

Beata Stachowiak, Ph.D.
Nicolaus Copernicus University in Toruń

Summary of professional accomplishments containing a description of academic, didactic and organizational achievements

1. First and last name: Beata Stachowiak

2. Awarded diplomas and academic degrees — name, place and year of their attainment as well as a title of the Ph.D. thesis:

- Master of Science in mathematics — specialisation: teaching, the Faculty of Mathematics, Physics and Chemistry of the University of Gdańsk, Gdańsk, 1991, the title of the MSc dissertation: “N property functions”;
- Post-graduate studies in computer science: the Institute of Computer Science of the University of Wrocław, Wrocław, 1993;
- Post-graduate studies in educational facility management and organization; Educational Research Institute, Warsaw, 1996, the title of the diploma thesis: “The application of computer science-related methods and means in school management following the example of the Complex of Vocational Schools No.1 in Chojnice”;
- Doctor of humanities in the field of pedagogy awarded by the Council of the Faculty of Humanities of the NCU on 10 April 2001; the title of the Ph.D. thesis: “The effectiveness of computer science education in vocational schools.”

3. Employment history:

Period		Name and address of the employer	Position held
From	to		
01/09/1991	31/08/1992	Primary School in Niezychowice	Teacher
01/09/1992	31/10/1997	Complex of Vocational Schools No. 1 in Chojnice	Teacher
01/11/1997	30/09/1998	Nicolaus Copernicus University, the Faculty of Humanities, the Institute of Pedagogy	Lecturer
01/01/1998	30/11/2001	Nicolaus Copernicus University, the Faculty of Humanities, the Institute of Pedagogy	Assistant Lecturer
01/12/2001	28/03/2002	Nicolaus Copernicus University, the Faculty of Historical Sciences, the Department of Eastern Europe	Assistant Lecturer
01/03/2002	31/08/2009	Nicolaus Copernicus University, the Faculty of Historical Sciences, the Department of Eastern Europe	Assistant Professor
01/09/2009		Nicolaus Copernicus University, the Faculty of Political Science and International Studies, the Department of Eastern Europe	Assistant Professor

4. Identification of an achievement pursuant to Art. 16, sec. 2 of the Act of 14 March 2003 on Academic Degrees and Academic Title as well as on Degrees and the Title Within the Scope of Art. (Dz.U. [Journal of Laws] No. 65, item 595, as amended):

- Title of the academic/artistic achievement: Socialising students into the information society following the examples of Lithuania, Germany, Poland, the Czech Republic and Ukraine. A comparative study;
- Author, title of the publication, the name of the publishing house: Beata Stachowiak, Socialising students into an information society following the examples of Lithuania, Germany, Poland, the Czech Republic and Ukraine. A comparative study, Toruń: Nicolaus Copernicus University Press, 2012, pp. 296 + 110 supplement on CD, Fig., Tab., Chart; Summary in EN, CS, LT, DE, UK.
- Summary of the academic objectives of the aforesaid paper and achieved results as well as a summary of their potential application.

The book, indicated as an academic achievement, is a publication dealing with university-level didactics as well as IT and media education, on the background of a wide context of social sciences. Writing this work would not have been possible without taking advantage of the findings of comparative pedagogics, as research was conducted on a population of university students from 5 countries. The publication consists of a printed part and a digital supplement and discusses issues concerning preparing students for functioning in an information society. Preparing for active life in an information society is a complicated process that I view as socialization into information society, which I define as a “permanent, life-long process that aims to develop attitudes and skills that guarantee an individual’s active functioning within the information society” (p. 85). In the book, I also address issues concerning the role of the university in the process of preparing students for living in information society. My analysis has allowed me to draw quantitative and qualitative conclusions.

The first part of the book provides an introduction to the issues of information society. It aims to make the reader aware of the complex and multilayered character of socialization into information society and to explain its dynamics. In this part, I also present a wide spectrum of applications of information technologies in pedagogics, e.g., for teaching persons with disabilities, pedagogical diagnosis and therapy, upbringing, education management, and in educational studies. I also describe the applications of ICT in teaching and learning. I emphasize that modern media have an extraordinary potential for increasing the effectiveness of education on every level; however, at the same time I indicate that this is not a cure-all solution to deficiencies in education. The introduction also includes material that can be found in the digital supplement, that is, a comparison of countries in which the research was conducted. The countries are compared for the degree of development of information society, life quality, and educational parameters; in addition, a description of educational systems in Lithuania, Germany, Poland, the Czech Republic, and Ukraine

is given. The comparison provides a backdrop for the analysis provided in the part of the book concerned with research results.

