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Editorial

The theme and the priorities of the IJREL reflect the conceptual principles underlying the modernization of education and the reform of the educational systems in European countries, as well as national development strategies for the 21st century. One of the European Union's key educational objectives is the provision of equal opportunities for all with regard to access to learning and knowledge, regardless of gender, financial and physical ability, and place of residence. That is why distance learning has now been granted a status of high priority. If introduced on a wide scale, distance learning and teaching may make significant contribution towards the achievement of educational goals in member states.

The present volume includes nine articles gathered in five chapters. Chapter one "Conceptual Aspect of Preparing B-Teacher in the 21st Century", prepared by Professor António dos Reis, a researcher from the Graal Institute, Portugal, expert in the area of multimedia and virtual classroom technology, teacher training in the area of ICT. Dos Reis's article entitled "Be a (Blended) B-Teacher in the 21st Century – Some Reflections" discusses the issue of what it means to be a teacher in the 21st century, which occurs to be a great challenge and requires considerable thought. The author points to an evolution which has happened over the last 70 years. As a result, e-learning has evolved to a new form, that is, b-learning, where students will never be alone and where interactivity becomes very important. B-learning has a different format now, as it is asynchronous (contents on demand and activities to be implemented in an interactive format with remote collaborative work) and synchronous in presence or virtual environment. This paper was presented as an opening keynote at the International Scientific Conference *Theoretical and Practical Aspects of Distance Learning* (DLCC 2015) which was held at the University of Silesia, Poland, 12–13 October 2015.

Chapter two, "Education Quality in Open E-environment Research," begins with an article "Open E-environment – The Key Instrument of the Education Quality," elaborated by researchers from the Borys Grinchenko Kyiv University, Ukraine, Nataliia Morze and Oksana Buinytska. The article focuses and presents studies on aspects related to the creation of an open e-environment which is one of the main tasks of universities as its use for educational purposes enhances the

quality of education of the modern university. An analysis was made of the publication activity of scientific and pedagogical staff using the Ukrainian information-analytical system “Bibliometric of Ukrainian Science” and a comparative study was performed to analyse the qualitative provision of masters by the teaching staff based on the newly-established and implemented in the BGKU rating system “E-portfolios.”

Chapter three “ICT and E-learning Research in Higher Education” comprises two papers. The first one, “ICT in Higher Education Teaching: Advantages, Problems and Motives,” prepared by Mykola Nakaznyi, Lyudmyla Sorokina, and Maryna Romaniukha from Dniprodzerzhinsk State Technical University in Ukraine, analyzes some results of a survey for university professors and university management, held by the international research team within the European IRNet Project: International Research Network for study and development of new tools and methods for advanced pedagogical science in the field of ICT instruments, e-learning, and intercultural competences. The survey researched motivation and aims of professors from Dniprodzerzhinsk State Technical University – official partner of the project. The article reveals professors’ beliefs and preferences about ICT-aided learning, as well as analyzes advantages, problems, and motives of the introduction of ICT in higher education teaching.

The second article “Assessment in VLE Supported Foreign Language Learning,” prepared by Ryszard Kalamarz from the Foreign Language Teaching Centre, University of Silesia in Katowice, focuses on the role of Virtual Learning Environments in the scope of different types of assessment in foreign language learning and teaching promoting learner autonomy and developing such key competences as learning to learn. Effective language education calls for a more learner-oriented approach to assessment and Learning Management Systems such as Moodle seem to respond to such needs in the computer-assisted teaching/learning process.

Chapter four “Research Results on Effective IT Tools” opens with the paper “Discussion Paper on More Adequate and Effective IT Tools. Some Previous Results Concerning More Adequate and Effective IT Tools in the Category: Tools for Making Presentations,” prepared by the international team: Eugenia Smyrnova-Trybulska, Ewa Ogrodzka-Mazur, and Anna Szafrńska-Gajdzica from University of Silesia, Poland; Martin Drlík, Martin Cápaj, Júlia Tomanová, and Peter Švec, researchers from Constantine the Philosopher University (Slovakia); Nataliia Morze and Rusudan Makhachashvili represent Borys Grinchenko Kyiv University (Ukraine); Maryna Romanyukha, Mykola Nakazny, and Lyudmyla Sorokina from Dniprodzerzhinsk State Technical University (Ukraine); Tomayess Issa and Theodora Issa from Curtin University (Australia). The article describes some preliminary results of the implementation of WorkPackage 4 (WP4) “Selection and testing new IT tools” in the framework of the international research network IRNet and researchers from partner institutions. These results concern analysis and study of some categories of IT tools for making multimedia presentation. Authors

presented a ranking list based on quality and quantity assessment of chosen IT tools and proposed some recommendations of features considered indispensable for good presentation, as well as analysed some frequent mistakes made by users elaborating presentations.

