LUBELSKI ROCZNIK PEDAGOGICZNY
T. XXXX, z. 4 – 2021

DOI: 10.17951/lrp.2021.40.4.63-76

Tomasz Warzocha
University of Rzeszów, Poland
ORCID – 0000-0001-8393-3989

Wojciech Walat
University of Rzeszów, Poland
ORCID – 0000-0002-3158-1923

THE LEVEL OF COMMUNICATION COMPETENCE OF ACADEMIC TEACHERS CONDITIONED BY WORK EXPERIENCE – RESEARCH REPORT

Introduction: In a society based on information and communication technologies used in every field of life, it becomes crucial for everyone to be able to use them. Having smartphones at our disposal we can carry out most of the tasks, that used to take us long hours, in a short time.
Research Aim: The aim of the research was to check the level of competence of university teachers using ICT in everyday life.
Method: The research used the method of diagnostic survey and the tool was the author's questionnaire Q-test – consisting of 60 questions which are grouped in 5 categories.
Results: The article presents the results of research conducted in 2018 studying academic teachers at the University of Rzeszów, their level of competence concerning using ICT in their professional work and how it relates to their work experience.
Conclusion: Technological progress and the possibilities of using it in everyday professional work in the university environment have changed the traditional form of communication. Very often the opportunities created by given tools alternate the competence of people using them. The results confirm that academic teachers eagerly choose technological solutions in communication irrespective of their specialization or work experience - job seniority. The age does not influence the way academic teachers communicate. The ability of academic teachers to use ICT in their professional and private lives can provide a guarantee against digital exclusion in an ICT-based society. The use of ICT by academic teachers is a kind of bridge to cooperation with the young generation.

Keywords: communication competence, academic teacher, ICT, work experience

INTRODUCTION

In a society based on information and communication technologies used in every area of life, the ability to use them becomes a key task for everyone. Having mobile phones, smartphones at our disposal we can carry out most of the tasks, that used to take us long hours, in a short time. Using various applications we make payments, bookings, check weather conditions, timetables and, finally, communicate with others using programs such as SnapChat, Messenger, WhatsApp. To a large extent, our ability to use them can make it easier for us to operate in an environment saturated with such applications and devices. Certainly, the ability to use information and communication technologies by academic teachers influences the process of establishing "cooperation" with the generation of students brought up among advanced technology.

Communication is a basis for the process of bonding and creating interpersonal relations, which constitutes the foundation of building new civilizations. Technological advancement has brought many changes in traditional forms of communication. More and more often the communication process includes a mediator, a technological device, which enables one person to both send and receive the message, no matter his location. What a society based on new technologies requires from the people living in it is the ability to use the technology in everyday life. The issues connected with the quality of the message become a basic competence factor. The results of 2013 Social Diagnosis study showed that technological development and its increasing popularity provokes changes in many spheres of life (Social Diagnosis, 2013; Dutta, Mia, 2009). It is necessary to have a wide range of specific skills allowing to consciously participate in social life so as to feel comfortable in the new environment (Dąbrowska et al., 2012).

Traditional forms of communication are transferred into the world of e-communication with the use of smartphones, tablets, smartwatches or even virtual reality glasses and, finally, interactive badges and personal digital assistants (PDA). These tools enable possibility for people to communicate in a virtual environment (Katz, 2017). The place of traditional form of communication is substituted by electronic media. Due to both real and virtual character, the new devices supporting the process of interaction and interpersonal relations in society have also made changes in education (Majewska, 2018). Introducing new methods of communication in societies, including academic centres, makes the academic teachers face a challenge (Warzocha, 2018). Having in mind that the young generation of students is fluent in using such forms, requires the teachers to either have or obtain the new interpersonal skills. Considering the media tend to make the communication easier, there has been a new approach to the form of communication that goes beyond a typical interpersonal level, called "hyper-personal" (Everett, 1986; Walther, 1996).

As a result, the attitudes of young people (future university students), brought up among information technologies, are shaped by those changes.