The second part of the book presents methodological assumptions in my research. Socialization is a multilayered term, with different authors viewing it in different ways. These differences stem primarily from the specifics of the discipline in which the issue of socialization is addressed; sociological, pedagogical and psychological contexts vary. Educators, when they consider the term *socialization*, underline the issues of stimulating and influencing a person and their social and material environment to develop personality. The findings of educators in the area of socialization also indicate that the term is often used in conjunction with key pedagogical terms, such as upbringing, education, adaptation, empowerment, and emancipation. In particular, socialization can be situated within other pedagogical processes as its component. For the above reasons, I decided to use the term *socialization into information society*, as in my opinion, using such term as *learning* would limit the scope of analysis.

In my definition of *socialization into information society*, 3 words are particularly important, namely, *permanency*, *attitude*, and *activity*. Permanency and activity stem from the dynamics of development of the information society. Attitude plays a vital role in the above-mentioned definition; through its complex structure, it provides a key description of the process of socialization into information society. Attitude consists of 3 components: cognitive, emotional, and behavioral (based on Aronson, Wilson, and Akert). I list these components, because in my research, I adapt them to elements of a individual's attitude toward the information society (p. 88). These elements will enable me to define an indicator of engagement in information society in a later part of the book. This synthetic indicator that I developed is based on 3 components: infrastructure, services, and future. I also describe how to calculate the indicator (pp. 95-96). Furthermore, in this part of the book I describe the main aims of my research, i.e., diagnosing and comparing the level of socialization into information society of university students pursuing humanistic and social subjects in selected countries, defining factors that affect the indicator of socialization into information society, and establishing how universities affect socialization into information society. Next, I establish 3 research problems:

1. What are the typical characteristics of socialization into information society of Polish students between 2003 and 2009?
2. What is the degree of socialization into information society of students in selected countries?
3. To what extent do universities fulfill the role of socializing their students into information society?

Next, I define main research hypotheses and provide them with specific aims and research hypotheses, dependent and independent variables, and indicators (pp. 99-108). I also explain my choice of research methods and techniques; I used questionnaires with close-ended questions, which is a justified choice in the case of international studies. Furthermore, I analyze Internet sites of the

universities concerned. I describe my choice of sample and area and organization of research that I conducted in the academic year 2009/2010 at 6 universities in total in 5 countries: Lithuania, Germany, Poland, the Czech Republic, and Ukraine.

The third part of the book presents research results and is divided into 3 chapters. In Chapter 1, I analyze results of studies from 2003-2009 in Poland. Chapter 2 includes the presentation and interpretation of results collected as part of an international study in 2009/2010. I perform the analysis according to the rules of comparative pedagogics, focusing on listing the differences between the countries. Additionally, in the chapter I included a synthetic review of studies on use of ICT by students in Lithuania, Germany, the Czech Republic, and Ukraine. A comparison of studies in the afore-mentioned countries allows for the conclusion that the approach to socialization into information society that I present is innovative not just in Poland. The last chapter includes the results of research on the role of universities in the process of socialization into information society. In the end, the results of my research lead to the following main conclusions.

- Socialization into information society is a complicated process, affected by many factors that do not operate in a simple and unambiguous manner; for instance, improvements in infrastructure (access to a computer and the Internet) do not directly cause an increase in an individual's active use of various e-services. An additional stimulation of individual is usually required, such as training, initiatives that promote e-services, etc. This means that the processes of accommodation and assimilation within socialization of an individual are slower than technological advancement.
- My research found that the participants were statistically different in terms of their level of engagement in the information society. Students from Lithuania showed the greatest value of the indicator of engagement in the information society. Participants from the Czech Republic were second, followed by students from Germany, Poland, and Ukraine. However, this division differs slightly compared to the level of development of the information society calculated according to indicators used by statistical institutions or telecommunications associations. According to the afore-mentioned rankings, Germany usually showed the highest value, followed by the Czech Republic, Poland, and Lithuania (with Poland and the Czech Republic often switching the third and the fourth place between them) and lastly, Ukraine. It seems that a country's wealth does not necessarily indicate e-activity of its citizens in a simple, unambiguous way. Research participants also showed differences in terms of self-evaluation of own skills in using computer software and the Internet. The participants' evaluations of these skills ranged from "satisfactory plus" to "good plus", indicating a necessity for training in the area.

