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Polish philology education in the digital age. Is it still present at Polish schools and universities?

Introduction

Since the mid-1990s Poles have carried on a discussion on the place of information technology in education. Initially, it applied to teaching information technology skills, yet with time schoolteachers and university lecturers started seeing its potential and the opportunities it offered in their respective fields. Today, "(…) it would be difficult to imagine the modern process of education fulfilled at school at any level, from the early school education, even kindergarten, to university studies, without the use of the internet, ICT tools and Web 2.0 tools. They have become part of the basic teaching tools used by teachers."[1] After a period of fascination with the use of computers and the internet, mobile devices, etc. in education, the time has come for reflection. Is it truly the case that the potential of information technology is being properly utilised in various areas and subjects at schools and universities? And in particular: are Polish teachers familiar enough with the educational tools of the digital age? Do the various technologies, applications and tools have a permanent place in school lessons and classes at Polish studies? Do schools and universities fulfil lessons/classes within the e-learning formula? Do Polish teachers, regardless of the level of education, willingly utilise the experiences and

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[1]   *Dydaktyka cyfrowa epoki smartfona. Analiza cyfrowych aspektów dydaktyki gimnazjum i szkoły średniej. Raport ekspercki*, Małgorzata Wieczorek-Tomaszewska (ed.), Stowarzyszenie "Miasta w Internecie", 2013, p. 29, http://www.ldc.edu.pl/phocadownload/Dydaktyka-cyfrowa-epoki-smartfona.pdf [accessed on: 15.12.2017] [Unless specified otherwise, English versions of quotations were translated from Polish].

the tools of digital education in their work? Are students who choose the teaching specialisation upon completing their studies properly prepared for conducting lessons/classes supported by the technology and tools?

This article is an attempt at answering those questions. Based on the collected data and the experience gained through the fulfilment of training supported by modern technology offered to school and university teachers, the author will present her observations, and shall indicate the opportunities and limitations of applying digital teaching in Polish philology teaching.

Teaching in the digital age

The use of modern technology in education at various levels is an undeniable fact, though it is difficult to resist the impression that the usage differs depending on the discipline of science, school or university. In recent years, the number of computers at schools (vide Table 1) and in households has certainly increased (in 2016 80.1% of households had at least one computer[2]), which means that access to information technology in Poland can be considered widespread.

Table 1. Number of computers with internet access intended for use by students

Lata	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013
SP	95 097	138 209	158 573	185 592	190 260	196 307	203 285	213 308
GIM.	67 053	82 050	91 874	104 811	105 649	106 606	107 852	111 458
LO	39 396	52 038	57 138	65 320	64 739	64 535	63 510	62 645
TECH.	35 192	53 118	58 542	75 443	79 978	84 399	87 081	90 502

SP – szkoła podstawowa, GIM. – gimnazjum, LO – licea ogólnokształcące, TECH. – technika

Source: A. Piecuch, "Dokąd zmierza cyfrowa edukacja?", *Edukacja – Technika – Informatyka*, 2015, vol. 3, no. 6, p. 85.

However, does that widespread access to computers entail people to utilise information technology for educational purposes? The answer to that is neither clear nor optimistic – based on the data provided in the report from the study: *Innowacyjne zastosowania rozwiązań i narzędzi cyfrowych w kształceniu na poziomie gimnazjalnym i ponadgimnazjalnym w województwie małopolskim*[3] *[Innovative*

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2   Data by: Statistics Poland, *Społeczeństwo informacyjne w Polsce w 2016 roku*, https://stat.
    gov.pl/obszary-tematyczne/nauka-i-technika-spoleczenstwo-informacyjne/spoleczenstwo-
    -informacyjne/spoleczenstwo-informacyjne-w-polsce-w-2016-roku,2,6.html, [accessed on:
    15.12.2017].

