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## Annex 1

### PROJECT ACHIEVEMENTS

- 1.1. Scientific highlights and research achievements
- 1.2. Transfer of knowledge and Training activities (workshops)
- 1.3. Dissemination of results (conferences, publications...)

**Grant Agreement** n° 318759

**Full Title:** Stimulators and Inhibitors of Culture of Trust in Educational Interactions Assisted by Modern Information and Communication Technology.

**Acronym:** SIT

**Scientific Panel:** Social and Human Sciences

**Funding scheme:** IRSES

**Duration of the project:** months 33

**Start date of project:** 01/02/2013

**End date of project:** 31/10/2015

**Project coordinator:** US

**Participant responsible:** US, HiNe, UNIMC, IKBFU, UOK

# Contents

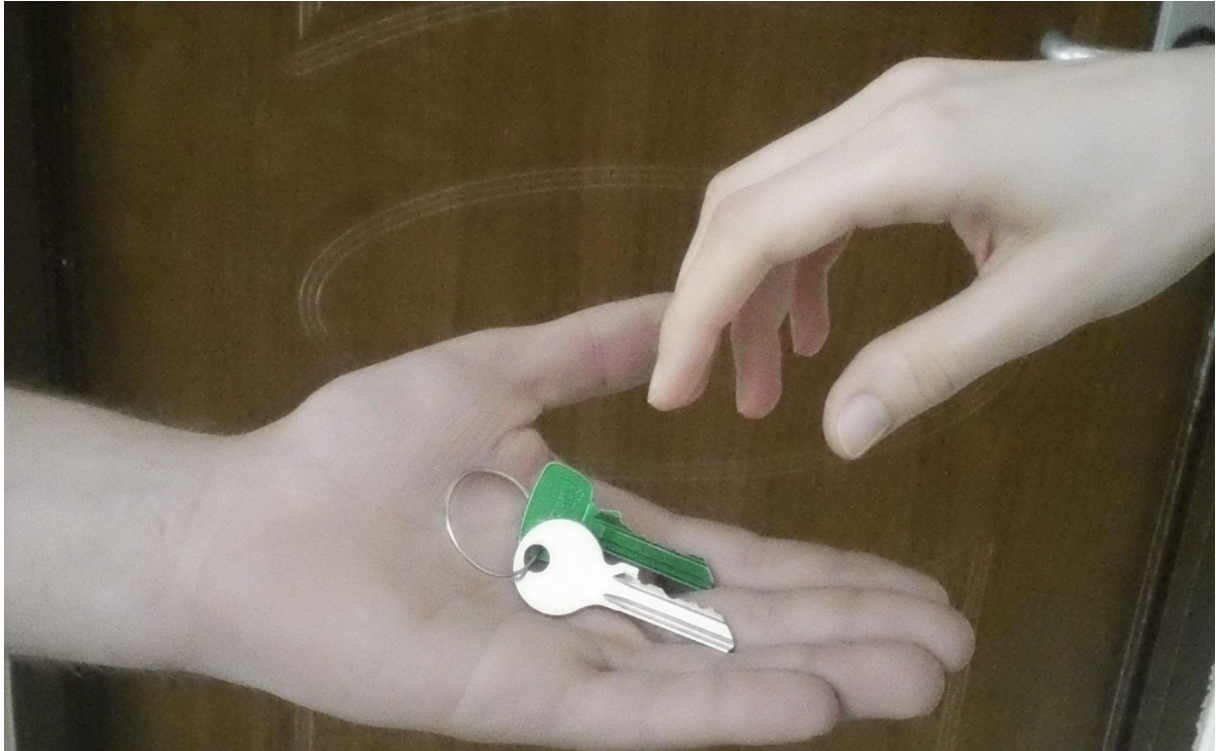
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## 1. Products from workshops photos – trust for people

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Photo 1. Trust for people - example



A house (flat) is a special place - our shelter, a haven of safety and freedom, warm peaceful refuge, an enclave of intimacy, secrets hiding place, a repository of wealth. By giving someone the keys to our apartment, we agree to share our privacy with that someone. Our entire property is entrusted “in other people's hands” and this situation is always fraught with risk. Especially, when this person has access to our home at any time of day or night, also in our absence. In the worst case, our home can be completely ruined. Giving our home to someone else's disposal we also enable him or her to access personal information about us – secret information that others can “collect” while using our home. And we do not share secrets with random people, but only with those whom we trust. **KEYS** to our home are, therefore, the right to **ENTER** our life. And this is the message of the photos - photograph depicts giving keys to our home to somebody else. There is no doubt that such a decision can be made only towards a person that we trust. With that decision, the owner of the house gives his or her consent to let another person

into the private area, which poses the risk of losing the possessions and use of his or her intimacy. This, the owner shows that person the evidence of trust and confidence of that person's responsibility.

