

**7 FP Marie Curie Actions**  
**People**  
**International Research Staff Exchange Scheme**

**Guide of International Project**

**Stimulators and Inhibitors of Culture of Trust in Educational Interactions  
Assisted by Modern Information and Communication Technology**



Szczecin 2013

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# 1. Introduction

Undertaking the problem of culture of trust in the use of information and communication technology in education is justified by an increase in the number of available technological tools and associated with this the valuation and educational usefulness of digital information.

The main task of the project is to learn the elements of the culture of trust in order to understand the behaviour of educational entities in situations of the usage of ICT tools and programs in globalizing societies. The object of study is formal education, non-formal and informal. The research will be carried out in diverse environments in terms of education, history, economy, politics and religion from a perspective of: critical and emancipator pedagogy, social constructivism (Poland), multimedia learning (Norway), curricular and extracurricular exploration in non-formal education (Italy), value pedagogy (India), pedagogical aspects of evaluation and pragmatic pedagogy (Russia). It is important to discover the elements of a culture of trust in consideration of diverse media messages because of their source (who is the author of the information, opinion, appeal, advice), content (what is the subject of information, opinion, appeal, advice), motives, objectives and circumstances of resorting to the transmissions (why in what situation). The project will result in: 1) educational rapprochement of cultures, 2) breaking down of stereotypes, 3) preparation of professional teacher training standards in establishing a culture of trust in the use of digital media.



## **2. Objectives and relevance of the joint exchange programme**

We live in a reality which very easily evokes mistrust. Zbigniew Kwieciński wrote about ruffianly times and adduced a rich catalogue of behaviours which induce rather to suspect and mistrust than to trust (Kwieciński, 2000, p. 159-160). The ruffianly principles also cross the thresholds of school, as it so happens that the culture of education reaches out beyond school itself and becomes an important factor contributing to the culture of its social environment, and on top of this, this relation is of reciprocal character, so that the values and customs functioning around a given school, or in another educational institution will co-establish the structure of the school's culture.

The development of civilization has contributed to another change in the approach to education under the influence of the new state of knowledge resulting from the information boom in the new media. On the one hand education facilities aim at revitalization and cultivation of traditional values that are included in widely understood humanism trend. On the other hand a higher or lower level of compliance with increasing technological wave may be observed. A student and a teacher when starting a joint educational path face a choice: whether to be conscious creators or passive consumer of 'digital media. Which path will they chose? These is the questions that I will attempt to answer referring to sources from the field of psychology, sociology, philosophy, pedagogy and own research.

The incentives transforming the reality, including its iconic and symbolic aspect, constitute a singular function of digital media, as they make it possible to motivate pupils, students or trainees undergoing training in the mode of IT support. The conditions in which trainees create knowledge reflect their cultural, social and economic situation, as well as their level of development, and include amongst modern IT tools supporting problem-oriented teaching that associates theory with its practical application. The perception of class order which is based on trust and the potential of individual participants assumes a customary character and is noticeable in everyday activities and interactions. On account of the level of interactivity of potential users of the ICT, we may distinguish two modes of transmission of the contents: a) expository – transmitting messages, b) interactive - forcing interaction between student with the educational material, which ensures high instructional level and multilateral character of trainees' spectrum of activities (Strykowski,

p. 59). Trust is the basis for the development of capital – that is, the ability of people to trust one another in all aspects of life – starting with trust between individuals and ending on the trust of citizens (Lin, N. 2001), to the institutional infrastructure of the state. Concerns in the context of the level of trust in Poland and challenges that are associated with the strengthening of it in the social context outlined in the report are not unjust. According to the European Social Survey the level of trust in Poland is one of the lowest in the European Union. Only slightly more than 10% of adult Poles trust other people, the trust towards the government and political parties is also low. Additionally, the results of studies concerning the sensitivity to common good present themselves as bad. In the light of comments from participants of the survey Poles occupy the fourth place from the end of the list among European countries in regard to trust towards other people.

Particular interest in trust is noted since the discovery of its role as an element of social capital (Sztompka, 2007). Less attention is paid to trust as a factor of innovation and change. Settling in the existing conditions which gives a feeling of safety may cause that every new situation may arouse anxiety and distrust. Going beyond the “domesticated”, safe circle requires trust to what is new, unknown. This type of trust is characterized by courage and critical rationality.

