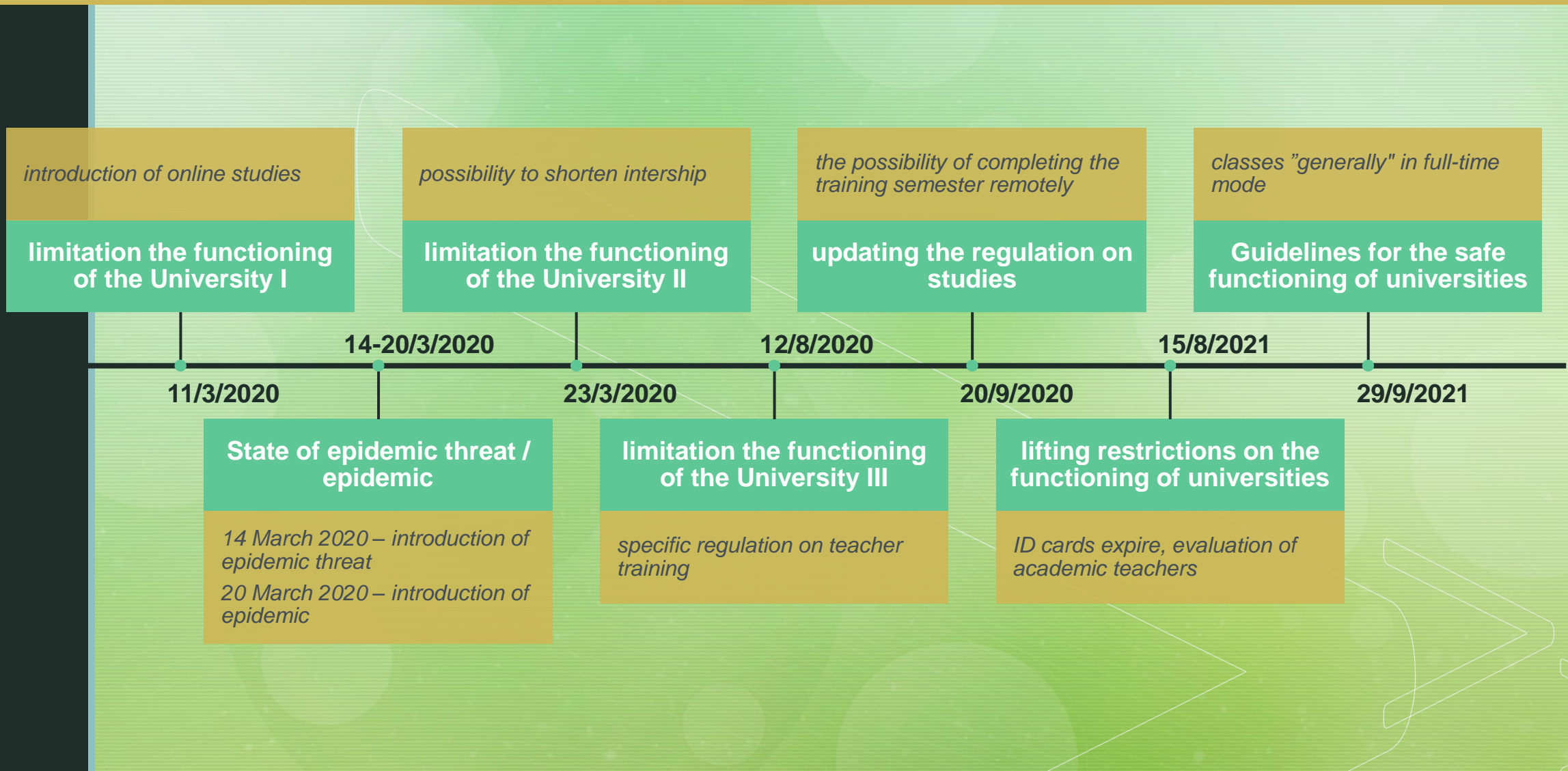


▾ Post-pandemic  
perspective for higher  
education –  
a case study of WSGE  
University Józefów-  
Poland

Assoc. prof. Magdalena  
Sitek

Iwona Florek, PhD.

# Selected dates and events important for the functioning of the university during the pandemic in Poland



# Alcide De Gasperi University of Euroregional Economy (WSGE)

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## *Presentation*

University of Euroregional Economy was established in 2002.

Legal status: private higher education institutiton.

