to teaching ethics in class? They say, and they say well: "the education is always through example." However, does each class necessarily have to offer an example of moral good? Is it enough to appear to be good morally to cause goodness? Does the teacher enter the classroom with the aim of educating ethically or is it something rather accidental? These questions will be answered from the study of the teacher's word. Indeed, what we want to suggest is that the very word with which he communicates the truth, insofar as it is rooted in his heart, has the strength to move the student towards moral good from himself and by himself. In summary, we will examine what is in the word by which the teacher teaches the truth, which makes it possible that in addition to that truth communicated, there is also a movement towards the personal good of the student.