The science of education distinguishes two types of trust, namely: patriarchal trust, boundless trust in the intentions and potential of sovereignty. This is accompanied by unlimited obedience to the will of authority and willingness to uncritical, unquestionable performance of tasks assigned by authority. This type of trust is apparent in the behavior of Abraham who sacrificed his own son. Sometimes this kind of trust takes the form of naivety, irrational belief in information, orders, appeals, etc. Usually it is based on fear of authority. Leads to social anomie.

Mature trust, based on the critical judgment of one’s own position to other elements of social and natural environment. It is connected with a rational assessment of one’s own potential, his abilities also his familiarity and comprehension of the intentions of those elements. It is free from fear and violence. This type of trust is an important goal of education. As it is the basis of a conscious and critical participation in a change.

Each of the mentioned types of trust is formed under different educational conditions. Education focused on perpetuating a hierarchical order, obedience and subordination produces a circle of people and situations that are trusted. At the same time participants of educational interactions, especially students experience a lack of trust towards them. Their behavior arouses suspicion. As H. Maturana and X. Paz Davila (2004) write, modern education focused on the implementation of the culture of obedience and authoritarian order favors the formation of mistrust in educational interactions. Such education is a continuation and retention of the characteristics

of an industrial and hierarchical society. The formation and development of the network society (Tapscott, 2008), and especially the horizontality of relationships produces different attitudes towards both themselves and others. On the one hand there are the temptations of simplifications and easy access to goods, including an easy and attractive access to knowledge. On the other hand there are conditions regarding a responsible and dauntless reaching for the goods and values. This favors the formation of trust towards yourself and critical trust to other people and new phenomena. Participants of educational interactions learn to interact with strangers, cope with risk situations and self-discover the joy of interpersonal trust.

While the research of trust in direct social interactions and towards individual institutions and organizations of collective life is carried out, we still do not know about the culture of trust in interactions with the use of new media, especially in communication with the use of ICT. Therefore, we ask to what extent information, opinions appeals, invitations and initiatives disseminated through those medias inspire trust as to its truthfulness, honesty normative rightness and authenticity? In a situation where contacts in the network trigger and determine a multitude of individual and collective behaviors of both prosocial character as well as threatening many areas of life, it is necessary to get to know the potential of trust, which new medias have and which they trigger.

In formal, non-formal and informal education more often ICT tools are applied with a greater or lesser cognitive and ethical success (Perzycka, 2010). For several years in education interactive whiteboards, netbooks, tablets and smartphones have become popular. The intended purpose of introducing a new entity to education is primarily for the sake of improving the quality of teaching. It is a joint effort of both the teacher, student and in some cases also the parents. A new educational instrument relates to new skills. It is a different than used so far *modus operandi* of both the teacher, student and the parent. Professional operations require a specific humanistic management in cultural institutions, social work and in education. In the training of competent personnel for professional action it is necessary to take into account trust in all dimensions of structural complexity and incorporate them into social situations characteristic for interactions associated with them. These include the ability to recognize the complexity of the condition of the entity to which this action is directed, as well as understanding the complexity of the situations themselves and conditions of the actions – embedded in the culture of trust. On one hand this requires the identification of possible existential and competence deficits. On the other hand the potential tensions and conflicts among defined and carried out objectives and their circumstances. A separate set of questions is carried by an attempt to relate the idea of humanistic management to the quality of the functioning

of educational institutions and the dynamics of processes and directions of teaching strategies, in conjunction with the postulated patterns of filling out the social roles.

As humanists we aim to identify the opportunities of developing and improving the culture of trust in educational interactions with the use of new medias. From our point of view, it is important to find out what are the elements of the culture of trust towards diverse media transmissions because of their source (who is the author of the information, opinions, appeals, advice), content (what is the subject of information, opinions, appeal, advice), motives, objectives and circumstances of resorting to the transmissions (why, in what situation).

Moreover, from the standpoint of the possibility of using new medias as means of education throughout the life, it is necessary to start trusting their educational potential, both as learners and those who evaluate the outcomes of learning and using them in everyday situations.

The need for a critical selection and use of media content is a major challenge for modern education which aims among other things to implement self-education, self-searching and making a use of adequate knowledge and skills from the perspective of personal and collective welfare.

A particular aspect of undertaking a cognitive task is expressed in the question about the relationship of the type of social order in different cultures designating trust and the hierarchical order and authority causing the sense of security and the manifestations as well as the scale of trust to relation of a network character, especially those that are characterized by communication via new media.

