Editorial

The Editorial Board of International Journal of Research in E-learning (IJREL) is privileged to present a new volume 8(1) 2022. The content of the current issue was divided into three chapters. The first is devoted to Research on Distance, Online and Blended Learning in Particular in the COVID-19 Time. The second contains articles concerned with Innovative Methods and Technology in Education. The third concerns Theoretical, Methodological and Practical Aspects and Psychological Determinants of ICT and E-Learning in Education.

The first part of the volume Chapter I: "Research on Distance, Online and Blended Learning in Particular in the Pandemic Time of COVID-19", contains three articles.

The first article in the volume is titled "Remote Teaching of Philological Specialisations in the Light of Experiences During the Pandemic - in the Eyes of Students and Teachers". The Author of the text – Halina Widła from Poland compares the results of the research conducted at the end of the winter semester 2019/2020 with the results from March 2021 as an extended teaching for the validity of extending the teaching offer for modern language studies by including innovative solutions using distance learning methods and techniques, with additional comments at the end of 2021. The study presented the general trend, described in this research. There are considerable differences in the opinions of students and lecturers depending on the nature of the classes.

The international team of Eugenia Smyrnova-Trybulska from University of Silesia in Katowice, Poland, Iryna Sekret from STARTINFORUM International Project Management and Business Consultancy, Turkey, Nataliia Morze from Borys Grinchenko Kyiv University, Kyiv, Ukraine, and Elspeth McKay from Cogniware, Cogniware.com.au, Melbourne, Australia, present a Case Study on Evaluation of the MOOCs Quality and Its Effectiveness for Teachers' Training in the Field of Digital Competences and Their Use in Education. This study presents the research results obtained after the assessment of the digital competences of

the pre-service and in-service teachers after their completion of the MOOC "Contemporary ICT Tools and Innovative Methods of Creative Education". The paper provides a short description of the experimental MOOC "Contemporary ICT Tools and Innovative Methods of Creative Education", requirements to pass the course and analysis of the learning outcomes through the students' self-evaluation and feedback. The MOOC was developed in Polish and English within the project "MOOCs for Sciences of Education" and hosted on the Polish MOOCs platform Navoica (www.navoica.pl) within the framework of the competition, initiated by of Ministry of Education and Science of Poland and National Center for Research and Development (NCBR – Narodowe Centrum Badań i Rozwoju) on "Direction to the MOOC". Keeping in mind that Massive Open Online Courses (MOOCs) have developed into the mainstream for universities, education reformers, and start-up companies, especially in the time of COVID-19, the study is believed to contribute to the development of the MOOC pedagogy, and address the question of the MOOCs effectiveness for students' learning outcomes and satisfaction, which was aimed at enhancing teachers' digital competencies and their use in education.

The impact of support for language development in online classes at Gdansk University of Technology during the COVID-19 pandemic are presented in the article by Iwona Mokwa-Tarnowska from Gdansk University of Technology and Viviana Tarnowska from University of Sussex, Great Britain. They emphasize that the COVID-19 pandemic has caused a significant disruption to education. To adapt to new conditions, academics immediately had to restructure their teaching programmes. Not all of them, however, had sufficient skills to be able to deliver effective online classes. Yet, to achieve the best effect, to develop an e-learning environment in which they could deliver high-quality teaching that would meet various language needs of their students, they needed general and specific support mechanisms. The former relates to the technological aspect, that is the functionalities of available tools and the affordances they allow. The latter comes from the course structure, educational material, teachers and students. With strong support provided by certified peers, the English teachers at Gdansk University of Technology managed to engage their students in interactive, collaborative and active learning. The ideas shared in the paper are supported by qualitative and quantitative research conducted in 2020 and 2021.

The second part of the volume Chapter II, devoted to Innovative Methods and Technology in Education consists of two texts.

The study "Teachers in Distance Education During the COVID-19 Pandemic. Context of Mainstream, Inclusive and Special Education", is presented by Edyta M. Nieduziak from University of Silesia in Katowice, Poland. The aim of the article is to present the results of research on distance education conducted during the

COVID-19 pandemic in the Silesian Voivodeship (Poland). The research focuses on the work of teachers in mainstream schools and those who work with students with special educational needs. The author presents the difficulties indicated by teachers, the support they experience and the solutions they apply, especially to students with special educational needs. The study was based on a quantitative paradigm, using a diagnostic survey method and online survey questionnaires. 958 teachers representing primary and secondary schools participated in the study. The teachers indicated the difficulties of distance learning such as the inability to monitor the progress of students, problems with the organization of group activities and the use of activating methods in teaching. Students with disabilities accounted for about 36% of those students identified by teachers. The teachers working with students with special educational needs experienced technical problems on the part of the student and psychophysical problems resulting from the specific condition of the student with special educational needs. The results of the research and the recommendations were presented to the school authorities in order to improve the quality of distance education and raise the standards of teachers.

