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Collaborators for this issue

Francesca Cilento Ibarra

Barbara Colombo

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Summary

In this QWERTY issue, four papers are presented. An interdisciplinary project (2005-2007) which concerns models for learning in virtual communities is their common route. The working outcomes of the last two years (2008-2009) are published here. The first and the second papers present a methodological approach: "Positioning Theory". The first, by Annese and Traetta, has Dialogical Self Theory (Hermans, 1996; 2001) as its primary methodological reference, and blended communities as its context. The second, by Grion and Varisco, has Harré and van Langenhove's Positioning Theory (1999) as its primary reference and online communities of in-service teachers as context. The construction and evolution of identities are another common interest in the two papers: dialogical identity in the first, and professional identity in the second. The academic context is another common element in the two research studies.

Blended learning links the first and the third study. This article, by De

Marco and Albanese, has also been developed in an academic context. However, the focus of this research is the development of self-regulative competences in blended environments, an interesting topic, rich in references. In particular, the study highlights the existence of a relation between cognitive and metacognitive components and between motivational and affective components, but it does not show any relationship between the two dyads of components.

Finally, the fourth contribution, by Vanin and Castelli, presents an e-tutoring model for asynchronous contexts. The model is the outcome of some researches made by the same authors from 2008, here brought up-to-date. It focuses on online interactions' data (Wise, Hamman & Thorson, 2006). The most interesting findings is the need for a moderate tutoring intervention in reference to the opening of new topics, and for a moderate presence of the tutor in terms of response frequency.