A separate point concerning the cognitive aspect is the shaping of the culture of trust towards students using the new media. This refers to such behavior of the student as respecting the copyright law when using the resources of the internet, using the media according to the objectives and principles set by the teacher, individual and group valuation of information, appeals and advice due to their pro-developmental usefulness.

It is also important to ask: how open is the access to internet resources which students can use? This applies not only to the availability of material (equipment, wi-fi) but to the access standards set by the administration of education (school principals, teachers and parents).

For the purpose of the designed research we define the culture of trust as a socially produced system of values, principles and norms of coexistence respected in a selected social circle, determining the character of the interaction of the person with other elements of his direct and indirect social and material environment. The elements of this system are people, norms and the content of social behavior.

Factors designating the range and strength of these elements of the culture of trust is: the type of social order (hierarchical or network), organization of social relations, personal experience of people in contacts with the social environment, natural and technical, subjective and instrumental communicative competence expressed in attitudes towards the environment, including the modern IT devices constituting an imminent infrastructure of everyday life. In the field of our cognitive interest the following elements of the culture of trust are included:

Personal – towards people, their intentions and behavior. This element of the culture of trust is reflected in the creating of social networks, of mutual support and solidarity.

Normative - towards standards and their sources, ethical sensitivity to current and potential directions of development of an individual and social change

Content / subjective – towards truths, their sources, as well as cognitive usefulness in everyday life of individuals and groups. Summing up the main objective of this project is to discover the elements of a culture of trust, their level and mutual cohesion in societies of different design and different potentials of trust. The studies will include three elements of forming a culture of trust: 1) personal, 2) normative, 3) of content. The practical objectives are: 1) educational rapprochement of cultures; 2) breaking down of stereotypes in globalizing societies; 3) preparation of professional teacher training standards in the field of media education in the atmosphere of trust towards the student, parents and information communication technology.

After R. Putman we assume that without trust there is no commitment. Hence, the project includes six different environmental backgrounds. Each of them brings a different perspective overview of critical and emancipator pedagogy, social constructivism (University of Szczecin – US – Poland), multimedia learning (Nesna University College - HiNe – Norway), curricular and extracurricular exploration in non-formal education (University of Macerata – UNIMC-Italy), pedagogy of culture and pragmatic pedagogy (Immanuel Kant Baltic Federal University – IKBFU – Russia), value pedagogy (Institute of Kashmir Studies Society – UOK – India). Four different contextual conditions were distinguished: 1) political (democracy, liberalism, monarchy), 2) religious (Christianity, not Christianity), 3) historical (imperialism, colonialism), 4) economic.

The basic research strategy is a case study. It will serve to expose the behavior of educational entities in everyday school events. The data will be collected by the project participants thanks to a variety of sources: an informal conversation, an interview, participating observation, document analysis (school documents, works of pupils, the works of teachers), analysis of recorded multimedia content. To achieve the objectives of research plans of subsequent tasks were designed for the partners to undertake.



### 3. List of participants (beneficiaries and partner/organisations)

The project brings together twenty scientists from five universities, including the European Union and the associated country (called the project beneficiaries), and outside the European Union (called partners). A detailed list of universities and scientists are presented in Table 1.

Tab. 1 List of participants.

Participants	Name (Institution and Researchers)	Short name	Country
1 Beneficiary 1	<b>University of Szczecin</b> Prof. Maria Czerepaniak – Walczak Prof. Elzbieta Perzycka Dr Aneta Makowska Dr Lidia Marek Mgr Radosław Falkiewicz – Szult Mgr Jowita Krajewska	US	Poland
2 Beneficiary 2	<b>Nesna University College</b> Prof. Harald Nilsen	HiNe	Norway
3 Beneficiary 3	<b>University of Macerata</b> Prof. Pier Giuseppe Rossi Prof. Flavia Stara Prof. Raffaele Tumino Prof. Stefano Polenta Dr Luca Girotti Dr Rosita Deluigi	UNIMC	Italy
4 Partner 1	<b>The Immanuel Kant Baltic Kant Federal University</b> Prof. Tatyana Grebenyuk Prof. Konyushenko Svetlana Dr Tatyana Shkapenko Dr Katherine Nechaeva	IKBKFU	Russia
5 Partner 2	<b>Institute of Kashmir Studies Society – University of Kashmir</b> Prof. Nisar Ali Prof. Ghulam Mustafa Khawaja Dr Muhammad Maroof Shah	UOK	India

