

Introduction

The thirteenth volume of *Ars Educandi* is, in a way, a continuation of volume twelve. Both volumes were inspired by papers delivered during the first interdisciplinary scientific conference *Imagined Worlds and the Social Sciences*, which was held at the Faculty of Social Sciences, University of Gdansk, on 12 May 2015. The publications presented, being a result of the author's research, focus on the relationship between the development of new technologies and the spheres of the economy, culture, the media, and individual human experience. In the face of the dynamic development of new technologies, people increasingly balance at the borderline between two distinct, and yet strongly overlapping worlds: the real one and the digital one. What is produced at their border is a new quality of life actively drawing on the resources and ways of activity characteristic for both these platforms (Ostrowicki 2007). The ways in which we interact with the progressively complex technological systems, use the solutions they provide and learn owing to them, acquiring new skills and abilities, have already been discussed in *Ars Educandi* – volume ten (2013) devoted to educational technologies. The articles published therein focused on such topics as the controversies raised among theoreticians and practitioners of education by the radical cultural changes resulting from the dissemination of new communication technologies (Bougsiaa, Cackowska, Kopciwicz 2013: 25).

The issues discussed at that time have not lost any of their significance – on the contrary – they have become even more vital. We are convinced that the papers contained in the thirteenth volume can be considered a continuation of the discussion – not only on the role of pedagogical disciplines in the changing world, but also all the challenges posed to the social sciences in the face of the radical transformations of social reality and the evolving digital culture.

The volume starts with Prof. Lucyna Kopciwicz's article devoted to the cultural analysis of the cyborgisation phenomenon. The author shows how the discourse concerning the idea of progress translates into the expected results of technological development – in both its positive and negative aspects. She simultaneously indicates the strongly rooted, historical symbolic context of the idea of the cyborg as a product of the belief in the unavoidable, deterministic impact of scientific development.

The author of the second text – Hussein Bougsiaa – reflects on problems related to the process of learning in augmented reality, i.e. the real world enriched with the perspective and possibilities resulting from the use of information technology devices, which actively affect our perception of the world. The author shows

augmented reality as a natural intermediary space, a point of transition between our basic senses-based perception of the world and the whole virtual reality, and indicates the huge educational potential of this perspective as a tool facilitating educational processes.

The three subsequent texts concentrate on problems related to video games. Radosław Kierepka's paper is constructed around the notion of transmediality – it shows in what way video game developers use the various media and communication channels, create product brands extending beyond the rigid borders of a single medium, and lead parallel plot narrations through diverse forms of communication. Our (Piotr Prósiniowski and Piotr Krzywdziński's) text suggests that games are not only a form of entertainment, but can inspire their users to engage in different creative activities. The next researcher – Paweł Olejniczak – also tackles problems related to video games in the pedagogical context. He shows how games that are not deliberately educational may transfer knowledge and abilities, build attitudes facilitating learning, and unintentionally support the didactic process.

Małgorzata Osowiecka and Izabella Gacka turn towards psychology. They indicate aesthetic experience – also in the context of electronic communication media – as a way of controlling emotional reactions.

Aleksandra Dymowska turns attention to the negative consequences of social changes. She discusses the problem of sleep disorders and addictions among today's youth. She enriches her analysis of the problem with the context of lifestyle changes related to access to new technologies.

Agnieszka Budnik discusses the issue of the construction of media discourse. On the basis of narration related to reproductive rights (particularly abortion), the author shows both the oppressive and the emancipatory potential of present day communication channels.

Jakub Dąbrowski refreshes problems of the analysis of dreams in the area of psychology. Analysing the previous theoretical and practical research achievements in this area, he aims at a synthesis of knowledge in the scope of the analysis and use of dreams in the work of psychologists, psychiatrists and therapists.

We may refer to the next text as a reflection at the border between the social sciences and legal studies. Bartosz Wysocki discusses the important topic of the right to anonymity and being forgotten in the context of the development of new media. He pays attention to the consequences of the ease and universality of access to information and the impact of the conditions on the way people function.

This volume is closed by Łukasz Stankiewicz's text *Amerykański bunt przeciwko merytokracji* [The American Rebellion Against Meritocracy] being a review of the books: *Twilight of the Elites: America after Meritocracy* by Christopher Hayes, *Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life* by William Deresiewicz, and *Listen, Liberal: Or, What Ever Happened to the Party of the People* by Thomas Frank.

We hope you will enjoy reading the texts. We are convinced that the works collected here are not only interesting from the scientific point of view, but also discuss a broad range of extremely important contemporary problems. We hope

that the reflections contained herein will inspire further research and scientific initiatives aimed at a further exploration of the fascinating research field of technological development and its impact on social life in all of its aspects.

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Literature

Bougsiaa H., Cackowska M., Kopciwicz L., 2013, *Dzieci w kulturze cyfrowej* [Children in the Digital Culture], *Ars Educandi*, vol. 10.

Ostrowicki M., 2007, *Inteligentne byty w elektronicznym realis. Spotkanie* [Intelligent Beings in Electronic Realis. A Meeting], http://www.sideymyoo.art.pl/Inteligentne_byty_w_elektronicznym_realis.pdf [accessed on 19.11.2016].

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