

III Międzynarodowa  
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III Międzynarodowa Konferencja Open Access w Polsce  
„Otwarta nauka i edukacja”

13-14 marca 2012, Bydgoszcz, Polska

III International Conference Open Access in Poland  
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March 13-14, 2012, Bydgoszcz, Poland

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## Web 2.0 in university's service

**Abstract:** *The subject matter of this paper is Web 2.0 in university's service. The author deals with specific issues concerning this problem. The materials are based on empirical results of the research project “PR of the institutions of higher education — model of communication with the environment” („Public relations szkół wyższych — model komunikowania z otoczeniem”) conducted by the author. To date, this was the biggest research project concerning the PR of universities in Poland. The project was carried out in 2006–2010 in the Institute of Political Sciences and Journalism at the University of Silesia (Zakład Dziennikarstwa Uniwersytetu Śląskiego). It allowed to track the communication activity of the Polish institutions of higher education, including their on-line activity, and to come to interesting conclusions concerning the role of the Web in creating the policy of open access to information and scientific research in those institutions in the Web 2.0 era.*

**Keywords:** *Web 2.0, university public relations, open communication*

### Introduction

The development of modern communication technologies based on IT instruments created unprecedented possibilities for institutions of higher education in the area of building relations with the social environment. Using these technologies allows for fulfilling one of the fundamental objectives of a modern university, that is, creating a democratic, open and trusting communication space around it, which expands access to information and resources, as well as, introduces effective channels of thought exchange to communication with various interested groups from within the university and from the outside. Building an open communication space in its various dimensions forms part of the social mission of universities and can be treated in terms of realising and disseminating the values that make up the academic ethos. Moreover, the openness, as well as, its democratic character, typical of the virtual space, often serve to break through the social barriers existing in the contact with the university which, away from the Internet, is often seen as a distant, inaccessible and elitist entity, while on the Internet, it takes on a character of a partner who can be accessed in a simple and direct way and with whom it is possible to establish an almost familiar bond. Active participation in the open communication space of the Web 2.0, thanks to the possibilities of open access publishing, finally encourages the fulfilment of the fundamental task of the academic institution, which is to popularise knowledge and realise research projects that benefit both the university and its workers<sup>1</sup>.

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<sup>1</sup> It should be noted that it was universities that were part of the group of institutions, which initiated the process of building an open system of knowledge, based on IT solutions. Some of the first institutions in the world using Internet tools to create and disseminate knowledge were the Massachusetts Institute of Technology and Harvard University, which in 2007 used the teaching resource OpenCourseWare, to make their lectures, research results and publications available on-line. Six



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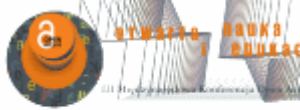
The paper presents the results of a research project titled *PR of the institutions of higher education — model of communication with the environment* the largest project in Poland to date, dealing with the university PR issues. The study made it possible to diagnose the state of communication activity of Polish universities, considering their activity on the Internet, as well as, formulate the conclusions about the role of the Internet in developing open information and research policy of higher education of the Web 2.0 era.