The way we perceive reality is defined by the number of social media accounts or the innovation level of the smartphones we own. If you are not on the web you are nobody, you do not exist. Lack of gadgets makes young people less attractive to their peers. Such people can become partially excluded from the society, which is dominated by electronic communications media.

Technology has changed our expectations, especially those concerning the way, the time and the place conversations are held. They used to be personal. Now, communication mostly includes e-mails and proper applications. Information can be exchanged by in a minute instead of days or weeks (Mieczakowski, Goldhaber, Clarkson, 2011). Nowadays, a big if not the biggest part in the process of communication is played by the mediating element, that is technology, which gathers information received from the sender and then forwards it to the receipient – an individual person or a group of people (Esparcia, Smolak-Lozano, 2012).

A teacher using information technology while communicating with students might become a mentor, who is eager to show how the acquired knowledge is to be used. Most of all, however, such a teacher will prepare the students to live in an information-driven environment and society. New communication technologies, especially the mobile ones, should be effective in encouraging teacher-student interactions (Pei-Luen Rau, Qin, Li-Mei, 2008).

Communicative competence in pedagogical terms is "the ability to use one's powers in a communicative situation, to differentiate one's behaviour from the situational context, and to believe in the need to possess and develop effective ways of communicating with others" (Wawrzyniak 2004). According to Anna Grabowiec and Agnieszka Bochniarz, communicative competence is a proficiency expressed in the teacher's communicative behaviour adequate to the type of relationship, interpersonal situation, physical environment and personality of interlocutors (Grabowiec, Bochniarz, 2017; see Leutner, Fleischer, Grünkorn, Klime, 2017). From the point of view of the use of technology in the communication process, competence will be the teacher's ability to choose the right tool and the ability to use it to communicate with the pupil or student.

One of the examples of the most popular way of using information technologies in communication process between an academic teacher and a student is an e-mail, thanks to which the information exchange takes place.

The teacher's ability to use such methods while communicating with students helps to build rapport with a young generation of students. On the other hand, though, such an ability is likely to prevent a digital exclusion, which is inevitable in a society based on information and communications technologies.

RESEARCH METHOD AND SAMPLE CHARACTERISTICS

The aim of the study was to define the relation between the level of the communicative competence and job seniority of those academic teachers using ICT. The research included 168 academic teachers at the University of Rzeszow – their characteristics are depicted in Table 1. One hundred and twenty respondents were qualified into further research. The remaining 48 did not meet basic requirements.

Table 1.
Characteristics of the study group

Sex	Quantity	Age			Seniority				Area of expertise		
		Under 30	31–50 years	Over 50	Less than a year	2–5 years	6–10 years	>10 years	Human sciences	Natural sciences and technique	Other
Women	112	19	93	0	3	10	17	82	69	43	0
Men	56	17	31	9	6	13	23	14	27	29	0

Source: Authors' own study.

The study was to answer the question whether job seniority has any impact on the level of communicative competence of the academic teachers using information and communications technology at work.

In order to reach its aim, the study implemented a standardized Q-test – the respondents were asked to arrange 60 statements (characteristics) in order of importance, by valuing them on the 0–10 scale (from the least important statements to the most crucialones) (Walat, 2014).

The classification of characteristics in regard to their value in the group of 60 statements was performed according to the following criteria. Each respondent was asked to mark:

2 statements with values 0 and 10 (4 statements),
3 statements with values 1 and 9 (6 statements),
4 statements with values 2 and 8 (8 statements),
7 statements with values 3 and 7 (14 statements),
9 statements with values 4 and 6 (18 statements),
10 statements with neutral meaning.

Out of the 60 statements (Q), 12 related to communicative competence using information technologies. They are presented in Table 2.

