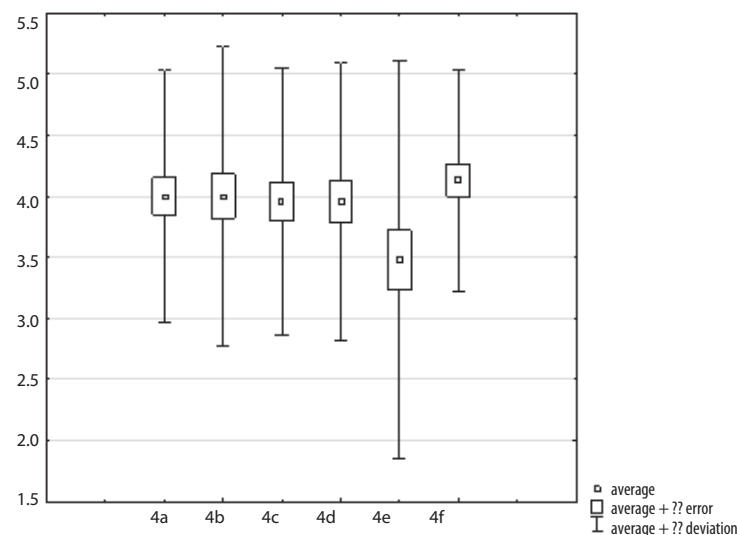


Figure 5. Comparison of the answers concerning the significance of particular aims of using electronic educational resources in the didactic activities of the group of academics from Cieszyn



Source: own elaboration

Key to Figures 4 and 5: 4a: To provide necessary study materials; 4b: To organize classes of self-study for students; 4c: To provide distance learning; 4d: To increase students' interest in the studied subject; 4e: To organize students' work; 4f: For inspection, introspection, and reflection

This issue is viewed in a different way by the academic staff from the University of Silesia. In this case, the analyses do not confirm the existence of significant differences. The evaluations of particular aims of using electronic educational resources in didactic activities are higher but at a similar level (cf., Figure 5). Friedman's Chi-square test ANOVA ($N=46$, $df=5$) = 10.0 for $p = 0.08 > 0.05$.

Conclusion

The research results showed that, within the scope of blended learning, university teachers use a number of electronic instruments for the implementation of education, the management of students' self-study and study communication to enhance the elements of online distance learning. Its actual choice or potential

preferences are not much influenced by teachers' age but rather by their user level of ICT competence and in some cases also by their involvement in social networks. So far, teachers have used few specific educational applications and they prefer generally user-defined instruments. University teachers use or think over the application of electronic instruments for the preparation and realization of education or for consultations with students rather than for the organization of students' study activities and online learning. Even though they prefer the incorporation of individual communication instruments for all students, the higher the ICT competence user level is, the more diverse their preference is, concerning instruments which would reflect students' learning styles when they are provided with electronic resources.

At the next stage of the realization of the IRNet project, the results of the survey research obtained in the Czech Republic will be included in a comparative study containing the data collected in the other participating countries. Based on the results, some generally applicable conclusions can be made concerning the application of electronic information resources in university education with varying degrees of using online education.

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