### **Characteristics of the research project**

The study *PR of the institutions of higher education — model of communication with the environment* was conducted in the years 2006–2010, as part of an independent research project conducted at the Department of Journalism at the University of Silesia, and the Institute of Journalism and Social Communication of the University Humanitas in Sosnowiec. The project aimed to analyse and describe the activities of universities as specific public relations entities, possessing the features of non-profit and commercial organisations, performing rudimentary tasks and *pro publico bono* social objectives, but under increasing market pressures, in the area of the complex interactions among the various aspects of the general social system. The project was used to identify the key themes, objectives and instruments for the university to communicate with the environment and to examine the effectiveness of higher education institutions as subjects of the socially understood public relations. The study was carried out using the techniques of a mail-in survey and a random auditorium survey. This technique was chosen because of its "non-invasive" nature and the complexity of the studied subject. The survey included 66 questions, including open, closed and scale questions. The process of selecting questions for the questionnaire was not modelled after any previously conducted studies. The author only used the knowledge obtained during the course of the project by reading the extensive literature, as well as, the practical experience relevant to the realisation of public relations strategies in universities. The postal questionnaire was sent out to 95 public universities and 290 private schools of all types in Poland (with the exception of state schools, marine schools and seminaries). Seventy-six completed questionnaires were received back from various types of higher education institutions, including academic and vocational colleges of different educational profile, size and location (cities of up to 20 thousand residents; cities of 20 to 100 thousand residents, cities of 100 to 250 thousand residents, cities of more than 250 thousand residents). The study was supplemented with an auditorium-type survey conducted during the 13<sup>th</sup> Conference of the Association of PR and Promotion of Polish Universities titled “Higher education school rankings — an opportunity or a trap?” which took place on September 3-6, 2009 in Jachranka, near Warsaw. The survey was completed by the participants, including persons working in the departments of PR and promotion of schools of various types, who did not mail in the

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months after its launching, the OpenCourseWare resource had about 7 million users from around the world.



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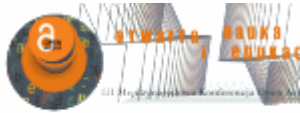
completed questionnaire. This way, an additional 30 surveys were received. The material obtained in the questionnaire technique of research was divided into subject areas:

1. Purpose, objectives and functions of public relations in universities;
2. Public relations strategies;
3. Barriers to carrying out PR activities;
4. The university's environment;
5. The organisation of public relations in universities;
6. Tools and techniques used in PR of the university.

From within each one of these subject areas, the author selected empirical data corresponding to research problems and permitting a verification of the adopted hypotheses. This paper offers a presentation and an interpretation of the research findings extracted the last of these areas, which refers to the role of interactive communication technology (ICTs) in the communication activity of higher education institutions.

### **Research results and conclusions**

Over the past few years, there has been a change in the approach to creating university web sites, as well as, in the role of networks in academic public relations, according to the trend of the so-called Web 2.0. A one-way communication model, in which the web site manager decides about the on-line content, is replaced by a model, in which the recipient of information is no longer a passive and anonymous entity at the end of the process, instead he becomes a subject of a symmetric, two-way information exchange. The basis behind the concept of the functioning of Web 2.0 services is seeking to maximize the interaction between the web site users, which results in shifting the weight of the meaning of web content towards those who are interested in the content, actively participating in creating and managing the content of web sites. In the case of university web sites, following the Web 2.0 trend, in practice, this boils down to the creation of on-line forums (of students, the staff and the alumni), blogs (led by teachers, authorities, representatives of the student government and academic clubs), comment systems with regards to the published texts, the use of RSS feeds, offering network services and establishing profiles on social networking sites (Facebook, Nasza Klasa, GoldenLine, YouTube, Twitter). It also means the evolution of university web sites towards interactive portals and vertical portals, addressed or available to specific target groups: university applicants, students, faculty, administrators, alumni (a site addressed to applicants may contain information about education, recruitment and examination requirements, strengths of the university, student activities, the university's position on the market, the skills of the faculty, material base. Meanwhile, the staff portal includes news from the life of the university, press overview, announcements of the authorities, legal acts, social information, course schedules, the staff address book, discussion forums, community and interest group portals, etc.).



