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Abstract of the dissertation entitled:

**Non-formal education and selected types of activities of primary-school students**

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The development of information society has prompted a number of changes in various areas of human life. This is especially true for education, which has branched out into three separate forms of teaching as a result: formal, non-formal, and informal. Each constitutes a different research environment, characterized by separate properties in terms of the organization of education, the obtaining of qualifications, as well as the student's very intention to commence education.

In this dissertation, non-formal education is chosen as the focus of research, as it is currently the most popular way to support formal education in preparing people for life in an evolving society.

Non-formal education is defined as "institutionally organized learning which nonetheless occurs outside the education and training programs leading to a registered qualification". Non-formal education tends to take place in educational institutions, namely universities, which have better technological equipment and better educated staff than traditional schools. Additionally, each form of non-formal education is included in a curriculum that sets out certain goals to be achieved. The educational content of that curriculum may vary, ranging from activities falling within the scope of formal education as well as entirely new areas of knowledge. This, in turn, enables the consolidation of old knowledge and the creation of new knowledge structures. An important part of non-formal education is the use of modern forms of work and teaching methods.

In this paper, particular attention was paid to stimulating selected activities of a primary-school student participating in non-formal education classes organized in the form of interactive workshops. This was motivated by the lack of relevant research on stimulating and developing activities of primary-school students participating in non-formal education. The study was carried out as part of the *Uniwersytet Młodego Odkrywcy* (lit. *Young Explorer's University*)

program announced by the Polish Ministry of Science and Higher Education to support the development of primary school students' interests.

The paper is divided into three sections, the first of which is the theoretical and practical assumptions arising from own research, divided into four chapters. The first of these chapters covers the analysis of the student's needs, the selection of the concept of learning and the definition of an educational model appropriate for the information society. Chapter two presents the contemporary division of education along with the explanation of the distinguished types of education. This is also where the definition of non-formal education is adopted and where the main forms of non-formal education are introduced. This chapter ends with an analysis of information technologies which play an important role in the implementation of non-formal education. Chapter three deals with the analysis of selected activities - inspirational, emotional and intellectual - of primary-school students; these activities were selected on the basis of the transgressive concept of the human and the three-dimensional model of education content. The first part of the theoretical and practical assumptions ends with the description of the curriculum, which was prepared for the needs of the organization of non-formal education.

In the subsequent section, the methods of research are discussed, which were developed against the backdrop of detailed literature on pedagogical research. The following chapters of this section indicate the subject and purpose of research, research problems, research hypotheses, variables, and research tools. In this section also, the statistical methods and the characteristics of the research group are indicated in separate chapters.

The last part of the paper is devoted to the analysis of research findings concerning the selected student activities. Chapter one pinpoints changes in the scope of inspirational activity expressed in the form of the number of positive and negative inspirational acts, types of acts and activities, as well as inspirational intensity. Chapter two, meanwhile, is the analysis of the emotional activity of students in the area of workshop topics, the teacher-student relationship, motivation, the use of information technology and practical skills. In the last chapter, the results regarding intellectual activity in terms of remembering and understanding messages, as well as their use in typical and problematic situations, are analyzed. This is concluded with the chapter discussing the results of own research and pedagogical implications arising from the theoretical and empirical analysis.

The conducted research exploring the relationship between non-formal education and selected student activities indicates that inspirational activity is the predominant activity for a student participating in interactive workshops. It should also be noted that the second most significant activity for the student was intellectual activity.

Interestingly, students' emotional activity did not change throughout the workshops. Having said that, the students reported a high level of positive emotions during the initial classes.

On the basis of the conducted research, a conclusion can be drawn that the main research hypothesis put forward in this paper, "The main type of activity for a primary-school student in the course of his or her participation in non-formal education is intellectual activity", was rejected.

Findings from own research also showed that the detailed research hypothesis, "Participation of students in non-formal education classes is related to their inspirational activity, manifested in the form of inspirational acts expressed by asking questions", was partially confirmed.

The second detailed hypothesis, "Participation of students in non-formal education classes is related to their emotional activity, manifested in the form of perceived positive emotions such as: joy, trust, fear, surprise", was rejected.

The last detailed hypothesis, "Participation of students in non-formal education activities is related to their intellectual activity, manifested in the form of memorized messages", was confirmed.

The paper also includes a bibliography, lists of figures, tables, and charts. The appendix contains the research tools used throughout the study, the original program of interactive workshops, as well as an overview of raw research results.