## **Capacities of the institution to achieve the objectives of the planned cooperation**

### **The University of Szczecin**

University of Szczecin is the biggest university in the region of Western Pomerania. Currently, the university creates 10 faculties: Humanities, Languages, Law and Administration, Economics and Management Services, Economics and Management Sciences, Natural Sciences, Earth Sciences, Mathematics and Physics, Faculty of Theology and Public Administration in Jarocin. The university consists of 3 inter-unit: Interdisciplinary Study of Pedagogical Education, Physical Education and Academic Centre for Languages.

The University has also two main university units: Main Library with 13 branches and Scientific Publishers. The university has five students residences, the total number of beds is 1 800, most of these are rooms for 1 - and 2-bed, well adapted to the needs of disabled people.

Currently, the university employs about 1 200 researchers and 800 administrative staff. At the university operates 281 professors, 513 lecturers, 181 assistants, 122 senior lecturers and 19 lecturers.

Currently studying at the university for more than 30 thousand students, half of whom are students of extramural studies. Attending post-graduate studies at more than 3 300 students. 82 people are studying MBA at the Faculty of Economics and Management. About 280 doctoral students get the degree of PhD.

Currently, students are trained for 84 fields of study and specializations. The postgraduate offer includes 56 fields of study. Students are members of more than 100 scientific circles. Academic Athletes Association has over 500 students. At the university there is also the: Academic Theatre, Academic Centre for Culture and the Orchestra "Academia". The students seem to newspaper websites, including: portfolio, Lexus, Context, Esse. The strategy of the University of Szczecin, in international cooperation with foreign countries is an important factor in improving the quality of research and education and the promotion of Szczecin and the region in the world. Currently, cooperation is carried out under bilateral agreements with 24 universities and research institutions (Belgium, Bulgaria, Czech Republic, Denmark, Finland, France, Japan, Latvia, Malaysia, Germany, Russia, Slovakia, Sweden, Ukraine, USA, Italy and the UK) . Since 1998, the U.S. actively participates in the Socrates / Erasmus, in which the U.S. is 97 partners including universities from Belgium, the Czech Republic, Denmark, Finland, France, Greece, Spain, Holland, Latvia, Germany, Portugal, Slovakia, Sweden, Turkey, Italy and Great Britain. Under the program, 1256 students of Szczecin University took a semester

or a year of studying at partner universities. We visited 295 college students from different countries.

The university also participates in other educational programs of the European Union: SOCRATES - Comenius, Jean Monnet Project and Leonardo da Vinci. On average, per year some 350 researchers and 300 students, including about 220 in the partial studies (for a semester or a year) go abroad. Currently, Szczecin University employs 39 foreign scientists.

### **The Nesna University College**

Nesna University College is the oldest state institution of higher education in the region of Nordland and the second oldest higher education institution in Northern Norway. The main academic fields in Nesna University College are: teacher education, pre-school teacher education, nurse education, sports education and computer science. The college has three campuses within Norway: Nesna (teacher education and sports education), Sandnessjøen (nurse education) and Mo i Rana (computer science). Additionally the college operates a campus in Bali, Indonesia and Sydney (Australia). Nesna University College is one of Norway's biggest providers of e-learning courses.

### **The University of Macerata**

The University of Macerata, founded in 1290, is one of the oldest in Italy. Almost eight centuries of history that have seen thousands of students go on to become executives, professional men and women, entrepreneurs, and educators. Many parts of the University still conserve the fascination and beauty of the past. But the University of Macerata is also young and modern. The average age of our teachers, who are used to discussing both academic and current events with their students, is 40. The various Departments and Offices of the University are in the old centre within its medieval walls. A real "open air" campus. In 5 minutes you can walk from your class to your Residence, from your lab to the canteen, from the library to the gym.

The University of Macerata has seven Faculties to choose from: Cultural Heritage (in the nearby town of Fermo), Economics, Law, Literature and Philosophy, Media Studies, Education Sciences and Political Sciences. Some offer courses entirely in English. All, as well as normal lessons, organize study conferences and special meetings with scholars, managers and professional men and women of international standing.

