

**POTENTIAL SUPERVISORS  
AT THE DOCTORAL SCHOOL  
OF THE PEDAGOGICAL UNIVERSITY OF CRACOW**

**PEDAGOGY**

<b>Lp.</b>	<b>NAME</b>	<b>AREA OF RESEARCH</b>
<b>1.</b>	Prof. Piotr Majewicz	<ul style="list-style-type: none"> <li>• psychology of rehabilitation</li> <li>• special pedagogy</li> </ul>
<b>2.</b>	Prof. Katarzyna Parys	<ul style="list-style-type: none"> <li>• special pedagogy</li> </ul>
<b>3.</b>	Prof. Sławomir Olszewski	<ul style="list-style-type: none"> <li>• special pedagogy</li> </ul>
<b>4.</b>	Prof. Prof. Jolanta Zielińska	<ul style="list-style-type: none"> <li>• special pedagogy</li> </ul>
<b>5.</b>	Prof. Katarzyna Plutecka	<ul style="list-style-type: none"> <li>• special pedagogy</li> <li>• family pedagogy</li> </ul>
<b>6.</b>	Prof. Sławomir Trusz	<ul style="list-style-type: none"> <li>• general pedagogy</li> <li>• social psychology of education</li> </ul>
<b>7.</b>	Prof. Joanna Łukasik	<ul style="list-style-type: none"> <li>• general pedagogy</li> <li>• pedeutology</li> </ul>
<b>8.</b>	Prof. Artur Fabiś	<ul style="list-style-type: none"> <li>• gerontopedagogy</li> <li>• andragogy</li> <li>• comparative pedagogy</li> </ul>
<b>9.</b>	Prof. Nataliia Demeshkant	<ul style="list-style-type: none"> <li>• health education</li> <li>• pedagogy</li> <li>• didactics</li> <li>• interdisciplinary educational research</li> </ul>
<b>10.</b>	Prof. Katarzyna Potyrała	<ul style="list-style-type: none"> <li>• pedagogy didactics</li> <li>• media education</li> <li>• education for sustainable development</li> <li>• health education</li> <li>• interdisciplinary educational projects</li> </ul>
<b>11.</b>	Prof. Małgorzata Bereźnicka	<ul style="list-style-type: none"> <li>• social pedagogy</li> <li>• family pedagogy</li> <li>• safety education (especially online safety)</li> <li>• aspects of communication and social pathologies in the context of upbringing/education</li> </ul>
<b>12.</b>	Prof. Henryk Noga	<ul style="list-style-type: none"> <li>• transformations of the family in its structure of functions and system of values</li> <li>• the human person in the face of the challenges of postmodernism</li> </ul>

		<ul style="list-style-type: none"> <li>• family towards the challenges of postmodernism</li> <li>• the child in the face of information and communication technologies</li> <li>• technical education and integral child development</li> <li>• participation in computer games and child functioning at different stages of development</li> <li>• man in the world of technology</li> <li>• technical education: transformations, challenges and new didactic methods</li> <li>• reception of technical content</li> <li>• the level of creative attitudes</li> </ul>
<b>13.</b>	Prof. Dariusz Adamczyk	<ul style="list-style-type: none"> <li>• personalistic pedagogy</li> <li>• family pedagogy</li> <li>• Christian pedagogy</li> </ul>
<b>14.</b>	Prof. Krzysztof Gurba	<ul style="list-style-type: none"> <li>• media pedagogy</li> </ul>
<b>15.</b>	Prof. Barbara Nowak	<ul style="list-style-type: none"> <li>• post-penitentiary pedagogy</li> <li>• preschool pedagogy</li> <li>• early childhood pedagogy</li> </ul>
<b>16.</b>	Prof. Norbert G. Piłka	<ul style="list-style-type: none"> <li>• pedagogy of work</li> <li>• social gerontology</li> </ul>
<b>17.</b>	Prof. Ireneusz Światała	<ul style="list-style-type: none"> <li>• philosophy of education</li> </ul>
<b>18.</b>	Prof. Katarzyna Dormus	<ul style="list-style-type: none"> <li>• education and upbringing of women in historical and contemporary perspective</li> <li>• the history of children and childhood - from the earliest times to the present</li> <li>• history of the family - from the earliest times to the present</li> <li>• pedagogical biography - figures of outstanding teachers educators and educational activists</li> <li>• schooling and education in Poland, 19th-21st century</li> <li>• history of pedagogical thought</li> <li>• aesthetic education</li> </ul>
<b>19.</b>	Prof. Michał Głazewski	<ul style="list-style-type: none"> <li>• alternative pedagogy - especially kindergartens and Waldorf schools (Rudolf Steiner's pedagogy): an alternative conception of human development, ways of alternative educational influences</li> </ul>

		<p>functioning of Waldorf kindergartens and schools in Poland</p> <ul style="list-style-type: none"> <li>• communication theory - especially non-verbal communication, kinesics (body language), pre-language, self-presentation proxemics (spatial relations - "space speaks"), the hidden curriculum of the school, chronemics - temporal relations, physical attribution of humans in education, etc.</li> <li>• decision theory - heuristics and evaluation heuristics: representativeness availability grounded choice mechanisms in open specific situations where there are no ready-made decision algorithms i.e. one has to make a decision guided by premises often irrational specific own unique</li> <li>• comparative pedagogy: contemporary pedagogical concepts - Polish, German and Anglo-Saxon educational doctrines trends and directions of upbringing in a critical and comparative context educational systems and institutions - especially in the USA UK in Germany and France</li> <li>• philosophy of upbringing - especially topics related to the concepts of utopia and dystopia in sociology pedagogy and philosophy</li> </ul>
20.	Prof. Iveta Kovalcikova	<ul style="list-style-type: none"> <li>• stimulation of individual student's cognitive needs</li> <li>• diagnosis and stimulation of student's cognitive and metacognitive abilities</li> </ul>
21.	Prof. Krzysztof Kraszewski	<ul style="list-style-type: none"> <li>• educational systems of German-speaking countries and communities</li> <li>• pre-service and primary teacher education in selected countries</li> <li>• cognition and action of the child in selected educational systems</li> <li>• general technical education as one of the areas of work pedagogy</li> <li>• regional education - cultural heritage in the region in kindergarten and primary grades 1 to 3</li> <li>• education in Polish tradition and culture</li> <li>• toys in child rearing and education</li> </ul>

22.	Prof. Bozena Muchacka	<ul style="list-style-type: none"> <li>• pedeutology</li> <li>• quality of teacher education in Poland and other countries</li> <li>• identification of problems related to the professional adaptation of teachers in Poland and other countries</li> <li>• motives for entering the teaching profession</li> <li>• the practical value of teacher research skills</li> <li>• online learning at different educational stages)</li> <li>• play as a form of child activity</li> <li>• childhood play and quality of life in adulthood</li> <li>• the child in the world of electronic media</li> <li>• generational variation in children's play</li> </ul>
23.	Prof. Agata Poplawska	<ul style="list-style-type: none"> <li>• student competences and their development in the changing school</li> <li>• teacher's competences and his/her actions as a creator of educational space</li> <li>• teacher-pupil social relations in the process of education</li> <li>• modernization of the teaching-learning process - including the use of ICT (Information and Communication Technologies), activation methods, individualized education</li> </ul>