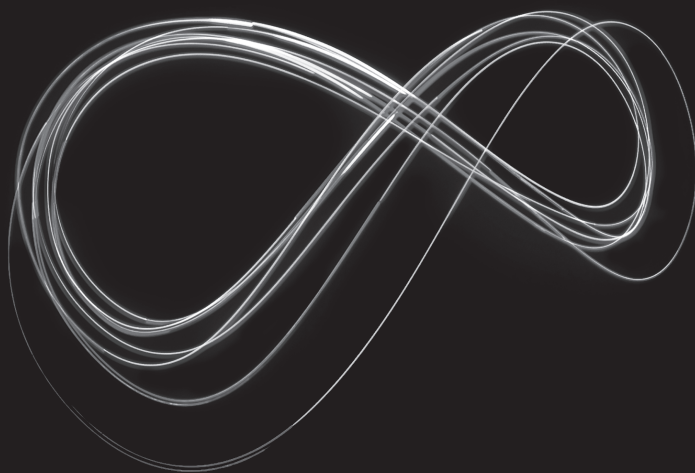


Summary



Remote learning

Changes in Polish education in the first decade of the 21st century

The students' school and the teachers' school are not the same space. Many of us teachers, regardless of the type of school or university, function in at least two worlds: the real world and the virtual world. Do traditional education and, by contrast, remote education exist as two separate entities? By mediating in educational processes, modern technologies are changing the paradigm of remote education, as it were shifting the nature of these educational processes. Today we understand such concepts as remote education, m-learning, and complementary education differently to how we did before (than even a decade ago). Currently, education embodies a transformation of both processes: direct and distance. Today's student no longer sits fidgeting, with one foot in school and the other in front of the screen (whatever it and wherever it may be). Today, the virtual world is part of the real one, or perhaps we should say that these spaces are mutually extending, complementing and increasing the possibilities of (young) people.

Remote learning encompasses all areas of education: institutional and non-institutional. Schools often polarise these two concepts, trying to convince everyone that traditional and distance learning are independent entities. Unfortunately, this belief is the domain of many teachers and lecturers; pupils and students have naturally extended their notebooks, textbooks and pens, moving them to a digitalised, virtualised space.

New technologies have long since penetrated schools and universities, a process that has happened freely and unhindered. The last two decades have seen the acceleration of technology within education, mainly due to mobility. This has made reality of the often unspoken words 'beyond the limits of time and space'. Today, we can learn wherever we have access to the web. It is worth pointing out, however, that learning does not always entail consuming information. Remote education has infiltrated traditional education with its digital solutions, but this natural blending of different channels and modalities is an age-old need of humankind. Each successive medium has been a springboard for distance education, widening the range of our possibilities. Today it is necessary to expand our view and look at education as a whole, inseparable but many times with a dual nature. In this context, it is worth noting that remote learning is, as it were, a combination of all forms of teaching, where traditional classroom teaching is not the predominant mode of education. Remote education is primarily homework with occasional class work, whereas traditional education consists mainly of class work with occasional homework. In this sense, traditional education is based on teacher-led learning, while remote learning is about the learner taking advantage of the potential provided by the institution.

A decade ago many asked: "how much is the necessary and essential minimum of remote learning that we must (not: can, not: want, not: should) introduce into our

traditional classes?”. The answer came out of the blue, out of necessity, stopping us all for a moment, literally for a moment. It made us learn on the go, regardless of age, titles and degrees, technological sophistication. No force from the university mill, from ministerial recommendations would be able to “shift the lump off the floor”. If the COVID-19 pandemic brings any (any) positive changes, it is definitely within traditional education, at the level of higher education (which we can make wise use of). May we be able to learn the right lessons by consciously moving on, so that the lessons from this peculiar experiment bring us the necessary data to make important decisions.

Translated by Rob Pagett