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Based on research carried out under the project *PR of the institutions of higher education — model of communication with the environment*, it can be said that Polish universities are becoming more open to their social environment, recognising the need to build and maintain effective relationships with various interest groups. Of strategic importance for them is building a multi-area relationship with the environment, based on two-way communication, supporting the public mission of the higher education institution and its social utility (the university as a social good). However, there is a strong correlation between the nature and the quality of communication activities of academic institutions (along with their consequences) and the reputation of a higher education institution, defined much more broadly than a marketing brand. The universities are realising that the market and the social position of such a specific organisation as the university, depends on a system of multi-factor relationships and influences, including the strategic importance of form and content of internal relations and relations between the university and its environment. Among the many instruments for building this kind of relationships with the interest groups, universities commonly use on-line tools. The use of e-PR has been declared by 100% of universities participating in the study *PR of the institutions of higher education — model of communication with the environment*. In addition to maintaining university web sites, the schools usually indicate the use of Internet communication tools, such as, e-mail and e-mailing (97%), network monitoring (86%), web positioning (71%), and social software platforms (56%). The author's analysis of university and college websites in the study *PR of the institutions of higher education — model of communication with the environment*, argues that most of these (68,9%) uses the Internet communication tools of Web 2.0, and 52,6% uses more than one such tool. The most frequently used communication tools include: accounts on social networking sites (55,6%), student and employee forums (41,5%), microblogs (21%), and blogs run by representatives of the university (15%). In the study group, there were also schools that offer original and unusual interactive solutions following the philosophy of Web 2.0, such as, legal counselling on-line, language counselling on-line, student encyclopaedia created on the basis of open content or maintaining their own account on YouTubeEDU, which offers on-line teaching resources and courses of such prestigious universities as the Massachusetts Institute of Technology and Yale University<sup>2</sup>. 63% of examined universities create their web sites on interactive, academic portals, highlighting the distinct parts of structures targeted to individual interest groups. Most commonly, these are: university applicants, current students, staff and alumni. 44,3% of studied higher education institutions offer the following multimedia on their web sites: video, sound files and PowerPoint presentations, and some of these materials can be published by the Internet users themselves.

Universities were among the first organisations, which began to take advantage of the trends and possibilities offered in the era of interactivity, within the e-PR

<sup>2</sup> The first Polish university that launched its YouTubeEDU channel was the University of Silesia in Katowice. The university publishes mostly educational films, interviews with researchers and reports of university seminars and celebrations.



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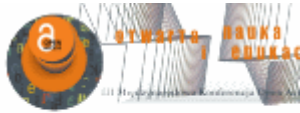
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framework, by transforming themselves in the area of its activity on the Internet into a 2.0 organisation. It had to do primarily with the strong organisation of interest groups (especially, students and alumni) around universities, forming communities, which along with the development of social media, naturally made their way into the Internet where they expanded their activity (the first account of the Warsaw University students was created on the *nasza-klasa.pl* web portal in, as early as, the beginning of 2007, several months after its creation)<sup>3</sup>. Recognising the formation of these communities, the universities began to use them as recipients of their communication activities, sometimes including them in their marketing campaigns and public relations (for example, by integrating them into their own accounts in social media)<sup>4</sup>. These strategies were often necessitated by the virtual communities themselves demanding the university's presence on the Internet as part of ESSP and articulating these expectations both in a traditional way, as well as, one that is typical of the Internet space (e.g. creating a fictional account of the university in *Nasza Klasa*). The integration of the universities in the Web 2.0 trend is also favoured by the nature of their non-material resources, that is, the knowledge and the academic staff, who are its depositaries. These resources were valuable to virtual communities of people interested in information exchange and sharing this knowledge on the Internet, which was one of the reasons for the expansion of blogs maintained by academic staff, web services enabling the exchange of teaching materials or web sites operating on the concept of open content. Thus, the participation of universities in the open communication space of the Internet, known as Web 2.0, plays an important role in the process of knowledge commercialisation. Publishing research on the Internet promotes the dissemination of the results of research, as well as, exposes it to social evaluation and verification. In addition to that, open publishing allows for obtaining a higher *impact factor*. According to the research by Tim Brody, academic publications that are made available in a free and universal way receive much higher citation rates than texts published in paid journals, from 35% in case of biology to 250% in case of physics. However, according to studies conducted by James Evans and Jacob Reimer, publishing articles on the Internet free-of-charge increases the citation rate by 8%<sup>5</sup>. In the opinion of Andrzej Radomski, supporting science with the value of the Web 2.0 culture brings other positive effects. In the case of humanities developing its activity on the Internet, the main problem that could spark up the

<sup>3</sup> The emergence of virtual communities is closely linked to the processes occurring in academic communities. The first virtual communities were created in American universities at the end of 1970s and, only much later, at the turn of the 1990s, in the anarchistic urban communities of New York, San Francisco and London.