3   *Innowacyjne zastosowania rozwiązań i narzędzi cyfrowych w kształceniu na poziomie gimnazjal-
    nym i ponadgimnazjalnym w województwie małopolskim*, headed by M. Jackowska, Stowarzy-

applications of digital solutions and tools in teaching at the middle school and above middle school levels in the Lesser Poland Voivodship]:

– schools display conservative attitudes among teachers, who use the new "gadgets", but continue to use the old teaching methods, reluctantly utilising teaching resources posted on the internet;

– the lessons developed by teachers indicate a low level of interactivity in teaching and a poor engagement of pupils during lessons (the administrative methods are still prevalent);

– a large number of lesson scenarios developed during various projects and their universal accessibility demotivates teachers–instead of becoming an inspiration for seeking their own teaching solutions tailored to an education environment and learning group, the scenarios are becoming mindlessly used as the binding models of teaching in specific subjects;

– there are insufficient systemic solutions regarding the use of information technology during various lessons – computer rooms are used solely for teaching ICT and not for other purposes.[4]

The quoted diagnosis of middle school education and education past middle school (even though it was developed for a single voivodship it can be considered as being representative for the entire country) clearly indicated that the main problem of education is the adjustment of the methodology-teaching framework to the digital teaching environment, the consideration of the individual potentials of learners (including adjusting to the styles of teaching) and the embedding of education in the constantly changing world around us. One should bear in mind that teachers who currently teach at schools and universities are mainly members of the *digital immigrants* generation, i.e. of the pre-digital generation,[5] for whom the highest value is the experience of linear text, which is preferred over a multimodal text, so common in contemporary media and times, and close to young people (the *digital natives*). Despite the fact that many teachers are passionate about new technology, they are not always able to efficiently use its potential or they treat it with considerable mistrust; they either seek solutions on their own, creating their own material (usually simple, e.g.: presentations or text files which they offer to their pupils via e-mail or, less often, educational platforms), or they develop their knowledge and competences in a more formalised manner, e.g. through participating in projects (e.g. the Cyfrowa Szkoła [Digital School] project) and courses organised by teacher improvement centres. A similar situation exists at universities.

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szenie „Miasta w Internecie", 2013, http://mwi.pl/uploads/filemanager/publikacje/innowacyjne%20zastosowania.pdf, [accessed on: 15.12.2017].

4   Ibid, pp. 20–26.

5   M. Prensky, "Digital Natives, Digital Immigrants", *From On the Horizon*, 2001, vol. 9, no. 5, pp. 2–4.

University teachers usually support their teaching work with presentations and text files released to students via e-mail or university educational platforms, or through the websites of their institutes, chairs and departments, and sometimes even via their private websites. At this point I should indicate one important aspect which separates school and university teachers. For over 20 years the latter have not been required to acquire any special teaching licenses to teach students; that is why, e.g. at Polish studies, classes with students are conducted not only by graduates of the teaching specialisation, but also the graduates of such minors as: editing/publishing, journalism, speech-language pathology, communication, comparative studies, etc., i.e. graduates without any teacher training. Some universities do offer additional courses in education and teaching or e-learning,[6] but they are not compulsory for research-teaching or teaching staff. As a result, along with the constantly deteriorating perception of teaching when compared to research work, teaching has become an area which is not being perfected and which utilises technological advancements to a minor extent, lagging behind the development of digital education.

One should also note that at most Polish universities the process of training future Polish teachers in their teaching specialisation does not include training in the skills of the digital age. The following summary (Table 2) indicates to what extent future Polish teachers expand their teaching skills to include digital skills.

Table 2. Summary of classes preparing future Polish teachers for digital education – public universities in Poland

No.	University	Teaching specialisation; classes preparing for digital education (bachelor's studies)	Teaching specialisation; classes preparing for digital education (master's studies)	Source
1	University of Gdansk	none	none	https://fil.ug.edu.pl/studia/plany_zajec_i_studiow_komunikaty/filologia_polska/plan_studiow
2	Adam Mickiewicz University in Poznań	Information technology (tutorial: 15 h) Additional methodology class: Visual education at Polish lessons	no information on the curriculum of the teaching specialisation	https://polonistyka.amu.edu.pl/dla-kandydata/specjalnoci/specjalnoci-na-studiach-magisterskich

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6   Some examples of university centres which are the leaders in supporting university teachers include, e.g.: COME at the University of Warsaw, the E-Learning Centre at the AGH University of Science and Technology, the E-learning Centre at the Cracow University of Economics, e-SGH at the SGH Warsaw School of Economics, and the Polish Virtual University at the University of Humanities and Economics in Lodz.

