

How do young people in the Carpathians understand their heritage?

dr Agnieszka Świętek, mgr Piotr Cybul

University of the National Education Commission, Krakow

Premises for the study:

- In the era of globalization of cultural patterns, the fear of getting lost in the world, losing personal, national and regional identity, displaced by a global identity, has caused a renewed interest in cultural heritage and local issues (Suchocka and Królikowska 2014; Świątek and Brusik 2022).
- A counterbalance to the processes of globalization is the renaissance of regionalism ("ethnic awakening" , "return to the roots" (Skorowski 2006)). It reflects a longing for deep identity and a desire to belong to authentic regional communities, with their history, culture and nature (Suchocka and Królikowska 2014).
- Under these circumstances, the components of education should undergo changes: multicultural education is even more crucial, while regional education and heritage education are gaining a new meaning and role.
- ESD researchers network in Carpathians joint research.

Changes in understanding and perception of heritage

Traditional understanding:

- UNESCO Convention (1972), defines it as: monuments and sites of exceptional universal historical, aesthetic and scientific value, deserving to be preserved and passed on from generation to generation (Harrison 2010).
- Actions taken towards heritage involved its protection, conservation and popularization,
- Heritage assets are top-down designated by elites and experts, are a value per se that must be protected at all costs (Poulios 2016; Smith 2006; Pérez-Guilarte et al. 2023).
- The goal was to pass on traditional values and patterns of behaviour to the young and potential members of society, so that it would achieve basic social conformity (Srivastava 2015).
- New elements of culture should be implemented slowly and "the transmission of traditions has sometimes to contradict the desire to initiate change." (Srivastava 2015: 336).

Today's understanding:

- Heritage encompasses all tangible and intangible effects of human activity and elements of the natural environment that those who are now living want to adopt (inherit) and preserve in memory. (Graham et al. 2000, Ashworth et al. 2007, Howard 2003).
- In the constructivist perspective, also known as the "values-based approach," it is the individual social groups, based on their cultural patterns and worldviews, that decide which values and resources constitute their heritage (Pérez-Guilarte et al. 2023).
- It becomes a social construct and the succession process is marked by generational conflicts.
- The centre of gravity in heritage research shifts from the study of heritage elements to the values assigned to them by people (Pérez-Guilarte et al. 2023).
- The catalogue of tangible and intangible heritage is open.

Changes needed also in heritage education:

Personalism - students became the subject of education; the aim was to develop their: knowledge, understanding, skills, competences, attitudes, values and, as a result, their personality.

Cognitive constructivism has become a new educational paradigm in the last forty years:

- people construct knowledge and make meanings based on their own experiences (Bereiter 1994).
- student does not receive knowledge from outside, but creates "interpretations of the world based on their own past experiences and interactions between themselves and the world" (Wendland 2011:39).
- the basis of the learning process is experience and reflection on that experience, which build knowledge and understanding of the world (Olusegun 2015).
- they are constructed by the learners themselves, who actively create them.

Young people should not be passive recipients and "protectors" of elements of heritage top-down considered significant, but constructors of their own components and understanding of it, as building blocks of individual identity.

Research questions:

- What do the representatives of the young generations consider heritage?
 - What values do the young generation assign to heritage and what is their attitude towards heritage?
 - What should be taken into account when designing future heritage education?
-

Triangulation of research methods, qualitative studies :

- diagnostic survey method using questionnaires and interview research;
- drawing content analysis (on AI image generator picture)
- semantic field method, using a relationship grid, proposed by Robin (1980)
- word-frequency analysis

Research group from Małopolska region:

Generation Z: students and high school pupils born between 1990 and 2010

- Geography and nature students + Tourism and recreation students (67 UNEC students)

Generation Alpha: children born after 2010 – 48 pupils (age 10)

Features:

- the first generations for whom technology and social media are a parallel area of their life (Ziatdinov and Cilliers 2021; Thompson 2018; Nagy and Kölcsey 2017).
- habit of consuming large amounts of fast and often unprofessional information is both their multitasking, short attention span and superficial understanding (McCrindle and Fell 2020).
- surface approach to learning - reproducing facts, rather than engaging in active research, linking facts to conclusions, reflecting on the author's intentions and integrating content with personal experience (Dejene 2018).
- do not bother to understand the meaning of the content they read (Abedin et al. 2013).

Research heritage categories:

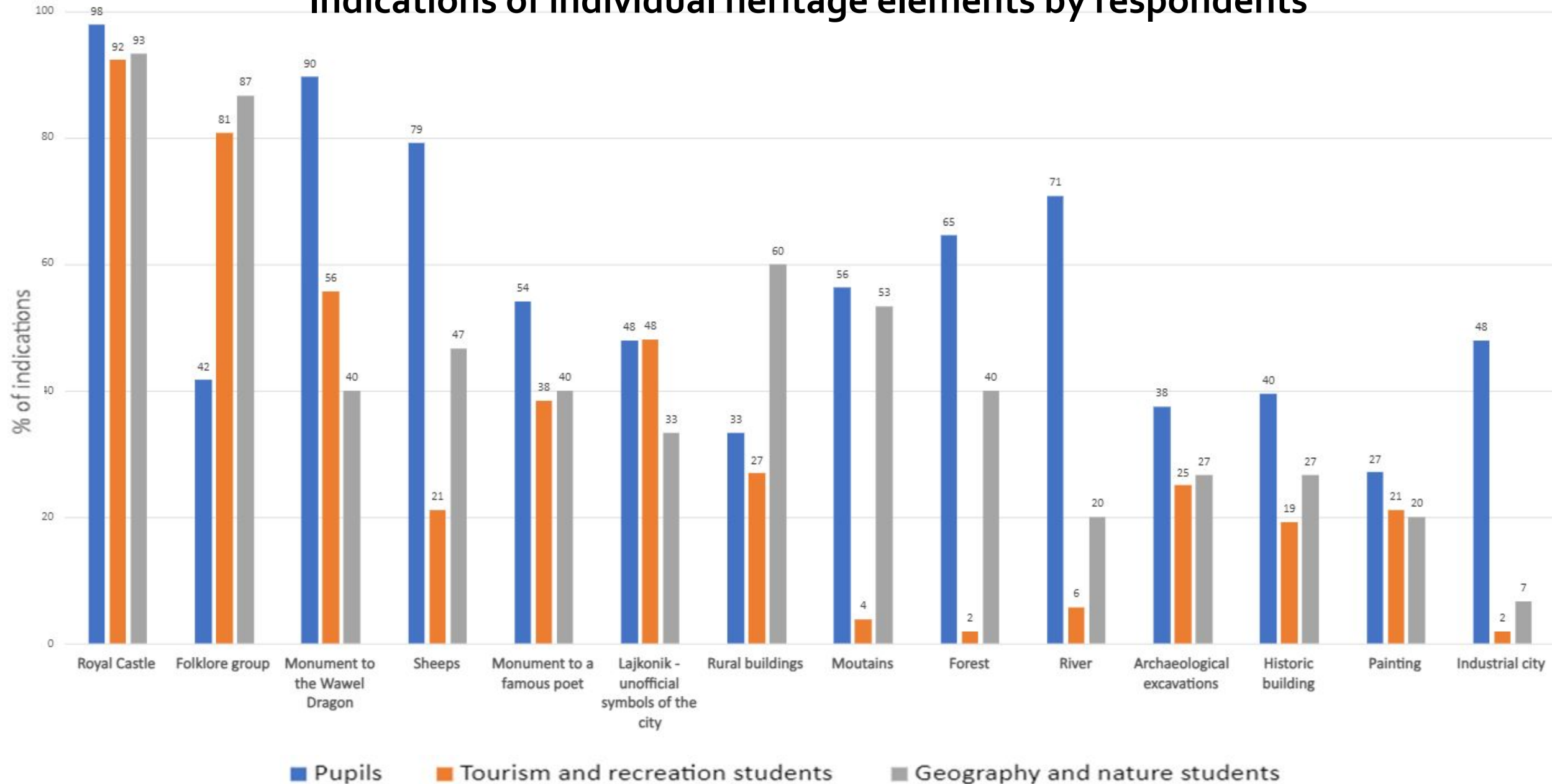
1. **Tangible cultural heritage** (buildings, historical sites, monuments and all kinds of archaeological, architectural, technological and scientific works made by human hands).
2. **Movable Cultural Heritage** (sculptures, paintings, manuscripts, coins, archaeological artefacts, etc.).
3. **Immovable cultural heritage** (archaeological monuments, sites, historic city tissues, etc.).
4. **Underwater Cultural Heritage** (shipwrecks, underwater ruins and cities).
5. **Intangible Cultural Heritage** (rituals, oral traditions, performing arts, etc.).
6. **Natural Heritage** (natural sites with cultural dimension, cultural landscapes, biological, physical and geological formations etc.)”
(Karadeniz 2020: 42).
7. **Yours? Draw or cross (according to the constructivism approach).**