<sup>4</sup> It is worth noting that the most popular social network service in the world, Facebook, was created in the academic environment as an initiative of Harvard University students (February 2004). In the beginning, it was geared mainly towards students above the high school level. In the first two weeks of its time on-line, 2/3 of Harvard's student body registered and, within the following weeks, students of other universities, such as, Stanford, Columbia and Yale, joined as well. In mid-2004, the social network was linked with 30 universities around the United States. Currently, the Harvard University profile on Facebook has been "liked" by 200 thousand users.

<sup>5</sup> SZPUNAR, M. Otwartość, partnerstwo i wspólnota zasobów jako podstawowe wartości w świecie wikinonii. In: ULIŃSKI, M. (ed.). *Wartości podstawowe w kontekstach współczesnych*. Cracow: Wydaw. Aureus, 2010, pp. 121-122.



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interest of researchers could arise from the so-called social impulses, that is, important matters, whose analysis requires expert knowledge and which can become subject of Internet discussions among the scholars, in chat rooms, forums or on social networks<sup>6</sup>. As a result of this, science would take on a pragmatic character, responding to the needs reported by the community. The scholars and universities would gain a greater possibility of communicating with the society and the society would stop treating the scholarly community as a group dedicated to petty and useless debates. Publishing on the Internet would furthermore force the scholars to use a less hermetic language, thus allowing for the results of their research to reach a wider audience<sup>7</sup>. The popularisation of science through the Internet can finally be seen in terms of image benefits, i.e. the university by choosing this form of disseminating knowledge and encouraging its researchers to use it, presents itself as an active institution in terms of research but also a modern, open, socially committed and interested in the inclusion of its environment into its academic discourse.

Next to openness, an important dimension of the functioning of virtual societies consists of their community-based nature. The ability of quick and effective sharing of knowledge and experience is one of the most prominent advantages of the Internet<sup>8</sup>. This issue was captured interestingly by the authors of the report titled *The Youth and the media. New media and participation in culture* (*Młodzi i media. Nowe media a uczestnictwo w kulturze*) who argued that, at this stage in the development of ICTs, we are dealing with the notion of a co-Internet, that is, a medium that is built from the content whose reception and creation is accomplished by a group of Internet users forming a group identity<sup>9</sup>. By sharing their resources with others, the members of virtual communities are carrying out informal exchanges, where of importance is not only the transmission of information, knowledge or competences, but also the process of maintaining relations by sharing content (it can be considered that social relations in the age of the Internet are overloaded with content). A lack of possibility of this type of sharing prevents some from the full usage of elements of culture, which are seen as important, enabling ties, intense and exciting<sup>10</sup>. Considering the above-mentioned characteristics, using the attributes of a community-based world of networks, as the use of its openness, may also bring tangible benefits to public relations activities of universities. By initiating and conducting the exchange of content, ESSPs make it possible for including the representatives of various interested groups in the academic process, both in the virtual dimension, as well as, in real life. Thanks to the involvement of the members of the on-line community, the school can be more effective in gaining the resources it needs to achieve its goals or

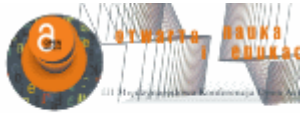
<sup>6</sup> RADOMSKI, A. *Internet — Nauka — Historia* [on-line]. Lublin, 2010, p. 68 [Cited 06.03.2012]. Available from Internet: <http://wiedzaiedukacja.eu/wp-content/uploads/2010/05/Internet-Nauka-Historia.pdf>.

