When this journal was born it was already clear to the people who were involved in this experience that the changes induced in education by digital technologies were so deep to require a global rethinking of educational processes.

This issue of the journal, whether there was the need to do it, stresses once more the above statement and proposes four papers, mostly devoted to adult education, but all based on the use of digital equipments for training, education and professional updating.

Before the introduction of the contributions in the paper it is important to recall here the good work made during last years by the European Commission, for the definition of the basic skills and competences of the citizen in the knowledge society. This recommendation of the European Commission is especially important for the presence of the digital competence among the competences for lifelong learning, together with more traditional competences (i.e., to be able in reading, writing, understanding, computing etc.), and it is seen as a cross-competence needing a special literacy: digital literacy. It is the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action; and to reflect upon this process.

What has been reported until now gives to us the key for the understanding of the contributions in this issue of the journal.

The first paper, by Angelina I. T. Kiser at the University of the Incarnate Word, USA, discusses the results of a study on the use of social networking sites to help university and college professors to improve their communication with students. The study includes an in-depth review of the uses, benefits and risks of social networking sites as well as how they might be utilized in a college or university setting. The researcher in this study surveyed university business students at a private, four-year, Hispanic-serving institution in Texas about their use of social networking sites and how professors might integrate these sites into the curriculum.

The second paper, by Esharenana E. Adomi, Ericson Egbaivwie, and Jonathan C. Oguguain Delta State University, Nigeria, explores the use of the Internet by medical practitioners in private hospitals in Warri Delta State, Nigeria. A descriptive survey design has been adopted and a questionnaire has been used to collect data from people, i.e., medical practitioners from private hospitals in Warri. The investigation reveals that many medical practitioners use the Internet on a regular
basis; medicine online journals and PubMed have been the Internet resources mostly used. Furthermore, the Internet use has proven useful to enable the respondents in the improvement of patient care and in keeping up-to-date. The paper ends with a recommendation to that hospital management, so that their medical practitioners would be provided with Internet facilities, to help them have access to the most recent and accurate information for an effective service delivery.

The third paper, by A. Nuzzaci, at the Université de la Vallée d’Aoste, Italy, examines the effects of a reflection activity on a group of students enrolled in the Master for Intercultural Education and European dimension, based on the use of distance education instruments and strategies. The participants to the master course, which were mostly training teachers, were involved in the construction of the model for a “reflection participant” and a self-evaluation tool. The course activities were part of the research carried out within the Leonardo da Vinci “REFLECT,” “reflective practice for training the trainers.” Reflective Practice and VET (Vocational Education and Training), aimed at the creation of a specific methodology for the implementation of reflective practices in VET contexts and, more generally, for the acquisition of learning. The results of the study show that it is possible to develop, enhance and strengthen students’ skills through a reflective action online, by means of tools which determine specific reflexive patterns while paying special attention to the context.

The fourth paper, by Francesca Cuzzocrea, Anna Maria Murdaca, and Patrizia Oliva, at the University of Messina, Italy, discusses the problems of the learning of a foreign language. It first reports the excessive emphasis many English teachers place on oral communication skills, without paying enough attention to grammatical accuracy. Suddenly it shows that whether students’ ability in terms of fluency is improved, they often cannot communicate appropriately in English due to a lack of grammatical knowledge. The aim of the study is to explore the potential of Precision Teaching software developed for the improvement of English grammar rules. Two students groups are compared, one based on the use of the software, the other following a traditional textbook-based approach. One result of the study is that students who used the software have showed significantly higher learning scores than students who did not. In addition, the students showing increased scores due to the use of software increased also cognitive abilities related to foreign language learning.

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