

E-learning in Academic Teaching – Research Report

Abstract

The text presents the empirical study aimed at understanding teachers' opinions on designing and implementing a remote teaching - learning process. Research shows that the leading e-learning courses definitely focus on the acquisition of knowledge by students. It is recommended that teachers take action in developing their own strategies in remote teaching. The results of the research may be an important part in the discussion on online teaching that constantly takes place in the environment of teachers dealing with the media.

Key words: *teacher, teaching, university, e-learning.*

1. Introduction

Modern technologies are revolutionizing the traditional teaching, testing the previously unknown form of organisation of the education process. This situation has far-reaching consequences for the image and functioning of higher education and the role and activities of the academic teacher. Additional skills and performance of professional duties in the online environment is a challenge for academics. They are not always willing to explore new forms of education, and sometimes perceive e-learning as a risky process (P. Bołtuć, 2003).

Remote studies should be of high quality so that they are not associated with worse studies and compared with the known anecdote: "As you know a nightingale and a sparrow – both of them - received a diploma in singing, the sparrow, however, studied in the system of online courses" (K. Kruszewski, 2005).