In this number
by Nicola Villa

In this number we have the pleasure to offer a selection of the best papers presented at the Sie-L conference held in Salerno last September.

The number opens with the editorials of Aurelio Simone, president of the Italian e-learning Association, of Antonio Calvani, outgoing editor in chief of the journal (who I personally thank for the great effort made in favour of this editorial project) and Luigi Colazzo, new editor in chief of Je-LKS.

Among the papers there are two contributions which reflect some of plenary sessions of the conference. Gráinne Conole, e-learning instructor at the Open University, with the paper "Bridging the gap between policy and practice: a framework for technological intervention" points out that e-learning today has reached a phase of "normalization" in all educational organizations and focuses on the national and international policies of the sector.

Benedetto Vertecchi expresses new ideas for the development of on line didactics, describing the historical phases of the development of education (The paper is entitled "New hypotheses for the development of e-learning").

The number then contains other eight contributions, which underwent two revisions, following a mechanism of blind review.

Emanuele Rapetti and Lorenzo Cantoni with the paper "Digital Natives and learning with the ICTs. The "GenY @ work" research in Ticino, Switzerland" present their research on "digital natives", observing how some widespread assumptions about the Y generation and digital natives are the consequence of hyper-generalizations, and must be therefore strongly limited and re-evaluated through research at local levels.

Umberto Giani ("e-learning, Social Networks Analysis and the Diffusion of Innovation") describes the results of the application of the contagion theory to the adoption of e-Learning innovative models in a class of medical students.

Milena Casagranda, Andrea Molinari and Sara Tomasini ("The production of learning objects and the activity of facilitating learning: an hypothesis of cost quantification") describe a model they have implemented to better understand the relationship between costs, production of teaching material, monitoring activities and help in learning in a series of experiments carried out in the Province of Trento.

Angela Spinelli and Andrea Volterrani ("Learning in virtual communities: Perspectives in the field of sociological and pedagogical research") present a contribution which can be inserted within the debate on virtual communties

used as learning communities.

Francesco Scolastra and Stefania Spina ("Elledueò: Integrating "formal" and "social" in a language learning environment of Italian as a second language") introduce the project Elledueò, that is the social network of the University for Foreigners in Perugia, created with the purpose of gathering on the Web the international community of teachers of Italian as a second language.

Bianca Arcangeli, Paolo Diana, Fernando di Mieri and Giovanni Suriano present a distance education project addressed to the inmates of the ICATT in Eboli, province of Salerno, at present still being implemented ("E-learning in prison: A proposal").

The contribution of Bruno Boniolo and Cristina Spadaro ("NEMO+3D, an integrated environment for advanced university teaching") presents the planning and development experience of NEMO+3D, an integrated learning environment for the Doctoral School in Neurosciences of the University of Turin.

The last paper to undergo a blind review was the communication of Elena Valentini ("E-university, web 1.0 and 2.0: guidelines to integrate technology enhanced learning in university environments"). This paper suggests some strategic lies for the adoption of e-learning in universities.

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