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Abstract of the dissertation entitled:

Attitudes of academic teachers towards e-learning in higher education
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The world in the information society era is marked by rapid transformations. These changes concern each and every area of life, including academic education. The task of higher education is to adapt education to modern requirements, including by disseminating innovative forms of education at universities. The contemporary image of academic education in Poland shows significant shortcomings, and one of the ways of adapting universities to the needs of the present day is to adopt e-learning in the education process.

E-learning is a complex form of education consisting of didactic activities carried out with the use of modern technologies and ICT devices. However, the use of e-learning technologies in higher education requires a number of changes, including in the role of the academic teacher. The lecturer's characteristics are not "set in stone" but should rather adjust seamlessly to the results of everyday learning experience. Academic teachers, apart from providing ready-made knowledge, should teach students how to produce a useful whole out of that knowledge (cognitive theory) and how to selectively obtain knowledge in accordance with their own conceptual systems (constructive theory).

This paper attempts to determine the attitudes of academic teachers towards e-learning. Demonstration of a specific attitude among lecturers (understood as a relatively stable structure of knowledge, emotions and behavioral tendencies) indicates the level of their involvement in the use of the remote form of education. The motivation behind exploring this particular topic was the lack of research verifying the coherence of the components of attitudes towards the use of e-learning in the academic environment and the direction of their changes resulting from participation in various forms of improvement training. This dissertation is divided into three main sections, the first of which presents the theoretical and practical assumptions of own research, being made up of four main chapters.

Chapter one sheds light on the state of higher education in the information society era. This chapter studies the use of information technologies in higher education and indicates the

key challenges faced by universities in the era of knowledge society. Chapter two describes the essence of e-learning in the academic environment. It contains an explanation of the most important definitions, concepts of remote learning, and an overview of e-learning platforms used in the academic environment. This chapter also discusses the role of the academic teacher in distance learning. Chapter three draws from a literature review of academic teachers' attitudes towards e-learning. It presents an explication of the term *attitude*, a description of three components (cognitive, emotional, behavioral), and a classification of attitudes. Chapter four outlines an improvement training program for academic teachers, along with its objectives, course plan and tasks.

In the second section of the dissertation, the methodological assumptions of own research are addressed, broken down into seven subchapters discussing, in this order: the subject and purpose of research, research problems, research hypotheses, variables and indicators, methods, research techniques and tools, description of the statistical apparatus, place of research and characteristics of the researched group.

Section three covers the analysis of results obtained in the course of own research. Chapter one concerns the analysis of the cognitive component defined on the basis of the change in the scope and depth of knowledge (in accordance with the Polish Qualifications Framework) of academic teachers concerning remote education. Chapter two analyzes the emotional component, which was verified in terms of changes in the emotions currently accompanying the tasks of the lecturer in the remote environment. Chapter three, meanwhile, explores the behavioral component and presents changes in the context of taking action in relation to the distinguished pillars of e-learning.

The main hypothesis formulated in the paper, "As a result of the training course, the attitudes of academic teachers changed towards a comprehensive and rational use of e-learning", was partially confirmed, depending on the group subject to the study.

The detailed hypotheses concerning the change of individual components (cognitive, emotional and behavioral), forming part of the overall attitude towards e-learning, were also partially confirmed.

On the basis of a detailed research analysis of the levels of individual components, four main types of attitudes were formulated. These are:

1) an affective attitude towards e-learning (enthusiasm / lack of criticism towards the use of e-learning in academic education),

2) a cognitive attitude towards e-learning (using of basic e-learning / online resources in the process of academic education),

3) a behavioral attitude towards e-learning (active and often irrational use of e-learning in the higher education environment),

4) a comprehensive attitude towards e-learning (comprehensive and rational use of e-learning in higher education).

The first attitude contains only the emotional component in its structure. The indicated attitude was mainly manifested by older members (over 55 years of age) who lacked adequate IT and information skills during the training course.

The second of the indicated attitudes, apart from emotions, includes a component characterized by knowledge (cognitive). This type of attitude is characterized by a reluctant use of the e-learning form of education and was represented, among others, by respondents from the College of Medical Sciences.

The third type of attitudes, apart from emotions, contains an action (behavioral) component in their structure. This attitude of active, often irrational use of e-learning in the higher education environment was reported among individual respondents, regardless of gender, age or department.

The last type of attitude reunites all three components in its structure, represented by knowledge, emotions and action. The analysis for intermediary variables showed that this comprehensive attitude was displayed by women, younger members (up to 35 years of age) and respondents from the College of Social Sciences.

The dissertation is supplemented with an introduction, conclusion, list of tables, charts and figures. The appendix contains the curriculum, patterns of research tools used and a summary of the raw results of own research.