3	Marie Curie Skłodowska University	none	none	http://www.umcs.pl/pl/instytut-filologii-polsk-iej,873.htm
4	Kazimierz Wielki University in Bydgoszcz	no information on the curriculum of the teaching specialisation	no information on the curriculum of the teaching specialisation	http://www.filologiapols-ka-kulturoznawstwo.ukw.edu.pl/jednostka/insty-tut_filologii_polskiej_kul-turoznawstwa/filologia-polska-1-2017
5	Jan Kochanowski University in Kielce	none	New media (tutorial: 30 h) Visual text analysis (tutorial: 30 h)	http://www.ujk.edu.pl/ifp/index.php/2015-03-17-12-48-06/rozklady-zajec
6	Jagiellonian University	Information technology in the work of Polish teachers (tutorial: 30 h)	none	http://www.polonistyka.uj.edu.pl/programy-studiow-obowiazujace-w-roku-2017_2018
7	Nicolaus Copernicus University in Toruń	no teaching speciali-sation	no teaching speciali-sation	http://www.fil.umk.pl/pl/kat_2,62,96,98_Specjal-nosci.html
8	University of Lodz	Information technology in the profession of Polish teachers (tutorial: 15 h)	Information technol-ogy in the profession of Polish teachers (tutorial: 15 h) (only for students without prior basic teacher training)	http://filolog.uni.lodz.pl/?page_id=195
9	University of Opole	none	none	http://polonistyka.wfil.uni.opole.pl/siatki-studiow/
10	Pedagogical University of Cracow	Visual communication in teaching humanities (tutorial: 30 h)	none	http://filpolska.up.krakow.pl/index.php/harmono-gramy/
11	Siedlce University of Natural Sciences and Humanities	none	none	http://www.ifp.uph.edu.pl/studenci/plany-studiow
12	University of Rzeszów	none	none	http://ifp.univ.rzeszow.pl/organizacja_roku/Toki_studiow_filologia_pol-ska_2017-2018.pdf
13	University of Szczecin	no information on the curriculum of the teaching specialisation	no information on the curriculum of the teaching specialisation	http://www.wf.usz.edu.pl/
14	University of Silesia	none	none	https://usosweb.us.edu.pl/kontroler.php?_action=katalog2/programy/pokazEtapProgramu&prg_kod=02-S1FLP12&etp_kod=02-FPDZN04

Table 2. (continued)

No.	University	Teaching specialisation; classes preparing for digital education (bachelor's studies)	Teaching specialisation; classes preparing for digital education (master's studies)	Source
15	Kazimierz Pulaski University of Technology and Humanities in Radom	none	no master's studies	http://uniwersytetradom. pl/redirect.php?action=se tcategory&id=1020&sub id=1213
16	University of Bialystok	no teaching specialisation	no teaching specialisation	http://ifp.uwb.edu.pl/ index.php?option=com_co ntent&view=article&id=67 &Itemid=139
17	University of Warmia and Mazury in Olsztyn	none	Information technology in humanities (tutorial: 30 h)	http://www.uwm.edu. pl/polonistyka/index. php?option=com_content &view=article&id=56&Ite mid=30
18	University of Warsaw	Media education at school (tutorial: 30 h)	none	http://www.polon.uw.edu. pl/filologia-polska
19	University of Wrocław	none	none	http://www.ifp.uni.wroc. pl/specjalizacje-i-specjal- nosci/ 10,specjalizacje- i-specjalnosci- studia- dzienne
20	University of Zielona Góra	no information on the curriculum of the teaching specialisation	no information on the curriculum of the teaching specialisation	http://www.wh.uz.zgora. pl/index.php/studia-i- studenci/programy-stu- diow-ects/plany-kierunk- ow/1036-2016-2018

Source: own study.

