

## ‘ενέργεια, processes, interaction



**Beatriz Gallardo Paúls**

Profesora Titular de Lingüística General de la Facultat de Filologia, Traducció i Comunicació de la Universitat de València. També es directora del *Open Course Ware* de esta universidad.  
<http://www.uv.es/pauls> | [Beatriz.Gallardo@uv.es](mailto:Beatriz.Gallardo@uv.es)

The @tic's editorial team welcomes the release of our third volume, which has been made possible thanks to the research interests of the authors and the specific collaboration of the reviewers: our gratitude goes to them. Since the publication of the Spring volume 2009, our journal has achieved an initial presence on some indexes of publications, such as *LATINDEX*, *e-revistas*, *DOAJ*, *Scientific Commons*, *Genamics JournalSeek*, and *Dialnet*. We are proud of achieving this degree of visibility, which makes us believe that we are working on the right direction.

We hope to continue widening our presence to other index lists. Thus, in this issue we aim to consolidate a publication of quality with relevant topics of interest for university lecturers. Such an interest does not only respond to the periodic professional accreditation requirements. We are undoubtedly witnessing a crucial moment for the institutional recognition of the real value and merit of innovation in university education and in the development of the teaching career (program *DOCENTIA*). It is nonetheless true that academics are more aware of the interactional and dialogic nature of teaching: expositive and unidirectional discourses are giving ground to cooperative and participative experiences where the classical premises of connectivist approaches become manifest (as stated by renowned authors like George Siemens or Stephen Downes): knowledge is dynamically constructed in the academic interaction, be it on-site or virtual, not transmitted as a static product. In other words, we have moved from the emphasis of the *ἔργον* (ergon) to the *ἐνέργεια* (enérgeia), from the product to the process: teaching and learning are communicative activities sensitive to the context.

Nearly all of the contributions in this volume of @tic are related to these interactive and procedural approaches. In the articles section, M. Iborra i A. Dasí review the contribu-

tions that cooperative learning makes to the formation of executives. R. Mestre analyses the potential of the *Open-CourseWare* initiative (OCW), putting forward a kind of *OCW 2.0*, interactive, in accordance with the guidelines set by the UNESCO for the next decade. M.I Cal i M.V. Verdugo gain an insight into the role of teachers in assessment in new subjects of the European Higher Education Area (EHEA). They explore the joint evaluation of contents, diverse abilities and skills such as time planning of the students during the course, group dynamics in the practical classes and further abilities of academic alphabetization (e.g. oral exposition). Finally, there are two articles about the institutional policies that need to be implemented to the consolidation of these university models. On the one hand, J.I. Aguaded and M.R. Díaz portray the institutionalization of ICT in Andalusian universities and the impact of this procedure on academic processes; on the other hand, M.F. Abad shows the *Repositori Obert Digital per l'Ensenyament, la Recerca i la Culutura* (RODERIC) of the Universitat de València establishing the similarities and differences of similar projects.

In the section *DocenTIC*, F. Sabés presents an experience on a Journalistic Production subject where the autonomy of students and the support of learning through ICT is assessed. M.T. Sánchez Nieto et al. highlight the development of competences in Translation and Interpretation from a multidisciplinary perspective. A. Cebrià et al. also detail a specific example of the interrelation between the independent learning and ICT with regard to a subject of Physiotherapy.

New in this release, the third volume includes a new monographic section: proposals for educational innovation in the area of Business Studies. The ten articles belong to the *Jornades de Docència* that took place in Granada in April 2009, which we accounted for in the second volume. We think that this option of degree-specific monographs can

contribute to gathering teaching innovation experiences carried out in all universities. We thereby invite readers to send us similar proposals.

To conclude, as usual, sections such *Avaluació*, *La Pèrgola i Sala de Lectura* offer proposals for reading, application and reflection. D. Fernández-Quijada and M. Bonet evaluate *Camstasia Studio*, software owned by *TechSmith*, a tool for screen record and video graphics edition. In *La Pèrgola* we can read the impressions of an *Erasmus* student in two Spanish universities (València and Salamanca) and an English one (Cardiff). Finally, *Sala de lectura* caters for three proposals: the review of the *Horizón 2009* report from a monographic on digital educational platforms (Covadonga López-Alonso and María Matesanz) and from the book *Generational Shockwaves and the Implications for Higher Education* (Donald Heller and Madeleine B. d'Ambrosio).

All in all, we present a dense magazine and a wide range of topics to incite reflection on the part of the reader. We will meet again in our next issue in Spring 2010. Looking forward to seeing you then.

Translation: Nicolás Pino James