<sup>7</sup> SZPUNAR, M., Ibidem, p. 123.

<sup>8</sup> Ibidem.

<sup>9</sup> FILICIAK, M. et al. *Młodzi i media. Nowe media a uczestnictwo w kulturze. Raport Centrum Badań nad Kulturą Popularną SWPS* [on-line]. Warsaw: Szkoła Wyższa Psychologii Społecznej, 2010, pp. 75-78 [Cited 06.03.2012]. Available from Internet: <http://bi.gazeta.pl/im/6/7600/m7600446.pdf>.

<sup>10</sup> Ibidem.



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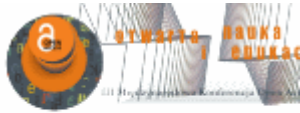
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to accomplish original projects on-line (and off-line, thanks to the participation of virtual community members), including promotional and branding projects. Being part of the community shapes the specific needs, trends and preferences, but also allows for motivating each other and organising activities. Examples of this are actions such as *flash mob*, which are extremely popular among students and which can, in fact, be used to support the university recruitment in addition to its entertaining function<sup>11</sup>, or *LipDub* videos, which present people lip-synching to songs that became popular as tools for creating the university image (schools with their own *LipDubs* are the Wrocław Technical University, Warsaw University, Warsaw Technical University, Jagiellonian University, Cardinal Stefan Wyszyński University). The implementation of these types of projects is possible thanks to the fact that virtual communities often arise around issues or events that, in any other communities, would not be subject to a collective activity, which provides an opportunity for public relations activities and require the involvement of various university representatives, especially the students. A similar assessment should be made of the opportunities associated with the community-based nature of Web 2.0, that is, the creation of new content, which means generating information and sharing it on the network with a very large group

<sup>11</sup> An example of this type of *flash mob* can be a happening initiated by Prof. Stanisław Czachorowski from the Faculty of Biology of the University of Warmia and Mazury in Olsztyn, who used Facebook to propose an event titled *Let's make Central Park in Kortowo. Or Hyde Park* aimed to enliven the student life in the small academic town in Olsztyn. Czachorowski promoted the event with the following entry: *A discussion on the lawn, near the Rector's office (between the Rector's office, the parking and Geodesy, near the memorial boulder). Together with the 3<sup>rd</sup> year Biotechnology students (as a summary of the presentation lectures), we will have a discussion on the lawn. As in the Central Park (or maybe with the same freedom of speech as in Hyde Park?). Why is there no such place in Olsztyn? It is time to create a new tradition. You can already sit on the lawn. We will have discussions, play chess and ludo. We will have coffee and cake (everyone brings his own). We will check whether student have access to the wireless Internet in Kortowo :). There will be diplomas, a summary and a discussion. We will invite other professors and other students (maybe they will come). Perhaps they will join us on the lawn in the investigation of the essence of things or just in the game of chess and having a cup of afternoon coffee. Because the UWM Biotechnology students are not shallow! They can do many things, in addition to tampering with genes and proteins. They can play the violin, capture beautiful portraits, write, dance, and 100 other things. There's a lot to talk about with them. S. Czachorowski also described the *flash mob* action with students on his blog: *This unusual meeting results from my vision of the university and my vision of teaching. I would like to learn together with my students as much as possible. To discover, together with them, not only the new facts but also to learn new skills. I would like to change the reality together with them, as an equal in an unknown among equals in the search. In a sense, I am referring to a pedagogical concept of an ignorant teacher. I would like to co-create a university as a community of those we are teaching and those who are taught, and also, a university that is firmly rooted in the needs of the local community. [...] As an academic town, Kortowo (as the entire Olsztyn) is largely neglected when it comes to creating a welcoming public space for meetings. We want to expand it... and gain personal skills. [...] Additionally, a public meeting on the lawn give students another opportunity to present themselves... as innovative workers of the future. Together we can learn to present ourselves publicly and get the attention of the media... to be able to express ourselves. In order to be listened to. Of course, first you have to have something important and worthwhile to tell...* The meetings initiated by Prof. S. Czachorowski met with a wide range of responses among students at the University of Warmia and Mazury, and now are held periodically in Olsztyn. Similar happenings are organised in Poland by other universities and student organisations. The most famous are *flash mobs* of the European Students' Forum AEGEE and of the Democratic Students' Association.*