The data presented in the table, collected from twenty-one universities, proves that there are few Polish philologies at Polish public universities which train their students for teaching immersed in the new digital and media reality. Individual classes within minor courses (usually consisting of 15 or 30 class hours) are intended by the managers of minor and major courses to enable prospective teachers to possess sufficient knowledge and skills for the independent development of their professional abilities, including the ability to conduct lessons/classes enriched with media and technology content or fulfilled on educational platforms (as support for a traditional teaching course or as blended learning). One could, of course, try to justify such decisions by saying that young people possess digital skills since they belong to the *digital natives* generation, yet one cannot forget that those skills only apply to an unrestrained movement through virtual reality (in social media in particular) and not to utilising modern technology such as teaching aids and creating resources for teaching/learning Polish. One could ask whether the typical young person with a high school education and in the middle of their university educa-

tion (after at least 10 years of learning ICT and computer science, which starts in 4th grade), and after completing IT classes during their bachelor's studies, would be able to create an e-portfolio (a collection of their own works and achievements), develop material for an e-textbook or resources for any education platform (e.g. the popular in Poland Moodle platform), or whether they would know the principles of distance learning methodologies (e-learning and blended learning), whether they were proficient in creating MOOCs (massive open online courses), whether they would know what constitutes information visualisation, and whether they could independently (e.g. using open source software) develop visual, interactive, and animated material. If the curricula of teacher training specialists being developed does not include at least some of those competences, then in reality universities are feeding the job market with graduates of Polish studies who, when taking a job at any type of school or even at a university, will limit themselves in their teaching practice to: using ready-made resources for Polish education available on the internet (though, as I have already indicated, not excessively eagerly), creating and displaying multimedia presentations, playing ready-made films, or working with a multimedia board.[7]

One can only hope that despite this situation, the engagement of schools as entities and individual teachers in projects aimed at creating open educational resources on the internet (OZE – otwarte zasoby edukacyjne) will only increase. It is through projects intended for school teachers, e.g. Cyfrowa Szkoła, Superbelfrzy RP and the EDUMoc 2017 internet conference, that they can improve their teaching skills, use digital teaching resources, and, most importantly, exchange knowledge within the global trend of *welearning* in which specialists in a field learn from each other, support each other and together seek optimal teaching solutions (in Poland that role is fulfilled by, e.g. Superbelfrzy RP, a group of teachers who share their knowledge and stimulate each other through a blog[8] and a Facebook site[9]). There are more and more Polish websites where schoolteachers can find material and the necessary knowledge related to digital education, e.g.:

– Biblioteka Cyfrowa Polona: http://www.polona.pl/dlibra;
– Biblioteka Literatury Polskiej w Internecie: http://literat.ug.edu.pl;
– Biblioteka Wolne Lektury: https://wolnelektury.pl/;
– Centrum Edukacji Obywatelskiej: http://www.ceo.org.pl/pl/biblioteka-materialow/jezyk-polski;
– Edux.pl: http://www.edukacja.edux.pl/;
– Instytut Badań Edukacyjnych – Entuzjaści Edukacji: http://bnd.ibe.edu.pl/subject-page/4;

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[7]   Cf. G. Siadak, "Kompetencje cyfrowe polskich uczniów i nauczycieli – kierunek zmian", *Ogrody Nauk i Sztuk*, 2016, issue 6, pp. 378–379.

[8]   http://www.superbelfrzy.edu.pl/ [accessed on: 15.12.2017].

[9]   https://www.facebook.com/groups/superbelfrzy/ [accessed on: 15.12.2017].

– Interklasa. Polski Portal Edukacyjny: http://www.interklasa.pl/portal/index/strony?mainSP=subjectpages&mainSRV=jpolski&page=subjectpage&item=-1;
– Platforma Akademii Orange: http://www.akademiaorange.pl;
– Scholaris. Portal Wiedzy dla Nauczycieli: http://www.scholaris.pl/;
– Serwis Język polski: http://język-polski.pl/.

