

Abstract of the doctoral dissertation entitled “*E-learning in the teaching practice of Lublin higher education institutions*”

The focus of this doctoral dissertation is on e-learning in higher education. The aim of this thesis is to examine the state of e-learning in higher education using the example of universities located in Lublin.

The dissertation is theoretical and empirical in nature. The first chapter is devoted to explaining the theoretical issues related to remote education. Its first part describes the theoretical framework of e-learning and characterizes the colloquial understanding of the notion in order to explain the differences in the definition of the term. In addition, the author presents the differences between corporate and academic e-learning. Subsequent sections of the chapter delve into reflections and theoretical considerations on the concepts used to design e-learning classes. Constructivism, connectivism, cognitivism, behaviorism, as well as contemporary concepts, have the potential to explore new educational theories and reinterpret online learning.

The second chapter systematises the state of knowledge on the functioning of the city of Lublin as an academic centre. In the first part of the chapter, the historical development of Lublin universities was introduced, while the subsequent part deals with the analysis of demographic characteristics, taking into account the degree of internationalization of the universities. The chapter is concluded with a comprehensive description of Lublin's academic potential. This section also describes Lublin's position in educational quality rankings prepared by commercial and public entities.

Chapter three begins with an analysis of the legal conditions for implementing e-learning in higher education, followed by a subsection devoted to the characteristics of the bodies responsible for implementing e-learning. This chapter also explores the history of distance learning in Poland and around the world. The concluding section of chapter three reflects on the prospects for the development of e-learning in higher education in Poland.

The fourth chapter focuses on presenting the methodological competences and personality traits of e-teachers on the basis of empirical research. The next section of the chapter looks into the learning competences and practices of students who participate in e-learning classes.

On the other hand, the fifth chapter discusses e-learning models, including synchronous, asynchronous, hybrid and self-education models, which are characterized according to the adopted criteria.

The sixth chapter presents e-learning platforms. This is an inexhaustible topic due to the multitude of platforms available in the education market. Nevertheless, this part of the thesis defines the concept of an educational platform, describes its functions and provides characterisation of the support systems for educational platforms. The following subsections are dedicated to presenting commonly used platforms in Polish higher education and describing educational platforms used in higher education institutions in Lublin.

In turn, chapter seven, which is of a research nature, examines the status of e-learning implementation at universities in Lublin. In this section of the thesis, the author presents the research focus, objectives, and characterizes the research sample.

The main research problem is framed by the question about the current state of e-learning implementation at higher education institutions in Lublin. The main hypothesis adapted is as follows: E-learning at Lublin universities demonstrates an increasingly high level, but it also exhibits certain limitations. By analyzing the survey results, it was possible to address the research questions and confirm the main research hypothesis established for the study.