throughout the culture of trust in society. The above opinions on the introduction of supervisory tools to assessment procedures raise a thought of perpetuating distrust and suspicion in social relations.

Higher education institutions operate in a specific social and axiological context. Poland is not a country with a high level of trust. This has been shown, e.g., in the public opinion polls (e.g., *Zaufanie społeczne* [Social trust], CBOS, Warsaw 2012) and reports prepared as part of the next edition of the *Social Diagnosis* and *World Values Survey*. Mass academic education could change trust in society. However, these are experiences and patterns of everyday life that enter universities, rather than the other way round. They are compounded by the anonymity of the participants in the educational process. Students do not know or even recognize each other. In a lecture hall with 200 or more people, it is difficult to take a close look at others who are in the same room, not to mention to get to know them. This starts the mechanisms of trust towards strangers. The lecture hall takes on the attributes of a public space in which strangers meet. And every third Pole declares trust in them (*Zaufanie społeczne* [Social trust] CBOS 2012), while nearly 50% do not trust strangers. Among the socio-professional groups the most distrustful one, next to unskilled workers and farmers, are pupils and students. This presents new challenges to higher education institutions. They are associated with the formation of openness and criticality to the daily and ceremonial life, to tradition and innovation, to comfort and challenges. And this is of particular importance in the case of such high academic enrolment rates.

Our search for the conditions of development of a culture of trust focused on the analysis of educational interactions, which use digital media to identify the specific experiences of the participants in these interactions in different cultures. In our research an emphasis is put on exploring relations based on trust at each stage of the process of education and learning. An inseparable link in this process is the exam and it takes on new dimensions in the case of the mass nature of academic education.

**References**
