



Editorial

The Editorial Board of International Journal of Research in E-learning (IJREL) is privileged to present a new volume 9(1) 2023. The content of the current issue was divided into three sections. 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 four articles.

Anna Ślórsarz from Poland elaborated on article titled “Together or not? The Effects of Individual and Group Work of the Faculty of Philology Students During E-learning Online”. The paper put to test a widespread belief that by working in groups distance education students achieve cognitive goals of learning, and develop their social competencies and skills. The subject of the study was the achievements of 655 bachelor and master degree students enrolled in 22 on-campus and blended learning units offered within 2 university courses, full-time and part-time, during and after the COVID-19 pandemic, i.e. in the academic years 2020/2021 and 2021/2022. An instrumental case study was carried out: the grades students obtained for individual work were compared with grades obtained for work done in pairs and groups of threes within the same courses. It was found that a statistically significant difference did not exist. But conclusion includes several additionally interesting research results.

The second article prepared by Agata Popławska, Olena Bocharova, Beata Sufa titled „Challenges Related to the Postulates of Students Towards Education in Post-Pandemic Times”. The aim of the research was to learn about the expectations of students towards their own development and education, as well as to determine what their postulates are regarding formal education in post-pandemic times. Extensive empirical material was obtained from 100 people (women) studying at the Pedagogical University of Krakow. Formal and content categories were distinguished, which were arranged in four areas, taking into account the postulates of the surveyed students related to: (1) organisation and course of education, (2) use

of information and communication technology (ICT) in education, (3) fulfilment of students' needs, (4) personal and professional development. The selected areas form a complementary whole in which students' expectations relate to important spheres of functioning of an individual, that is intellectual, psychosocial and physical. The students participating in the survey expect that after the pandemic they will still be able to use experience and skills gained during the remote learning, they want the university to provide a secure physical and social space.

The third article „A Practical Test of Distance Learning During the COVID-19 Lockdown” was prepared by Karol Hęćlik, Lucjan Dobrowolski, Marcin Jaromin, Iwona Zarzyka. The article describes the experience of the authors of distance learning at Rzeszow University of Technology during COVID-19 lockdown. The problems associated with the didactic in the pandemic period were discussed. They concerned hardware, software, and teaching rooms. Technical and organisational issues were discussed. The aspect of student involvement in the distance learning process and the learning outcomes achieved by the students was also addressed. Finally, the conclusions that emerged from this stage of work with students were presented, as well as suggestions related to the improvement of the distance learning process for the future.

International team of authors Agnieszka Zofia Gadomska and Dorota Pietrzyk from Poland and Iris Drower from the USA, presented the study „Teacher Training and Learners with Special Needs in the U.S. and Poland- the COVID-19 Experience” in which they look at teacher qualifications necessary to provide ICT based education for learners, particularly for learners with special needs (from the American and Polish viewpoint). The Authors analyze the context of preservice teacher training in the COVID-19 conditioned environment with the particular focus of teachers of English as a Foreign Language (who wish to obtain teacher qualifications to teach in Polish public schools).

Chapter II Innovative Methods and Technology in Education consists of two texts.

Lisa-Marie Langesee, Nelli Ukhova, Authors from Germany prepared the article „E-Tutor Tandems in a COIL Course – Design, Implementation and Evaluation”, which focuses on the perspective of e-tutors – specially qualified student assistants – and their competence development during the summer semester of 2022. Based on previous research findings, a tandem setting was chosen for their competence development. This paper mainly compares expectations and experiences regarding the competence improvement of e-tutors in a multinational tandem. Several recommendations for action based on conducted research were derived, which impact further e-tutor training.

The article “Adaptive and Intelligent MOOCs: How They Contribute to Improvement of the MOOCs' Effectiveness”, was prepared by Alexandros Papadimitriou, Greece. The main objective of this article is to examine numerous studies and research providing adaptive and intelligent MOOCs to address issues, such as

dropout rate, for improving their efficiency compared to conventional MOOCs. Important issues that have been the essential study interests of MOOC scholars in recent years, including dropout rate, completion rate, loneliness, and other topics, were studied. Finally, the research question posed on the effectiveness of Adaptive and Intelligent MOOCs, the learner's characteristics used for adaptation, the adaptive and intelligent methods and techniques used, and the improvements they bring to traditional MOOCs as a compass for designing Adaptive and Intelligent MOOCs in the coming years, are discussed.

Chapter III titled „Theoretical, Methodological and Practical Aspects and Psychological Determinants of ICT and E-Learning in Education” includes one article.

The article prepared by international team of authors Iwona Mokwa-Tarnowska, Poland, Viviana Tarnowska, Great Britain, Magdalena Roszak, Poland was devoted to The Appeal of Gamification for Master's Students of Science and Technology. The authors stressed that a gamified language course for specific purposes can become a highly motivating environment, in which young people develop their creativity, language proficiency and knowledge of technological advances not only in the fields of their interest; they are also exposed to new learning practices due to the application of game-design elements. The ideas presented above will be supported by students' opinions and attitudes expressed during a pilot Moodle course in a gamified format conducted at Gdansk University of Technology in the summer semester of 2021/2022.

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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