- Furthermore, the results of the international study from 2009/2010 showed other relationships; for instance, it seems that the usual determinants, such as gender, are becoming irrelevant in the young generation. In Lithuania, Germany, Poland, and the Czech Republic, male participants are no longer the privileged group in terms of access to a computer, the Internet, or e-services. Nevertheless, men still evaluate own skills higher than women, but the difference is not statistically significant.
- Research results indicate that student populations from the participating countries differ in the scope of use of online services. In this respect, students from Lithuania were also first, but the second place was held by students from Poland, followed by respondents from Germany, the Czech Republic, and Ukraine. The data also confirm that the student populations differ within themselves, which indicates a lack of uniformity. Research participants usually use the Internet as recipients, not creators.
- Results indicate that universities do not take advantage of their potential and capabilities for socializing their students into information society. On average, students evaluated the socializing role of universities as “satisfactory plus”; the evaluation was more positive only in Lithuania, but the “good” rank was not achieved. There are many reasons for the low evaluations of universities, the primary of which is, in my opinion, dismissal of the role of university education. The fact that it is dismissed should be analyzed from several angles. For instance, “young teachers” take up work at universities without any pedagogical experience, which results in them not knowing the basic theories, assumptions, and conditions of different methods of organizing education, a random selection of methods, means, and forms of teaching, etc. The dismissal of teaching experience also manifests itself by insufficient consideration of pedagogical qualifications when promoting academic teachers.

My conclusions ultimately lead me to formulate general postulates, 1 each for the level of the society, the university, and the individual. Firstly, societies should pay even more attention to teaching the use of new information and communication technologies and functioning in an information society. Secondly, an extensive discussion should be initiated at universities on using new technologies in the operation of higher-education institutions. However, these actions must not focus solely on requiring appropriate attitudes and behaviors from the staff, but should also involve a system of motivating, supporting and rewarding staff. The third postulate involves the citizen: an individual should reach a state of awareness of own rights and duties, which are becoming more and more numerous compared to previous forms of the society. However, education is indispensable for such a state to exist, and thus, the circle of postulates closes as we return to the first one.

5. Summary of other academic and research achievements:

My academic and research career path was by no means typical as having completed my MSc studies I initially worked as a teacher. In October 1996, I happened to attend a doctoral seminar held by Professor Józef Pólturzycki, Professor Eugenia Wesołowska and Professor Bronisław Siemieniecki — the latter would become my doctoral supervisor in the near future. During the first few years, my research interests revolved around computer science education in schools with a particular focus on vocational education. Having defended my Ph.D. thesis, I started to delineate new areas of interest that initially encompassed students and their views on e-learning and subsequently the process and the level of their preparation to living in an information society, including the role of higher education institution. Ultimately, my research focused on the following issues:

- a) computer science education at a school level,
- b) e-learning in the opinion of students,
- c) information society — selected contexts,
- d) preparing students for living in the information society.

In 2003 I received for achievements in research award of the Rector of the University of Nicolaus Copernicus.

a) Computer science education at a school level

In October 1996, when I started attending doctoral seminars, I had already had some experience in evaluating larger group of students as at the beginning of 1996 I had been appointed to join a team of experts working on tasks designed to measure students' achievements in computer science taught in schools in the Bydgoszcz voivodeship. Given the fact that I had worked as a teacher in a vocational school for seven years, my initial publications were related to that particular area of the educational system. I specifically concentrated on studying the effectiveness of computer science education, which was ultimately reflected in my Ph.D. thesis entitled “The effectiveness of computer science education in vocational schools” that I successfully defended on 27 March 2001. One of the primary conclusions derived from my research conducted in the course of my doctoral thesis was that only a fraction of respondents (students of secondary technical schools of electronics, electrical engineering and mechanical engineering) realised that one of the aims of computer science education in schools is to prepare them for living in an information society. My research also revealed that schools are often deprived of suitable equipment, particularly mobile multimedia computer sets, while teachers of subjects other than computer science have difficulty accessing computer labs. Based on the results of my research I also drafted a profile of a teacher who was most likely to attend computer science workshops and trainings. It was usually a teacher with five to ten years of work experience. Gender and subjects taught turned out to be non-differentiating factors. My first self-contained publication entitled “Computer science education. A

research report,” where I drew upon my Ph.D. thesis, was published nearly a year later. Computer science education. A research report, Toruń 2002, Adam Marszałek Publishing, p. 274.