Categories based on the regulations of the:
United Nations Educational, Scientific and Cultural Organization (UNESCO)
and the International Council on Monuments and Sites (ICOMOS)

Heritage elements specific to the region in which the respondents live

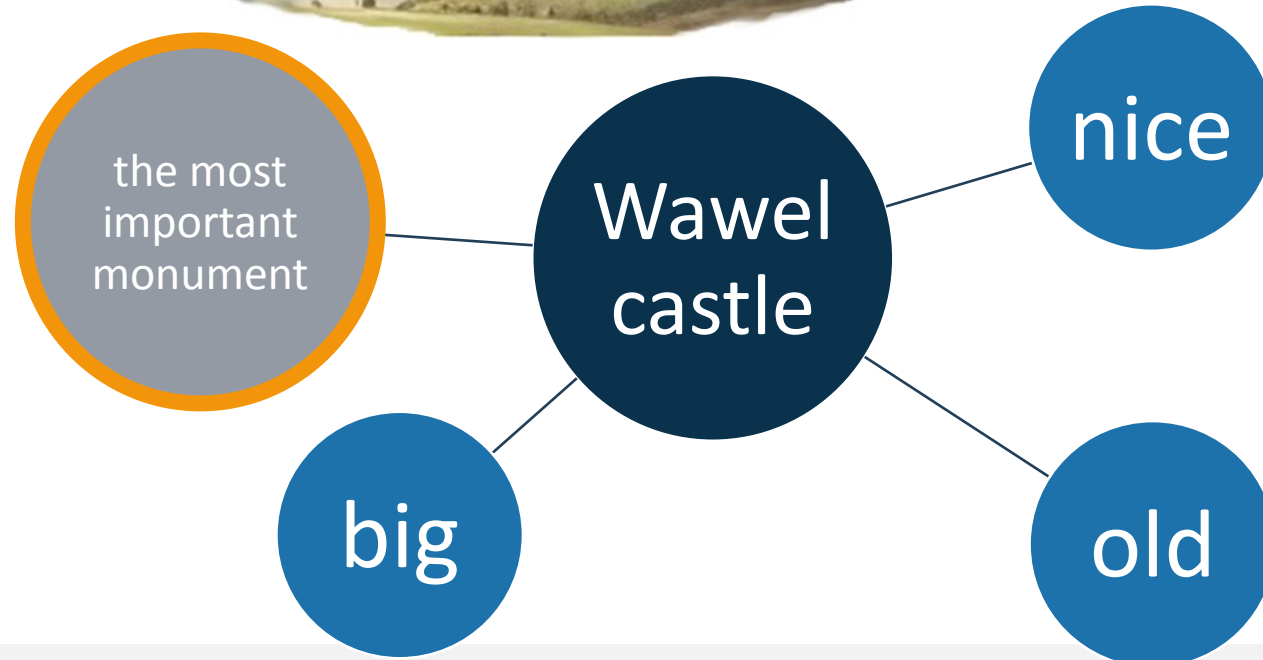
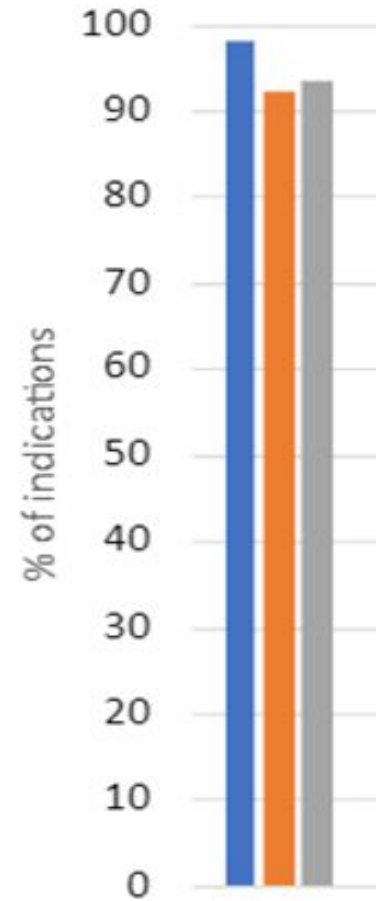


Indications of individual heritage elements by respondents



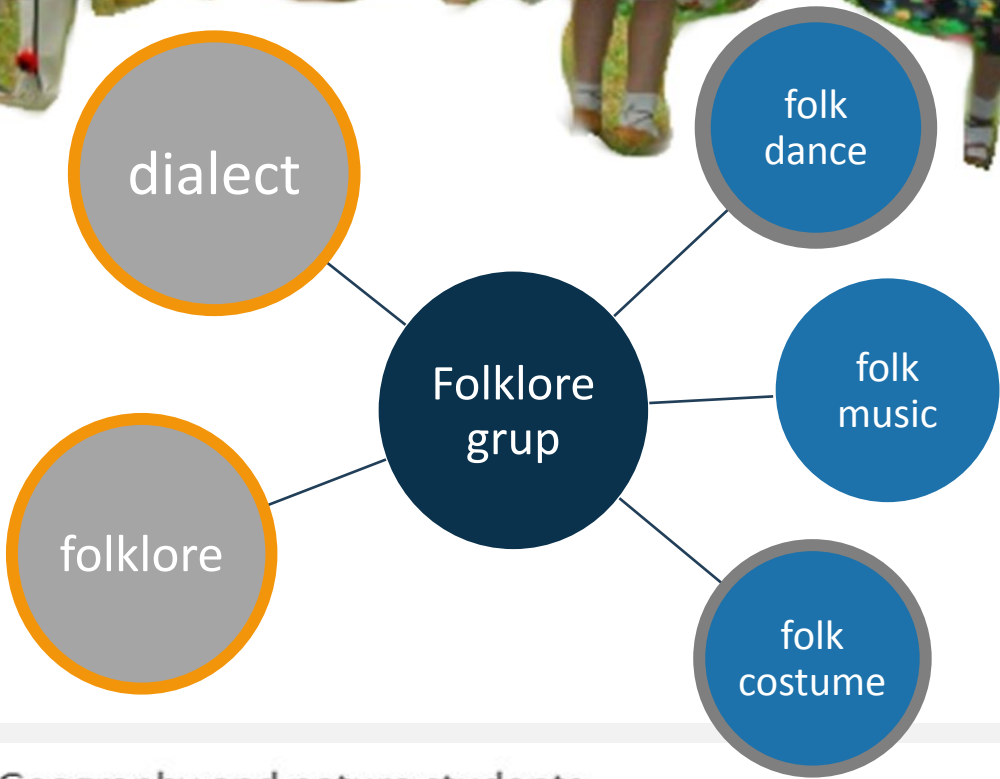
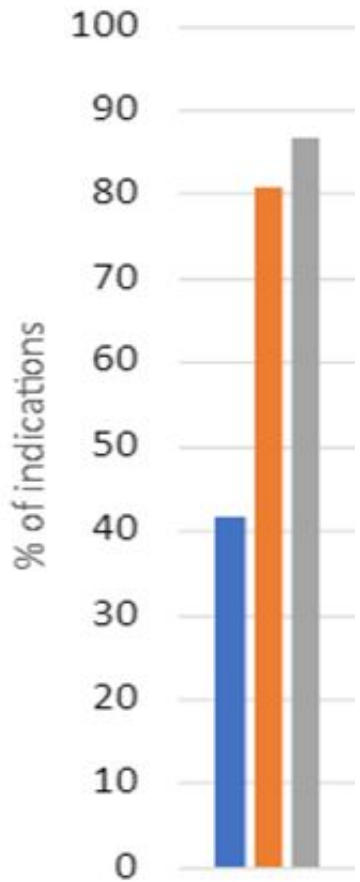
Wawel Royal Castle