## 2. Products from workshops photos – trust for normative

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Photo 2. Trust for normative - example



No other **area of education** than **nature** includes such a wide range of properties supplying the crucial knowledge. Zoology, botany, hydrology or geology are just some of the wide set of components forming a unique community. In addition to the scientific knowledge, the phenomena occurring in nature can teach tolerance, consistency, regularity, stability, harmony and rules of coexistence. Nothing is able to take away the position of nature in education. Nature is characterized by clarity, durability, stability, continuity and constancy - the specific characteristics of trust. Photo taken in the forest shows one of the elements of nature - the roots of trees, which are a symbol of that trust, because they represent - present in all of nature - stabilization, strength, balance, reliability and durability. Firmly attached to the ground branched roots secure the tree from being dug out. Tree supported with this foundation is like a pillar of security, about that people can confidently lean against. The function of the root is also to provide water

and nutrients, and stockpiling food, which refers to the care and nurturance - the attributes of trust. You can only trust something strong and balanced, the guarantor of which are **DEEP ROOTS**. Such phenomenon continues to occur in nature, which is generally firmly anchored in the world, and in a particular individual, which is a human - closely associated with the world and being a part of nature. Hence, the nature, as a wide cognitive horizon, has been chosen as a trustworthy education space, and grounded tree as an image of that trust. **KEYS** to our home are, therefore, the right to **ENTER** our life. And this is the message of the photos - photograph depicts giving keys to our home to somebody else. There is no doubt that such a decision can be made only **towards a person that we trust**. With that decision, the owner of the house gives his or her consent to let another person into the private area, which poses the risk of losing the possessions and use of his or her intimacy. This, the owner shows that person the evidence of trust and confidence of that person's responsibility.

### 3. Products from workshops photos – trust for content

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Photo 3. Trust for content - example



One of the factors determining the allocation of trust is religiousness. Religion itself is a system of faith in something or someone, and its essence is implicit trust. This kind of attitude can be observed in relation to the **institution of the Christian Church** - an institution organized around religious content and objectives, taking care of the religious needs of its members. Faith in religious or evangelizing mission of the Church, trust in its moral doctrine, faith in the stability, validity and effectiveness of the commitments of the Church as an institution, is expressed in various forms, of which the most common and most significant is the **MONEY COLLECTION**. People trust that the church authorities, as representatives of the highest morality, spend their donation in accordance with the proclaimed mission. Donations to the Church (the act captured on photo) reveal not only the generosity of the faithful, but prove their trust in this institution. In the current difficult times, when people live on credit and face the inability

to find suitable paid work, the reluctance to give and even lend hard-earned money is emphasized. If you decide to lend money, it is usually someone trustworthy.

## 4. Promotion

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Tab. List of promotion SIT Project

May 2015	Guide of International Project Stimulators and Inhibitors of Culture of Trust in Educational Interactions Assisted by Modern Information and Communication Technology	ZAPOL, Poland, 2013 ISBN 978-83-7518-664-2, <a href="http://www.sitproject.eu">www.sitproject.eu</a>	Edit by M. Czerepaniak – Walczak E.Perzycka
May 2013	Website of the SIT Project	<a href="http://www.sitproject.eu">www.sitproject.eu</a>	E.Perzycka A.Makowska M.Sokołowski-Zgid M.Kulik
May	Two Posters	Presentation in Conference and Seminars	E.Perzycka M. Czerepaniak – Walczak
May	Logotyp of the SIT Project	Presentation in Conference and Seminars, Documents	E.Perzycka M. Czerepaniak – Walczak
13.12. 2013	Brochure Horyzontalnie 2020	<a href="http://www.forma.zut.edu.pl/horyzontalnie.php">http://www.forma.zut.edu.pl/horyzontalnie.php</a>	E.Perzycka
13.12. 2013	Vernissage of SIT Project	West Pomeranian University of Technology <a href="http://www.youtube.com/watch?v=yQV8dHQLovE">http://www.youtube.com/watch?v=yQV8dHQLovE</a> <a href="http://www.youtube.com/watch?v=XPsut0TGr28">http://www.youtube.com/watch?v=XPsut0TGr28</a> <a href="http://www.forma.zut.edu.pl/HORYZONTALNIE/">http://www.forma.zut.edu.pl/HORYZONTALNIE/</a>	E.Perzycka
17.04. 2014	Polish, Norwegian academics meet CUK faculty	Greater Kashmir	N.Ali
28.04. 2014	Goverment Collegw of Education, M.A. Road Srinagar Pres Release One Day International Seminar on ICT & Value Education: Issues & Challenges.	Greater Kashmir	N.Ali
13.04. 2014	Kashmir Spring – Kashmir Cultural	Canal DOORDARSHAN	M.Czerepaniak – Walczak