Below are the examples of other publications from the same research area:

- *Applying elements of computer science to school management process*, “Kultura i Edukacja” (Culture and Education), No. 1–2/1997, pp. 175–178;
- *Multimedia in a primary school class*, “Kultura i Edukacja” (Culture and Education), No. 2/1998, pp. 136–141;
- *Motivating students in computer science education in vocational schooling*, (in:) *Conference materials for II International Conference “Media and Education”*, Poznań 1998, pp. 311–316;
- *Computer science education in a vocational school — an attempt to analyse teachers' attitudes*, (in:) *Conference materials for XV Conference “Computer science in a school”*, Katowice 1999, pp. 360–364;

I presented the results and conclusions of my research at various national and international academic conferences including: II International Conference “Media and Education” (Poznań, May 1998), I National Conference “Information technology in changing education” (Toruń, September 1999), V Polish Nationwide Scientific Conference “Multimedia in Technology Didactics” (Szczecin, November 1999), IV Polish Nationwide Pedagogical Convention “Pedagogy and education in view of new communities and differences in uniting Europe” (Olsztyn, September 2001). Similarly to other academics at the Department of Education Technology of the Pedagogy Institute of the NCU in Toruń, in 2000–2001, I participated in a research project under the auspices of KBN (State Committee for Scientific Research) entitled “The role and place of information technology during the period of educational reforms in Poland” (1 H01F 021 19) under the leadership of Professor Bronisław Siemieniecki, Ph.D.

b) E-learning in the opinion of students

In 2002, I began delineating new areas of research interests. I got involved in studying students' attitudes towards Internet-enabled services, particularly e-learning, considered in the context of the study period and the period following graduation. The results of my research clearly indicated that the knowledge about e-learning amongst the respondents was not extensive although they could intuitively point out advantages and disadvantages of this form of education. Furthermore, subsequent studies indicated that the students surveyed were quite uninterested in using e-learning. In 2003, I was awarded a grant from the NCU to conduct e-learning research under the title “Diagnosing the needs of full-time and part-time students for remote forms of teaching following the example of students in the international relations major” (NH-462). I had published several publications about e-learning in reviewed monographies, including:

- *Students' attitudes towards e-learning*, (in:) *Subjectivity in education of the era of the global information society*, edited by K. Pająk and A. Zduniak, Warsaw–Poznań 2004, pp. 133–136;
- *e-learning in the light of selected research in Poland in the 21st century*, (in:) *Politics – Religion – Education. Studies of the history of the 20th and 21st centuries dedicated to Ryszard Michalski*, edited by Z. Karpus, K. Kačka i P. Tomaszewski, Toruń 2010, pp. 101–113.

Some of them had been reprinted in the industry magazine “Gazeta IT” that is published online. In addition, I presented the result of my research at various national and international academic conferences including: XIX Conference “Computer science in a school” (Szczecin, September 2003), I International Scientific Conference “Education of the 21st century: Subjectivity in education of the era of the global information society” (Piła, December 2003), IX International Conference “Educational technologies — traditions, present day, predicted future” (Toruń, May 2010).

c) Information society

At the same time, my research interests revolved around the process of the development of the information society, particularly in Central and Eastern European countries. The choice of the states was by no means accidental and was determined by the fact I worked at the Department of Eastern Europe. In the course of my research and deliberation on the information society, I took up several issues.

Firstly, it was the development of the information society in rural areas and the educational needs of residents of villages resulting from that process. As a consequence, my considerations gave birth to a concept of an “e-Farmer” programme, which was eventually abandoned. The “e-Farmer” project was supposed to be a multi-layered programme targeting predominantly the residents of villages and small towns. It assumed the familiarisation of the residents of rural areas with the methods of using information and communication technologies in farm tourism, promoting and selling agricultural products, including organic and ecological products, creating telecentres in rural areas and increasing non-farm-related work places in villages (teleworking). From my perspective, the most important module of that programme was the educational component that assumed the familiarisation of the residents of villages with e-technologies, preparing them for active participation in the information society and counteracting digital division. The following publications fit into the scope of related interests:

- *The educational needs of the residents of villages and the job market in the information society*, (in:) *The Polish educational system following the reform of 1999. The current state, prospects and threats*, vol. 3, edited by R. Pęczkowski. Poznań–Warsaw 2005, pp.72–75;

- *Requirements of Rural Residents in the Epoch of the Information Society*, (in:) *Humanities in New Europe, Science and Society*, Kaunas 2007, Litwa, pp. 283–289;

as well as a popular science publication

- *E-Farmer Programme*, “Promocje Kujawsko-Pomorskie” (Promoting the Kujawsko–Pomorskie voivodeship), No. 6–8/2004, pp. 6–7.

