



e-L⁴ Connection (e-Learning Lifelong Learning Connection)

Lifelong Learning and e-Learning will constitute a challenge for all Universities. Whoever is able to advance and to implement it, will gain a remarkable competitive benefit. In our Journal this twofold challenge obviously takes on a fundamental relevance: it is the focus of our mission.

This is why we decide to focus the first issue of 2008 Je-LKS on Lifelong Learning and e-Learning, and to dedicate it to this challenge.

In Methodologies and Scenarios, Federici and Ragone (University and lifelong learning in Italy: policies and higher education & training systems integration) present the new policy and legislative framework of the Italian Government and Minister for Research and Universities in relation to Lifelong Learning and e-Learning. Current innovations are significant and focus on the Institutional role of Universities, as well as on the new advice criteria in distant learning courses.

Coloni *et al.* (The University for the Lifelong Learning) analyze the concrete relation which exists between University and Lifelong Learning; they identify settings and procedures for development, institutional actors and relevant best practices. Considering the new ministerial policies, LLL can represent not only a fundamental tool for the linking of supply to demand, but also an opportunity to introduce experiences, customer satisfaction principles and elements of Business Management culture (which is still lacking within the University).

Nuissl (Vocational training in Europe) presents a concise European vocational training framework that is necessary in adult education. The field of adult education in Europe is still not very clearly defined, but it is closely related to, and overlaps with other social sectors. A transversal comparison is proposed so as to identify other fields of action in which professional roles, associated skills and required competences in the Lifelong Learning sector can be identified.

Calvani *et al.* (Lifelong Learning: which is the role of e-Learning 2.0?) investigate how e-Learning 2.0 can be useful for Lifelong Learning. The hypothesis

is that the future of Lifelong Learning has to be based on the integration of informal, F2F education and formal e-Learning. Informal e-Learning can offer a motivational and social support *humus* but it can also represent obstacles and limits that should be clarified.

In Applications, Repetto and Trentin ask if e-Learning can be used by the elderly. Those authors' contribution (ICT and Lifelong Learning for the elderly) presents a research which aims to evaluate if specific distant training initiatives can help elderly individuals to become aware of available technological tools and innovative processes.

Battistelli (The influence of management contest in training motivation) presents the results of an experimental survey, which underlines how the link between individual work factors and management are relevant for training motivation and essential for successful training processes.

Colazzo *et al.* (Technological Platforms in Lifelong Learning projects: the dimension of time) look at LMS in relation to time. Sociological research pays great attention to time. Nevertheless, e-Learning platforms do not take all this complexity into consideration: The authors of this article believe that, from now on, technological planning should include the time dimension.

The following article deals with community 2.0. Rigutti *et al.* (Lifelong Learning and e-Learning 2.0: the contribution of usability studies) analyze the interface usability problems within the community itself. They examine what happens when inexperienced /non-expert users interact in an e-Learning 2.0 environment. Interviewees asked about participative technical instruments point out some difficulties in understanding the instruments, together with an overall positive attitude.

The last paper (Open Educational Resources and virtual communities: considerations on past experiences) turns the subject towards another issue which is almost neglected within Italian e-learning practice and related studies (even if it is strategically relevant in LLL): Use of Open Resources. The authors report an interesting participatory experience by an Italian group during a David Willey training course.

The Communications section includes a European Policies review about Lifelong Learning by Mellini (Growth and development of Lifelong Learning policies, the role of e-Learning and its programmes), and a critical statement about Connectivism by Calvani (Connectivism: a new paradigm or a fascinating *pot-pourri*?).

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