Table 2.
A set of social communication competence of the academic teachers

No.	Q No.	Statement (Q)
1	Q3	I am not fond of keeping in touch with people using information technology (website, chat rooms, etc.).
2	Q6	I often communicate with friends online.
3	Q12	I like spending my free time using information technology.
4	Q13	I find it difficult to understand the debates concerning not using information technologies in communication.
5	Q17	I prefer spending evenings communcating with friends online to spending it alone.
6	Q28	I often come up with interesting ideas connected with using information technolgies in communication.
7	Q29	I don›t like using information technologies that make communication easier.
8	Q33	I don›t use the Internet for making new acquaintances.
9	Q49	I regard myself as sociable when using the Internet (social media, web forums).
10	Q53	I have many online friends.
11	Q55	I sometimes change my views on using information technologies in communication after my friends talk me into it.
12	Q59	I believe that everyone should know how to use information technology in communication.

Source: Authors' own study.

THE RESULTS AND INTERPRETATION

Answers from 120 respondents were qualified for further research. The respondents were academic teachers at the University of Rzeszów. Table 3 presents data concerning work experience taking into account the age of the people under study. Academic teachers who were the majority group had 10 years' work experience (40%) and were over 30 years old. The second biggest group were the teachers starting their careers (35%) – under 30 years old. Twenty percent had 2–5 years' work experience and 5% were the academic teachers with 6–10 years' work experience.

Table 3.
Work experience and the age of the respondents

Work Experience (years)	N	Age						N (%)
		< 30		30–50		>50		
		n	%	n	%	n	%	
<1	42	42	100	0	0	0	0	35
2–5	24	14	58.5	10	41.5	0	0	20
6–10	6	2	33,5	4	66,5	0	0	0
>10	48	0	0	36	75	12	25	40

Source: Authors' own study.

Taking into consideration the data presented in Table 2, which takes into account the relation between work experience and the age of the respondents, it may be concluded that age does not influence the way academic teachers communicate. In each age and work experience group, statement Q6 – "I often communicate with friends online" – is the most significant among all the statements concerning competence related to communication using technology. The second most significant statement was Q59 – "I believe that everyone should know how to use information technology in communication". A slight difference was noted regarding job seniority. Academic teachers with work experience ranging from 6 to 10 years pointed the statement to be the most valuable, which was also conditioned by the age group (30–50 years). This age group and their older colleagues valued highly Q13 ("I find it difficult to understand the debates concerning not using information technologies in communication."). What may be surprising is the fact that younger colleagues, under 30 years old, who had been brought up among information technologies, declared that the statement is less important to them. Comparing to older colleagues an unequivocal group of young academics spend free time talking to their friends using information technologies. This fact has been noted in the evaluation of Q17 – "I prefer spending evenings communicating with friends online to spending it alone". It is worth mentioning also that academic teachers in general do not agree with Q29 – "I don't like using information technologies making communication easier". This proved to be unimportant regardless of their work experience. The above-mentioned values are presented in detail in Table 4.

Table 4.
Work experience and age of the respondents

No.	Q-type	Age			Work experience (years)			
		<30	30–50	>50	<1	2–5	6–10	>10
1	Q6	7.7	6.8	9.2	**8**	6.5	7.7	7.3
2	Q59	5.3	5.9	5.7	5.3	5.9	7.7	5.5
3	Q13	4.8	6	6.3	5.2	4,7	4	6.3
4	Q53	5.9	4.7	4.2	5.9	5.2	6	4.4
5	Q55	4.9	5.4	4.7	5	5.3	4.5	5.3
6	Q17	**6.1**	3.8	4.7	**6.2**	4.3	5	4.3
7	Q33	4	5.9	4.7	4.6	3.8	3.7	5.8
8	Q49	6	3.4	3.8	5.9	5.6	5	4
9	Q12	4.9	4.2	2.8	5.2	4.9	4	3.7
10	Q28	4.2	4.5	4.8	4.2	4.1	4.5	4.3
11	Q3	3.8	4.2	4.5	3.9	3.8	4	4.5
12	Q29	4.9	4.2	4.3	3.1	3.9	4	4.2

Source: Authors' own study.

Table 5 presents information about work experience taking into consideration the sex of the respondents. As it may be noticed, there were 56 women (46%) and 64 men (54%). Detailed data can be found in Table 5.

