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Editorial

The Editorial Board of International Journal of Research in E-learning (IJREL) is privileged to present a new volume 8(2) 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 entitled “Research on Distance, Online and Blended Learning in Particular in the Pandemic Time of COVID-19”, contains three articles.

Jarosław Krajka from Poland elaborated the article titled “Online Teacher Training for Global Teaching Contexts”. The paper put to test the research hypothesis that using social professional networks, composed of participants who are familiar to one another outside the course but become new personas inside it, will have a positive effect on the involvement of teacher trainees in pursuing teaching qualifications, evidenced in their increased participation in methodology-oriented tasks in different modes, during the pandemic period. This is illustrated with examples from the Foreign Language Teaching Methodology online course for undergraduate applied linguistics students which blended synchronous and asynchronous interactions in different Moodle activities.

The second article prepared by Ineta Luka from Latvia presents an Implementation of a Multilingual Blended Learning Course for Non-formal and Informal Adult Learning During the Covid-19 Pandemic. The author described the current research, conducted in six EU countries – Croatia, Latvia, Slovenia, Romania, Poland, and Czechia, evaluates the suitability of the LMS to non-formal and informal adult learning for various target groups when face-to-face adult education was restricted. The research involved 638 participants, 209 of them were learners with barriers to learning. The participants studied the blended learning course created for non-formal and informal adult learning and filled in a feedback

questionnaire after its acquisition. The results indicate overall learner satisfaction with the LMS and the course delivery, and the suitability of the LMS for regular adult learners and learners with cultural, social, and geographic barriers to learning both for non-formal and informal learning.

The authors from Spain, Triana Arias Abelaira, Belén Mozo Redondo, present a study on Labour Relations and Human Resources students' perceptions of their training in digital competences. The main aim of this research is to determine the level of acquisition of digital competence in Labour Relations and Human Resources students. The second purpose is to check whether there is a link between gender and digital competence achievement. This paper is based on the application of a questionnaire on digital competences which is organized around 5 aspects, and mainly based on the basis of Likert-type scale questions. The data collected belong to 26 undergraduates studying at the third year of Degree in Labour Relations and Human Resources at the University of Extremadura. The results obtained show that a large majority of students (65.4%) have an advanced level of digital competence, nevertheless, it would be advisable for the rest to achieve the same level before they graduate and exercise their profession. The second important conclusion is that the level of acquisition of digital competence is not conditioned by gender aspects.

Chapter II, referred to as “Methods and Technology in Education”, consists of two texts. The study on World Practices of STEM Education Implementation: Current Problems and Results was written by authors from Ukraine, Artem Yurchenko, Kateryna Yurchenko, Olha Naboka, Volodymyr Proshkin, Olena Semenikhina. A quantitative analysis of the results of the implementation of STEM education, presented in scientific publications, was carried out. A small percentage of publications dedicated to STEM education were found. It has been established that in countries with developed economies there are significantly more published scientific results regarding the implementation of STEM education. Practical cases of the implementation of STEM education in Ukraine and the world are highlighted. Among these are the organization of STEM education through solving problem situations in field conditions; holding classes on solving practical tasks in a certain professional field; examples of organizing and conducting lessons in high school on an interdisciplinary basis; cases for four scenario exercises; cases for solving practice-oriented tasks at home; cases of inclusive education using STEM projects. A content analysis of modern practices of implementing STEM education on open educational resources such as Coursera, edX, Udemy, Prometheus, and EdEra was conducted.

The article “Distance Learning at the Level of Primary Education: Parents' Opinions and Reflections” prepared by Marzena Wysocka-Narewska from Poland. The paper aims to show the advantages and disadvantages of distance education during the COVID-19 lockdown at the primary level, the emphasis being placed upon, among others, the teacher–student and student–student relationships, the infrastructure and skills required for a lesson, as well as some “food for thought” in

the form of possible changes and areas of improvement to be introduced suggested by the sample. The data comes from the questionnaire distributed among 60 parents of first graders.

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 Learning Technologies for People with Mild Intellectual Disabilities was prepared by Alina Katarzyna Betlej, Alina Danileviča. The research focuses on the issue of learning technologies for people with mild intellectual disabilities. The analysis carried out is grounded in the theses of the network society. The initial objectives addressed three main issues: analysis of risks of digital exclusion of people with mild intellectual disabilities in highly technological developed societies; a conceptual view of learning technologies as tools to support social inclusion; and the importance of creating accessible e-learning environments to support inclusive e-education for people with mild intellectual disabilities. The authors used the analytical and descriptive method on the basis of the chosen literature sources to draw the conceptual view of functions of learning technologies in network society.

Agnieszka Muchacka-Cymerman, Katarzyna Tomaszek presents the manuscript titled “Students’ Burnout in the E-School Environment: Pilot Study Results of the Validation of the E-learning Burnout Scale”. The aim of this research was to investigate the appropriateness of using an E-learning burnout scale with an adolescent population. The E-Learning Burnout Scale (E-SBS) was designed specifically for measuring exhaustion and learning difficulties caused by school closures during the COVID-19 pandemic. E-learning burnout syndrome, which is defined as the five-dimensional construct, captures thoughts, feelings, and behaviours related to educational difficulties experienced by adolescent students during online classes. The results confirmed the E-SBS to be psychometrically sound regarding the five-factor structure, content validity, and discriminative validity. Hence, the E-SBS scale has shown potential for use in a variety of educational areas.

“Analysis of the Needs of Social Workers Regarding Their Utilization of ICT in the System of Provision of Social Services” is presented by Tetiana Liakh, Tetiana Spirina, Alina Dulia, and Ruslan Horchynskyi from Ukraine. The authors stressed that the using of information and communication technologies (ICT) is an important element in the work of social workers. A social worker must be able to use information and computer technologies both for self-development in the professional sphere and for organizing their daily practical activities and solving socially significant problems. Therefore, it is necessary to form and develop ICT competence in professional activities for the quality provision of social services. The purpose of the study is to determine the ICT tools used in the practical work of social workers in the provision of social services, the scope of ICT application,

and the analysis of the needs of social workers in Kyiv regarding the introduction of ICT into the system of providing social services.

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>