The other topic I had been touching upon was the development of the information society with a particular focus on Central and Eastern European countries. I was analysing and comparing standard indicators describing the development of the information society; I touched upon the issue of active engagement of individuals in the web and the rights of citizens in the information society, but nevertheless I paid particular attention to the issue of the role of education in the information society. My ruminations were by no means limited to the students and course participants of the U3A, but they were also directed at teachers who are also facing challenges posed by the information society at the personal, professional and social levels. The following publications are linked to the topic of my deliberations:

- *The citizen in the information society – today and tomorrow*, *Zeszyty Naukowe Zbliżenia Cywilizacyjne* (Research Bulletin Civilizational Approaches), vol. III, Włocławek 2007, pp. 211–222;
- *The development process of the information society as a challenge for further education*, (in:) *Possibilities and limitations of further education. A monographic study*, edited by P. Kruszewski, Płock 2008, pp. 245–255;
- *Young people in view of digital exclusion*, (in:) *Educational dangers and challenges facing the young generation*, edited by D. Czajkowska-Ziobrowska i A. Zduniak, Poznań 2009, pp. 168–175;
- *Teacher–andragogist in view of the challenges posed by the information society*, (in:) *Teacher–andragogist in the contemporary society*, *Acta Universitatis Wratislaviensis* No. 3216, edited by W. Horyń i J. Maciejewski, Wrocław 2010, pp. 141–147;
- *Beyond the boundaries of the information society — digital exclusion and what next?* (in:) *Boundaries and the contemporary world*, edited by Z. Karpus i B. Stachowiak, Toruń 2010, pp. 285–298,
- *Elderly people in the information society. Andragogic and geragogic contexts*, “Rocznik Andragogiczny” (Andragogic Yearbook) 2012, pp. 128–140.

I described the process of the development of the information society viewed from the comparative perspective in several publications that were available both in Poland and abroad. They included:

- *Формування інфосмаційного суспільства в нових країнах-членах НАТО (на прикладі Університету ім. М. Коперника в Торуні м Польща*, *Вісник Львівського Університету*, Серія міжнародні відносини, Спецвипуск 22, Львів 2007, pp. 106–114;

- *Countries of the Baltic Region on their way to the information society*, (in:) *History and Culture of Baltic Region: Lithuania and Poland*, Acta Historica Universitatis Klaipedensis XVI, Klaipėda 2008, pp. 149–158;
- *Historical and demographic aspects of the transformation of Poland and adjacent countries into the information society*, „Kognitywistyka i media w edukacji” (Cognitive science and media in education) 1/2012, pp. 33–52.

In addition, my research interests in the area of the development of the information society had fructified in speeches given at scientific conferences, e.g. International Scientific Conference, “Humanities in New Europe” (Kaunas, January 2005), International Scientific Conference “History and Culture of the Baltic Region” (Klaipėda, June 2006), XV Didactic Conference “Modernisation of Didactics — Axiology and Computer Science” (Płock, December 2006), Polish Nationwide Scientific Conference “European identity — multiculturalism — globalisation” (Wrocław, May 2007), International Scientific Conference “Boundaries — the problem of boundaries in the contemporary culture” (Toruń, May 2008). In 2005, I was appointed to join an Editorial Team for Preparing an Information Society Regional Strategy in the Kujawsko–Pomorskie voivodeship. The work effort of that team, or more precisely, of the sub-team for e-learning including Paweł Gmys, Anna Beata Kwiatkowska (team leader) and Izabela Rojek, was crowned with the publication of a document entitled “The Strategy Proposal for the Development of Computer Science Education in the Region of Kujawsko–Pomorskie.” In 2006, I entered into collaboration with the Polish State Archives in Warsaw. Due to that cooperation, I was able to participate in a research project—eRMIONE—which was related to the European cultural heritage and funded under the eTen programme (Grant Agreement no. C517357). Amongst other things, I was responsible for giving presentations of the eRMIONE project for students followed by interviews with them.

