This issue of the journal complements the ones published until now, because the core attention of the whole set of contributions is centered on the leaner and the needs he/she has in the knowledge society. By carefully reading the papers in this issue, it can be easily seen that all the ages of mankind and knowledge development are interested in the analysis of the researchers.

First, a discussion on the concept of multi-literacy in today society is proposed; it is the starting point for the introduction to personal literacy, within which linguistic, visual, audio, spatial, and gestural dimensions of human knowledge meet all together and determine a digital culture.

Soon after, different experiences on the extensive use of digital technologies in primary school are reported, and the joining of formal and informal educational settings appear as the natural answer to the increase in the complexity of technological learning environments.

The analysis of digital literacy and competence in university students attending a faculty of humanities follows and leads the authors to say that university teaching must be revolutionized from its roots, so that students will no more trained to IT/ICT use but teaching and learning will be planned and carried out in a full digital environment.

On the same line of research moves the work which analyzes the best practices in virtual and blended learning environments. In this work, indicators for the evaluation of best practices are proposed and the results obtained from their use are reported.

At last the needs of adult learners are considered when they are facing digital learning environments and, what is more important, when curricula on IT/ICT and digital topics are built in programs of lifelong learning.

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