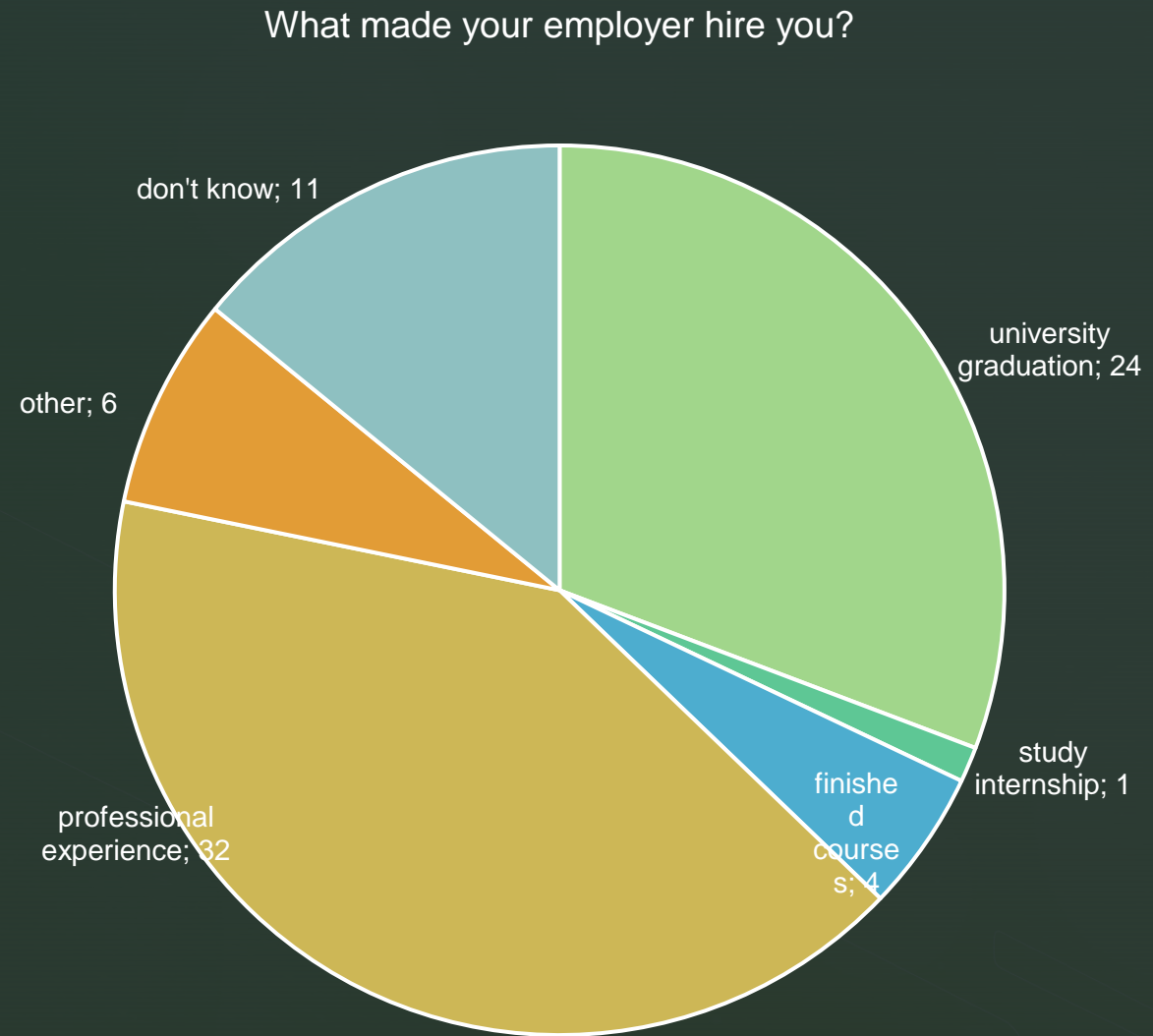
From 2004 holds Erasmus Charter.

In 27th of September 2004, WSGE adopted the name of Alcide de Gasperi, an eminent Italian statesman.

WSGE offers a wide range of courses at several departments: Administration, Pedagogy, Management, Internal Security (social sciences)

In 2022 got ISO 2018:21001 quality certificate

## Factors determining the employment of WSGE graduates



Such-Pyrgiel M. (2022) Zawodowe losy absolwentów Wyższej Szkoły Gospodarki Euroregionalnej im. Alcide De Gasperi w Józefowie za rok 2020/2021, Józefów, dane nie publikowane.