d) Preparing students for living in the information society

A research area that is of particular interest to me is the problem of the preparation of students for living in the information society. I have been involved in researching this topic since 2004. My interest in that area was sparked mainly by the conclusions I had drawn from my observations gathered when conducting information technology classes and the results of survey research on e-learning. It transpired from them that the extent to which students took advantage of possibilities offered by information and communication technologies was quite limited and that they hardly used e-services such as online banking, Internet databases, online Public Information Bulletins etc. Moreover, it became clear that they had no knowledge about the information society, although they intuitively sensed what the concept may denote. Those observations urged me to diagnose the level of the preparation of students for living in the information society and to examine the role of the higher education institution in that process.

In my studies, I perceived the preparation for living in the information society through several layers, e.g. the infrastructure aspect, i.e. access to equipment and the Internet, the frequency and access to places facilitating the use of new technologies. Internet-enabled services, the level of

familiarity of students with them and the degree of use of these services were also subject to thorough scrutiny. In addition, my research encompassed the operational aspects of university activities, e.g. examining to what degree the university prepares the undergraduate and post-graduate students for living in the information society and to what degree academic teachers take advantage of information and communication technologies in their work. Remaining within the realms of that research area, in 2004 I was awarded a grant from the NCU for the project entitled “Diagnosing the level of preparation of students in selected majors in humanities for living in the information society. Diagnosing current state and developing corrective actions” (381–NH). In 2004 and 2005 I applied to KBN and submitted documentation for two research projects: “Preparing students for living in the information society. Diagnosing current state and developing corrective actions” (2004) and “Preparing students in the international relations major for living in the information society. Diagnosing current state and developing corrective actions” (2005).

The results obtained in the course of my exploratory activities were interesting but because the scope of the research was limited to students at the NCU only, I felt it was insufficient for a habilitation thesis. Therefore, an idea started to evolve in my head to do a comparative analysis of the level of the students' preparation from several countries. In September 2005, I performed two preliminary surveys of library resources lasting one week each at universities abroad: one at the Charles University in Prague, and the other at the Ivan Franko National University of Lviv. Among other things, they enabled me to establish contacts with academics working at these universities. Additionally, I had a unique opportunity to familiarise myself with other publications related to the developmental aspects of the information society, including computer science education. The draft of my habilitation thesis was beginning to take definite shape, I had selected universities at which I wished to do my research — they were mostly universities cooperating with the Institute of International Relations of the NCU. Undoubtedly, that interacademic cooperation made it easier for me to do survey research and avoid organisational problems. I had also prepared methodological foundations for my own research. In 2008, in order to obtain funding for my own research, I put forward a project “Poland–Lithuania–Ukraine similarities and differences in the preparation process for living in the information society” and was awarded a grant by the NCU (486–NH). In 2009, I conducted survey research at six universities, collected and analysed the results and set down a final topic of my habilitation thesis that read Socialising students into the information society following the examples of Lithuania, Germany, Poland, the Czech Republic and Ukraine. A comparative study.

Students at international relations and political science courses, and since 2011 also students in the internal security major, have always had a special place in my research. I have been researching this group since 2003 and I can observe changes that have occurred during this time. The latest research I conducted was during the academic year 2011/2012, during which I used the same questionnaire as in 2009. In my research hypotheses, I had assumed that the level of engagement rate in the information society must have gone up during that time and it did, but the increase turned out to be negligible, mainly due to a more active use of social networking portals

and improvements in equipment access. Compared to 2009, respondents were more favourable in their assessment of the university and its use of ICT in promoting the university, offering student support and service and during classes. I described the results of research conducted in 2011/2012 in my third book entitled “Information and communication technologies in the functioning of institutions of higher education. Selected contexts”, Toruń, 2012, Nicolaus Copernicus University Press, p.207. The above publication serves as a supplement to my habilitation thesis. Furthermore, the book presents examples of information and communication technology applications in the education and university management processes as well as scientific research.

