

Editorial

Editoriale

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This issue of the Italian Journal of Educational Technology includes four articles that tackle a range of different research topics and one short paper in the Field Experiences section. In the first of the four articles, “Approcci, azioni e tecnologie a supporto della classe ibrida inclusiva”, the authors Vincenza Benigno, Chiara Fante, Giovanni Caruso and Fabrizio Ravicchio present the results of a project aimed at studying methodological approaches and technological settings to support an “inclusive hybrid class” for homebound pupils. The results stress the importance of creating a hybrid learning space that goes beyond a mere technological bridge between the classroom and the student at home and highlight the role of the teacher as a pivotal methodological and organisational player in the hybrid learning setting.

The second article, “Differences between teacher-focused twitter hashtags and implications for professional development”, by Spencer P. Greenhalgh, tackles Twitter hashtag use in teachers’ professional development. It shows how diverse hashtag streams may point to a diverse focus on sharing, intimacy of personal connection, and volumes of activities. A number of implications for exploiting social media affordances for teacher training are also reported.

In “Innovative aspects and evaluation methods in a teachers’ continuous professional development training experience,” Laura Carlotta Foschi discusses an experience in teachers’ Continuous Professional Development training and highlights how the commonly encountered problem of poor attendance rates in these programs can be addressed by adopting participatory design solutions. The use of peer-assessment activities and of on-going formative evaluation are identified as motivating factors and a source of satisfaction for participants.

The fourth of the research articles, “Social media for students’ employability skills”, by Busuyi Francis Olowo, Babatunde Akinwande Akingunloye, Omobola Oyinlade Gambo and Olujoke Emily Jembola, presents the results of a survey to investigate the use of social media (LinkedIn, YouTube, WhatsApp, Facebook, and Twitter) and their influence on students’ employability skills. The authors report encouraging findings in terms of the perceived benefits of social media within a sample of undergraduate students.

Finally, the short paper in the Field Experiences section, “Esplorazione del concetto di forza con l’utilizzo di Desmos in un percorso didattico”, by Valentina Bologna, Elisabetta Giachin and Francesco Longo, explores the potential of a software application aimed at facilitating secondary school students’ learning of the concept of force according to Newtonian Dynamics. The application, Desmos, proved to be effective in addressing the conceptual difficulties experienced by a student cohort in Physics Education thanks to the high level of student interaction.