Methods: drawing content analysis, semantic field



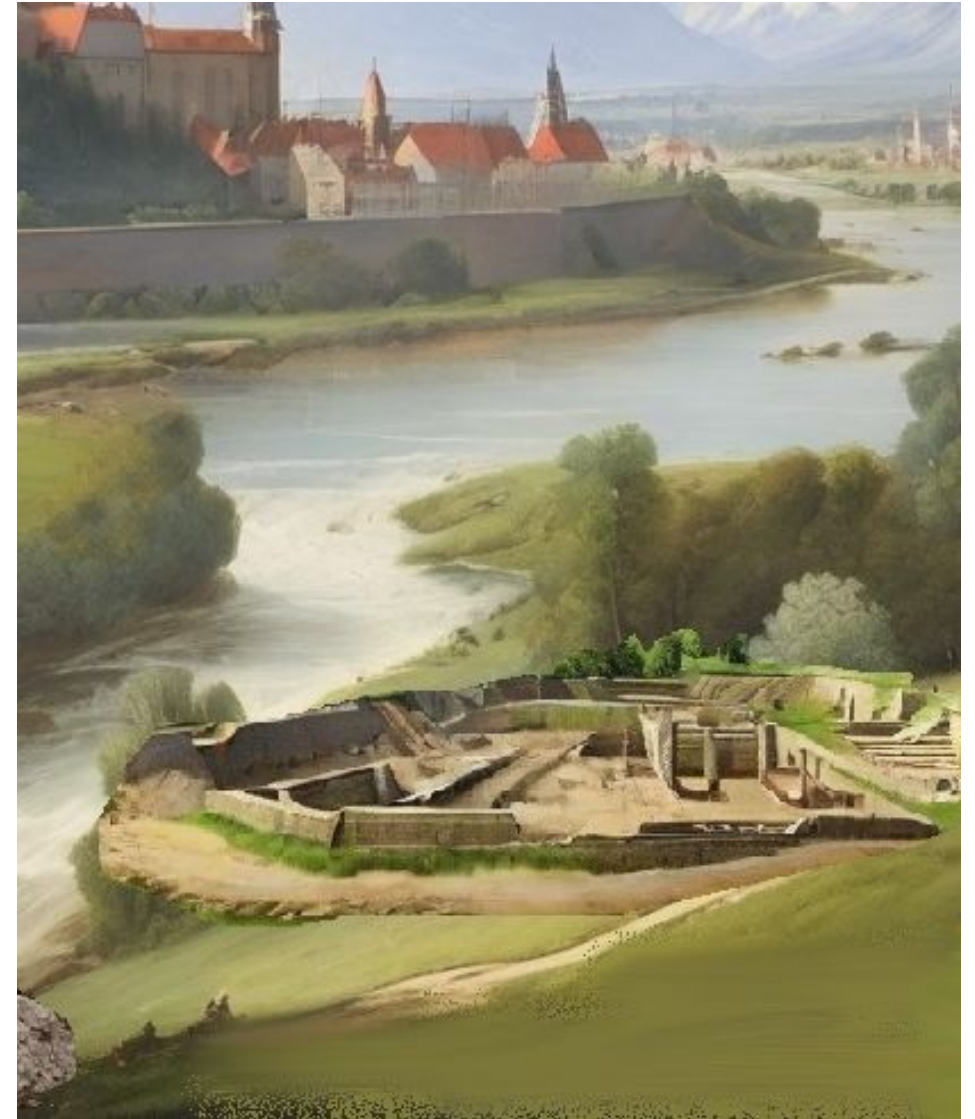
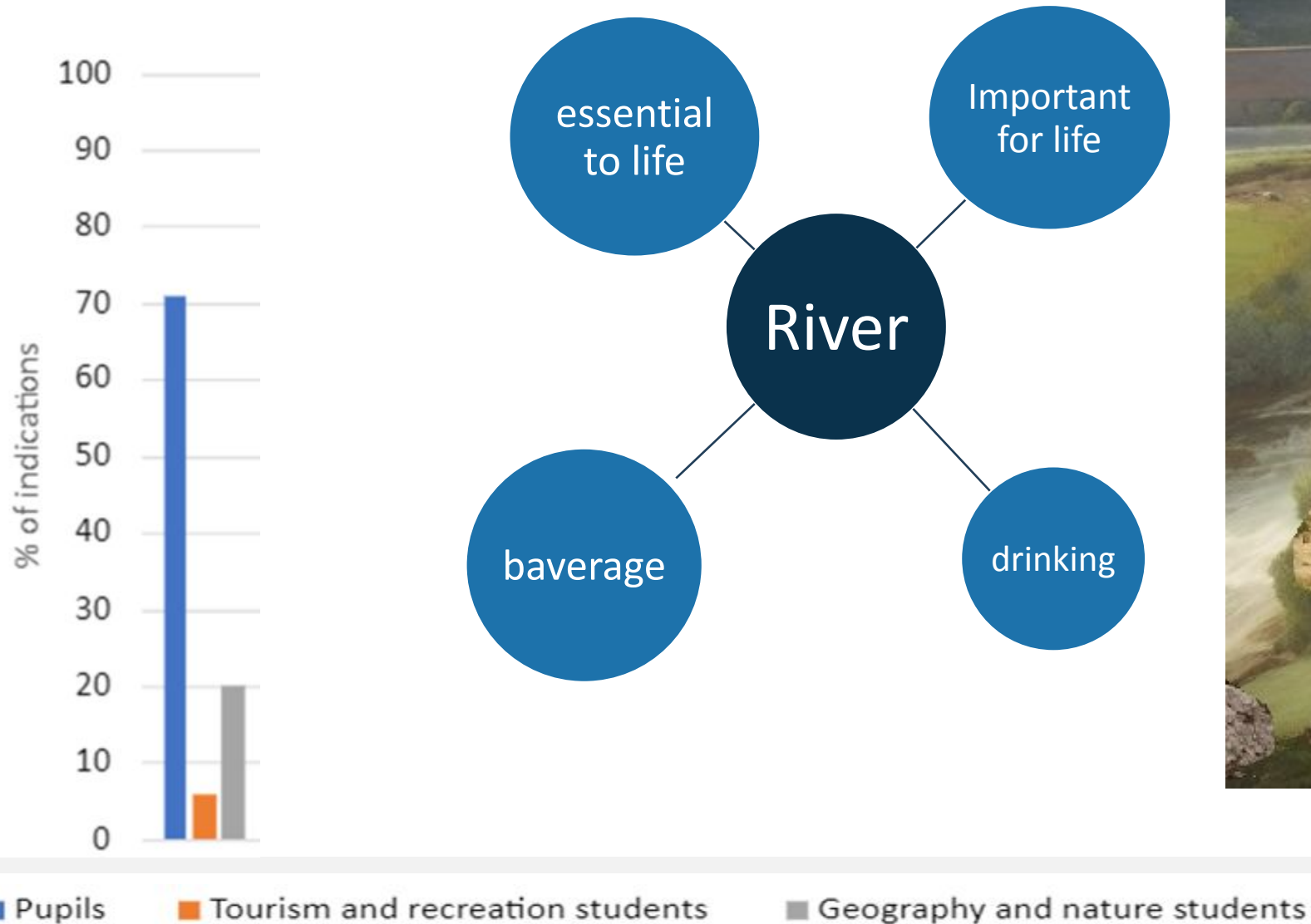
Folklore group