The following publications are closely linked to the topic of my deliberations:

- *Preparing students for active participation in the information society. A research report*, “Toruńsko-Płockie Studia Dydaktyczne” (Didactic Studies of Toruń–Płock), vol.20, Toruń–Płock 2007, pp.123–140;
- *Key competences of students in the context of the expectations of the information society*, (in:) *Competencies of graduate students to match contemporary standards*, edited by A.Szerłaż, Wrocław 2009, pp.111–119;
- *The level of student preparation for active living in the information society: a comparative analysis 2009–2012*, “Science Journal of Education”, Vol. 1. No. 1, 2013, pp. 6–11;
- *Students e-readership — selected contexts*, “e-mentor” 1/2013, pp. 27–31.

I also presented the results of my research at a number of scientific conferences, including III SCENO Scientific Conference “The role of computer science in economy and social sciences” (Kielce, September 2008), International Scientific Conference “The humanistic dimension of academic education. What competences does a post-graduate student need?” (Szczecin, November 2008), Scientific Conference “Teacher–andragogist in the multicultural society” (Wrocław, December 2008), XI International Scientific Conference “Media education in the post-modern world” (Toruń, May 2012).

Apart from the above-mentioned topics, in my deliberations I also touched upon the problems that perhaps were not strictly related to the research topics I had defined, but they were closely linked to educating students, didactics of selected subjects or the functioning of schools in the contemporary world. The examples of publications falling into that additional research stream are quoted below:

- *Young Poles at European universities — real chances or wishful thinking?* “Kultura i Edukacja” (Culture and Education) 4/2008, Toruń 2008, pp. 34–42;
- *Higher education institutions in Europe — yesterday, today and tomorrow*, (in:) *Past, present and future of European integration*, edited by M. Klimecki i H. Szczechowicz, Włocławek 2008, pp. 219–230;
- *Tradition versus innovations in the field of mathematics, statistics and information and communication technology at selected undergraduate and post-graduate courses*, (in:) *Higher education institutions as creators of innovation in economy*, edited by R. Marcinkowski, Warsaw 2007, pp. 173–183;

- *Academic teachers and the use of information and communication technologies in assessing students' performance*, (in:) *Determinants of the effects of academic education*, edited by D. Ciechowska, Szczecin 2012, pp. 231–252;
- *Only children in Poland: demographic, social, and educational consequence*, “Social Sciences”, Vol. 2, No. 2, 2013, pp. 34–38.

In the future, I intend to take up the problem of dangers threatening individuals and education for greater security in the information society. The initial, more comprehensive publication on the subject is:

- *The problem of security and dangers threatening an individual in the information society — programme fundamentals and educational standards in view of challenges posed by the real world*, (in:) *Media education in the post-modern world*, edited by B. Siemieniecki. Toruń 2012, pp. 205–228.

6. Summary of didactic and popularisation achievements:

In 1991–1998, I worked as a teacher, initially in a primary school and subsequently in a vocational school. Apart from mathematics, I taught primarily subjects related to the use of information and communication technologies (elements of computer science, computer science, modern office techniques). I was a class teacher for several years. I also developed a custom-designed programme for teaching the basics of computer science and mathematics with the use of ICT for a secondary technical school of mechanical engineering. While working in a Complex of Vocational Schools No. 1 in Chojnice, I was also running courses in a School Centre for Computer Science in information and communication technologies and computer science designed for both young people and the residents of Chojnice and the neighbouring areas. That allowed me to gain a first-hand experience as a teacher of students belonging to different age groups.

Since 1 November 1997 I have been working at the Nicolaus Copernicus University in Toruń where, as part of my teaching duties, I initially ran information technology classes. Since my transfer to the Department of Eastern Europe in the Faculty of International Relations in December 2001, I have been teaching subjects such as elements (basics) of mathematics, elements (basics) of statistics, information technology, sound processing workshops, and basics of statistics and demography that I have taught until now. I had developed and prepared teaching materials for students in the international relations major for a subject entitled selected aspects related to the issue of the information society. Those custom-designed materials resulted from the research I had done in preparing students for living in the information society. Conversely, for students specialising in the European Union public administration I prepared a 15-hour training course in e-administration. Since the academic year 2012/2013, for students in the internal security major I have had classes in information society.

