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Editorial

The Editorial Board of International Journal of Research in E-learning (IJREL) is privileged to present a new volume 11(1) 2025. The content of the current issue was divided into four chapters and includes eight articles. The first is devoted to Methodological and Technological Aspects of Innovational Approach in Education, and contains two articles. The second contains articles concerned with E-learning in COVID and Post-COVID-19 Time. The third includes research results on Immersive Technologies in Education. The fourth chapter is devoted to Theoretical and Practical Aspects of Using Artificial Intelligence (AI) in Education.

Chapter I is entitled "Methodological and Technological Aspects of Innovational Approach in Education", and contains two articles.

The first article of the volume is "Designing MOOC User Activity", prepared by Anna Ślósarz from Poland who analyzes how students use discussion forums in 208 MOOCs on the Polish Navoica platform. The study focused on substantive forums only, excluding introductory and organizational ones. The results show very low activity: 11% of courses had no forums, 31% had no posts, 15% had only a few posts, and 28% contained mostly organizational messages. Only 15% of forums had over 25 posts. Student participation – also in language courses – was rare and unrelated to enrollment numbers, certificates, or course popularity. The activity was usually triggered by opinion-based questions, self-promotion, peer commenting, or coordinator involvement. The findings align with global research and indicate the need for further work to support literacy and multilingual competences among MOOC users.

Joanna Wójcik, Joanna Świętoniowska, and Jacek Jakieła submitted the manuscript "The Impact of Game-Based Learning on Sustainability Education for Next Generations: a Case Study Analysis". The researchers stressed that higher education institutions must prepare students to address sustainability challenges, and that game-based learning offers a promising approach. This study evaluates the SEED simulation game, designed with the Octalysis Framework, and its potential to enhance sustainability education. A mixed-methods study with 45 university students included a post-game questionnaire, statistical analyses, and a thematic review of qualitative feedback. The results show that the SEED game generated moderate to high engagement, motivation, and perceived knowledge

gains. The strongest motivational drivers were Development & Accomplishment and Social Influence & Relatedness, with engagement strongly correlated with motivation. Students appreciated the game's realism, personalization, and social interaction. The findings indicate that well-designed simulation games can support transformative sustainability learning and meet the preferences of new generations. The study highlights the importance of transparent feedback and alignment with learner needs, consistent with experiences reported at European universities.

Chapter II is titled "E-learning in COVID and Post-COVID-19 Time", and includes two manuscripts.

"Blended Learning and Accounting Student Success in Oman: An Empirical Post-COVID-19 Study" was prepared by Khafiya Sultan Al-Wahaibi, Bashayar Badar Al-Amri, Mohammed Muneerali Thottoli from University of Nizwa, Oman and from RWTH Aachen University, School of Business and Economics, Aachen, Germany. This research aims to explore blended learning (basic requirements and knowledge) and accounting students' success after COVID-19 among graduating students in Oman. Furthermore, this study examines how blended learning (BL) effectiveness acts as a mediator between the BL basic requirements and the success of accounting students, as well as between the BL basic knowledge and the success of accounting students. A quantitative research methodology was employed to collect data for this study, using a questionnaire distributed through WhatsApp and email to students attending various universities in the Sultanate of Oman. Following that, the researchers analyzed the data using partial least squares structural equation modeling (PLS-SEM). The study found that the BL basic requirements have a positive impact on accounting students' success.

The manuscript "The Analysis of the Moodle Platform E-learning Course Activity at the Faculty of Science and Technology at the University of Silesia" was prepared by the Polish team of authors, Małgorzata Przybyła-Kasperek, Jakub Sacewicz, Paweł Pawełczyk. The research presents an evaluation of online course activity across academic disciplines. The dataset, collected before Moodle archiving, included student enrollment, instructor logins, and the size of uploaded materials. Using descriptive statistics, non-parametric tests, and linear regression, the study examined differences between fields and trends from 2012–2024. The results show clear disparities in course activity, with some disciplines demonstrating high student numbers and intensive resource use, while others showed long instructor inactivity. Course visibility did not significantly affect instructor engagement. A slight upward trend in course numbers and teacher participation was observed, with a sharp increase in 2020 during the COVID-19 pandemic. The findings point to the need for targeted strategies to improve digital course management and support sustainable e-learning development.

Chapter III, titled "Immersive technologies in education", contains two articles.

