

Editorial

Editoriale

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In this issue we publish four papers, two of which tackle the issue of educators' digital competences. This is an urgent topic in the Educational Technology research field, as – in response to the fast and continuous changes of today's society – educators are increasingly expected to possess a diverse range of skills, knowledge and competences.

In both the papers the authors propose their contributions regarding tools to measure and evaluate the educators' digital competences. In particular, the first paper by Gabbi and Ancillotti illustrates the validation phase of the D-Paideia Qualification Framework, which serves as an extension and update of the well-known DigCompEdu framework. Through consultation with a panel of experts, the authors identify points of connection and divergence between the new competences introduced and those already present in the original framework.

In the second paper Fernández-Scagliusi and Llorente-Cejudo describe the preliminary stages of the validation process for a questionnaire based on the “Cuestionario de Competencia Digital para Futuros Maestros” (CCDFM) by Cabero-Almenara et al. (2020), which the authors translated and adapted for the Italian context. The process described in this paper encompasses cultural adaptation, expert review, and a pilot test.

The other two papers address different topics: in the paper by Petrucco, the author investigates the mediating effect of an annotation tool on reading strategies for university students. The results of the study confirm that most students prefer academic texts on paper and that the use of a social annotation tool with digital academic texts can positively change perceptions of digital reading and comprehension.

The last paper, by Papa and Desimoni, examines the access and usage of technologies outside the school environment among upper secondary students. In particular, the study investigates the availability of digital devices such as desktops, laptops, and smartphones, and explores usage patterns. The findings provide food for thought for those who work in the technology enhanced learning research field.