Table 5.
Data presenting work experience in regard to the sex of the respondents

Work Experience (years)	N	Sex				N (%)
		F		M		
		n	%	n	%	
<1	42	24	57	18	43	35
2–5	24	10	42	14	58	20
6–10	6	4	67	2	33	5
>10	48	18	37.5	30	62.5	40

Source: Authors' own study.

Regarding data depicted in Table 6, we can conclude that respondents' sex does not impact the way the academic teachers communicate via technological devices. Both women and men under study gave the highest notes to statement Q6 - I often communicate with friends online. Data in Table 6 shows that irrespective of sex or

job seniority, academics are more eager to use the electronic form of communication either with the students or privately with each other and other people. Worth mentioning are also the values for statement Q28 – "I often come up with interesting ideas connected with using information technologies in communication". Young academics who were brought up among new technologies show less value in the matter as to how they can incorporate such technological solutions in communicating with each other. On the other hand, their colleagues with higher seniority and of older age, at the same time, claim it to be more important. Statement Q3 – "I am not fond of keeping in touch with people via information technology (websites, chat rooms, etc.)" can not be left without commentary. In case of both sexes as well as job seniority, academic teachers under study were concurring, which has confirmed statement Q6. Similarly, Q29 – "I don't like using information technologies that make communication easier", proves reciprocal coherence. When considering Q12 – "I like spending my free time using information technologies", it is men who declare higher notes. This may be the result of male predisposition and their biological and psychological conditioning.

Table 6.
Respondents' work experience and sex

No.	Q-type	Sex		Work experience (years)			
		M	F	<1	2–5	6–10	>10
1	Q6	7.4	7.5	8	6.5	7.7	7.3
2	Q59	5.4	5.8	5.3	5.9	7.7	5.5
3	Q13	5.7	5.1	5.2	4.7	4	6.3
4	Q53	4.8	5.6	5.9	5.2	6	4.4
5	Q55	5.1	5	5	5.3	4.5	5.3
6	Q17	4.6	5.2	6.2	4.3	5	4.3
7	Q33	5.2	4.6	4.6	3.8	3.7	5.8
8	Q49	4.3	5,3	5.9	5.6	5	4
9	Q12	4.6	4.3	5.2	4.9	4	3.7
10	Q28	4,8	3.9	4.2	4.1	4.5	4.3
11	Q3	4	4.1	3.9	3.8	4	4.5
12	Q29	4.6	4.3	3.1	3.9	4	4.2

Source: Authors'own study.

Table 7 presents a set of information about work experience – job seniority in regard to an area of expertise. Seventy-six teachers under study stated that their

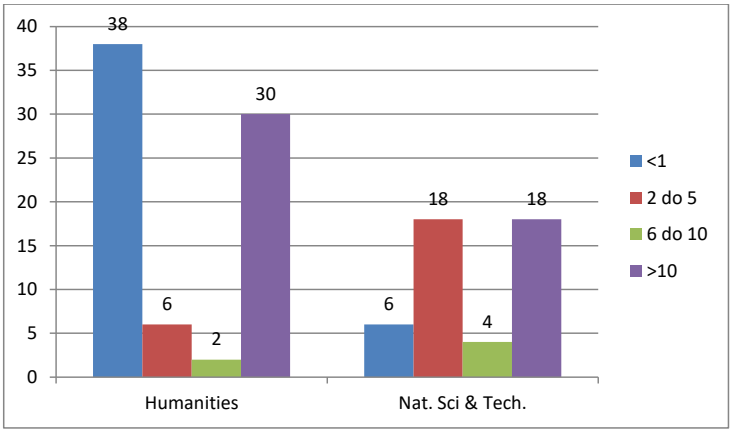
area of expertise is centered on humanities. Forty-four respondents declared natural sciences and technique. The data was further illustrated in Figure 1, which takes into account work experience – job seniority.

