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di tecnologia  
cultura e formazione

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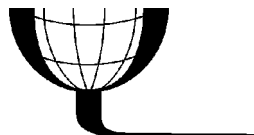
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*Publisher*  
Progedit, via De Cesare, 15  
70122, Bari (Italy)  
tel. 080.5230627  
fax 080.5237648  
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*Subscriptions*  
annual (2 numbers)  
regular 30 Euro  
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Bari - via Melo CIN: C - ABI 103067  
CAB 04010 - c/c 000000010042  
specificando come causale  
del versamento:  
Quota Associativa Socio CKBG.  
Registrazione del Tribunale di Bari  
n. 29 del 18/7/2005  
© 2005 by Progedit  
ISSN 1828-7344  
www.progedit.it  
Stampato da Di Canosa srl  
per conto di Progedit  
Progetti editoriali snc

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## Summary

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This first issue of *Qwerty* consists of four papers, ostensibly addressing four different points of view: (1) the socio-educational (Philip), (2) the discursive (Manuti, Mininni, Cortini), (3) the argumentative (Cantoni, Faré, Tardini) and, last but certainly not least, (4) the communicational (Zhou, Varnhagen, Kasprzak).

Nevertheless, a closer look at this collection of papers reveals certain points of commonality.

Each paper considers the Net and the Web as complex environments. Each, in different ways, underlines a very strong sense of continuity between the online experience and the local context, which has its own affordances and constraints. The virtual and the real are not, here, opposed, as in a dichotomy, but rather appear as reciprocal influences.

Furthermore, each of these papers calls for a more complex approach to the study of online phenomena. In fact, online interactions, social life on the Net, learning in virtual environments, and web-forum discussions are all complex phenomena in the sense that they are not simply events which happen online but events that concern human existence and cultural identity. In this sense, the papers share in their view that there is a common need to overcome the borders of individual disciplines (whatever they may be)

and to seek for a cross-disciplinary approach whether this relates to social studies, economics, educational psychology, communication, or theories about digital identity. As such, this is an aim which concurs perfectly with the stated objectives of *Qwerty*, as outlined in the editorial to this edition.

D. N. Philip's article explores the experience of an online class and considers group dynamics and patterns of interaction with a view to generating a better understanding of the quality of student performance and the nature of the group's work.

Manuti et al. examine the representation of identity and the strategies of rhetorical-argument displayed by users of websites devoted to *e-recruitment*.

Cantoni et al. analyse the design and use of websites, and designate five specific areas of interest: content and services, accessibility tools, website designers, website users, and the "ecological" context of websites.

In particular the paper focuses on behaviour of internet search engines.

Zhou and colleagues consider the establishment and development of an online learning community, identifying important factors (which refer, in the main and perhaps unsurprisingly, to offline contexts) that should be considered in the sustenance of this type of community.