EDITORIAL
by Tommaso Minerva

Special Issue: EMEMITALIA Conference 2015

In this special issue of Je-LKS we publish a selection of papers presented at the Italian Conference on E-Learning, Media Education and MoodleMoot - **EMEMITALIA**, which was held in Genoa from 11th to 13th September 2015.

This first volume opens the series, one per year, dedicated to a selection of papers presented at EMEMITALIA.

EMEMITALIA is a multi-conference following the attempt to unify under a common hat the initiatives of the scientific societies and national communities active in the use of technology in training and educational processes.

Teach different! was the theme of the multi-conference. An invitation to reconsider the methods of teaching to adapt to the pervasion of communication technologies in all areas of daily life and especially of the younger population.

Teach different! from different points of view: from technology to methodology to management points of view.

Teach different! in several areas: schools, universities, public administration, business.

This plurality is found all expressed in the published works.

Stefania Della Sciucca and **Valentina Fochi** in their paper *Flipped Classroom: the point of view of the students* present a study on the opinions of students, in three parallel classrooms in a technical secondary school, where a Flipped Classroom approach was tested for two years. The results were not concordant and only for one of the three classes the authors show positive feedbacks. In their conclusions, the authors suggest some strategies and actions

to be taken to enhance student' learning and motivations.

Mario Manzo in *Design and Performance evaluation of a virtualized Moodle-Based e-learning environment* discusses about benefits and advantages arising from virtualization technologies, applied to the field of distance education. The paper concerns on the limitations of Moodle on taking care of server workload and how to bypass these limitations by a an over-centralized dynamic virtual machine. Experimental results are also presented and discussed.

Diego Di Masi and **Paola Milani** in their paper *Backward design in-service training blended curriculum to practitioners in social work as coach in the P.I.P.P.I. program* present the results of a project to train practitioners in social work involved in a italian national program aiming at preventing out-of-home child placement. The project adopts a blended approach and flipped classroom methodology to train social workers, phycologists and educators to act as coaches.

Maria De Santo and **Anna De Meo** in *E-training for the CLIL teacher: e-tutoring and cooperation in a Moodle-based community of learning* approaches the theme of how to develop a blended methodological training framework for CLIL (Content and Language Integrated Learning) teachers with a particular attention on the nature of interactions among teachers and on the role of e-tutors.

Francesca Oddone in her paper *Self-Efficacy: a booster for pedagogical innovation* presents a study where she investigate the familiarity with ICT of italian lower secondary school teachers. In particular the paper focuses on teacher's profile and its correlation with difficulties in ICT integration and pedagogical innovation and teachers' self-efficacy perception and its correlation with professional development and training opportunities.

Nicoletta Di Blas in *Distributed TPACK What kind of teachers does it work for?* focuses on profile of teachers who 'enact' TPACK (Technology, Pedagogy and Content Knowledge) model within their classrooms. Presented results are quite surprising and encouraging.

Daniela Amendola and **Cristina Miceli** in their paper *On-line Physics laboratory for University courses* present a case study where they used e-learning and high-definition video to teach the laws and phenomena of experimental physics. The online video-experiments allowed students to investigate a class of physical phenomena by extracting, collecting and

elaborating experimental data while giving them a practical example on how a physical experiment is conducted.

Linda Joy Mesh in *A curriculum-based approach to blended learning* presents an overview of the use of blended learning as a methodology for the university language programs. She focused, in particular, to the role of blended learning in adult professional training and how it can provide a flexible solution for meeting the needs of degree course programs for student, as well.

Patrizia Ghislandi in her paper *The fun they had" or about the quality of MOOC* pinpoints on three crucial questions about MOOC's quality: we have to evaluate MOOCs differently from e-learning?; what about the differences between MOOC quality assurance and MOOC quality enhancement?; what are the parameters the universities should use to certificate the acquired MOOC credits?

Corrado Petrucco in *Teaching Cultural Heritage using Mobile Augmented Reality* discusses the relationships among augmented reality, mobile learning, gasification and non-formal education. In the paper a case-study is presented.

Giuseppina Rita Mangione, **Maria Chiara Pettenati**, **Alessia Rosa**, **Patrizia Magnoler** and **Pier Giuseppe Rossi** in their paper *Induction and professional development of teachers. Pilot experience of Newly Qualified Teachers 2014/2015* analyze the model and perspectives that have characterized the professional development in induction experiences and defines an innovative theoretical framework underpinning the experience of Italian Newly Qualified Teachers (NOT).

And finally, **Giovannina Albano**, **Umberto Dello Iacono** and **Giuseppe Fiorentino** in *An online Vygotskian learning activity model in mathematics* present a research work aimed to investigate the feasibility of using e-learning platform to implement a Vygotskian educational model for mathematics education, based on mediation and peer interactions.

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