Table 7.
Work experience in regard to the area of expertise

Work Experience (years)	N	Area of expertise				N %
		Humanities		Nat. Sci. & Tech		
		n	%	n	%	
<1	42	38	90	6	10	35
2–5	24	6	25	18	75	20
6–10	6	2	33.5	4	66.5	5
>10	48	30	62.5	18	37.5	40

Source: Authors'own study.

Figure 1.
Variations in statement (Q) values with regard to work experience and the area of expertise



Source: Authors' own study.

The differences resulting from the field of science in the studied group of academic teachers do not significantly affect the willingness to use ICT in their professional work. Nowadays, not only the substantive knowledge of the subject taught is the basic component necessary to carry out a proper educational process.

Of course, without it, a teacher could not give lessons, but pedagogical preparation and knowledge as well as an ability to use modern information and communication technologies can be a guarantee of an excellent didactic process. The young generation of students brought up among these technologies expects from academic teachers excellent skills in using them in communication processes. However, it is often the case that teachers with more professional experience and older students use the most popular forms of contact with students, e.g. e-mail, electronic journal or virtual university. The expectations of students are much higher in this respect. The development of technology, new tools and applications for communication is also in its heyday. Every now and then, new technology, enriched with specific possibilities appear, so students expect from the academic teacher to actively use these forms supporting the process of contact with another person. Otherwise, they consider such a teacher as a technologically alienated person. Kristina Kaufman (2015) believes that teacher educators should use technologies in their learning processes and not rely solely on examples of how to use them, as they are insufficient in a changing society and their future profession. Conscious introduction of technology to professional work and personal life may be the basis for the lack of digital exclusion, which is a threat to people who do not know about them and who are not able to use such a method of communication with another person in a natural, free way, as created by modern communication tools.

Analysing the data in Table 8 it may be noticed that the area of expertise rarely influences the implementation of information technologies in communication process. Regardless of the actual field of specialization academic teachers in all ranges of the length of work experience confirm that statement Q6 – "I often communicate with friends online" – is the most important. It proves right as well that academic teachers eagerly choose technological solutions in communication irrespective of their specialization or work experience - job seniority. Q3 and Q29 values are a confirmation of reciprocal regularity of the results. The largest difference in the specialization section occurred in statement Q17 – "I prefer spending evenings communicating with friends online to spending it alone". It may be an outcome of the fact that academic teachers specializing in natural sciences and technique use the discussed solutions at work, therefore, they tend to spend their free time performing other activities such as family matters, gardening (as stated by the respondents).

Table 8.
Work experience and the area of experience

No.	Q-type	Area of expertise		Work experience (years)			
		S-H	P-T	<1	2–5	6–10	>10
1	Q6	7.6	7.2	**8**	6.5	7.7	**7.3**
2	Q59	5.4	5.9	5.3	5.9	7.7	5.5
3	Q13	5.4	5.6	5.2	4.7	4	6.3
4	Q53	5.3	5	5.9	5.2	6	4.4
5	Q55	5.2	4.9	5	5.3	4.5	5.3
6	Q17	5.5	4.1	6.2	4.3	5	4.3
7	Q33	5.1	4.5	4.6	3.8	3.7	5.8
8	Q49	5.2	4	5.9	5.6	5	4
9	Q12	4.7	5.1	5.2	4.9	4	3.7
10	Q28	4.4	4.4	4.2	4.1	4.5	4.3
11	Q3	4.1	4	3.9	3.8	4	4.5
12	Q29	3.8	4.2	3.1	3.9	4	4.2

Source: Authors' own study.

SUMMARY AND STUDY LIMITATION

The development of new technologies and the possibility of using them in everyday work, among others, in interpersonal relations with students, among themselves or with other people have changed the traditional form of communication. The possibilities offered by these tools often exceed the competences of those using them. However, having the necessary knowledge and practical skills may be the basis against digital exclusion. Having certain skills does not mean being able to use them properly in a given matter (Rychen; Salganik, 2003). A person competent in using educational technology, including communication, is a person who can incorporate a received message in order to forward it, while developing oneself continuously (Byerly, Brodie, 1999). When having a smartphone in our hand we usually send text messages or take phone calls. Additional functions such as e-mails, calendars, applications for exchanging information with others are treated as secondary. Traditional communication is based on using information technology media serving conveying sound regardless of time, place and distance.