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of people. The most characteristic feature of the new media today is the participation of members of the media in generating and distributing information<sup>12</sup>. For a contemporary audience member, to participate actively in the received content is becoming one of the most important factors determining whether to become associated with the information or not<sup>13</sup>. This creates certain dangers, but also opportunities for the university's position in a virtual environment functioning in this way. On the one hand, the new media allows for the experts and novices to meet on the same level. The Internet has broken with the monopoly enjoyed by scientists in providing accurate and reliable information proving that content of the same quality can be created by a group of non-professional web editors of resources, such as for example, the encyclopaedia. In the world of Web 2.0, academic titles, degrees and positions become devalued, while the knowledge of a passionate layman concerning a particular area is becoming as valuable as the knowledge of a scholar representing a noble academic institution. However, on the other hand, the popularity of the "production partnership" idea and its related projects has increased the public interest in knowledge and science, has generated the need to share intellectual capital and has increased the demand for this type of capital. This creates new opportunities for universities that are the natural reservoir of knowledge and the holder of this capital. Since knowledge is a valuable Internet resource, its sharing based on Web 2.0 tools can serve the demands of the society and the creation of effective relationships with those who seek this resource or want to share it. Building these relationships, however, will be possible only on condition that the university, which chooses to participate on-line as a "producer" of knowledge, accepts the rules of equality and openness prevailing in the world of virtual reality, agreeing for the knowledge of scientists and experts to be treated on equal grounds with the knowledge of amateurs<sup>14</sup>.

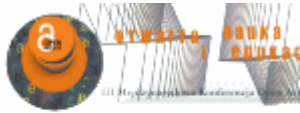
The participation of universities in the partner knowledge production, based on the idea of common good, may be either institutional or non-institutional. In the first case, the university becomes an organiser or promoter of a specific project associated with the joint creation of knowledge. It may take the form of an on-line encyclopaedia, edited on the principle of open content by students, researchers and Internet users outside the academic world, or it may take on the form of on-line counselling, in which the experts team up with the students to solve specific problems or provide clarification to interested parties. Non-institutional participation of universities in partner knowledge production usually comes down to the individual participation of researchers representing the institution's academic endeavours taking on a character typical of wikinomics. Both forms of participation of the university in a partner-based knowledge production can bring real benefits to its image-building: encourage on-line

<sup>12</sup> GOGOŁEK, W. *Technologie informacyjne mediów*. Warsaw: Oficyna Wydawnicza ASPRA-JR, 2006, p. 125.

<sup>13</sup> SZPUNAR, M. Nowe media a paradygmat kultury uczestnictwa. In: GRASZEWICZ, M., JASTRZĘBSKI, J. (ed.). *Teorie komunikacji i mediów*. Vol. 2. Wrocław: Oficyna Wydawnicza ATUT, 2010, p. 261.

<sup>14</sup> Ibidem.