## **The Immanuel Kant Baltic Federal University**

Immanuel Kant Baltic Federal University, formerly known as the *Russian State University in the name of Immanuel Kant* or in brief the *Kant University* and as Kaliningrad State University (1967-2005), is a university in the Russian city of Kaliningrad (formerly Königsberg).

The university claims to maintain the traditions of its German predecessor, the German University of Königsberg (Albertina).

The project is going to be realized in the Institute of Modern Educational Technologies of the University, which teaches students in the fields of “Psychological and Pedagogical Education”, “Information-communication technologies in education”, “Pre-school education”, “Higher education”, “Information-communication technologies in science and education”. The institute has the Laboratory of Informational and Educational Technologies under the guidance of Dr hab., full professor Svetlana Konushenko. The laboratory studies educational interaction by means of Information-communication technologies, building Informational educational environment in the informational globalization.

To support the project the University also possesses scientific centers of Information-communication Technologies, Laboratory of Network Technologies, Laboratory of Information-technical Innovations, Testing Centers.

## **The Institute of Kashmir Studies Society – University of Kashmir**

The University arose out of humble origins immediately after Independence when in 1948 the State Government established an institute for conduct of examinations with its headquarters at Srinagar, Justice J. N. Wazir being its Honorary Vice-Chancellor. This was followed by a noble effort by the authorities to revive the old tradition of learning and teaching, an essential feature of ancient Kashmir, through the establishment of three postgraduate departments in 1956 - English at Srinagar, and Economics and Geology at Jammu. Thus came into being a full-fledged University, then christened the University of Jammu and Kashmir, with Mr. A. A. Fyzee as its first whole-time Vice-Chancellor. The University was shifted to the present campus, known as Amar Singh Bagh, when the land was donated by Dr. Karan Singh, the second Chancellor of the University. A layout plan was prepared by Mr. Fayaz-ud-Din, Chief Town Planner from what is now Andhra Pradesh and Mr. G. B. Mhatra, an eminent architect of Bombay. With financial assistance provided by the University Grants Commission and the State Government, a series of construction works began at the Campus in 1959,

with the foundation stone laid for the Arts Faculty Block by Bakhshi Ghulam Mohammad, the then Prime Minister of the State, on 5 June 1959. The Faculty was commissioned on 1 August 1960 by Dr. S. Radhakrishnan, the then Vice-President of the country.

In 1965 the University was reorganized and divided into two divisions of equal status; one for the province of Jammu and the other for the province of Kashmir - with a central organization having specific legislative and executive powers relating to budget, finance, planning, coordination, improvement of standards of teaching and examinations and devising of courses of studies. Each division had its own executive body to run the day-to-day administration and its own academic bodies to formulate programmes and policies. The Pro-Vice-Chancellor was the chief executive and academic officer of the concerned division while the Vice-Chancellor was the principal executive and academic head of the whole University. Mr. G. A. Mukhtar, the then Education Advisor to the State Government was appointed the first Pro-Vice-Chancellor of the Kashmir division.

Since 1956, this academic institution has come a long way and has developed into a multi-faculty University, imparting instruction in various subjects in the Faculty of Arts, Languages, Natural Sciences, Social Sciences, Education, Commerce, Law, Medicine, Dental Surgery, Engineering, Music and Fine Arts and Non-formal Education, all manned by academics with considerable teaching and research experience, some of whom occupy places of eminence in the academic world.

The University provides reasonably comfortable residential facilities - on first-come-first-served basis to the teaching and non-teaching staff as well as to students, male and female, in hostels. Besides the departmental libraries, the University has a centrally-heated central library, called Iqbal Library, with a vast collection of books, leading national and international journals and magazines and the recently installed internet facility. The location of the library, a magnificent edifice, at a walking distance from the various departments of the University, renders it easily accessible to teachers, research scholars and students of the University.

The Department of Education was established in the year 1965. In the beginning one year M.Ed. Course was offered and a two year Masters Programme in Education (M.A.) was subsequently floated in the year 1979. In the last thirty five years 1600 students have completed their M.Ed. Programme and another 2500 students have got their Masters in Education (M.A.). In early eighties the Department initiated a research programme at M.Phil. and Ph.D. level. For the last 20 years about 200 scholars both male and female have been awarded with the

degrees of Ph.D., and M.Phil. in Education. About 30 books have been published by the faculty. The Departmental Research Journal *Insight Journal of Applied Research in Education* is published annually which covers most of the Research work of the faculty members and also the contributions of eminent scholars in the field of Education. B.Ed. self financing programme has been started in the Department w.e.f. 2003.