Chapter five “Reports” includes two papers, that is, “Report on the Implementation of WorkPackage 2: ‘Analyses of Legal, Ethical, Human, Technical and Social factors of ICT and E-learning Development and Intercultural Competences State in Every Partner Country’ in the Framework of the IRNet Project,” prepared by international team of authors – researchers from different scientific areas, connected with ICT, e-learning, pedagogy, and other related disciplines team of authors from nine countries: Eugenia Smyrnova-Trybulska, Ewa Ogrodzka-Mazur, Anna Szafrńska-Gajdzica, and Ewelina Doluk, from the University of Silesia, Poland; Piet Kommers, from University of Twente, the Netherlands; Nataliia Morze and Borys Grinchenko, from Kyiv University, Ukraine; Tatiana Noskova, Tatiana Pavlova, and Olga Yakovleva, from Herzen State Pedagogical University of Russia, St. Petersburg, Russia; Paulo Pinto, from Lisbon Lusíada University, Portugal; Juan Arias Masa, Sixto Cubo Delgado, Gemma Delicado Puerto, from University of Extremadura, Spain; Martin Drlik, from Constantine the Philosopher University in Nitra, Slovakia; Josef Malach, from University of Ostrava, Czech Republic; Tomayess Issa, from Curtin University in Perth, Australia; as well as Maryna Romanyukha, from Dniprodzerzhinsk State Technical University, Ukraine. This article focuses on the objectives and some results of the international project IRNet. In particular, the article describes research tools, methods and some procedure of the WP2: Analyses of legal, ethical, human, technical and social factors of ICT and e-learning development, and the state of intercultural competences in partner countries: Objectives, Tasks, Deliverables, implementation of research trips. Researchers from Poland, the Netherlands, Spain, Slovakia, Portugal, Czech Republic, Australia, Ukraine, and Russia analysed results of WP2 in the context of the next stages and Work Packages of IRNet project – International Research Network.

The subsequent paper “FATIH Project in Turkey: A Case Analysis,” elaborated by Nuh Yavuzalp, Melih Derya Güler, Orhan Curaoglu, Soner Durmuş, Sedat Akayoğlu, Mehmet Bahar, Fahri Kiliç, and Erkan Tekinarslan, from Abant Izzet Baysal University, Bolu, Turkey, describes selected results of the project FATIH (Increasing Opportunities and Improving Technology Movement) in Turkey, started in 2010. In order to achieve the aimed goals, FATIH project consists of five main components. These components are establishing hardware and software infrastructure, educational e-content preparing and managing, effective use of IT in the curriculum, in-service training of teachers, conscious, reliable, manageable and quantifiable IT use. This paper presents the first component of the FATIH project and proceeds to discuss the current situation and future goals of the ongoing project.

In conclusion, it can be stressed that articles gathered in this issue, prepared by an international team of authors from 11 countries of the Western, Central and

Eastern Europe, as well as Asia and notably Australia, present a comprehensive overview of various aspects of the development of ICT and e-learning: their educational, scientific, human, social, technological contexts, and show that the contemporary space with no frontiers, no boundaries, and in conditions of globalization and internationalization becomes small. Simultaneously, every step, made by each individual researcher or a team of researchers as part of international research network helps to improve the educational process, raise its quality and foster development of an effective and valuable level of regional and global e-environment and e-space.

