Abstract
The article is a summary of one part of the research conducted in the Department of Didactics and Media in Education, regarding the use of tablets in the teaching process. The paper provides an overview of the frequency of use, as well as ways of using the tools by students of the humanities. It presents the relationship between the presence of tablets in the teaching process and the cognitive-constructivist nature of acting. The presented study was carried out among 396 students of the humanities. The study used diagnostic survey methods, as well as the pedagogical crossover experiment.

Keywords: tablets, constructivism, cognitivism, higher education

Introduction
Recent years have witnessed increasing use of new media in education. Information and communications technologies (ICT) are included in the process of education often in a manner not entirely thought through. It is generally acknowledged that their use in education benefits and contributes to the modernization of the educational process. However, when analysing numerous studies, the occurrence of cases that defy this common view can be noticed. What, then, determines the effectiveness of the use of new media? The studies conducted since 1992 in the Department of Didactics and Media in Education at Nicolaus Copernicus University in Toruń indicate the significant role of the environment in the educational process. So far, there has been a widespread view that a new medium used in education is only an addition to the existing arsenal of forms.