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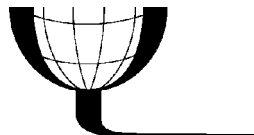
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Summary

This issue of "Qwerty" consists of three studies, one invited article and one review.

All papers are focused on telematic technologies in collaborative learning contexts. Collaborative learning is nowadays the best educative approach for rich, deep, meaningful and complex learning. There are two general modes to define a collaborative technology supported approach in practices: CSCL and CSCW. The first (Computer Supported Collaborative Learning) is addressed to scholastic, academic, formal and informal contexts learning. The second (Computer Supported Cooperative Work) is addressed to all work contexts.

Two papers (Cucchiara, Spadaro & Ligorio and Anderson) discuss the use of technologies in academic contexts.

The first paper (Cucchiara, Spadaro & Ligorio) analyses a blended model for sustaining knowledge building collaboratively. The core of the article is self-perception and representation of the learning communities.

The authors adopt an identity position approach for analysing effects on sense of identity and a sense of belonging in online forum. Through conversational analysis they explored interactive discursive strategies for

developing discussion groups and constructing new representation of one's own learning group. This research offers interesting perspectives and findings on the link between knowledge building groups and the perception of the self.

The second paper (Anderson) focuses on weblogs for facilitating academic communication and community building.

The blog is nowadays widespread in public information, but it is a very talked about issue. Its use in formal educative contexts is still unusual and problematic. The paper presents four models for inclusion of weblogs in open and closed systems, within and between courses, and for individual and thematic blogs.

The invited paper by G. Stahl written in the form of an interview, considers the use of the asynchronous communication technology, charming and captivating as it is, but not easy to manage on online collaborative knowledge building i.e. the chat. The author gives us a personal and interesting reflection on this issue.

Finally L. Tateo reviews the book of A. Iannaccone & G. Marsico "The family goes to school. Discourses and rituals of the meeting".