Methods: drawing content analysis, semantic field



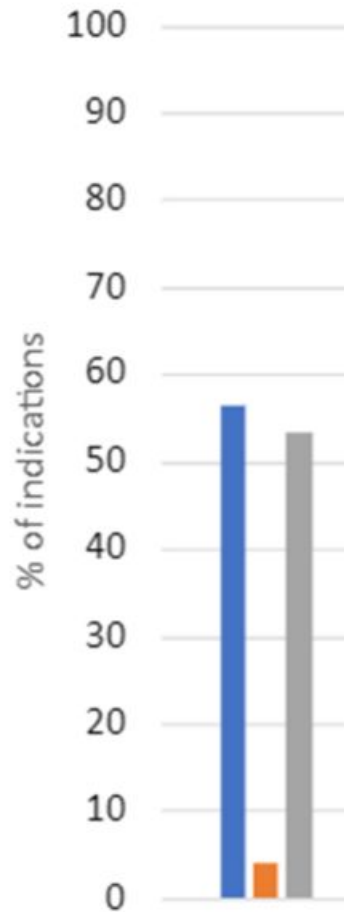
River

Methods: drawing content analysis, semantic field



Moutains

Methods: drawing content analysis, semantic field



heritage

ecology

Moutains

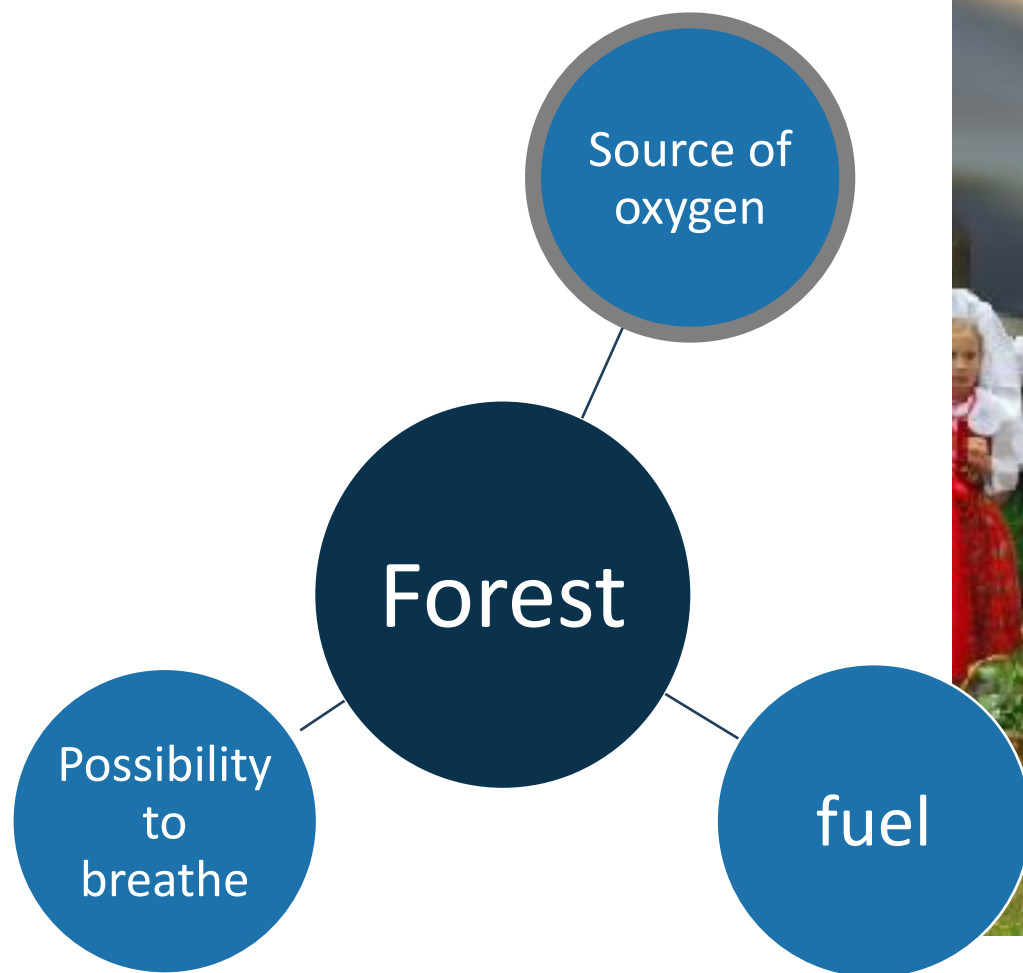
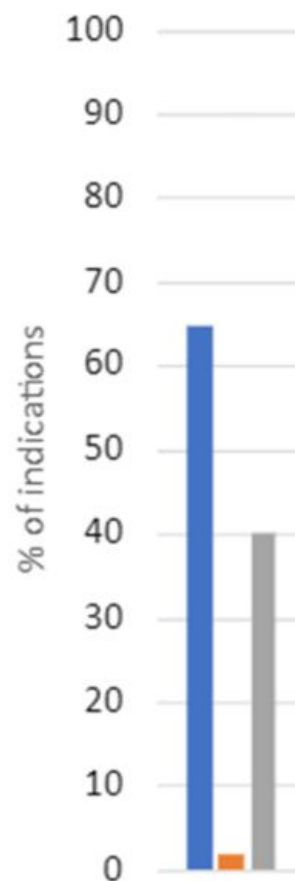
clean environment

