

Higher Education in the Digital Age Between Technology and the Didactic Relationship: Examining Polish Higher Education*

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Abstract

This article examines the challenges faced by Polish higher education in the context of global digitization and the transformation of academic teaching models. It assumes that the master–student relationship remains the foundation of academic education, and that digital technologies—if properly integrated—may support rather than replace human interaction. Based on a comparison of teaching practices in Poland and at leading institutions (Harvard, Oxford, MIT), a model of relational-technological didactics is proposed, along with the conditions necessary for its implementation. The article integrates pedagogical and sociological perspectives, highlighting the need for systemic changes in Polish academic education.

Keywords: university, digitization, relational didactics, mentoring, higher education.