# Organizational solutions implemented to ensure the implementation of the education process in the event of the Sars-Cov-2 pandemic

on-line teaching,

learning in the form of on-line, e-learning,

on-line taking exams and credits,

conducting defense (exam) in the form of on-line bachelor's and master's theses

on-line shifts and consultations,

on-line library functioning: browsing the online catalog, access to ibuk libra

conducting defense (exam) in the form of on-line master's theses,

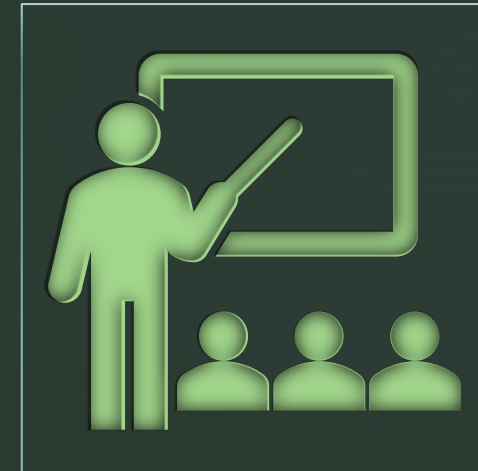
on-line visits to didactic classes,

remote learning model both from home and from university / school,

electronic and remote study enrollment system,

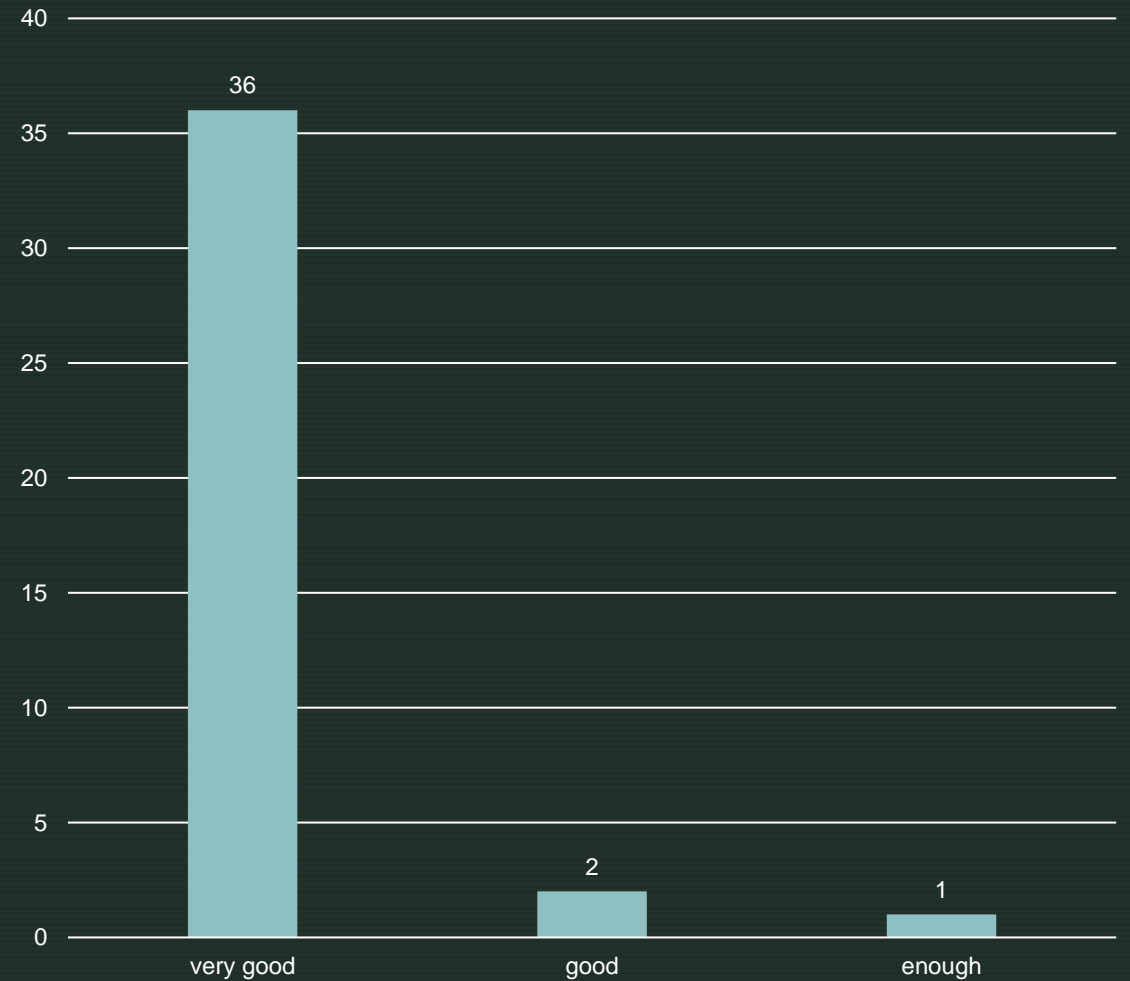
on-line learning takes place with the use of applications (mainly Teams, auxiliary e-learning moodle)