nice

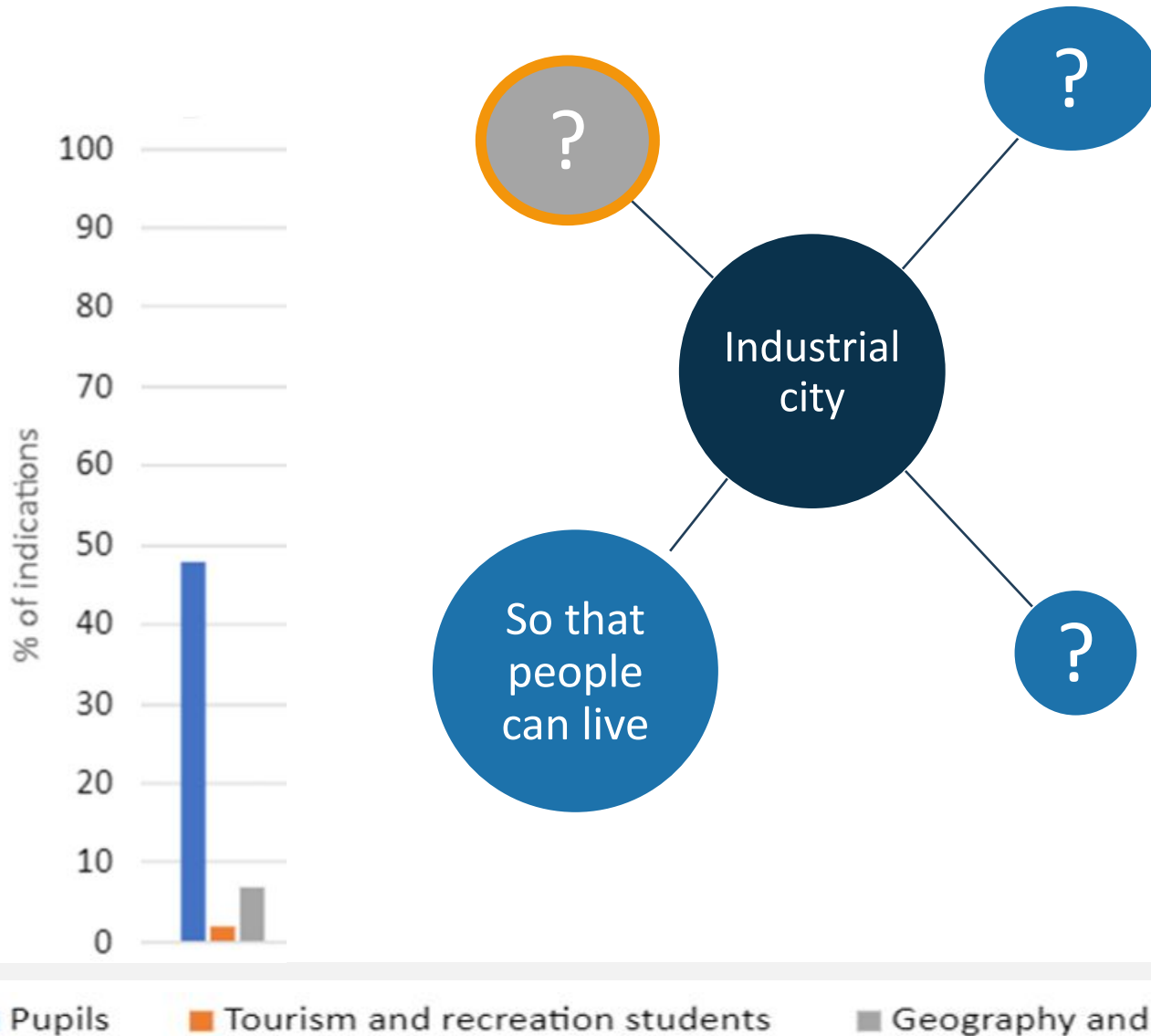
beautiful

Forest

Methods: drawing content analysis, semantic field



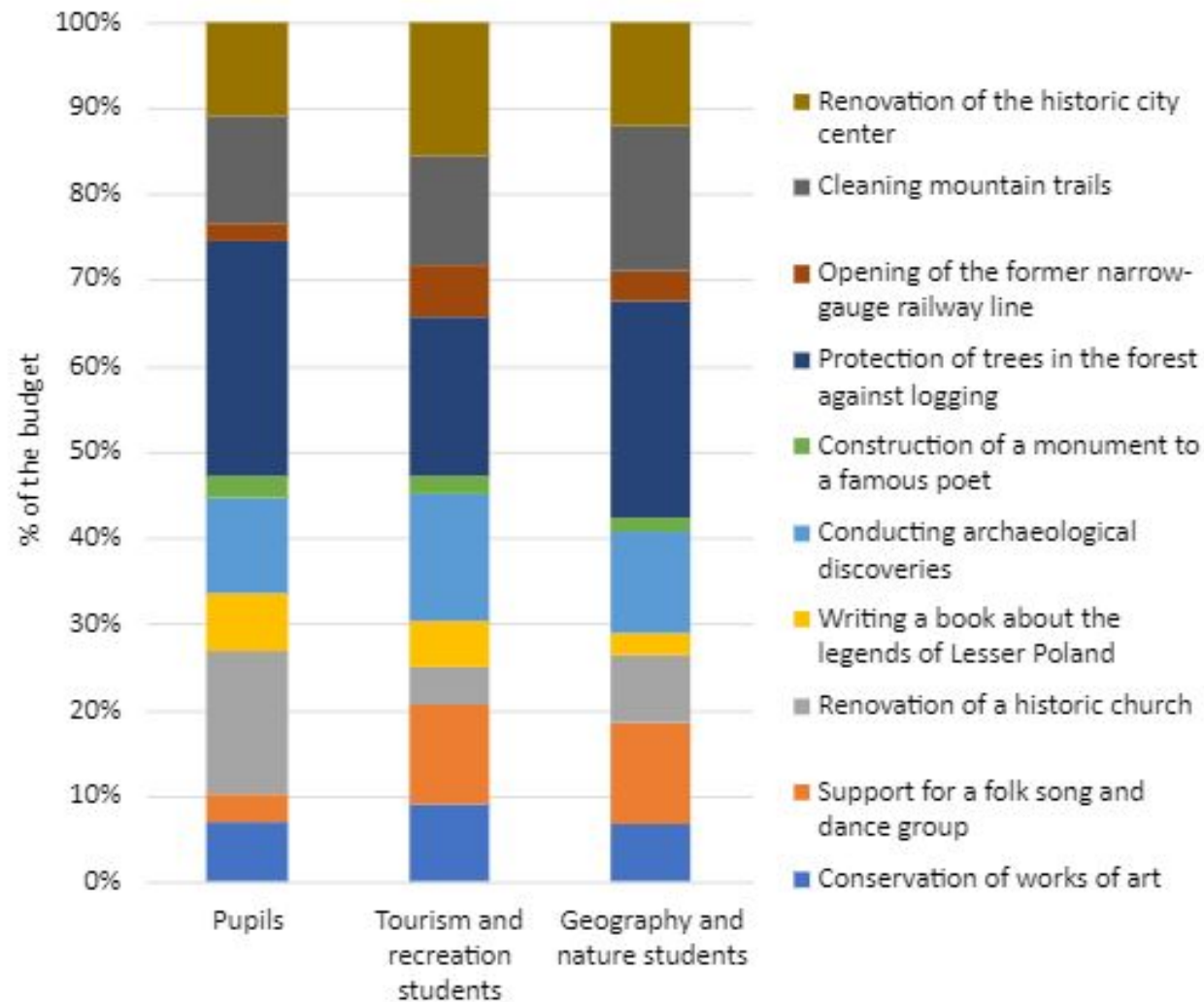
Industrial city



Methods: drawing content analysis, semantic field

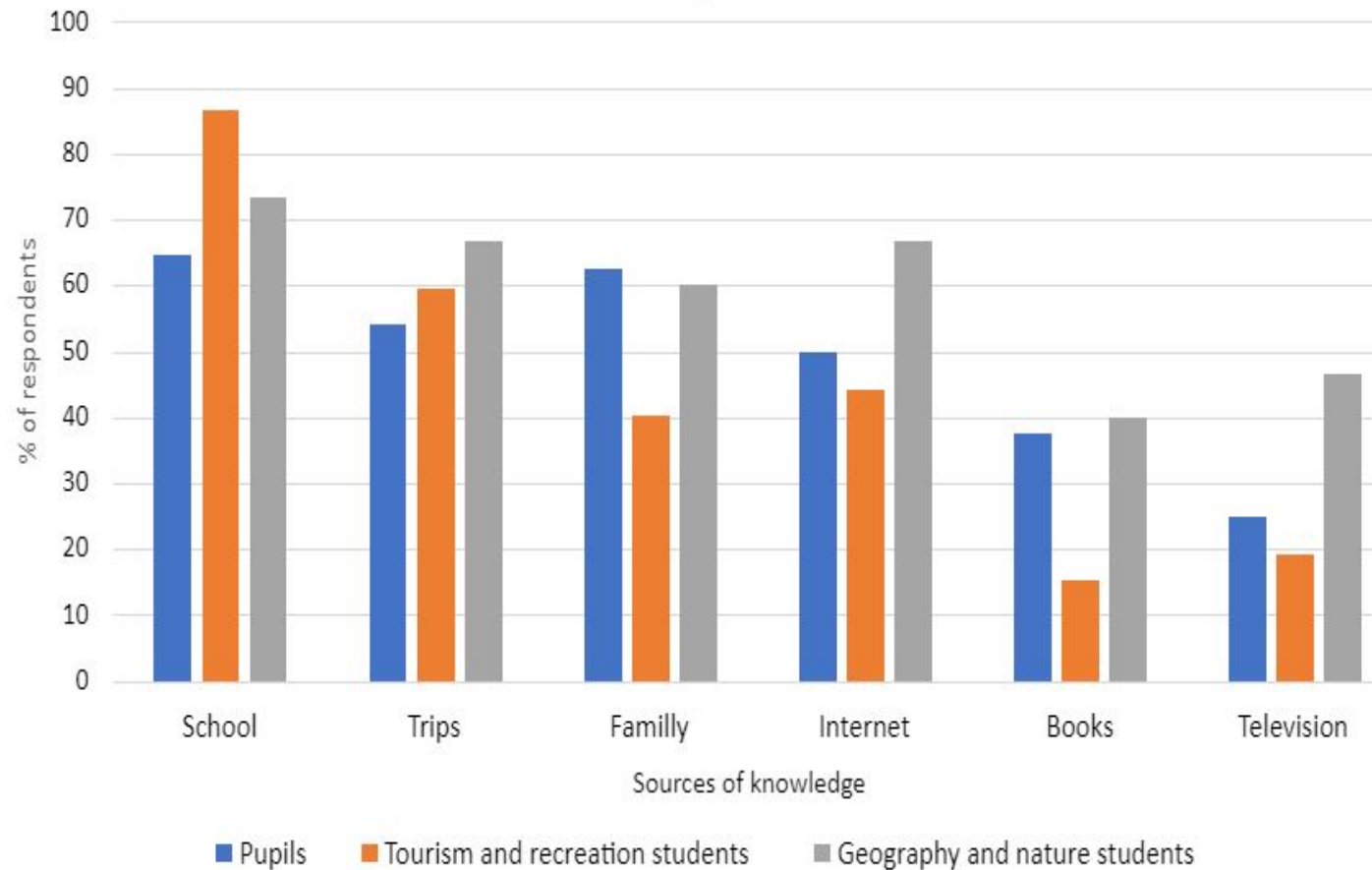


Financial support for activities and initiatives related to various elements of heritage

