Summary

School culture of distance education in the face of the COVID-19 pandemic – real or apparent change?

This dissertation addresses the phenomenon of school culture in a new digital form, which, as societies, we have had the opportunity to witness during the natural social experiment caused by the outbreak of the COVID-19 pandemic in February 2020. In an instant, almost overnight, the educational systems of most countries in the world changed their form from face-to-face education to mediated, so–called distance education, which changed the dynamics of the functioning of schooling.

This paper attempts to answer the question of the nature of this change with regards to school culture in its remote form understood as the roles of student and teacher and the relationship between them, through the prism of Florian Znaniecki's concept of the pedagogical relationship, as well as through the theoretical categories derived from symbolic interactionism represented by such interactionist theorists as Erving Goffman Phil Jackson, Roland Meighan, Peter McLaren and Peter Woods. In addition, the theoretical background to the presented analyses is provided by Anthony Giddens' structuration theory, whose key categories of regionalisation, routinisation and institutionalisation provide a complementary interpretative perspective that corresponds with the interactionist perspective and the concept of pedagogical relationship.

Written in the form of six chapters, this thesis consists of a theoretical part h(chapters one and two); the first chapter provides theoretical analysis of the school framed in the metaphor of 'the encounter' conditioned by place, time and the ritual activities carried out within the pedagogical relation, and in the context of the corresponding category of the grammar of schooling (Tayack, Tobin, 1994). The second chapter presents in depth theoretical insights in three theories underpinning my research: Erving Goffman's dramaturgical theory enriched by threads from the work of the aforementioned interactionists. It focuses on the phenomenon of 'being at school' in an interactional dimension, looking at the definition of the situation (Goffman, 1981), rules of conversation (Goffman, 1981) (Giddens, 2003), rituals (Goffman, 2006) (Giddens, 2003) (McLaren, 1999) (Woods, 1986) as well as the hidden and open curriculum of remote schooling (Meighan, 1993). In addition, this section takes a perspective on the micro-world of the school in the context of its spatio-temporal nature, through which the

school as an institution has an unchanged logic of functioning based on regionalisation, routinisation and ritualisation. The latter serves to sustain the pedagogical relationship of reciprocal obligations and duties between student and teacher.

The methodological section (chapter three) presents the exploratory-idiographic nature of the research, embedded in a qualitative orientation in the paradigm of symbolic interactionism, derived from the interpretative approach. It presents the author's study conducted using an ethnographic method in two different socio-cultural settings in Poland and the UK. The techniques used to collect data in the form of the pandemic experiences of Polish and British teachers were in-depth qualitative interviews, non-participatory open observations, covert participatory observations as well as desk research.

The empirical part (chapter four and five) consists of the analysis of the desk research, providing a contextual and informative background for a deeper understanding of the interpretive analyses carried out in chapter five with the 'engaged field study' technique. In this part of the thesis, an attempt is made to present the culture of remote education in Poland and the UK, distinguishing between synchronous and asynchronous modes of teaching and learning, characterised by different degrees of communicative alienation also known as alienation from co-presence (Giddens, 2003). Furthermore, the paper endeavours to answer the question of the nature of the change in the culture of schooling in its remote form and to estimate its real potential for long-term change in the functioning of schooling.

The final section (chapter six) is devoted to conclusions as well as reflections on the culture of synchronous and asynchronous remote education 'in' the future and 'for' the future, posing several questions that emerged during the study and from its conclusions.

Keywords: school culture, remote education, COVID-19, mass education, synchronous education, asynchronous education