Moreover, conventional meetings, consultations are done in the form of conference calls using proper software, platforms and web applications. Is such a form of experience exchange enough to fully discuss a given issue? The question remains open for individual debate.

To sum up the discussion regarding social competence of academic teachers in the matter of communication conditioned by job seniority and particular socio-demographic factors, it should be emphasised that the method of information exchange will not revert to its traditional form in the forthcoming decades – indeed quite the reverse. Nowadays, the process of creating a website for large companies or institutions involves a customer assistant which functions as an "electronic person" helping seek and get information on the topic of interest. The "electronic person" is nothing else but an application programmed to recognize keywords, which provides us with a proper response. A further exemplification are robots, such as Sofia, whose appearance is similar to human. Its body language and mimics are adjustable to a given situation. However, what happens if the software either crashes or needs an update in a moment regarded critical for a human being? Such examples may be constantly discussed. Nevertheless, I can not imagine the post of an academic teacher being filled by a robot, which may suddenly turn off due to an infected system, an update or the lack of proper software and know-how – not in the next 25 years at least.

REFERENCES

Byerly, G., Brodie, C.S. (1999). Information Literacy Skills Models: Defining the Choices. In: B.K. Stripling (eds.). *Learning and Libraries in an Information Age: Principles and Practice* (pp. 54–82). Englewood-Littleton: Libraries Unlimited.

Czapiński, J., Panek, T. (2014). *Social diagnosis Report 2013. Living conditions and quality of life of Poles*. Warsaw.

Dutta, S., Mia, I. (2009). *The Global Information Technology Report 2008–2009*, Geneve: World Economic Forum, INSEAD. Retrieved 16, April, 2021 from: https://joinup.ec.europa.eu/sites/default/files/document/2014-12/Global%20Information%20Technology%20Report%202008-2009%20-%20Mobility%20in%20a%20Networked%20World.pdf

Dąbrowska, A., Drzewiecki, P. (2012). *Digital Future. Catalogue of Media and Information Competencies*. Warsaw: Modern Poland Foundation.

Esparcia, A.C., Smolak-Lozano, E. (2012). Historical Development of Theoretical Conceptions on the Role of Mass Media in a Society. *Lingua ac Communitas*, 22, 181–203. Retrieved 20, April, 2021 from: http://lingua.amu.edu.pl/Lingua_22/10_Emilia%20Smolak-Lozano.pdf

Everett, M.R. (1986). *Communication Technology. The New Media in Society*. New York: The Free Press.

https://www.ifla.org/files/assets/information-literacy/publications/ifla-guidelines-pl.pdf

Grabowiec, A., Bochniarz, A. (2017). About the Need for Developing Communication Competence of Future Early School Education Teachers. *Lublin Pedagogical Yearbook*, 35(3), 271–284.

Katz, J. (2017). *Machines That Become Us*. New York: Routledge.

Kaufman, K. (2015). Information Communication Technology: Challenges & Some Prospects from Preservice Education to the Classroom. *Mid-Atlantic Education Review*, 2(1), 1–11.

Leutner, D., Fleischer, J., Grünkorn, J., Klime, E. (eds.). (2017). *Competence Assessment in Education: Research, Models and Instruments*. Cham: Springer-Verlag/Sci-Tech/Trade.

Majewska, K. (2018). Modern Educational Tools in the Teacher's Work, *The New Educational Review*, 51, 125–135. https://doi.org/10.15804/tner.2018.51.1.10

Mieczakowski, A., Goldhaber, T., Clarkson, J. (2011). Culture, Communication, and Change: Report on an Investigation of the Use and Impact of Modern Media and Technology in Our Lives. In: eidem (eds.). *Culture, Communication, and Change* (p. 26). Cambridge, UK: Engineering Design Centre.