	Quest Interview to television – Canal DOORDARSHAN		E. Perzycka A. Makowska R. Tumino S. Polenta
21.05. 2014	Article News and Poem Nesna: Word wide visit	Helgelands Newspaper, 21. May 2014	Poem - Tore Andre Hansen (Journalist) H.Nilsen
21.09. 2014 30.10. 2014	Vernissage of SIT Project	Street in City of Szczecin	E. Perzycka
2014	International Jurnal of Pedagogy. Innovation and New Technologies, Vol. 1, No. 1, 2014	Yang pedagogues' perspectives. A bird's eye of selected PhD subjects in Poland. A.Odrowąż-Coates M.Kwiatkowski Janusz Kowarski: 'Conditions of implementation and the use of information and communication technologies in upper secondary vocational schools'. Thesis written under the direction of Prof. Elzbieta Perzycka and defended at the Faculty of Humanities, University of Szczecin. Another article accepted for the publication in the first issue of the series, discusses the emancipating <i>potential incorporated in the theory of education. Zbigniew Talaga wrote 'The emancipatory emrnial of the general education content, exercist during IT lessons in lower secondary school. Prof. Elzbieta Perzycka was the supervisor of this PhD which resulted in a successful defence of thesis at the Humanistic Department of Szczecin University. The author examined emancipatory rationality present in IT lessons in lower secondary school in Poland.</i>	E.Perzycka
20.04. 2015	The Parliament Magazine. Politics, Policy, People ISSUE 409/10	SIT,7FP, Marie Curie Actions, People, IRSES...p.20  <a href="https://www.theparliamentmagazine.eu/articles/magazines/issue-40910-20-april-2015">https://www.theparliamentmagazine.eu/articles/magazines/issue-40910-20-april-2015</a>	E.Perzycka
31.07. 2015	CORDIS Result in Brief publication Report Summary 163811	Project Title: <i>Stimulators and Inhibitors of Culture of Trust in Educational Interactions Assisted by Modern Information and Communication Technology</i>  <a href="http://cordis.europa.eu/result/rcn/163811_en.html">http://cordis.europa.eu/result/rcn/163811_en.html</a>	E.Perzycka
02.06. 2015- 31.10. 2015	Information about project products – promotion of SIT PROJECT	Facebook  <a href="https://www.facebook.com/ProjectSIT?ref=hl">https://www.facebook.com/ProjectSIT?ref=hl</a>	E. Perzycka
02.06. 2015- 31.01. 2015	Information about project products – promotion of SIT PROJECT	Academia.eu  <a href="https://szczecin.academia.edu/ElzbietaPerzycka">https://szczecin.academia.edu/ElzbietaPerzycka</a>	E. Perzycka

12.10.2 015	Material & various link/way of dissemination  University of Macerata	<ul style="list-style-type: none"> <li>- Facebook 10.406 fan</li> <li>- Twitter 2.459 follower</li> <li>- LinkedIn 8.473 follower</li> </ul> <a href="http://ricerca.unimc.it/it/site-news/progetto-europeo-sit-comunicato-conclusivo">http://ricerca.unimc.it/it/site-news/progetto-europeo-sit-comunicato-conclusivo</a>  <a href="http://ricerca.unimc.it/it/finanziamenti/finanziamenti-internazionali/progetti-e-network-internazionali-di-unimc/sit">http://ricerca.unimc.it/it/finanziamenti/finanziamenti-internazionali/progetti-e-network-internazionali-di-unimc/sit</a>  <a href="http://sfbct.unimc.it/it/site-news/seminario-internazionale-sull2019interculturalita">http://sfbct.unimc.it/it/site-news/seminario-internazionale-sull2019interculturalita</a>	R.Deluigi
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# 5. Logotype of the SIT Project