Apart from the core module classes, I also ran additional training sessions for students. I was one of the originators of the “Business Start” and “Business Start II — professional counselling services” projects that were run at the NCU and financed from the European Social Fund. Training sessions that took place in 2005 and 2006 were highly popular with students of all faculties and departments. Together with the Teacher Training College existing at that time at the NCU, for a few years I coordinated on a course leading to the teaching qualifications in citizenship education for students in the international relations major. As part of the course, I had classes in didactic applications of information and communication technologies. Wishing to continue to excel in my teaching role, in 2005 I became an accredited academic instructor in the field of information and communication technologies. In 1998–2003 I had classes in other higher education institutions, including Koszalin University of Technology and Humanities and Economics Higher School in Włocławek (undergraduate studies) where I taught subjects such as computer science methods and techniques in administration, pedagogy and media and computer science education. Whilst working outside the Nicolaus Copernicus University, I was a supervisor of twelve Bachelor's degree dissertations. I have been taking advantage of information and communication technologies in my class for many years. I administer and update a website for students where I upload seminar and lecture materials. The website can be found at <http://www.stachowiak.edu.pl>. In the academic year 2013/2014, I plan to start using Twitter as a tool in my academic work.

As part of my mission to popularise knowledge about the information society, or more precisely the role of education in it, I published several popular science articles, including:

- *Information Society — an outline*, “Sekretarz i Organizacja Urzędu” (Secretary and the Organisation of the Office) No. 11/2002, pp. 43–46;
- *E-Farmer Programme*, “Promocje Kujawsko-Pomorskie” (Promoting the Kujawsko–Pomorskie voivodeship), No. 6–8/2004, pp. 6–7;
- *The fundamentals of the information society and its operation*, “Wójt” (The Commune Head) No. 4 (5)/2003, pp. 63–64.

In addition, I have also set up and systematically update my profiles on social networking sites dedicated to researchers and scientists (ResearchGate, Index Copernicus, Academia.edu and ResearchID). This channel of communication, apart from allowing the publishing in scientific journals or giving speeches at scientific conferences, enables me to reach out to people abroad who do research in similar areas of interest to mine. For the last few years I have been a member of the Association of Academic E-learning and since 2013 of the Academic Andragogy Association. I also have editorial experience in working for scientific journals. In 1998–1999, I was a secretary in an editorial office of “Kognitywistyka i Media w Edukacji” (Cognitive Science and Media in Education), and since 2011 I have been a member of the editorial staff of the following scientific periodicals: “Atheneum. Polskie Studia Politologiczne” (Atheneum. Polish Political Science Studies), “Historia i Polityka” (History and Politics), “Rocznik Grudziądzki” (The Yearbook of Grudziądz). These are not *sensu stricto* pedagogical magazines but because of working in the

Faculty of Political Science and International Relations there are other avenues I can explore. Working for these journals is a source of great personal satisfaction.

7. Summary of organizational achievements:

In my professional career, I have never restricted myself to being only a teacher or a lecturer, but I actively took up challenges involving organizational responsibilities for the benefit of the institution I was working for. When I worked in a Complex of Vocational Schools No. 1 in Chojnice, I was a Head of the School Centre for Computer Science where for a few years I was involved in drawing up a school year timetable utilising information and communication technologies.

While working at the Nicolaus Copernicus University in Toruń, I have performed various organizational roles, listed here in chronological order:

- 1999–2002 Secretary of the University Recruitment Committee;
- 2003–2004 Secretary of the Faculty Recruitment Committee;
- 2002–2005 Representative for Teaching and Learning in the Department of International Relations Nicolaus Copernicus University;
- 2005–2009 Deputy Director of the Institute of International Relations for Teaching and Learning;
- 2006–2009 Dean Representative of the Faculty of Historical Science for Remote Teaching Technology Implementation;
- 2006–2009 Dean Representative of the Faculty of Political Science and International Studies for Teaching and Learning;
- 2009–2012 Member of the University Assessment Committee.

My duties as the person responsible for managing the didactic activities included organising a timetable for the academic year, drafting programme changes proposals, supervising Ph.D. students and their fulfilment of didactic responsibilities etc. I have received numerous awards for my didactic and organisational work. In 1997, I received the Bydgoszcz Board of Education Award and subsequently in 1999, 2000, 2001 and 2002 I received the NCU Dean's honorific mention for the engagement and work effort in the preparation and execution of the recruitment process. In 2004, I received the NCU Dean's Individual First Level Award for didactic and organisational achievements. In 2009, I was honoured with the Commission of National Education Medal whereas in 2010 I earned the NCU Dean's individual honorific mention for organisational achievements as well as the NCU Dean's second level team award for achievements in the previously mentioned field.