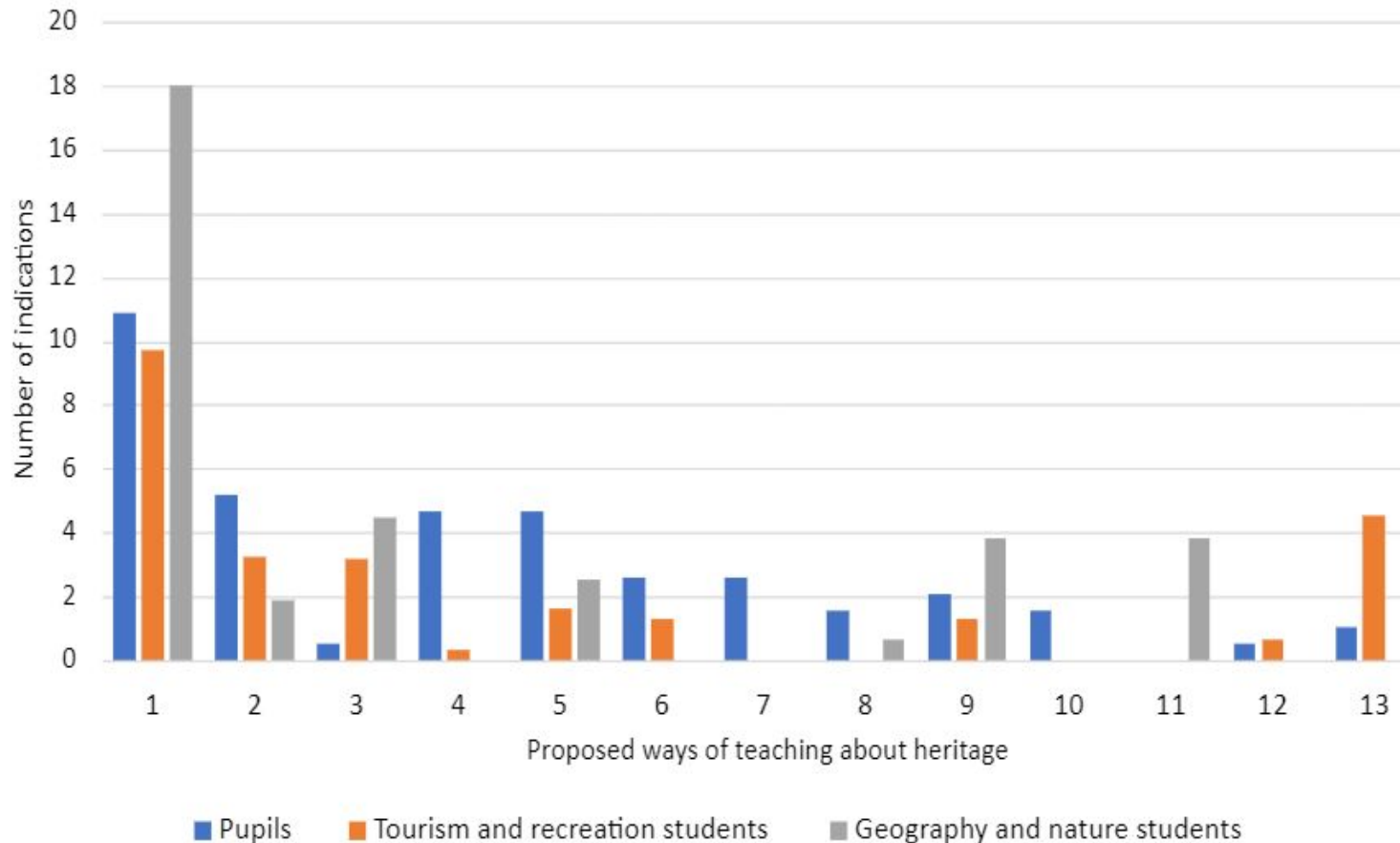


	Goal	The money i spend
	Conservation of works of art (paintings, manuscripts)	PLN
	Support for a folk song and dance group	PLN
	Renovation of a historic church	PLN
	Writing a book about the legends of Lesser Poland	PLN
	Conducting archaeological discoveries	PLN
	Construction of a monument to a famous poet	PLN
	Protection of trees in the forest against logging	PLN
	Opening of the former narrow-gauge railway line	PLN
	Cleaning mountain trails	PLN

Gen Z and Alpha's sources of knowledge on heritage elements



The most commonly used terms in proposed „ways of teaching“ about heritage in school education



1 – Trips; 2 – Movies; 3 - Presentation; 4 - Teacher; 5 - Lessons; 6 - Fun; 7 - Exercises; 8 - Listening; 9 -Telling; 10 - Writing; 11 - Photos; 12 - Internet; 13 - Interesting;



Conclusions:

- the need to use technology and social media in the education process, but only a means to achieve the assumed goals of heritage education, which is the common good
- the growing individualism and pragmatism of young people, a focus on material aspects of life and consumerism can significantly change the perception of the importance of intangible heritage elements
- large potential independence of young people in creating heritage elements and assigning them value
- tendency to superficial analysis of elements of the surrounding reality, thoughtless assessments of cultural and natural heritage objects
- failure to notice the values of the natural heritage of their region, and to appreciate the sphere of intangible cultural heritage to a greater extent

Recommendations:

- allow students to independently choose heritage elements
- focus on explaining the meaning and differentiation of heritage elements so that the student can independently assign them value.

A woman with long red hair, wearing a black cap and a dark patterned dress, stands in a lush green forest. She is smiling and has her hand near her face. The background is filled with dense foliage and white flowers.

Thank you for your attention! and.. let's continue research on heritage in the Carpathians together!



Dr Agnieszka Świętek, mgr Piotr
Cybul



University of the National Education
Commission, Krakow



agnieszka.swietek@uken.krakow.pl

piotr.cybul@uken.krakow.pl



References:

1. Abayao LE. Articulating Indigenous People's Culture in Education. In: Saad I, Champagne D, editors. Indigenous education and empowerment: international perspectives. Lanham: Altamira Press; 2006. p. 179-87
2. Abedin F, Jaafar Z, Husain S, Abdullah R. The validity of assist as a measurement of learning approach among MDAB students. Social and Behavioral Sciences. 2013;90:549–557. <https://doi.org/10.1016/j.sbspro.2013.07.125>
3. Achille C, Fiorillo F. Teaching and Learning of Cultural Heritage: Engaging Education, Professional Training, and Experimental Activities. Heritage. 2022;5(3):2565–2593. 2565-2593; <https://doi.org/10.3390/heritage5030134>
4. Alajmi FA. Teaching cultural heritage through craft in Kuwaiti primary schools for girls; 2013
5. Alkateb M. Non-traditional education using cultural heritage: A case study from Syria. International Journal Of Education Through Art. 2013;9(2):189-204. https://doi.org/10.1386/eta.9.2.189_1
6. Amrit KJ. Understanding Generation Alpha. 2020. <https://osf.io/d2e8g/download> Accessed 08 Feb 2024
7. Apaydin Ç, Kaya F. An analysis of the preschool teachers' views on alpha generation. European Journal of Education Studies. 2020;6(11):124-141. doi: <https://zenodo.org/records/3627158>
8. Aplin G. Heritage as exemplar: a pedagogical role for heritage studies in values education. Environmentalist. 2007;27(3): 375-383. <https://doi.org/10.1007/s10669-007-9053-4>
9. Apostolopoulou A, Carvoeiras LM, Klonari A. Cultural Heritage and Education. Integrating tour maps in a bilateral Project. European Journal of Geography. 2014;5(4):67-77
10. Ashworth GJ, Graham B, Tunbridge JE. Pluralising pasts: heritage, identity and place in multicultural societies. London: Pluto Press; 2007
11. Atroszko B. Konstruktywizm jako źródło inspiracji dla rozwoju współczesnej edukacji nauczycieli. In: Reviewed Proceedings of the Interdisciplinary Scientific International Conference for PhD students and assistants QUAERE 2018; June 27 – 29. 2018: Hradec Králové, Czechy; 2018. p. 1224-31.
12. Averill R. Reflecting Heritage Cultures in Mathematics Learning: The Views of Teachers and Students. Journal of Urban Mathematics Education. 2012;5(2):157-181
13. Baron-Polańczyk E, Nowak-Łojewska A. Pokolenie Alfa w szkole. Działania projektowo-wdrożeniowe z wykorzystaniem ICT. Problemy wczesnej edukacji. 2022;2(55):94-105. <https://doi.org/10.26881/pwe.2022.55.07>
14. Beck U, Beck-Gernsheim E. Individualization. London: Sage; 2002
15. Bereiter C. Constructivism, socioculturalism, and Popper's World 3. Educational Researcher. 1994;23(7). p. 21-3
16. Bloch A, Neal S, Solomos J. Race, multiculturalism and social policy. Basingstoke: Palgrave Macmillan; 2013
17. Bowitz E, Ibenholt K. Economic impacts of cultural heritage – Research and perspectives. Journal of Cultural Heritage. 2009;10(1):1-8
18. Burszta W, Dudzikowa M. Uczyć się od idola. O istotnym źródle wiedzy potocznej uczniów. In: Dudzikowa M, Czerepaniak-Walczak M, editors. Wychowanie. Pojęcia-Procesy-Konteksty. interdyscyplinarne ujęcie. Gdańsk: GWP; 2007. p. 228
19. Bustillo A, Alaguero M, Miguel I, Saiz JM, Iglesias LS. A flexible platform for the creation of 3D semi-immersive environments to teach Cultural Heritage, Digital Applications in Archaeology and Cultural Heritage. 2015;2:248–59
20. Capecchi I, Bernetti I, Borghini T, Caporali A, Saragosa C. Augmented reality and serious game to engage the alpha generation in urban cultural heritage, Journal of Cultural Heritage. 2024;66: 523-35
21. Castells M. Siła tożsamości. Warszawa: PWN; 2008. p.23
22. Cat K, Mooney J, Riley L, Howard-Wagner D. Teaching through Story Mapping. International Journal Of Technology, Knowledge & Society. 2013;9(3):73-84
23. Ciobanu C. Space and Time Perception and the Geopark's Communities. From Mythical Geography to Heritage Interpretation. International Review of Social Research, 2016;6(2):98–106



