

Editorial

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The year 2020 was a difficult year for educators, students and institutions, because Covid-19 pandemic has affected all life deeply all over the world. First educational institutions were closed in March, 2020 in most of the counties (Mohammed et al., 2020). And then they tried to continue the education with distance education applications. The use of asynchronous and synchronous tools in education was boomed. Distance education is a scientific field and needs to be well planned (Branch & Dousay, 2015; Durak & Çankaya, 2020). However educational institutions does not have much time to prepare for it. So this applications of distance education in this pandemic period is called emergency distance education. According to the literature, educational institutions focused on the technology to transfer the courses to an online system without considering the pedagogical aspects and instructional designs (Eder, 2020; Hodges et al., 2020). In a research, it was stated that the administrators of distance education centers in universities were not sure of the preparedness of the academics for distance education (Durak et al., 2020). Besides, technical problems were also the most common phenomenon of this emergency distance education period (Karadağ & Yücel, 2020). It was stated that this ineffective experiences about distance education may cause negative attitudes for both educators and students (Gaeth et al., 1997).

Number of cases were decreased in the summer period. So at first schools were opened partially in September, 2020. But this did not last long. When winter came, the number of cases were increased exponentially. And then educational institutions were closed again and continued the distance education applications. But this time they had a time to prepare for both technological and pedagogical aspects of distance education.

The most important aspect of the emergency distance education emerged to be the interaction. Students were locked in the houses, so apart from education, they also needed social interaction and psychological support. In a research about teacher and students in Covid-19 pandemic period, it was stated that the isolation in homes can have negative effects like depression, anxiety, stress, domestic violence, divorce, etc (Al Lily et al., 2020). At this point the importance of video conferencing tools was increased, and its use in education was seen as a must. There are lots of literature about the use of video conferencing tools in education (Herand & Hatipoğlu, 2014; Işık et al., 2010; İzmirli & Akyüz, 2017; Lavolette et al., 2010; Schullo et al., 2007; Yıldırım et al., 2011). In Turkey, the council of higher education highly encouraged the higher education institutions to use video conferencing tools in the online lessons (Kapıcıoğlu, 2020).

As a result, this period of time have shown that technology is very important to continue the education no matter what in crisis like Covid-19. So the use of computers for educational purposes was increased extremely. There were a lot of campaigns organized to deliver computers or tablet computers to students who cannot afford the costs. Also there were quite number researches in literature about the distance education applications in covid-19 pandemic. A search of “covid-19” and “education” keywords in Scopus database yields mode that 5 thousand studies performed in 2020. This is huge.

International Journal of Computers in Education (IJCE) is a new journal. Distance education is in the scope of this journal. But unfortunately a few number of manuscripts were submitted to

IJCE in 2020 and there is not any research article published in this issue. Only a book review is published. We highly recommend our readers to consider publishing in IJCE. We are determined to continue our operations to publish high quality and original research and review papers conducted in the field of educational technology or technology education.

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