International Journal of Research in E-learning
Vol. 2 (1), 2016, pp. 5–8

Editorial

The policy goal of the technology literacy approach is to enable learners, citizens, and the workforce to use ICT in order to support social development and to improve economic productivity. Related policy goals include increasing enrolments, making high-quality resources available to everyone, and improving literacy skills. Teachers should be aware of these goals and be able to identify the components of education reform programmes that correspond to these policy goals. Corresponding changes in the curriculum entailed by this approach might include improving basic literacy skills through technology and adding the development of ICT skills into relevant curriculum contexts (UNESCO, 2011).

The present volume includes eight articles gathered in four chapters. Chapter I, entitled "ICT-tools and E-learning Methodology in Contemporary University," includes four articles. The first article entitled "Wiki Tool in Higher Education: An Australian Perspective," prepared by Australian researchers Tomayess Issa, Theodora Issa, and Touma B. Issa, aims to examine the challenges and perceptions to promote students' learning, communication, and interaction via the Wiki tool in the blackboard platform. Wiki intends to sustain and advance students' professional and personal skills, the former ones including reading, writing, research, information, critical thinking, decision making, technology, digital oral presentation, drawing (i.e. concept maps), teamwork, and languages, and the latter ones including motivation, leadership, negotiation, communication, problem solving, time management, reflection, self-management, and self-appraisal. Additionally, integrating Wiki in teaching and learning will improve students' work performance, productivity, and self-confidence: the skills needed for both the current study and the future workplace. The study results confirmed that using Wiki in a postgraduate unit at an Australian university enhance students' personal and professional skills; in addition, students learned and absorbed the new concepts and cutting-edge knowledge of the ITS65 unit, i.e. sustainability and Green IT.

The second article, "Objectives and Content of E-module 'Tools for Adaptive Learning. Learning Styles' within the MOOC Course 'ICT Tools for E-learning'," elaborated by Czech authors Josef Malach, Kateřina Kostolányová, Milan Chmura, Ingrid Nagyová, and Tatiana Prextová, describes some theoretical and practical aspects, objectives, and content of the preparation of the e-module "Tools for

Adaptive Learning. Learning Styles" within the MOOC Course which is being developed at the University of Ostrava as an outcome of the IRNet project. The main aim of the course is to provide both academic scholars and students with the theoretical foundation of adaptive learning that will allow them to acquire skills, use the existing courses in the existing adaptive e-systems, and/or create new courses and systems. The content of the course includes the following: defining basic constructs used in the course; overview of the development of adaptive learning with the use of educational technologies, its theoretical concepts, and representatives; presentation of the results of the previous researches and educational effects of adaptive (e-)learning, and chosen concepts of adaptive learning that have recently been developed at the University of Ostrava.

The international team of researchers from Ukraine and Poland – Nataliia Morze, Rusudan Makhachashvili (Ukraine), and Eugenia Smyrnova-Trybulska (Poland) – present the paper "The Roadmap of Collaboration Skills from Programmed Teaching to E-learning," in which the comparative analysis of the basic principles of programmed teaching, and constructivism for their subsequent use in creating open learning didactics in view of the collaborative approach and collaboration oriented activities have been described. What is investigated is the fact that same idea forms the basis of the two paradigms (constructivism and personal learning): the humanistic character of education, taking individual characteristics into consideration, activity-based approach, and collaborative activity of a student.

A Czech author Pavel Kapoun proposes the article "Geolocation Services in Education Outside the Classroom," in which he stresses that geolocation services such as Geocaching, Wherigo, or Foursquare are very popular all over the world nowadays. Millions of people are involved in these games, by means of which – in addition to entertainment – they learn about geography and history. Geolocation games can be used very effectively in instruction as well. The article contains analysis, design, development, implementation, and evaluation of educational games using the geolocation service Geocaching. Sometimes, the concept "educaching," which was created by combining the words "education" and "geocaching," is used.

Chapter II – "Distance Learning Technologies in Different Countries" – contains two articles. Ukrainian authors, Kateryna Yalova, Valerii Zavgorodnii, Ksenia Yashina, and Oleksandr Sadovoy, propose a paper entitled "Distance Learning Technologies in the Knowledge Transfer System of a Modern University," which presents results of research conducted within the European IRNet project. The research describes the place and role of the distance learning technologies in the knowledge transfer system of a modern university. The main goal of the article is to describe results of the data domain analysis concerning a possibility of the academic Massive Open Online Courses (MOOC) platform development and introduction. The authors have identified the architecture and main functional requirements of the academic MOOC platform as an effective tool to optimise the processes of knowledge transfer in the teacher–student system.

A Czech researcher, Lucie Zormanová, is the author of "The Comparison of Distance Learning Between the Czech Republic and Other European Countries," which examines distance learning in several European countries and the Czech Republic. The article analyses and compares the development of distance learning, the supply of study options in the form of distance learning in European countries; it also covers the development, conditions, and history of distance learning in European countries. The carried out analysis shows that currently there is an emphasis on lifelong learning, and the development of distance learning has become a priority. It is further stated that there are significant differences in the development of distance learning in individual European countries, and in the Czech Republic the distance learning has only started to develop in the past twenty years.

Chapter III – "ICT and Multicultural Competencies Developing Supported E-learning" – begins with the paper "Developing Students' Information Competencies in the Context of Multicultural Education Using University E-learning Platform," prepared by Slovak authors Andrea Kubalíková and Jana Trabalíková. In this paper, the authors introduce their way of thinking about approaches to students in the term of e-learning use in the context of a multicultural society. Authors are focusing on the question of developing the information competencies in the environment of multicultural education. This paper also provides examples of good practice, especially when teaching via e-learning platform, LMS Moodle, at University of Žilina.

Chapter IV – "Reports" – includes the article "Report on the Implementation of Work Package 4 'Selection and Testing New ICT Tools' in the Framework of the IRNet Project," developed by the international team of authors from several partner countries participating in the IRNet project. António dos Reis (Portugal), Sixto Cubo Delgado, Prudencia Gutiérrez-Esteban, Laura Alonso-Díaz (Spain), Eugenia Smyrnova-Trybulska (Poland), Nataliia Morze (Ukraine), Tatiana Noskova (Russia), Kateřina Kostolányová (the Czech Republic), Martin Drlik (Slovakia), and Tomayess Issa (Australia) – researchers from different scientific areas, connected with ICT, e-learning, pedagogy, and other related disciplines – focus on the objectives and chosen results of the international project IRNet (International Research Network). In particular, the article describes the research tools, methods, and some procedures of the Work Package 4 "Selection and Testing New ICT Tools": Objectives, Tasks, Deliverables, and implementation of research trips. Researchers from partner universities have analysed the results of WP4 in the context of the next stages and Work Packages of the IRNet project.

In conclusion, it can be stressed that strategies of access to ICT resources are the essential elements of lifelong learning (UNESCO Incheon Declaration, 2016). Except for Web 2.0 and Web 3.0 technologies, MOOCs (Massive Open Online Courses) have continued to attract considerable media coverage, as governments and universities respond to the open and online education movement. International teams and networks – such as the international consortium of IRNet project – can

make a fundamental contribution to the further development of strategies and methodologies of modern education.

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