## 4. Complementarities/synergies between the partners

Project participants of the European Union countries have several years of experience in science – research cooperation. Together they have carried out several projects funded by the partner universities as well as from the EU funds. They know well the mutual research capabilities. Therefore, when deciding on subsequent research they are confident of the theoretical and practical complementary relationship of the planned activities. Partners have different experience and bring different theoretical overview perspectives of the investigated phenomena. Partners from the University of Szczecin (Poland) bring the perspective of critical and social constructivism – emancipatory pedagogy. Partners from Nesna University College (Norway) bring the perspective of remote education in teacher education. Partners from the University of Macerata of Applied Sciences – UNIMC (Italy) bring the perspective of curricular and extracurricular exploration in non – formal education.

Participants in the project from the European Union have several years of scientific – research cooperation experience. The following joint projects have been carried out:

- Research project, Polish – Norwegian entitled *Nauczyciel w szkole polskiej i norweskiej. Perspektywy rozwoju*, between University of Szczecin (coordinator E.Perzycka) and Nesna University College, Norway realization March – November 2006, the outcome is the work: *Nauczyciel Jutra*, E.Perzycka (ed.) Adam Marszałek 2007.
- Research project, Polish – Norwegian entitled *Technologia informacyjna w pracy współczesnego nauczyciela*, between University of Szczecin (coordinator E.Perzycka) and Nesna University College, Norway, realization: February – October 2007, the outcome is the work: *The Teacher for the knowledge Society*. With contributors from Argentina, Norway, Poland and USA, H.Nilsen, E.Perzycka (eds.) Nesna University College, Norway, Fredrikke 2008, Vol. 3, p. 101.
- Scientific – research project funded by Training and Scholarship Fund, Poland – Norway entitled *Szkoła przyszłości. Zastosowanie doświadczeń szkoły eksperymentalnej Aretta w Polsce*, realization March 2009 – November 2010, the outcome are two books in Polish and English Perzycka E., (ed.) *School of the Future*

(Searching for the Experience of Teachers in the Use of Digital Media in Polish and Norwegian Schools), Publisher Print Group, Szczecin 2010, p. 193, ISBN 978-83-62355-43-3.

- Scientific – research project, Polish – Norway entitled International e-learning Courses within the Field of ICT and Learning pomiędzy Nesna University, College (coordinator: Professor Beat Godejord) and University of Szczecin (Polish coordinator: dr hab. Elzbieta Perzycka), Nicolaus Copernicus University in Torun, in the period from 10 September 2009 to 30 June. The outcome is the work Perzycka E., Godejord B., (ed.) Education across borders. Towards e-Didactics of International Module in Socio-cultural Aspects of ICT, Fredrikke, 2011 Vol 1, (ISBN 978-82-7569-197-0; ISSN 1501-6889).

The project partners from the European Union have carried out study visits within the Erasmus program to the following schools:

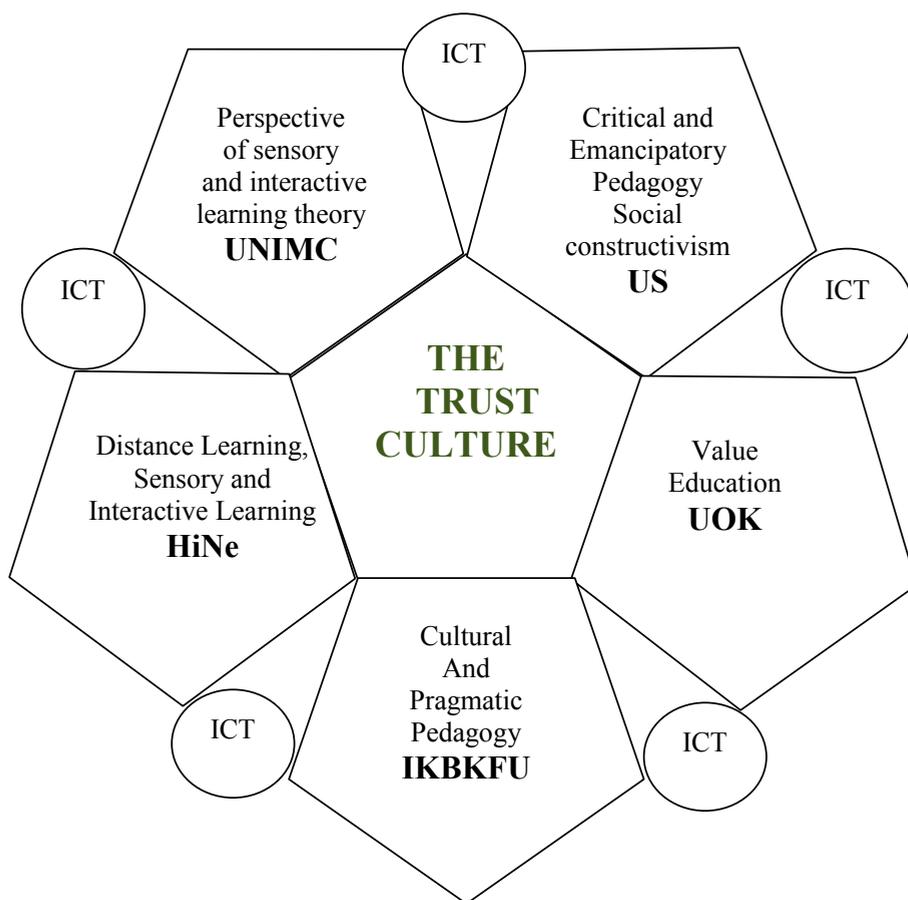
Poland – Primary School No. 1 in Choszczno and Piwoni's Gymnasium in Szczecin

Norway – Primary School in Nesna; Aretta School in Lillehammer

Italy – Primary School - Istituto Comprensivo Caio Giulio Cesare in Osimo,

In the case of proposed research the mentioned perspectives are not sufficient to provide a satisfactory overview of the investigated phenomena. Hence, this time additional partners were invited from third world countries. Partners from Immanuel Kant Baltic Federal University – IKBFU (Russia) bring in the perspective of cultural and pragmatic pedagogy. Partners from the Institute of Kashmir Studies Society – UOK (India) bring the perspective of value education, spiritual pedagogy. With such a theoretical perspective outlined by individual partners we will be able to use a triangulation of research. On the basis of analysis and interpretation of obtained empirical data, taking into account the research experience of the partners, we will be able to identify the inhibitors and stimulators of the culture of trust in educational interactions with the application of ICT.

Research findings will broaden knowledge in the area of social sciences and humanities, in particular in science of education, including educational and social aspects of the use of ICT in education. A detailed list of the scientific contribution of the partners present in Scheme 1.



### **Scheme 1. Complementarities/synergies between the partners**

First of all the impact of the project lies in its knowledge and value inherent in the prescriptive and analytical parts of the research. It is the first study that systematically goes into the practical application of education processes from cultural perspective, in contrast with thinking studies concentrating on restraining from a social perspective. Research. The concept remains relatively unexplored in restructuring research. The project will allow development in the international dimension.

The relationships between the culture of trust existing in chosen countries and the opportunity of changing it through educational activities with the use of new media.

All universities involved in the project consist of an interdisciplinary team of researchers. The composition is essential, as the consortium will use a multidisciplinary, mixed research approach. For the maximum synthesis of micro

and macro level context factors together with micro level individual factors, in exploring the key factors stimulating and inhibiting the culture of trust with the usage of ICT.

The innovative structure of the SIT project has three special qualities that will give the on-going development and cooperation, but even more important, will open the way for future international collaboration. Firstly, the consortium is based on the well established research network of the project: partners have therefore a proven, well documented track of research. Secondly, through its composition of the world country members the research team will guarantee a non-Eurocentric approach. Last but not least the interdisciplinary composition of the consortium is a necessary educational order to study the complexity of restructuring processes in the light of the imperative. The descriptive and analytical sections of the project will impact on the policy in its largest sense.

Improve the contribution to the formation, development and implantation of policy at national or European level in relation to international institutions.