a remote, electronic system of recruitment for training or course has been introduced



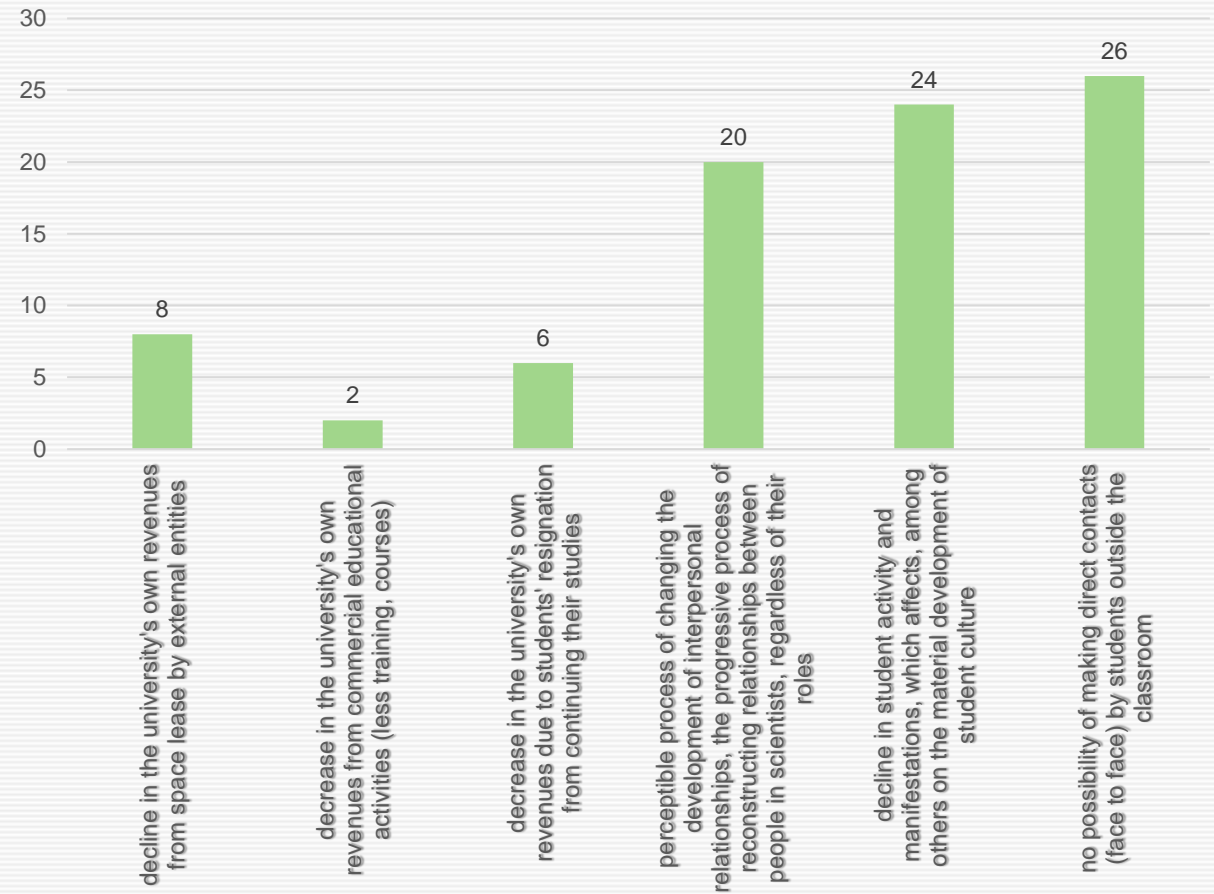
Assessment of university activities aimed at preventing the spread of the Sars-Cov-2 pandemic among staff and students

How do you evaluate the activities of universities aimed at preventing the spread of the Sars-Cov-2 pandemic among staff and students?