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## Logotype of the SIT Project



STIMULATORS AND INHIBITORS OF CULTURE OF TRUST  
IN EDUCATIONAL INTERACTIONS ASSISTED BY MODERN  
INFORMATION AND COMMUNICATION TECHNOLOGY

### Posters



#### STIMULATORS AND INHIBITORS OF CULTURE OF TRUST IN EDUCATIONAL INTERACTIONS ASSISTED BY MODERN INFORMATION AND COMMUNICATION TECHNOLOGY



ACRONYM: **SIT**

TYPE OF PROGRAMME: 7 FRAMEWORK PROGRAMME

TOTAL BUDGET: 182 400 €

EU FUNDING FOR US: 52 000 €

NUMBER OF PARTNERS: 5

**PROJECT OBJECTIVE:**

Summing up the main objective of this project is to discover the elements of a culture of trust, their level and mutual cohesion in societies of different design and different potentials of trust. The practical objectives are:

- 1) educational rapprochement of cultures;
- 2) breaking down stereotypes in globalizing societies;
- 3) preparation of professional teacher training standards in the field of media education in the atmosphere of trust towards the student, parents and information communication technology.

**PROJECT RESULTS:**

- ↪ development of educational instruments
- ↪ Model Training Center of ICT in Education,
- ↪ long-term cooperation between the partners,
- ↪ 52 scientist stipends from Norway, Russia, India, Italy and the Polish

**PROJECT TASKS:**

Conducting research in schools at different levels of education in the following areas:

- ↪ Personal – towards people, their intentions and behavior. This element of the culture of trust is reflected in the creation of social networks, mutual support and solidarity.
- ↪ Normative - towards standards and their sources, ethical sensitivity to current and potential directions of development of an individual and social change.
- ↪ Content / subjective – towards truths, their sources, as well as cognitive usefulness in everyday life of individuals and groups.



# STYMULATORY I INHIBITORY KULTURY ZAUFANIA W INTERAKCJACH EDUKACYJNYCH WSPOMAGANYCH NOWOCZESNĄ TECHNOLOGIĄ INFORMACYJNO- KOMUNIKACYJNĄ

SIT



## CEL PROJEKTU:

Poznaczym celem projektu jest rozpoznanie elementów kultury zaufania, ich poziomu i wzajemnej spójności w społeczeństwach o różnych wzorach i różnych potencjałach zaufania. Celami praktycznymi są:

- edukacyjne zbliżenie kultur;
- przełamywanie stereotypów w globalizujących się społeczeństwach;
- przygotowanie uniwersalnych standardów profesjonalnego przygotowania nauczyciela w zakresie edukacji medialnej w atmosferze zaufania do siebie, ucznia, rodziców i technologii informacyjnych i komunikacyjnych.

## NASZE ZADANIA:

Podstawowym zadaniem jest prowadzenie badań w szkołach: podstawowej, gimnazjum, wyższej, na kolejnych poziomach kształcenia w następujących zakresach:

- osobowy – wobec osób, ich intencji i zachowań (ten element kultury zaufania uwidacznia się w tworzeniu sieci społecznych, wzajemnego wsparcia i solidarności);
- normatywny – wobec norm i ich źródeł, wrażliwości etycznej na bieżące i potencjalne kierunki rozwoju osoby i zmiany społecznej;
  - treściowy/przedmiotowy – wobec prawd, ich źródeł, a także użyteczności poznawczej w codziennym życiu osób i grup.



CAŁKOWITY BUDŻET PROJEKTU: 182 400 €

LICZBA PARTNERÓW: 5

## REZULTATY PROJEKTU:

- opracowanie instrumentarium pedagogicznego;
- Model Centrum Doskonalenia ICT w edukacji;
- publikacje w czasopiśmie o zasięgu międzynarodowym;
- 52 wyjazdy stażowe naukowców do Norwegii, Rosji, Indii, Włoch i Polski;
- długotrwała współpraca pomiędzy zaangażowanymi w realizację projektu partnerami.