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presence of universities, promote their achievements, emphasize the social utility of an academic institution, as well as, commercialise the effects of their activity by sharing the intellectual capital on-line. A 2.0 university, participating in the communication space, can publicly share important ideas from the point of view of its function and it can do so in various forms: from status updates using social networking software, by sending photos and movie clips, through podcasts, to blog writing. From the university's perspective, the most visible benefit of blogging has to do with sharing information and knowledge, professional help and experience in a way that is both lasting and easily accessible<sup>15</sup>. A blog can also be an important tool for creating opinions on issues important to the university, especially when the author is a government representative of the academic institution or if he or she is a representative of the academic community enjoying social popularity. Bloggers of this type are increasingly becoming a source of information for many influential circles, including the media, obtaining the status of so-called *Alpha-bloggers*<sup>16</sup>, authors of the highest reputation, popularly quoted, enjoying a wide audience (the academic Alpha-bloggers may include, among others: Prof. Krzysztof Rybiński — the Vistula University Rector, Prof. Grzegorz Kołodko — the Director of the Transformation, Integration and Globalisation Economic Research Centre at the Koźmiński University in Warsaw, Prof. Krzysztof Pawłowski — the President of the School of Business at the National Louis University in Nowy Sącz, or Prof. Jerzy Bralczyk — the lecturer of School of Social Psychology in Warsaw and the Institute of Journalism at the University of Warsaw). The strength of the university blog lies, on the one hand, in its authenticity and open nature, and on the other hand, in the status of its author, whose opinions, often concerning matters not only related to the university but also to the more general social, political, economic or cultural context, possess a generally undisputed rank and, as such, they often leak into the "media ecosystem" thus becoming a part of public discourse.

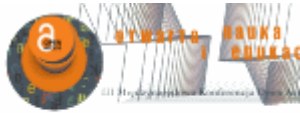
## **Conclusions**

The key role of the Web 2.0 tools, as an instrument of communication of higher education institutions is the ability to develop a new type of relationships between the university and its environment, based on self-organisation of the interested community of people virtually connected by their similar interests, needs and function. Around the university profile, within the symbolic space of the Internet, there is an emergence of communities, which according to the classification of Quentin Jones and Sheizaf Rafaeli, can be identified as communities of relations. Their task is based on creating and maintaining relations<sup>17</sup>. Therefore, Web 2.0 is creating a new group of recipients of communication activities practiced by academic

<sup>15</sup> McAFEE, A. *Firma 2.0: sukces dzięki nowym narzędziom internetowym*. Warsaw: Wolters Kluwer Business, 2011, p. 150.

<sup>16</sup> KEEN, A. *Kult amatora. Jak internet niszczy kulturę*. Warsaw: Wydaw. Akademickie i Profesjonalne, 2007, p. 65.

<sup>17</sup> JONES, Q., RAFAELI, S. Time to split, virtually: 'Discourse Architecture' and 'Community Building' as means to creating vibrant virtual publics. *Electronic Markets* 2000, Vol. 10, no. 4, pp. 215-216.



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institutions, that is, Internet users who are spontaneously gathered around the university in virtual communities and connected to the university via not only these communication relations allowing for the exchange of information and knowledge but also via their emotional ties strengthening their sense of identification with the university and a sense of belonging to the academic community, where the very idea of a community is one of the rudimentary values and the basic attribute of the organisational culture.

Academic institutions use a relatively wide range of communication possibilities offered by the Web 2.0 concept. One should anticipate that the tendency will not only maintain itself but it will also intensify under the influence of expectations of various groups of interested communities, as well as, as a result of the knowledge about the role and the abilities of Web 2.0 in the area of building effective relations with the environment now existing among the persons responsible for the academic PR.

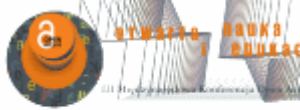
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#### Biography

He is a graduate of political sciences in the University of Silesia (UŚ) in Katowice. In 2006 he has obtained PhD degree in Faculty of Philology in the same university and in 2004–2011 he hold the position of a junior lecturer in the Department of Journalism. Since 2006 he has been an assistant professor in the Institute of Journalism and Social Communication in University Humanitas (WSH) in Sosnowiec and since 2010 — vice president of that university.

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He is an author of three monographs, two academic textbooks and over fifty articles regarding social communication. He participated in several international research projects dealing with problems of media and public relations. He is a member of Polish Communication Association (PTKS) and Polish Political Science Association (PTNP).

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