This issue of the journal continues on the tradition of former issues by proposing both theoretical and experimental topics, centered this time on subjects more than on organizations and corporate.

At a first glance it is straightforward to note that if we look at digital literacy as the field of research strictly related to the school age, it can be considered mature enough for the definition of the contents, the strategies and the competences that the students must achieve to be the right citizens in the today and tomorrow societies. Less easy to define in such a direction is the set of the instruments and methods to be adopted for the development of appropriate digital skills in those people who are out of formal education institutions (school and university). At last, more and more complex is the planning and carrying out of the “practices” leading to the development of digital competences both in the school and outside of it, due to the difficulty in the creation of structured and controlled teaching-learning situations in both contexts.

The above statements could induce to think that formal education institutions have made suitable plans and are already working for the development of suitable digital skills and competences in their students; but different problems mostly connected to people working in School and University negatively influence the success of any strategy and the hitting of the target; otherwise stated, the definition of a digital literacy policy needs not only funding for the equipment and training of the personnel who must use it, new teaching strategies are required to teachers to let them be able to build a successful education.

On this side have a special relevance the first two papers in this issue: the first from V. Dagiene and the second from A. Nuzzaci.

In the contribution by V. Dagiene the pre-service education programs for teachers’ ICT competency in Lithuanian universities and colleges, the self-evaluation of future teachers, based on the existing Lithuanian requirements for teachers’ pedagogical ICT literacy programmes, are first discussed. Her paper mostly analyzes the data of the research study “Teachers’ Training on ICT Application in Education” developed by the Institute of Mathematics and Informatics in 2009 and concludes with the proposal of implementation for deeper content-based modules for pedagogical ICT competency and skills in all-level pre-service teacher education as well as in-service training courses.

In the contribution from A. Nuzzaci the attention is focused on university teachers. The technological skills necessary to develop the new European System of Higher Education in order to facilitate the development of skills, general learning, disciplinary, and professional digital education are discussed. In particular, the paper analyzes why this adaptation is necessary, the difficulties encountered, the objectives and the response of teachers to the proposed changes.
For the first time in this journal a discussion on the cultural issues governing the development of suitable ICT educational policy is discussed. The occasion is the paper from T. Jewels and R. Albon, which analyzes the evolution in the United Arab Emirates (UAE) of the interaction people have with the Internet and the consequent development of digital skills in the population. By using an ethnographic case study methodology the authors investigate issues contributing to what might be a new form of digital divide that is cultural issues which limit the acquisition of such digital skills.

The last contribution in the journal, from M. Abbasi and L. K. Stergioulas recalls to us that while working on the development of instruments and strategies for the overcoming of modern forms of digital divide, technology is evolving and we’ll have soon to face new forms of knowledge construction and education. The starting point of the authors is the analysis of satellite communication networks, which are increasingly integrated into the infrastructure of modern communication networks and are becoming popular for the delivery of educational content and data, as well as education-centric services, including information, tele-conferencing, entertainment, or ‘edutainment’ services. In their paper the authors report of recent work on the use of hybrid wireless network infrastructures for delivering tele-education and e-learning applications to remote communities by combining a variety of satellite, terrestrial and wireless technologies.

The analysis of the results examines a number of different issues such as delay, jitter, packet loss, latency, throughput measurement and bandwidth. By combining satellite and terrestrial (wireless) technologies, full coverage and high capacity can be achieved for true broadband services for delivering educational content. The interoperability among such diverse networks imposes a number of challenges regarding service provision and management. The end-to-end quality of service management implies that features such as service scalability between different networks have to be available. On the other hand, wireless QoS provides a promising diversified platform for a wide range of seamless applications.

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