It must be said, though, that these are a mere drop in the ocean in relation to the real needs of contemporary Polish lessons in schools. The indicated resource repositories do not include any databases of multimodal or interactive material, collections of tests and quizzes which could help pupils in self-assessment of their knowledge gained in-class; they also lack ideas for supporting learning through the use of education platforms or the related e-education resources.

The situation is even worse in the case of universities. On the internet one might find an increasing number of source material for literary studies classes (the above-indicated repositories and university libraries offer works of literature, press releases, etc. online[10]) or for lexicographic or lexicologic studies classes,[11] but there are no (as in primary/secondary school education) repositories of multimodal and interactive material, collections of tests or quizzes which could be used by students for self-assessment of their knowledge gained during classes or lectures, or material for e-learning.

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[10] For example: the University of Lodz on 1 April 2008 rendered the Biblioteka Cyfrowa UŁ (University of Lodz's Digital Library) available on an open access basis, based on the dLibra software, developed and expanded by the Poznań Supercomputing and Networking Center. Biblioteka Cyfrowa UŁ holds its own digitalised ollections, e.g.: 19th and early-20th century periodicals, samizdat regional periodicals, selected valuable copies of special collections, i.e. musical documents, iconographic collections, cartographic collections, and old prints; http://bcul.lib.uni.lodz.pl/dlibra [accessed on: 15.12.2017].

[11] E.g. *Słownik języka polskiego PWN*, https://sjp.pwn.pl/ [accessed on: 15.12.2017]; *Wielki słownik języka polskiego*, P. Żmigrodzki (ed.), Kraków 2007, http://www.wsjp.pl/ [accessed on: 15.12.2017]; *Słownik języka polskiego*, W. Doroszewski (ed.), vol. 1–11, Warsaw 1958–1969, http://sjp.pwn.pl/doroszewski/ [accessed on: 15.12.2017]; *Wielki słownik ortograficzny języka polskiego PWN z zasadami pisowni i interpunkcji*, E. Polański (ed.), Warsaw 2003, http://so.pwn.pl/ [accessed on: 15.12.2017]; W. Kopaliński, *Słownik wyrazów obcych i zwrotów obcojęzycznych*, Warsaw 1967, http://www.slownik-online.pl/ [accessed on: 15.12.2017]; *Słownik staropolski online* (compilation), http://www.staropolska.gimnazjum.com.pl/slownik [accessed on: 15.12.2017]; G. Knapski, *Thesaurus Polonolatinograecus seu Promptuarium linguae Latinae et Graecae*, vol. 1–2, Krakow 1643–1644 (2nd edition, corrected and complemented), scanned http://www.mimuw.edu.pl/polszczyzna/Knapski/Knapski_DjVu/ (works after installing the DjVu suite to be downloaded at http://www.djvu.com.pl/download.php) [accessed on: 15.12.2017]; J.S. Bandtkie, *Słownik dokładny języka polskiego i niemieckiego do podoręcznego używania dla Polaków i Niemców*, vol. 1–2, Wrocław 1806; skan http://www.pbi.edu.pl/ [accessed on: 15.12.2017]; S.B. Linde, *Słownik języka polskiego*, vol. 1–6, Lviv 1807–1814; scanned http://kpbc.umk.pl/publication/8173 [accessed on: 15.12.2017].

e-learning and *blended learning* at schools and at the University of Lodz

"The virtual space is becoming a natural extension of the social and communication environment of schools and universities, a place where pupils and teachers can meet outside the hours spent in schools and exist in a digital manner, e.g. by publishing their own material, creations, and works."[12] Remote education platforms are the ideal place for fulfilling the those tasks. Those virtual education spaces may offer an invaluable place for education, both fulfilled by schools and universities. But is the potential of digital education being used to the fullest? It would be useful to consider the case of distance education, which has been common outside Poland for over 20 years now.

The legal basis for distance education in schools and education entities included in the education system (status as of 1 Sep 2017) is regulated in Poland by the following legal acts:

– The Education System Act – consolidated text as of 12 Jul 2017: Art. 68a(3);
– Education Law Act of 12 Dec 2016: Art. 117(3);
– Regulation of the Ministry of National Education on lifelong learning within out-of-school forms of education of 18 Aug 2017: Art. 20(6–9);
– Teacher's Charter Act – consolidated text 5 Jul 2017;
– Regulation of the Ministry of National Education on the organisation of the education of Polish children temporarily remaining abroad – consolidated text 31 Oct 2013: Art. 10(1–2).