The article "Distance Education Along with Pedagogical and Psychological Assistance for Special Educational Needs (SEN) Students on the Example of the City of Gliwice", was prepared by Anida Szafrańska from University of Silesia in Katowice, Faculty of Social Sciences. She stressed that during the COVID-19 pandemic, students with special education needs, including students with disabilities, found themselves in a particularly vulnerable position. What raised concern was the organization of remote education for this group of students, the implementation of tasks in the field of psychological and pedagogical assistance, and the effective use of recommendations contained in documents (opinions, decisions on the need for special education, or individual educational and therapeutic programmes). The period of the pandemic and closing schools posed new challenges for teachers in organizing education for this group of students and meeting their special and specific educational needs in the online mode. The analyses presented in the article refer to the organization of remote education for students with special educational needs (SEN) and the organization of psychological and pedagogical assistance.

Chapter III titled "Theoretical, Methodological and Practical Aspects and Psychological Determinants of ICT and E-Learning in Education" includes three articles.

The first article devoted to distance learning at pedagogical faculties of universities in the Czech Republic, is prepared by Lucie Zormanová. Her study focuses on the topic of distance education at pedagogical faculties of universities in the Czech Republic during the time of COVID-19 and tries to map how theoretical and practical teaching was implemented during the Coronavirus pandemic. Based on the research goal, the following research questions were formulated.

RQ1: Which tools were used to enable distance education at pedagogical faculties in the Czech Republic? RQ2: How were the defences of qualification theses and the state final examinations carried out? RQ3: How was the practical pedagogical training implemented? To answer the individual research questions, a content analysis of information provided on the websites of individual faculties and in the reports published on the Internet in the course of theoretical and practical teaching at pedagogical faculties in the Czech Republic during the Coronavirus pandemic was used. The research found that distance teaching took place using various tools, frequently mentioned were Moodle LMS, MS Teams, Zoom, Google Classroom or Meet. Practical subjects, which cannot be fully realized online, were taught in a full-time form in blocks at the end of the semester. The exams also took place online, the MS Teams or Zoom platform was used for oral examinations, and the Moodle LMS was used for tests. The differentiated and comparative results received in the several various pedagogical faculties were presented and analysed.

"The Role of Emotions in the Context of Shaping the Attitudes of Academic Teachers Towards E-Learning" is presented by Krystian Tuczyński from University of Rzeszow, Institute of Pedagogy. The article attempts to identify emotions displayed by university teachers towards the adoption of e-learning solutions in the academic environment. The article is divided into four main parts. Part one is a description of one of the key components of human attitude, which is emotions. The second part describes the research methodology and defines the original research tool, which was used to measure the emotions manifested by academic staff in the use of e-learning. The third part is the analysis of the research results, which presents detailed summaries of each aspect of e-learning. The final section summarizes the research findings and makes recommendations for higher education institutions in the field of distance learning in the academic community.

The last article, prepared by Daria Becker-Pestka from WSB University in Gdańsk, is devoted to E-learning for prisoners, including experience from Sweden, Norway, Poland, Finland and Germany. In the article a discussion on the use of e-learning in education of convicts is presented. The topic discussed by the Author is connected with the fact that the use of new media in education at present has become a common solution applied also to educate inmates. E-learning is a current form of education and vocational training. The aim of the article is also to describe the use of e-learning in European countries such as Sweden, Norway, Poland, Finland and Germany. These countries were selected for the analysis because they appreciate modern technologies in penitentiary work. They change and develop the solutions. The experience in the use of e-learning in penitentiary work with inmates in Sweden, Norway, Poland, Finland and Germany is different. The aim of the article is also to show how modern technology can be applied in working with convicts. E-learning becomes a tool used for preventing exclusion.

Development of various technologies makes it possible to support convicts and prison staff members in the process involving correctional activities. Coherent and efficient activities come as a challenge to those who perform them and to the society; however, these activities support the process of social rehabilitation.

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.

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