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di tecnologia
cultura e formazione

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Questo numero è stato realizzato
in collaborazione con l'Ufficio Pubblicazioni
e Informazioni Scientifiche del CNR



Publisher

Progedit, via De Cesare, 15

70122, Bari (Italy)

tel. 080.5230627

fax 080.5237648

info@progedit.com

www.progedit.com

Subscriptions

annual (2 numbers)

regular 30 Euro

ckbg@libero.it

www.ckbg.org

Payment

Subscriptions should be submitted

to Bank account 10042

Header: Associazione CKBG

Bank address: Banca CARIME

agenzia 7, Bari - via Melo - IBAN:

IT80C0306704010000000010042

SWIFT: CARMIT

Abbonamenti possono

essere sottoscritti tramite

versamento sul conto 10042

intestato all'Associazione CKBG

Banca CARIME - agenzia 7

Bari - via Melo IBAN:

IT80C0306704010000000010042

specificando come causale

del versamento:

Quota Associativa Socio CKBG

Registrazione del Tribunale di Bari

n. 29 del 18/7/2005

© 2009 by Progedit

ISSN 1828-7344

Stampato da Global Print srl

per conto di Progedit

Progetti editoriali srl

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Summary

In this issue, QWERTY hosts six contributions: five papers and a book review. The common theme of the five papers is provided by the concept of Digital Identity and its relationship with Collaborative Knowledge Building processes.

The first paper, by Shotter, reminds us of the fact that digitized communication, being bound to take place within the codified limits of the tools used, prevents us from taking advantage of the spontaneous, living responsiveness of our bodies. What he calls the *determining surroundings* of our utterances is missing or, at least, replaced by something different, in digital worlds. Such determining surroundings are essential because they make our interlocutors active interpreters, making us other than we are and therefore contributing to determine our ever changing identities.

The next four papers weave together the concept of Digital Identity with the well known socio-constructivist theories that paved the way to the view of learning as a collaborative knowledge building process. In particular, the second paper, by Ligorio, supports the claim that knowledge building goes hand in hand with identity building. The paper advocates this idea by ascribing a major role to mediated dialogue, because the learning space provided by technology allows for a multiplicity of I-positionings at different levels.

The third paper, by Delfino and Manca, investigates the role of metaphors and figurative language to express and build individual and shared identities in virtual learning communities. Start-

ing from the notion that the social dimension plays a major role in collaborative learning, the authors show, through a case study, that metaphoric language can be used by group members to build a common and shared identity. They conclude that prompting the use of figurative language can help students to familiarise with new ways of learning online, by bridging the gap between the real and the virtual world.

Benigno and Chifari, in the fourth contribution, focus on the importance of fostering online socio-cognitive identity building through specific strategies. To support this idea, they provide and discuss examples of messages of participants in an online activity where meta-reflection was explicitly required and scaffolded by tutors.

In the fifth paper, Sugliano analyses the process of identity building fostered by Web 2.0 tools, and in particular the blogs. She claims that these tools support the production rather than their sharing of what she calls *identity artefacts*, that is self descriptions, self representations, etc. This leads her to consider Web 2.0 environments as individualistic places, where individuals answer the Socratic call «know yourself» without fully fledged interaction with peers, as if they were on a stage.

Finally, Vanin reviews «Aspetti emotivi e relazionali nell'e-learning», edited by Caldognetto Magno and Cavicchio. The review provides an insight of the book content, commenting on its value as a research compendium, and a practical stimulus for further investigations on emotional and relational aspects of e-learning.