Eugenia Smyrnova-Trybulska



Contributors

- Akayoğlu Sedat**, PhD, Abant İzzet Baysal University, Bolu, Faculty of Education, Turkey (sakayoğlu@gmail.com).
- Arias Masa Juan**, PhD, professor, University of Extremadura, Spain (juanariasmasa@gmail.com).
- Bahar Mehmet**, PhD, professor, Abant İzzet Baysal University, Bolu, Turkey.
- Buinytska Oksana**, PhD, Borys Grinchenko Kyiv University, Ukraine, Kyiv (o.buinytska@kubg.edu.ua).
- Cápay Martin**, PhD, assistant professor, Constantine the Philosopher University in Nitra, Faculty of Nature, Slovakia (mcapay@ukf.sk).
- Cubo Delgado Sixto**, PhD, professor, University of Extremadura, Faculty of Education, Spain (sixto@unex.es).
- Curaoğlu Orhan**, PhD, Doc., Abant İzzet Baysal University, Bolu, Faculty of Education, Turkey (orhancuraoglu@ibu.edu.tr).
- Delicado Puerto Gemma**, PhD, professor, University of Extremadura, Spain (gdelpue@unex.es).
- Doluk Ewelina**, MA, University of Silesia, Poland (ewelina.doluk@us.edu.pl).
- Drlik Martin**, PhD, Constantine the Philosopher University in Nitra, Faculty of Nature, Slovakia (mdrlik@ukf.sk).
- Durmuş Soner**, PhD, professor, Abant İzzet Baysal University, Bolu, Turkey (sdurmus@ibu.edu.tr).
- Gürer Melih Derya**, Doc. PhD, Abant İzzet Baysal University, Bolu, Faculty of Education, Turkey (gurer_m@ibu.edu.tr).
- Issa Theodora**, PhD, Curtin University in Perth, Faculty Curtin Business School, Australia (Theodora.Issa@cbs.curtin.au).
- Issa Tomayess**, PhD, Curtin University in Perth, Faculty Curtin Business School, Australia (Tomayess.Issa@cbs.curtin.au).
- Kalamarz Ryszard**, MA, senior lecturer, University of Silesia in Katowice, Foreign Language Teaching Centre, Poland (ryszard.kalamarz@us.edu.pl).
- Kiliç Fahri**, PhD, Doc., Abant İzzet Baysal University, Bolu, Turkey.
- Kommers Piet**, PhD, professor UNESCO, University of Twente, Faculty of Behavioral Sciences, the Netherlands (p.a.m.kommers@utwente.nl).
- Makhachashvili Rusudan**, PhD, professor, Borys Grinchenko Kyiv University, Ukraine (r.makhachashvili@kubg.edu.ua).
- Malach Josef**, PhD, CSc. Doc., University of Ostrava, Pedagogical Faculty, Czech Republic (josef.malach@osu.cz).
- Morze Nataliia**, PhD, professor, Borys Grinchenko Kyiv University, Department of Computer Science, Ukraine (nmorze@kubg.edu.ua).
- Nakaznyi Mykola**, PhD, professor, Dniprodzerzhinsk State Technical University, Ukraine (nakaz1953@gmail.com).

- Noskova Tatiana**, PhD, professor, Herzen State Pedagogical University of Russia, St. Petersburg, Faculty of Information Technology, Russia (noskovatn@gmail.com).
- Ogrodzka-Mazur Ewa**, PhD, hab., associate professor, University of Silesia in Katowice, Faculty of Ethnology and Educational Science in Cieszyn, Poland (ewa.ogrodzka-mazur@us.edu.pl).
- Pavlova Tatyana**, PhD, associate professor, Herzen State Pedagogical University of Russia, St. Petersburg, Faculty of Information Technology, Russia (pavtatbor@gmail.com).
- Pinto Paulo**, PhD, Lisbon Lusíada University, Portugal (ppjinto@lis.ulusiada.pt).
- Reis Antonio Dos**, PhD, professor, The Graal Institute, Portugal (antoniodreis@gmail.com).
- Romaniukha Maryna**, PhD, associate professor, Dniprodzerzhinsk State Technical University, Ukraine (romanuks@ukr.net).
- Smyrнова-Trybulska Eugenia**, PhD, hab., associate professor, University of Silesia in Katowice, Faculty of Ethnology and Educational Science in Cieszyn, Poland (esmyrnova@us.edu.pl).
- Sorokina Lyudmyla**, PhD, associate professor, Dniprodzerzhinsk State Technical University, Ukraine (sludmila1906@gmail.com).
- Švec Peter**, PhD, assistant professor, Constantine the Philosopher University in Nitra, Faculty of Nature, Slovakia (mcapay@ukf.sk).
- Szafrńska-Gajdzica Anna**, PhD, hab., associate professor, University of Silesia in Katowice, Faculty of Ethnology and Educational Science in Cieszyn, Poland (anna.szafranska-gajdzica@us.edu.pl).
- Tekinarslan Erkan**, PhD, Doc., Abant Izzet Baysal University, Bolu, Faculty of Education, Turkey (tekinarslan_e@ibu.edu.tr).
- Tomanová Júlia**, PhD, assistant professor, Constantine the Philosopher University in Nitra, Faculty of Nature, Slovakia (jtomanova@ukf.sk).
- Yakovleva Olga**, PhD, assistant professor, Herzen State Pedagogical University of Russia, Faculty of Information Technology, St. Petersburg, Russia (zest-xp@yandex.ru).
- Yavuzalp Nuh**, PhD, Doc., Abant Izzet Baysal University, Bolu, Faculty of Education, Turkey (nuhyavuzalp@gmail.com).



IJREL Reviewers

Dr. Martin Cápaj (the Department of Computer Science at the Constantine the Philosopher University in Nitra, Slovakia). Specializes mainly in the theory of teaching informatics, programming, electronic testing, students' behavior in e-environment, and activating method of teaching informatics.

Dr. Franz Feiner (Kirchliche Pädagogische Hochschule, Graz, Austria). Research focus: inclusive education, perception of heterogeneity, ICT in education and didactics, networking of human sciences, ethical bases.

Dr. Miroslav Hruby, Ing., CSc. (University of Defence, Faculty of Military Technology, Department of Communication and Information Systems (CIS), Brno, Czech Republic). He is in charge of the scientific projects of the CIS Department, and his interests focus on computer programming and ICT usage in teaching and learning processes.