The international team of authors, Saima Mehboob, Alberto Fornasari, Eugenia Smyrnova-Trybulska, prepared the manuscript titled "A Study on the Impact of

Verse in the Metaverse: Exploring the Role of Avatars in Scientific Storytelling". The study examines how Avatar-Based Storytelling in a metaverse-like environment influences learning, engagement, and emotional-social experience in primary school science education. A quasi-experimental pre-test/post-test design was conducted in Poland with 50 students aged 8–12. The experimental group used interactive science scripts with avatars for two weeks, while the control group accessed the same content through standard digital media. The results from tests and engagement surveys showed significantly higher learning gains and engagement in the avatar group ($p < .001$). Qualitative focus group data indicated that students viewed avatars as credible, relatable, and emotionally engaging. The findings suggest that short-term avatar-based narratives can enhance cognitive performance, motivation, and emotional bonding in virtual learning environments. Implications for immersive pedagogy and directions for future longitudinal research are discussed.

The manuscript titled "Carrying the Burden of Innovation in Education: Becoming Educational Events Organizers in Social Virtual Reality" was prepared by the international team of researchers, Jan Waligórski, Sylwia Butkiewicz, Aleksandra Cząstkiewicz, Jowita Guja, Zofia Samsel. Recent research highlights the potential of virtual reality in education, but practical challenges limit wider adoption. This study uses collaborative and analytic autoethnography of five organizers of educational events in social VR to examine real-world difficulties. Key limitations include discomfort and low accessibility of head-mounted displays, non-inclusive platform features, risks to content quality, and the need for new digital skills. Organizers reported high responsibility, stress, and increased workload linked to technical and formal issues, but also strong motivation, personal growth, and strengthened academic identity. Despite challenges, participation fostered skill development, collaboration, community building, and inclusivity. The study concludes with recommendations to help educators address social VR barriers and reduce negative impacts on organizers.

Chapter IV "Theoretical and Practical Aspects of Using Artificial Intelligence (AI) in Education" includes two manuscripts.

Aleksandra Kalaga and Marzena Wysocka-Narewska from University of Silesia, Poland wrote the article titled "ChatGPT in Philology Education: A Pilot Study on AI-Supported Language Learning". This pilot study explores how university students use ChatGPT in foreign language learning. Using a mixed-methods approach, it examines English and Romance Philology students' academic and out-of-class practices. The questionnaire results show that students most often use ChatGPT outside the classroom, mainly for writing support, vocabulary expansion, and grammar correction, with a clear preference for autonomous use. Qualitative data indicate that students value the tool's speed and versatility but remain aware of limitations such as inaccuracies, formulaic style, and ethical issues. Interpreted through Self-Directed Learning, the Technology Acceptance Model, and Constructivist Learning Theory, the findings suggest that ChatGPT serves mainly as

a complementary aid. The study offers pedagogical recommendations and highlights the need for AI literacy and teacher guidance in modern language education.

Lucie Zormanova from Poland and Hana Vavříková from The Czech Republic prepared the manuscript titled "Attitudes of Czech and Polish Teachers Towards the Use of Artificial Intelligence in Schools". The study examines how teachers in both countries perceive the introduction of AI into education. Using qualitative research and semi-structured interviews with primary and secondary school teachers, the authors explored similarities and differences in attitudes. Czech teachers often expressed concerns about AI, especially the risk of cheating and plagiarism. This fear did not appear among Polish teachers, who generally viewed AI as helpful and had initial positive experiences with its use. Some Czech teachers also reported benefits, noting that chatbots can reduce workload. Both Czech and Polish teachers agreed that AI's arrival is inevitable and that educators must guide students in using it effectively. They also recognized that teaching methods will need to change, with new types of assignments that AI cannot complete for pupils.

This volume brings together diverse studies exploring innovation in contemporary education. Contributions explore MOOC user behaviour, and the effectiveness of sustainability simulation games. The next manuscript analyses e-learning activity in COVID and Post-COVID-19 time, in particularly, on the Moodle platform. Further research presented and reflected on the challenges and opportunities of immersive technology in primary education, the impact of avatar-based storytelling in metaverse environments and social VR in higher education. The closing studies examine teachers' attitudes toward AI in schools, and investigate the role of ChatGPT in language learning at the university. Together, these papers highlight emerging technologies, pedagogical transformations, and the evolving competencies needed for modern learners and educators.

The Editorial Board wishes all readers inspiration, curiosity, and continued passion for exploring innovative approaches to teaching and learning. May the insights in this volume support your academic work, enrich your educational practice, and encourage bold experimentation with new technologies. We hope these contributions spark further research, meaningful collaboration, and a shared commitment to shaping the future of education.

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