References:

24. Council of Europe Framework Convention on the Value of Cultural Heritage for Society, 2005, Council of Europe Treaty Series - No. 199.
25. Cuenca-López JM. Martín-Cáceres MJ. Estepa-Giménez J. Teacher training in heritage education: good practices for citizenship education. *Humanities and Social Sciences Communications*. 2021;8(62):01-08. <https://doi.org/10.1057/s41599-021-00745-6>.
26. Czerniawska M. Postawy „pragmatyczne” versus postawy „wrażliwości społecznej” i ich aksjologiczne uwarunkowania. *Prakseologia*. 2016;158(1):137-160
27. Dejene W, Bishaw A, Dagnew A. Preservice teachers’ approaches to learning and their teaching approach preferences: Secondary teacher education program in focus. *Cogent Education*. 2018; 5:1-15. <https://doi.org/10.1080/2331186X.2018.1502396>
28. dos Reis TA. Study on The Alpha Generation And The Reflections of Its Behavior in the Organizational Environment. *Journal of Research in Humanities and Social Science*. 2018;6(1):09–19
29. Dwyer C, Bressey C. *New geographies of race and racism*. Aldershot: Ashgate;2008
30. Dylak S. Behawioryzm i konstruktywizm wobec człowieczych czynów, wiedzy i moralności... ku (nie)podzielanej edukacji, *Problemy wczesnej edukacji*. 2020;4(51):60-74
31. Dzwonkowski R, Gorbaniuk O, Gorbaniuk J. Świadomość narodowa młodzieży polskiego pochodzenia z byłego ZSRR studiującej w Lublinie, TN KUL, Lublin: TN KUL; 2002. p. 20–5
32. Faro Convention. <https://www.coe.int/en/web/conventions/full-list?module=treaty-detail&treaty-num=199>. Accessed 19 Jun 2024
33. González R, Bednarz S, Demirci A. Why Geography Education Matters for Global Understanding? In: Demirci A, González R, Bednarz S, editors. *Geography Education for Global Understanding*. Springer; 2018. p.3-13
34. Graham B, Ashworth GJ, Tunbridge JE. *A Geography of Heritage*. London: Routledge; 2000
35. Gruender CD, Tobin K. Promise and prospect. *Science Education*. 1991;75(1)
36. Harrison R. What is heritage? In: Harrison R, editor. *Understanding the politics of heritage*. Manchester: Manchester University Press; 2010. p. 5–42
37. Howard P. *Heritage: Management, Interpretation, Identity*. London: Methuen. 2003, Howe N, Strauss W. *Generations: The History of America’s Future, 1584 to 2069*. New York: William Morrow & Company; 1991
38. Kafadar T. Cultural Heritage in Social Studies Curriculum and Cultural Heritage Awareness of Middle School Students. *International Journal of Progressive Education*. 2021;17(2):260-274
39. Karadeniz CB. Assessment for Awareness and Perception of the Cultural Heritage of Geography Students. *Review of International Geographical Education (RIGEO)*. 2020;10(1): 40-64. <https://doi.org/10.33403/rigeo.640722>
40. Klonari Aik, Tzoura M. The Use of GIS for Understanding Geographical and Environmental Concepts- Creating Teaching Material. In: Jeckel T, Koller A, Donert K, Vogler R, editors. *Learning with GI 2011 Implementing Digital Earth in Education*. Germany: Wichman Verlag; 2011. p. 38-47.
41. Klus-Stańska D. 2020, Konstruktywizm edukacyjny – niejednoznaczność, kontrowersje, dylematy, *Problemy wczesnej edukacji*. 2020;4(51): 7-20. <https://doi.org/10.26881/pwe.2020.51.01>
42. Klus-Stańska D. *Konstruowanie wiedzy w szkole*. Olsztyn: Wydawnictwo Uniwersytetu Warmińsko-Mazurskiego; 2002
43. Kłosiński M. Semantyczna analiza pojęć „bezrobocie” i „bezrobotny” („bezrobotni”) w wypowiedziach prasowych, „Kultura i Społeczeństwo”. 1994;38.3:151–162.
44. Inglehart R, Norris P. *Sacred and Secular*. Cambridge: Religion and Politics Worldwide;2004. <https://doi.org/10.1017/CBO9780511894862>
45. Inglehart R, Welzel Ch. *Modernization, Cultural Change and Democracy*. Cambridge: The Human Development Sequence; 2006. <https://doi.org/10.1017/CBO9780511790881>
46. Gidley J. Globally scanning for “mega-trends of the mind”: Potential futures of futures thinking. *Futures: the Journal of Policy, Planning and Futures Studies*. 2010;42.10: 1040-1048. <https://doi.org/10.1016/j.futures.2010.08.002>
47. Hajkowicz SA, Cook H, Littleboy A. *Our Future World: Global megatrends that will change the way we live. The 2012 Revision*. Australia: CSIRO; 2012
48. Kubów M. Pokolenie Z – dzieci cyfrowej rewolucji. *Digital and More*. 2019. <https://digitalandmore.pl/pokolenie-z-dzieci-cyfrowej-rewolucji/> Accessed 01 Mar 2024



References:

49. Marczałajtis A. Dzieci z małżeństw polsko-arabskich w poszukiwaniu własnej tożsamości. In: Ząbek M, editor. Między piekłem a rajem. Problemy adaptacji kulturowej uchodźców i imigrantów w Polsce. Warszawa: TRIO; 2002. p. 218–26
50. Materiały i sprawozdania z badań. Teoretyczne podstawy edukacji międzykulturowej
51. McCrindle M, Fell A. Understanding Generation Alpha. McCrindle Research; 2020
52. Meer N, Modood T. The multicultural state we're in: Muslims, 'multiculture' and the 'civic rebalancing' of British multiculturalism. *Political Studies*. 2009;57:473–97
53. Méndez G. Using Students' Cultural Heritage to Improve Academic Achievement in Writing. *Multicultural Perspectives*. 2006;8(4):29-38
54. Mendoza R, Baldiris S, Fabregat R. Framework to Heritage Education Using Emerging Technologie. *Procedia Computer Science*. 2015;75:239-249. DOI:10.1016/J.PROCS.2015.12.244;
55. Michalak R. Konstruktywistyczna perspektywa wczesnej edukacji przyrodniczej. *Problemy wczesnej edukacji*. 2020;4(51): 99-113
56. Murzyn-Kupisz M. Podmioty na rynku dziedzictwa kulturowego. *Studia Regionalne i Lokalne*. 2010;3(41):61-80
57. Nagy Á, Kölcsey A. Generation Alpha: Marketing or Science. *Acta Educationis Generalis*. 2017;7(1): 107-115. <https://doi.org/10.1515/atd-2017-0007>
58. Nikitorowicz J. Edukacja regionalna i międzykulturowa. Warszawa: Wydawnictwa Akademickie i Profesjonalne; 2009. p. 371
59. Ocampo M, Delgado P. Basic Education and Cultural Heritage: Prospects and Challenges. *International Journal of Humanities and Social Science*. 2014;4(9):201-209
60. Okoń W. Słownik Pedagogiczny. 3rd ed. Warszawa: Wydawnictwo Naukowe PWN; 1984
61. Okubo YY. Heritage: Owned or assigned?: The cultural politics of teaching heritage language in Osaka, Japan. *Critical Asian Studies*. 2010; 42(1):111-138. <https://doi.org/10.1080/14672710903537530>
62. Olusegun S. Constructivism Learning Theory: A Paradigm for Teaching and Learning, *Journal of Research & Method in Education*. 2015; 5(6). p. 66-70. DOI: 10.9790/7388-05616670
63. Ott MM, Pozzi FF. Towards a new era for cultural heritage education: Discussing the role of ICT. *Computers In Human Behavior*. 2011;27(4):1365-71. <https://doi.org/10.1016/j.chb.2010.07.031>
64. Pazzagua G, Williams C. Bring Food and Culture to the Classroom. *Journal Of School Health*. 2012;82(12):577-580. <https://doi.org/10.1111/j.1746-1561.2012.00739.x>
65. Perez MV, Templanza MR. Local studies centers: Transforming history, culture and heritage in the Philippines. *IFLA Journal*. 2012;38(4):297. <https://doi.org/10.1177/0340035212465033>
66. Pérez RJ, Cuenca López JM, Ferreras-Listán M. Heritage education: Exploring the conceptions of teachers and administrators from the perspective of experimental and social science teaching. *Teaching and Teacher Education*. 2010;26:1319-31. DOI: 10.1016/j.tate.2010.01.005.
67. Pérez-Guilarte Y, Gusman I, Lois González RC. Understanding the Significance of Cultural Heritage in Society from Preschool: An Educational Practice with Student Teachers. *Heritage*. 2023;6:6172–88. <https://doi.org/10.3390/heritage6090324>
68. Phillips DC. The good, the bad, and the ugly: The many faces of constructivism. *Educational Researcher*. 1995;24(7):5-12
69. Piaget J. *Studia z psychologii dziecka*. Warszawa: Wydawnictwo Naukowe PWN; 1966
70. Poot F, Bauwens J. 'Like the Oceans We Rise': News Frames on Youth for Climate. *Young*. 2023;31(2):107–123. doi: 10.1177/11033088221115964
71. Pooten PM. K+12, a seemingly inferior & anti-people program. *Northern Dispatch Nordisweekly*. 2014. <http://www.nordis.net/?p=12952> Accessed 06 Feb 2024
72. Poullos I. Discussing Strategy in Heritage Conservation. *J. Cult. Herit. Manag. Sustain. Dev*. 2014;4:16–34
73. Prościak M. Między cyfryzacją, gamingiem a nauką – o motywacjach pokolenia XD. In: Niemierko B, Szmigiel K, editors. *Znaczenie diagnostyki edukacyjnej dla procesu kształcenia*. Kraków: Polskie Towarzystwo Diagnostyki Edukacyjnej; 2019. p. 207-30
74. Pyżalski J. Cyfrowa pedagogika medialna. In: Kwieciński Z, Śliwerski B, editors. *Pedagogika. Podręcznik akademicki*. Warszawa: Wydawnictwo Naukowe PWN; 2019



References:

75. Robin R. Badanie pól semantycznych: doświadczenia Ośrodka Leksykologii Politycznej w Saint-Cloud. In: Głowiński M. (red.), Język i społeczeństwo. Warszawa: Czytelnik, 1980. p. 205–282.
76. Romero A. Colleges need to prepare for Generation Alpha. CUNY Bernard M Baruch College. Publications and Research. 2017. https://academicworks.cuny.edu/bb_pubs/172/. Accessed 10 Feb 2024
77. Shimray SR. Ways to Create Awareness on Cultural Heritage: An overview. Library Philosophy and Practice. 2019. 2577. <https://digitalcommons.unl.edu/libphilprac/2577>. Accessed 12 Feb 2024
78. Shutaleva A, Martyushev N, Nikonova Z, Savchenko I, Abramova S, Lubimova V, Novgorodtseva A. Environmental Behavior of Youth and Sustainable Development. Sustainability. 2022;14:250. <https://doi.org/10.3390/su14010250>
79. Simşek GG, ElitokKesici AA. Heritage Education for Primary School Children Through Drama: The Case of Aydın, Turkey. Procedia - Social And Behavioral Sciences, 46 (4th WORLD CONFERENCE ON EDUCATIONAL SCIENCES (WCES-2012) 02-05 February 2012 Barcelona, Spain. 2012 p. 3817-3824. <https://doi.org/10.1016/j.sbspro.2012.06.153>
80. Skorowski H. Współczesne ujęcie regionalizmu. Saeculum Christianum: pismo historyczno-społeczne. 2006;13(2):157-79
81. Smith A. Learning History Through Heritage Place Management in the Pacific Islands. Journal Of Pacific History. 2011;46(2):228-35. <https://doi.org/10.1080/00223344.2011.607271>
82. Smith L. The Uses of Heritage. London: Routledge; 2006
83. Srivastava S. A Study of Awareness of Cultural Heritage among the Teachers at University Level. Universal Journal of Educational Research. 2015;3(5):336-344
84. Suchocka A, Królikowska I. Kreowanie tożsamości kulturowej jako wyzwanie XXI wieku, Colloquium Wydziału Nauk Humanistycznych i Społecznych Kwartalnik. 2014; 4.214:73-88
85. Świątkiewicz W. Kapitał kulturowy a zagadnienie integracji społecznej. In: Barska A, Michalczyk T, Szczepański MS, editors. "Ku integracji rozwoju człowieka i społeczeństwa". Katowice: Wydawnictwo Uniwersytetu Śląskiego; 2001. p. 96-106
83. Świętek A, Brusik K. Kultura islamu w kształceniu geograficznym w Polsce jako egzemplifikacja koncepcji „geografii ciszy”. Annales Universitatis Paedagogicae Cracoviensis Studia Geographica. 2022;18:36–57
86. Throsby D. Economics and Culture, Cambridge: Cambridge University Press; 2001
87. Tootell H, Freeman M, Freeman A. Generation Alpha at the intersection of technology, play and motivation. In 2014 47th Hawaii International Conference on System Sciences; 2014. p. 82-90
88. Towse R. The cultural economy of heritage. In: Towse R, Rizzo I, editors. The Economics of Heritage. A Study in the Political Economy of Culture in Sicily, Cheltenham: E. Elgar; 2022. p. 3–19
89. Ustrzycki AT. Relacje między Polakami a Ukraińcami w Ukrainie. Na marginesie badań nad tożsamością społeczno-kulturową Polaków w Ukrainie. In: Szweda R, editor. Dylematy tożsamości zbiorowych. Lublin: KUL; 2007. p. 43
90. Valentine G, Harris C. Encounters and (in)tolerance: perceptions of legality and the regulation of space, Social & Cultural Geography. 2016;17.7: 913-32. <https://doi.org/10.1080/14649365.2016.1139171>
91. van Dijk JAGM. Społeczne aspekty nowych mediów. Analiza społeczeństwa sieci. Warszawa: Wydawnictwo Naukowe PWN. 2010
92. Wang B, Dai L, Liao B. (2023), System Architecture Design of a Multimedia Platform to Increase Awareness of Cultural Heritage: A Case Study of Sustainable Cultural Heritage. Sustainability. 2023;15(2504):1-15. <https://doi.org/10.3390/su15032504>
93. Wendland M. Konstruktywizm komunikacyjny, Poznań: Wydawnictwo Naukowe IF UAM; 2011
94. Wierzbicki A. Wpływ megatrendów cywilizacji informacyjnej na sytuację w Polsce w początkach XXI wieku. Telekomunikacja i Techniki Informacyjne. 2000;1.2:3-17
95. Wu H. Constructing Culturally Relevant Pedagogy in Chinese Heritage Language Classrooms: A Multiple-Case Study. 2011. <https://files.eric.ed.gov/fulltext/ED529916.pdf> Accessed 11 Feb 2024



References:

96. Zabawa M. The influence of English on International Internet Slang. In: Witalisz A, editor. Migration, Narration, Communication: Cultural Exchanges in a Globalised World. Frankfurt am Main: Internationaler Verlag der Wissenschaften; 2011. p. 167–81
97. Ziatdinov R, Cilliers J. Generation Alpha: Understanding the Next Cohort of University Students, European Journal of Contemporary Education. 2021;10(3):783-9.
<https://doi.org/10.13187/ejced.2021.3.783>
98. Ziółkowski M. Przemiany interesów i wartości społeczeństwa polskiego. Teorie, tendencje, interpretacje. Poznań: Wydawnictwo Fundacji Humaniora; 2000
99. Żylińska M. Neurodydaktyka. Nauczanie i uczenie się przyjazne mózgowi, Toruń: Wydawnictwo Uniwersytetu Mikołaja Kopernika; 2013