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Summary of the doctoral thesis entitled:

Social Media in the Didactics of Literature for Young Reader.

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The dissertation focuses on the two most important aspects: the opportunities for teachers of the Polish language to recognize the educational potential of social media, especially in the context of didactic literature (and the possibility of drawing inspiration from foreign "good practices" in teaching). Secondly the paper addresses an important issue of the growing number of books for children and young people on the Polish publishing market which contain references to the present day – the author has been interested to discover how this process can affect, inter alia, "refreshment" (or updating) the reading list included in the Polish Language Core Curriculum. The "New-mediality" of these texts, on the one hand, consists in the presence of characters who use modern equipment, are active in cyberspace and use the Internet language. On the other hand, new media shape narration - fragments of texts were created in the form of blogs, chats, short messages, portal posts, or have a website layout. The "new-media" books that have artistic value and in the relevant way talk about important topics (love, friendship, patriotism) can enrich the work of the Polish teachers and even improve their relationship with students because for teachers with a longer professional history or those not interested in modern technologies, teenagers can act as an authority.

The paper is devoted to a few other issues e.g. Polish teachers and pupils answered questions about the Internet, social media and electronic tools, how much they are used as well as what needs to be done in this area. I also describe – with some illustration - the method that in Poland was called drama online. In teaching of the English language, it is popular to use literary-digital simulation method, that is students playing out roles of literary characters and posting comments related to the discussed book on their behalf on the microblogging services. The limited space (for example, on Twitter, a single entry is limited to 140 characters) makes students focus on the facts, referring to the plot and the characters

whom they portray. Placing this activity on the Net makes it more attractive and involving for teenagers, and also promotes more careful readings.

The dissertation provides examples of activities for teachers who do not have sufficient competence or access to computers can also use social media in an analog way, i.e. work with the book using cards that reproduce their mechanisms of action. In my research, the students wrote characteristics of the characters, explored the world presented in books and defined the relationship between the characters through the modern forms of communication. Junior high school pupils, high school students and university students "googled" information on behalf of the characters, tried to sell items belonging to the characters on auction sites, texted each other, talked on Facebook, and created key words describing the book, resembling Instagram hashtags.

The work presents the Polish language class is the best place to learn "about the media, through the media, to the media" (this slogan can serve as a "signpost" for teachers) and how social media can become an opportunity to make the content of teaching more lively; to be a transparent tool - despite the peculiar character of network activity - serving specific goals in the Polish language classroom. This is one of the challenges of the 21st century education.