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Title: Editorial

Author: Eugenia Smyrnova-Trybulska, Anna Studenska

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Editorial

The Editorial Board of IJREL is privileged to present a new volume. The content of the current issue was divided into three chapters. The first is devoted to distance and blended learning during the COVID-19 pandemic time. The second contains articles concerned with teaching methods using new technologies. The third concerns theoretical, practical and technological aspects of e-learning, including education for the acquisition of key competences.

The first part of the volume Chapter I: “Research on Distance, Online and Blended Learning in the COVID-19 time”, devoted to distance, online and blended learning during the COVID-19 time contains five articles.

The first article in the volume is titled “Five Theses on (Dis)Comfort in the Educational Cultures of Digitality”. The Author of the text – Theo Hug from Austria presents five theses of (dis)comfort connected with digitalization in education. A thorough discussion is presented on the following issues: language influence on educational planning, the role of assumptions of mathematization and computability of the world in optimizing educational processes, disorientation in the approach towards Artificial Intelligence and robotics, lack of focus on the common good in educational measurement procedures as well as on decisions concerning responsibility when humans co-work with machines.

Ana Cristina Matoso Bento Saraiva and Nuno Sotero Alves Silva from Portugal present a thorough discussion of strengths, weaknesses, opportunities and threats of online learning under COVID-19 pandemic conditions on the basis of the current literature review. The Authors discuss the issue from the perspective of various parties of the educational process like teachers, parents, students and their families. The picture that emerges from the data indicates time flexibility, reduced costs of teaching and learning, possibilities of connection and development of new platforms from one side and exhaustion and motivation decrease from the other. The text undoubtedly contains valuable insights helpful in designing online-learning systems in the future.

Attitudes of adult students towards distance learning during the time of pandemic are presented in the article by Violetta Rodek and Anna Orlińska. Data gathered during the survey conducted among postsecondary school students allowed them to answer the questions concerning such aspects of remote learning like students' satisfaction, motivation and involvement, their opinions on the effectiveness of distance learning as well as its negative and positive aspects.

Agnieszka Kubacka, Daniel Biały and Radosław Gołąb devoted their text to a very important topic of information security issues in the process of distance learning during the COVID-19 pandemic in higher education settings. The Authors present their research on the awareness of the threats connected with using the Internet among university teachers. The data presented focuses on the issues of safety connected with equipment, passwords, information exchange and security procedures.

The current IJREL volume closing text is an article by Marzena Wysocka-Narewska, titled: "Distance Learning in Polish Schools During the Coronavirus Lockdown: the Areas of Success and Failure Experienced by Polish Teachers of English as a FL". The survey research conducted with the participation of Polish secondary education foreign language teachers focused on answering questions concerning such characteristics of the online teaching-learning process during the pandemic, as the kind of mutual understanding and communication between the teacher and students, foreign language skills taught as well as difficulties and successes experienced by the respondents while conducting remote classes. The data indicating problems with teacher-student cooperation and covering teaching material allowed the Author to draw valuable practical conclusions for teacher education and work practice.

The second part of the volume, devoted to innovative methods and technology in education consists of two texts.

The methodology of online course construction for higher education students called "Flavours in Ead" is presented in the article by Maria Potes Barbas and Pedro Matos. The Authors formulated an answer to the question "How to build a robust, intuitive, and flexible course model for Higher Education students an E-learning format?" The text presents an action research connected with the evaluation of technological tools used in the programme made by students. Valuable guidelines to an e-course formulation were drawn from the data gathered, intended to construct an online course that is innovative, disruptive and inclusive.

Individual and collaborative online learning and the possibility of the compromise between the two is the topic of the article presented by Krzysztof Gurba. Values of both kinds of online learning are analysed and their impact on learning effectiveness is discussed. The Author presents the data from the survey indicating preference for an individual e-learning path, but simultaneously a strong

preference for choosing learning individually or in a group. The article advocates the possibility of taking advantage both from an individual and collaborative path of learning.

Three articles were grouped in the third part of the volume titled: “Theoretical, Methodological and Practical Aspects and Psychological Determinants of ICT and E-Learning in Education”.

The impact of remote teaching and learning conditions during the COVID-19 pandemic on the social and emotional well-being of teachers is the main topic of the research report presented by Irena Przyblylska from Poland. The analysis of survey data gathered among 998 teachers provides evidence for perceptions of a decrease in well-being and a higher number of negative emotions in the respondents during the pandemic. The data indicates workload, reduction of social contact, diminishing quality of relationships, and passive behaviour of students during classes as the main reasons for the decrease of well-being change in teachers. Valuable conclusions for remote teaching methodology are drawn.

The article “Higher Education Employees’ Workplace Learning Within Three Schemes of International Mobility” by Marcin Rojek and Joanna Leek focuses on the mobility and learning of higher education employees. The text describes characteristics of higher education workers learning in the context of traditional, blended and virtual digital mobility. The survey was conducted with the participation of 103 employees of European universities. The respondents came from 17 countries. The results showed that short-term mobility is preferred by the participants. The data also provided evidence that higher education employees expected different kinds of benefits from the three mobility types which were analysed in the article and regarded interpersonal contact as more valuable than physical environment for effective learning.

In the article “Well-being in the E-school Environment: Selected Research Results” Agnieszka Buczak and Izabella Maria Łukasik from Poland present data gathered among 14–16 year old students by means of The Rosenberg’s Self-Assessment Scale and the KIDSCREEN-10 Health-Related Quality of Life Questionnaire for Children. The Authors provided thorough evidence for the reliability and validity of the tools used in the study. Among other methods, component analysis and confirmatory component analysis were used, which enabled researchers to extract physical, mental and social health, learning conditions and interpersonal contacts and self-actualization as factors of well-being to be analysed. Students’ physical well-being in the domain of remote learning proved to be related to gender. The results showed among others that in the conditions of learning remotely the general well-being is higher in older students in comparison to younger ones. Older students, however, reported their health and interpersonal relations and

self-actualization as lower than younger students. The results indicate the direction of adjustments needed in the online learning system to account for individual differences of participants.

We hope that studies and solutions in the present IJREL volume will be inspiring and encourage reflection on how to manage the increasing demand for online education in the current situation.

Eugenia Smyrnova-Trybulska

<https://orcid.org/0000-0003-1227-014X>

Anna Studenska

<https://orcid.org/0000-0002-6699-9510>