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Editorial

This issue of our journal finds itself being submitted for printing at an unusual moment. The social consequences resulting from the spread of the COVID-19 coronavirus have immediately forced the Polish education system (and education systems in many other countries) to switch to remote education based on a variety of opportunities provided by new information and communication technologies. For many students and teachers alike, the Internet has become a tool of daily work, a resource for teaching and learning, as well as a safe space of communication with other people.

In this context, the subject of this issue, *Child and Adult in a Digital World*, perfectly matches the reality that is surrounding us. We are experiencing both the advantages and the disadvantages of staying in a digital environment. We are discovering new, rich and attractive resources that may facilitate studying at different levels of education, but we are also facing digital exclusion, the lack of access to the proper technical infrastructure, or the lack of proper competencies. Until now, e-learning has not often been discussed with reference to early school education. It has been perceived as an innovation, and not as a set of effective educational methods and tools. Also, we have not paid enough attention to the need to develop existing digital repositories of didactic materials and aids and to create new ones. Legal problems related to such databases result in many questions and uncertainties among teachers. Also, teaching and learning through new media may be difficult because of the lack of open, reliable and approved sources of information that would, at the same time, be adjusted to the developmental needs of students at various ages, including those with special educational needs.

Child and Adult in a Digital World is a broad and multi-aspect subject. The articles published in this issue were written before we faced this great (forced by external

circumstances) experiment consisting of transferring the process of education from school buildings to the Internet. However, in the discussed issues you can certainly find the above-mentioned diversity and multifacetedness. The articles include descriptions of various digital tools and suggestions for using them in the work of the pre-school and early school teacher, as well as in homeschooling. Others make reference to entering of children into the world of media, together with its related problems and parental attitudes.

Apart from the subject-related articles, the issue includes a research report related to students with special educational needs. The last of the texts discusses the Dalton education method in teaching English to students in classes I-III.

While you enjoy this journal, we also invite you to think about the changes taking place in the current system of education and the new roles being played by digital teachers and students in the system.

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