Upon study of the above regulations, one can note that they mainly apply to the ability to conduct distance education in out-of-school forms, i.e. at qualification professional courses, professional skills courses, general competence courses, theoretical supplementary education camps for young employees, and other courses which can be organised by various entities. The provisions included in the Teacher's Charter offer a legal basis for passing resolutions by managing entities, in terms of settling the work of teachers within distance learning, yet throughout Poland there are only a few examples of such resolutions and in most cases those provisions are inactive. Furthermore, distance education may be used in improvement courses for professional teachers offered by professional improvement centres, which are also included in the education system. In summary: **school education may utilise distance education only in support of the education of pupils and students, a fact which precludes the frameworks of e-learning or blended learning for lessons at primary schools, high schools, or technical vocational schools**.

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12 *Dydaktyka cyfrowa epoki smartfona. Analiza cyfrowych aspektów dydaktyki gimnazjum i szkoły średniej. Raport ekspercki*, Małgorzata Wieczorek-Tomaszewska (ed.), Stowarzyszenie „Miasta w Internecie", 2013, p. 29, http://www.ldc.edu.pl/phocadownload/Dydaktyka-cyfrowa-epoki-smartfona.pdf [accessed on: 15.12.2017].

Higher education is in a much better position. Pursuant to:

– regulation of the Minister of Science and Higher Education of 25 September 2007 on the conditions which must be met for education classes at universities to be conducted using the distance learning methods and techniques;

– regulation of the Minister of Science and Higher Education of 31 October 2007 amending the regulation on the conditions which must be met for education classes at universities to be conducted using the distance learning methods and techniques;

– regulation of the Minister of Science and Higher Education of 9 May 2008 amending the regulation on the conditions which must be met for education classes at universities to be conducted using the distance learning methods and techniques;

– regulation of the Minister of Science and Higher Education of 2 November 2011 amending the regulation on the conditions which must be met for education classes at universities to be conducted using the distance learning methods and techniques;

classes (therefore studies as well) can be fulfilled **using distance learning methods and techniques within the course of bachelor's, master's and doctoral studies, in the form of full-time or extramural studies, where the total number of hours of classes fulfilled remotely cannot exceed 60% of the hours specified in the curricula of studies)**. It is also worth noting that exams in such fulfilled classes must be held at a university's seat.

Therefore, the indicated legal bases limit educational institutions' ability to apply the formulas of e-learning or blended learning for school education and enable them for university education. For example, in the 2016/2017 academic year, 25 e-courses were offered at the Faculty of Philology, University of Lodz, including 2 for the students of Polish studies (for individual groups in: *proper usage of Polish* – 1 group, *the art of negotiations* – 1 group). Currently, that is, in the autumn semester of the 2017/2018 academic year, 13 e-courses are offered at the Faculty, including 1 in Polish studies (the second semester of a *diploma seminar*). The students of second cycle Polish studies at the University of Lodz do not have any classes which utilise the methods or techniques of distance education. As a result few graduates of Polish studies have ever participated in e-courses, and they have not had the opportunity to familiarise themselves with the methodology of developing and conducting such classes and as a result they do not develop their ICT competences, which can have a negative impact on their future professional careers and development.