## 5. Quality and mutual benefit of the transfer of knowledge

While searching for stimulators and inhibitors of the culture of trust for the use of information and communication technology project partners in each country will refer to the four pillars of knowledge in describing and interpreting the culture of trust:

1. Normative knowledge – what are the expectations towards the educational institution in the field of the culture of trust in the use of information and communication technology in education (what should the educational institution be like, what should the media education be like in different countries).
2. Subjective knowledge associated with experience – what experience do educational institutions have in the field of shaping the culture of trust for the use of information and communication technology on the personal, technical and content ground.
3. Diagnostic knowledge – what are the stimulators and inhibitors of the culture of trust in the application of ICT in education.
4. Knowledge concerning ourselves – what type of improvement do educational institutions require in developing the culture of trust in using ICT (how does the educational institution understand its role in developing the culture of trust).
5. Knowledge created by partners will be exchanged by the following actions:
  - partnership workshops during every research meeting, cyclical e-mail correspondence, live website, updated throughout the whole course of the project, open discussion groups for all partners of the platform – [www.sitproject.eu](http://www.sitproject.eu)
  - collective work on the analysis and interpretation of empirical data during every research meeting,
  - collective editing of partial research papers which sum up consecutive parts of the research and a publication in an international journal,
  - collective editing and carrying out of workshops for the research participants: teachers, pupils, students,
  - collective preparation and completion of thematic seminars for potential research recipients: teachers, companies preparing multimedia programs, publishers of educational publications preparation and collective completion of a research conference summing up the project

- presentations of results of inquiries in the form of various publishing opportunities, including also well known world journals. The publication will be available to all the participants of the project and will be obtainable on a web site of the project so that it will be easy to disseminate it. The publication will be published in English in the printed form. It will be distributed to the units taking part in the project realization and will be sent to academic libraries in the whole Europe. (All partners, special benefit for early stage matters, SIT project creates possibility for them to art the art of presentation),
- dissemination of new knowledge that will be gained as a result of research on educational institutions.

## **6. Relevance of the proposed partnership to the area of collaboration and for the ERA**

Relevance of the proposed partnership to the area of collaboration and for the ERA PARTNERSHIP CONTRIBUTION TO THE AREA COLLABORATION

Expected partnership contribution will be visible on several levels, mentioned below *cooperation between researchers*.

Current cooperation between both: researcher and universities dimensions was based mainly on bilateral teamwork.

The SIT project will allow to change this work at the student level. It will give the possibility of joint collaboration in transfer of knowledge. Moreover, it will allow for coordinated activity due to realized project objectives of many, but very important outcome of the project will be the involvement of young researchers of the international cooperation. We expect it will allow developing in them not only knowledge and patience, but also in a long-term scale prevent a brain drain by showing the possible way of a career in the academic world. Also mobility of researchers from European and non-European countries will be developed. It will allow establishing new, long lasting personal contacts that provide a good collaboration.

First of all the impact of the project lies in its knowledge and value inherent in the prescriptive and analytical parts of the research. It is the first study that systematically goes into the practical application of restructuring processes from environmental perspective, in contrast with thinking studies concentrating on restraining from a social and economic perspective. Research. The concept remains relatively unexplored in restructuring research. The project will allow development in the international dimension.

The relationships between the culture of trust existing in chosen countries and the opportunity of changing it through educational activities with the use of new media.

All universities involved in the project consist of an interdisciplinary team of researchers. The composition is essential, as the consortium will use a multidisciplinary, mixed research approach. For the maximum synthesis of micro and macro level context factors together with micro level individual factors,

in exploring the key factors stimulating and inhibiting the culture of trust with the usage of ICT. Also the afore – mentioned methodology brings necessity of exploring in wider scope by all fellows.

The innovative structure of the SIT project has three special qualities that will give the on-going development and cooperation, but even more important, will open the way for future international collaboration. Firstly, the consortium is based on the well established research network of the project: partners have therefore a proven, well documented track of research. Secondly, through its composition of the EU and third world country members the research team will guarantee a non-Eurocentric approach. Last but not least the interdisciplinary composition of the consortium is a necessary educational order to study the complexity of restructuring processes in the light of the imperative. The descriptive and analytical sections of the project will impact on the policy in its largest sense. Improve the contribution to the formation, development and implantation of policy at national or European level in relation to international institutions.

The project addresses several of the complex challenges Europe is confronted with today and which will become even more urgent in the years to come. Education at first and new media make huge experience for European context as a European community of knowledge. It is marked as a document in Europe, known as HORIZON 2020.

Second Europe's image in the world is changing, due to international policies, economic opportunities and newly emerging social and ideological frameworks which all impact on companies aspirations and eventual decisions to opt for Europe as their destinations. Third, the new countries from outside of EU are more engaged in the joint European research and are closer to ERA.

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