Dr. Barbara Kołodziejczak (Poznań University of Medical Sciences, Department of Computer Science and Statistics). Research interests: tools and methods to create learning content of publishing education resources on portals, the construction standards for e-learning courses, the organization of process of distance learning in higher education.

Doc. Dr. Nataliia Lomovtseva (Russian State Vocational Pedagogical University, Vice Director of the Institute of Electric Power Industry and Informatics for Science). Docent with the degree candidate of pedagogical sciences at the chair of Network information Systems and Computer Technology Training the Russian State Vocational Pedagogic University. Scientific interests: e-learning, enhancing the high school teachers' readiness to use distance education technologies, network information systems, computer technology.

Prof. dr hab. Rusudan Makhachashvili (Head of Department of Romance Languages and Typology at Borys Grinchenko Kiev University, Ukraine). Areas of specialization: linguistic philosophy, Germanic languages. Research activity and objectives: computer networks philosophic dimensions and linguistic parameters, language of the Internet, smart linguistics; modern English lexicon development, sociolinguistic aspects of English vocabulary development.

Dr. Wojciech Malec (Institute of English Studies, John Paul II Catholic University of Lublin). Assistant professor in the Department of ELT Typhlology and Alternative Communication. His primary research interests are language assessment in general and web-based test development in particular. He is the developer of WebClass, an online learning management system.

Dr. Katarzyna Mokwa-Tarnowska (Language Centre, Gdansk Technical University). Scholarly interests: e-learning and blended learning at the university, language and ICT competences, technical writing in English: language and editing guidelines.

Dr. Izabela Mrochen (University of Silesia, Faculty of Philology). Her active interests have involve the trainee translators competence for the future job and support the basic objectives of the European Masters in Translation program; she is a trainer of implementing the software localization tools into academic curricula so as to make the students familiar with translating graphical elements of user interfaces.

Dr. Peter Švec Paed Dr. (the Department of Computer Science at the Constantine the Philosopher University in Nitra, Slovakia). Scientific interests: theory of teaching informatics subjects, computer networks, web mining, e-learning.

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2. *Use of e-learning in the training of professionals in the knowledge society*. 2010. Monograph. Ed. E. Smyrnova-Trybulska. Cieszyn: University of Silesia, STUDIO NOA Publishing, 344p. ISBN 978-83-60071-30-4.
3. *Use of e-learning in the developing of the key competences*. Monograph. Ed. E. Smyrnova-Trybulska. Katowice–Cieszyn: STUDIO NOA, University of Silesia, 2011, 462p. ISBN: 978-83-60071-39-7.
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5. *E-learning and lifelong learning*. 2013. Monograph. Ed. E. Smyrnova-Trybulska. Katowice–Cieszyn: University of Silesia, STUDIO NOA, 2013, 587p. ISBN 978-83-60071-66-3.
6. *E-learning and intercultural competences development in different countries*. 2014. Monograph. Ed. E. Smyrnova-Trybulska. Katowice–Cieszyn: University of Silesia, STUDIO NOA, 484p. ISBN 978-83-60071-76-2.
7. *IT tools – Good practice of effective use in education*. Monograph. Ed. E. Smyrnova-Trybulska. Katowice–Cieszyn: University of Silesia, STUDIO NOA, 2015, 408p. ISBN 978-83-60071-82-3.

Coursebooks on e-learning

1. *Wykorzystanie LCMS Moodle jako systemu wspomagania nauczania na odległość*. Podręcznik akademicki. 2012. Ed. E. Smyrnova-Trybulska, S. Stach. Authors: E. Smyrnova-Trybulska, A. Burnus, A. Szczurek. Katowice: Uniwersytet Śląski, STUDIO NOA, 560p. ISBN: 978-83-60071-56-4 (<http://www.wydawnictwo.us.edu.pl/node/3721>).
2. *Zastosowanie systemów CMS w tworzeniu przestrzeni informacyjno-edukacyjnej w Internecie*. Podręcznik akademicki. 2012. Ed. E. Smyrnova-Trybulska, S. Stach. Authors: E. Smyrnova-Trybulska, S. Stach, B. Fuklin, D. Staniek. Katowice: Uniwersytet Śląski, STUDIO NOA, 194p. ISBN: 978-83-60071-55-7 (<http://www.wydawnictwo.us.edu.pl/node/3731>).

Contact
International Journal of Research in E-learning
University of Silesia
Faculty of Ethnology and Sciences of Education
Bielska 62, 43-400 Cieszyn, Poland
phone: +48 33 854 61 13
fax: +48 33 854 61 01
email: esmyrnova@us.edu.pl

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Emilia Dajnowicz

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Joanna Zwierzyńska

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