It is also worth noting that one of the major obstacles in the promotion of e-education at the University of Lodz (not only at the Faculty of Philology) is the need to overcome the concerns and doubts of the staff. During a course I conducted entitled "Wprowadzenie do e-learningu" [Introduction to e-learning] (from Oct

2015 to Jun 2017, totaling 17 editions and 170 academic teaching staff of the University who completed the course) and in private discussions, the lecturers raised two major issues: (1) they voiced concerns about the possible infringements of their intellectual property rights to their educational material or that it may be stolen or "leaked" outside the education platform of the University, and (2) they indicated a lack of any bonus points in employee evaluations for their engagement in the development of e-learning resources for students (as such that the work is time-consuming and it requires considerable commitment, which does not translate in any manner into the evaluation of teaching work in the assessment process). Another difficulty is the lack of university support for e-learning – the University of Lodz does not operate a unit devoted to developing e-courses (which would normally consist of distance learning specialists, graphic engineers, and software developers), which means that lecturers willing to develop such material have to resort to their own skills, which are usually not enough to develop multimedia content, animations, interactive exercises, education games, etc. As a result, e-learning at the University of Lodz is developing very slowly, only through the engagement of lecturers who are e-learning aficionados, who have seen the potential of that form of education and the possibility for developing digital education.

Conclusion

In today's world, access to knowledge should not be limited in any way. Considering its rapid expansion, digital education propagating sciences should be available for everyone: both for people learning through formalised education at schools and universities, and for anyone who has the time and will to acquire new pieces of information, exchange/share them, etc. Thanks to the possibilities offered by the new media, more and more people can discover new phenomena and objects, and how they occur or operate regardless of where they live or whether they are able-bodied or not. Therefore, one of the main aims of schools and universities should be to become open to digital education. One must remember that attempts at reaching potential recipients using the classical methods (e.g. through meetings in schools, associations, institutions, and universities) is inefficient and difficult to implement on a large scale. That is why it is important to create such forms of access to knowledge (e.g. via the internet) and ways for expanding them which do not require one to stay at a specific location and participate alongside others.

Digital education in the work of Polish teachers (regardless of the level of education) continues to be an area which requires huge amounts of work, and increased education in the use of media such as computers and the internet. Intensive development of Polish philology requires legal support (mainly for school education)

from the Ministry of Education and the Ministry of Science and Higher Education. The support of schoolteachers and university lecturers is just as important. Until new, purposeful curricula for teaching teachers and lecturers are prepared which include digital learning, and so long as teachers do not receive the proper training and support from their original institutions (specialist training), and it remains a necessity to prove to everyone (as is the case today) that the point is not to replace traditional education with ICT-based solutions, digital education will continue to result solely from the efforts of aficionados who try to promote the notion of modern education on their own. And even though it might seem that much has already been done in this respect, Polish philology education of the digital age is only entering the path, while pupils and students (!) still have to seek information on the internet from such websites as Sciaga.pl, polskina5.pl, klp.pl and eszkola.pl…

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Agnieszka Wierzbicka

Polonistyczna dydaktyka ery cyfrowej – wielka (nie) obecna w polskich szkołach i uczelniach?

Streszczenie

Niniejszy artykuł jest próbą analizy udziału dydaktyki cyfrowej w kształceniu po-
lonistycznym, zarówno w szkołach (oświacie), jak i na uczelniach publicznych. Au-
torka prezentuje, w jaki sposób realizuje się zajęcia polonistyczne z użyciem tech-
nologii, jakie zasoby elektroniczne warto wykorzystywać do kształcenia, jakie są
potrzeby nauczycieli uczących w szkołach i na uczelniach wyższych. Odpowiada
także na pytanie, czy polskojęzyczna przestrzeń wirtualna jest naturalnym prze-
dłużeniem środowiska społeczno-komunikacyjnego, do którego przyzwyczajone
jest młode pokolenie oraz czy platformy edukacyjne są chętnie wykorzystywane do
kształcenia polonistycznego.

Slowa kluczowe: edukacja cyfrowa, TiK, filologia polska, e-edukacja, kompetencje cy-
frowe polskich nauczycieli

Polish philology education of the digital age
Is it still present at Polish schools and universities?

Summary

This article is an analysis of the use of digital education in Polish philological educa-
tion, both at schools and at public universities.
The author presents how Polish lessons and classes are fulfilled using technology,
which electronic resources are worth using in education, and identifies the needs
of schoolteachers and lecturers. She also answers the question whether the Polish-

language virtual landscape is a natural extension of the social-communication environment to which the young generation is accustomed, and whether education platforms are eagerly used in Polish education.

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