

and creative planner who, depending on the course of events, shall modify this process. The duties of the e-teacher also include support of the learning process through control.

“The source of teacher professional reflection should be a reflection on the action, since the preparation of teaching materials and placing them on the network requires the generation of professional reflection” (E. Perzycka, 2008, p. 259). Therefore, bearing in mind the conclusions of the studies cited above, it is necessary to take immediate actions designed to create optimum opportunities for academic teachers so that they can shape and develop their knowledge and skills in the process of teaching-learning in the online environment. These should also involve supporting them in the role of the teacher, which results from the transition from the traditional didactic teaching in the classroom to distance education. This change involves the acquisition of technical skills, pedagogical knowledge and acceptance by teachers themselves in this new role. Deliberations and discussions in the context of digital literacy of university teachers, as well as, which is of equal importance, the use of the Internet not “instead of” traditional education, not “next to” it but rational and correct support for it, reduction of disadvantages and optimization of the teaching effect. The research discussed in this article applies to a small research group. To improve the representativeness of the results and verification of the thesis presented herein, similar studies, taking into account the majority of Polish universities, should be performed, and then a synthetic overview of research results should be made.

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