Editorial Preface

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The three former issues in the first year of this journal have already given a wide panorama of the educational changes in today society, at least in the field of the “digital revolution”. There is in fact no need of remembering the content of the last issue of the journal, the special issue devoted to liquid modernity and connectivism, to be sure that today, people need the development of suitable digital-literacy instruments and strategies to avoid getting lost in the complexity of modern society.

Furthermore, digital-competences are already seen as an integral part of the basic competences for lifelong learning in the knowledge society, but it is not clear to policy makers, scholars and teachers, how to lead young people, the so called “digital natives” or “net generation”, to become digitally competent (whether they are not so), and harmonically develop further competences like reading, writing and computing together with digital ones.

The difficulty in filling the gap between theory and practice, and in the definition of commonly accepted practices for the development of a sound “digital education” can be easily deduced from the official documents produced by public institutions like the Commission of the European Community, which only outlines the features of the key competences in the knowledge society and invites all nations to adopt suitable strategies to let people get and develop them.

It is then very important to clearly describe the situation we are immersed in and this issue of the journal helps us in getting new and updated information on the efforts made on many sides to create frameworks for the understanding of what is done all over the world to design and carry out educational activities leading people to become the right citizens of this society.

First of all the contribution by L. Cervi, O. Paredes and J. M. P. Tornero is proposed, where an overview of media literacy in Europe is proposed. The paper by M. Fantin follows, which reflects on the meaning of being literate in today society. The paper by P. Adinolfi and L. Tateo describes the results obtained from the introduction of a special problem solving educational approach in a master course and gives a concrete idea of the problems that people have to face when involved in the use of digital technology. At last the work of A. Kiser, T. Porter and D. Vequist discusses the ethical problems of people surveillance on the workplace and gives us a different perspective of digital involvement of subjects both on the organizational side and personal side.

More specifically the papers in this issue of the journal are as follows.

L. Cervi, O. Paredes, J. M. P. Tornero in their paper “Current Trends of Media Literacy in Europe: an Overview” aim to give an overview of the current trends of media literacy in Europe.

The study titled Current trends and approaches to media literacy in Europe com-
missioned, in the second half of 2007, by the European Commission to the Universitat Autonoma de Barcelona, lets them map current practices in the implementation of media literacy in Europe and recommend measures to be implemented in Europe to increase the level of Media Literacy.

Starting from the information given by the mentioned study, the paper looks at the evolution of media literacy in Europe, its orientation and its relationship with other related fields, such as media education and digital literacy to explore the emerging trends of the current situation: innovations, changes, crisis points, as sells as alternatives, etc.

M. Fantin in her paper “Perspectives on Media Literacy, Digital Literacy and Information Literacy” explores the cultural landscape which posed different challenges for teachers. Besides developing reading and writing skills, it is now necessary to have a digital culture, and master the different codes of different languages, says the author. In this context, media education studies have been discussing the educational possibilities of interpreting, problematizing, and producing different kinds of texts in a critical and creative way, through the use of all means, languages and technologies usually available. Considering that the media can no longer be excluded from the literacy programs, it is essential to reflect upon what makes us literate today. These reflections give new meanings to traditional concepts like literacy, media literacy, digital literacy and information literacy.

P. Adinolfi and L. Tateo in their contribution “Integrating Educational and ICT Innovations: a Case Study of Master Course” explore the effectiveness of a new computer-supported collaborative problem solving educational approach in higher education at master course level. After having outlined the technological and pedagogical characteristics of the new digital cooperative environment, as well as the constructivist, learner-centered philosophy of the Daosan Master (Management of Healthcare Services) at the University of Salerno, the integration between the educational approach and the technological support is reported and discussed in an exploratory case-study. It shows that a large number of post-graduate students has been able to carry out a dense collaborative problem solving activity within a relatively short lesson time, working and reflecting upon a real problem of health-care management. This indicates that the experience is effective in fostering reflexivity, collaboration and situated learning in management training.

A. I. T. Kiser, T. Porter and D. Vequist with their work “Employee Monitoring and Ethics: Can They Co-Exist?” close this issue of the journal. The authors show how new and advanced technologies make it possible to monitor employees in the workplace so causing controversies on both legal and ethical grounds. Employers can now easily monitor workers’ emails, Internet usage and sites visited, and keystrokes as well as the use of GPS systems can track employees’ movements throughout the day. At one end of the spectrum is the employer who claims that monitoring is not only helping to improve productivity but is a legal necessity that assists in keeping the company from becoming legally liable for employees’ misuse of technology. Employees, on the other hand, want their privacy protected, and many have now come to believe that it is more a matter of them not being trusted. An examination is presented that describes various forms of workplace surveillance and monitoring, viewpoints of both employers and employees, policies that some companies have implemented, and the ethical and legal implications of such policies.

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