Pei-Luen Rau, P., Qin, G., Li-Mei, W. (2008). Using Mobile Communication Technology in Highschool Education: Motivation, Pressure, and Learning Performance. *Computers & Education*, 50(1), 1–22. https://doi.org/10.1016/j.compedu.2006.03.008

Recommendation of the European Parliament and of The Council of 18 December 2006 on key competences for lifelong learning, 2006/962/EC. Retrieved 20, April, 2021 from: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32006H0962

Rychen, D.S., Salganik, L.H. (eds.). (2003). *Key Competencies for a Successful Life and a Well Functioning Society*. Göttingen: Hogrefe & Huber.

Walat, W. (2014). Image Teacher Grades 1–3 School in the Opinions of Teachers and Students of Education. *Education – Technology – Computer Science*, 5(1), 51–62.

Walther, J.B. (1996). Computer – Mediated Communication: Impersonal, Interpersonal and Hyperpersonal Interaction. *Commucation Research*, 23(1), 3–43. https://doi.org/10.1177/009365096023001001

Warzocha, T. (2018). *Badania pilotażowe 2018*. Rzeszów (praca niepublikowana).

Wawrzyniak, R. (2004). Kompetencje komunikacyjne nauczyciela w aspekcie etycznym. In: A. Tchorzewski (ed.). *Rola wartości i powinności moralnych w kształtowaniu świadomości profesjonalnej nauczyciela* (pp. 175–181). Bydgoszcz: Wyd. Uczelniane WSP.

KOMPETENCJE KOMUNIKACYJNE NAUCZYCIELI AKADEMICKICH UWARUNKOWANE STAŻEM PRACY – SPRAWOZDANIE Z BADAŃ

Wprowadzenie: W społeczeństwie opartym na technologiach informacyjno-komunikacyjnych wykorzystywanych w każdej dziedzinie życia, umiejętność korzystania z nich staje się kluczowym zadaniem dla każdej osoby. Mając do dyspozycji telefon komórkowy – smartfon, możemy wykonać większość zadań w krótkim czasie, na które wcześniej musieliśmy poświęcić niekiedy całe dnie. Dzięki zainstalowanym aplikacjom dokonujemy płatności, rezerwacji, możemy sprawdzić pogodę, rozkład jazdy czy w końcu komunikować się z innymi, wykorzystując różnego rodzaju programy.
Cel badań: Celem prowadzonych badań było sprawdzenie stanu wiedzy oraz poziomu kompetencji nauczycieli akademickich posługujących się technologią komunikacyjno-informacyjną w życiu codziennym.
Metoda badań: W ramach prowadzonych badań wykorzystano metodę sondażu diagnostycznego, a narzędziem był autorski kwestionariusz ankiety Q-test składający się z 60 pytań pogrupowanych w pięciu kategoriach.
Wyniki: W artykule przedstawiono wyniki badań prowadzonych w latach 2018–2019 dotyczące poziomu kompetencji nauczycieli akademickich Uniwersytetu Rzeszowskiego korzystających z TIK w pracy zawodowej uwarunkowane stażem pracy.
Wnioski: Postęp technologiczny i możliwości wykorzystania go w codziennej pracy zawodowej w środowisku uczelnianym zmieniły tradycyjną formę komunikacji. Bardzo często możliwości, jakie stwarzają dane narzędzia, przeplatają się z kompetencjami osób z nich korzystających. Wyniki badań potwierdzają słuszność tezy, że nauczyciele akademiccy chętnie wybierają rozwiązania technologiczne w komunikacji niezależnie od specjalizacji czy doświadczenia zawodowego – stażu pracy. Wiek nie ma wpływu na sposób komunikowania się nauczycieli akademickich. Umiejętność wykorzystania TIK przez nauczycieli akademickich w życiu zawodowym i prywatnym może stanowić gwarancję przeciwdziałania wykluczeniu cyfrowemu w społeczeństwie opartym na TIK oraz być pomostem do współpracy z młodym pokoleniem studentów.

Słowa kluczowe: kompetencje komunikacyjne, nauczyciel akademicki, TIK, doświadczenie zawodowe