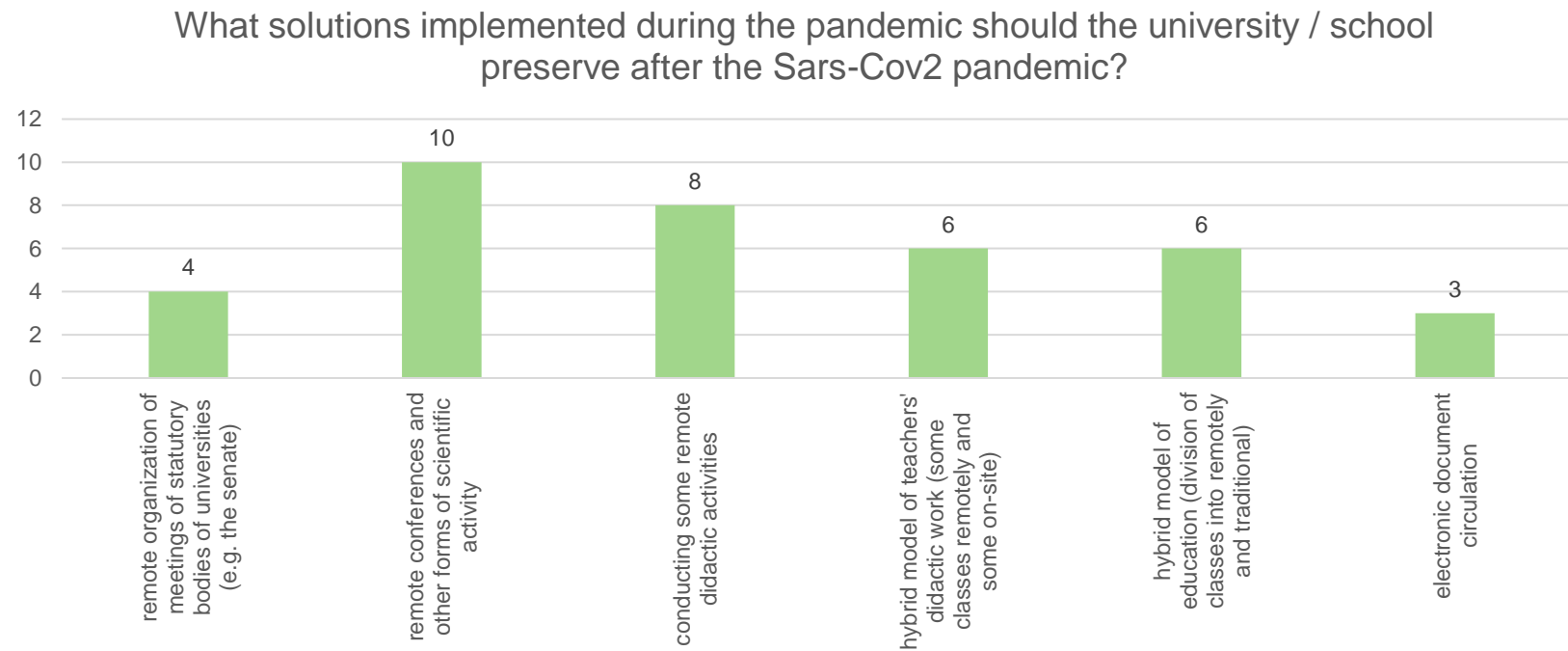


# Adverse consequences of the model of distance learning it has taken over in the time of the Sars-Cov-2 pandemic

What are the negative consequences, in your opinion, of the university / school due to the model of distance learning it has taken over in the time of the Sars-Cov-2 pandemic?



## Solutions implemented in the pandemic era that the university should not give up after the Sars-Cov2 pandemic





# Conclusions

Taking into account the fact that the Sars-Cov-2 virus will remain in the world and new viruses may appear that will cause pandemics, global economies should increasingly shift to **remote work**. This also applies to higher education. It should remain possible to conduct and disseminate research at a distance.

Teaching in a remote form may not lower the **quality of education**, or the methods of verifying the achievement of learning outcomes.

We should look for ways to reduce the negative effects of work and remote education, such as lowering the quality of **interpersonal contacts**, which is associated with the weakening of social relations and is related to the increasingly growing needs in the field of mental health care.

Undoubtedly, the **digital transformation** of education at all levels forced by COVID-19 must be sustained after the pandemic is over.