

Editorial

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In the number we are presenting now, the first one in the ninth year of our Universities and Knowledge Society Journal *RUSC*, there are several major new features and changes that we hope our subscribers and readers will like.

Firstly, we have changed and improved the journal's header. After a period of reflection, the journal's Editorial Board, Director and Editorial Secretary decided on a header in which the acronym *RUSC* acquires greater prominence and a more contemporary look. The name of the journal appears in Spanish and English, which is a clear indication of our commitment to publish all articles in both languages, and the three concepts that are key to the focus of *RUSC* are highlighted: network, university and e-learning. We hope you like the result!

The second new feature of *RUSC* from 2012 is the adoption of the Digital Object Identifier (DOI) System for identifying content objects in the digital environment. Each DOI unmistakably and persistently identifies the object with which it is associated, and allows digital object citations to be identified. As an ISO standard, it represents yet another step towards the journal's standardisation. For more information, please go to www.doi.org.

Thirdly, we have added the option to print an issue in its entirety, including the front cover.

Besides these new features, which undeniably improve *RUSC*'s publication and facilitate its positioning as a journal of reference in the field of university e-learning research, we have improved our indexing references. Having recently been incorporated into the bibliographic database Scopus, *RUSC* has attained a higher dissemination index in the *Matriz de Información para la Evaluación de Revistas* (MIAR, Information Matrix for Journal Evaluation), which now stands at 7.345 (<http://miar.ub.es/consulta.php?issn=1698-580X>). This improvement in the secondary dissemination compound index (ICDS) will allow *RUSC* to be reclassified into category B in the next update of the CARHUS Plus+ lists (AGAUR, Agency for Management of University and Research Grants).

At *RUSC*, work on the journal's internationalisation continues. In this regard, in 2012 we plan to sign international agreements with important institutions that will allow us to raise the quality and increase the periodicity of the journal.

Between January and November 2011, *RUSC* had a mean of 9,957 visits and a mean of 5,891 users. The total number of PDF downloads in that period was 23,886.

RUSC has 1,587 subscribers, and we would like to thank each and every one of them for their trust and interest in the journal.

Finally, we would like to present this number, which we hope you will find interesting. In the Research Articles section, we are publishing:

- "University Students' Digital Reading and Writing Migration" by L. A. Argüello.
- "Preservation of Learning Objects in Digital Repositories" by J. Boté and J. Minguillón.
- "University Teaching in the 2.0 Era: Virtual Campus Teaching Competencies" by M. E. del Moral and L. Villalustre.
- "Social Networks and University Spaces. Knowledge and Open Innovation in the Ibero-American Knowledge Space" by D. Domínguez and J. F. Álvarez.
- "Wikis in Teaching: An Experiment with WikiHaskell and StatMediaWiki" by M. Palomo, I. Medina, E. J. Rodríguez and F. Palomo.

And the Dossier section of this number is about mathematical e-learning. Coordinated by Ángel A. Juan and María Antonia Huertas (Open University of Catalonia, UOC), Hans Cuypers (Eindhoven University of Technology) and Birgit Loch (Swinburne University of Technology, Melbourne), the Dossier offers an interesting selection of five articles (originals in English and translated versions in Spanish) providing a complete, international view of the latest advances in mathematical e-learning:

- "The Role of Digital, Formative Testing in e-Learning for Mathematics: A Case Study in the Netherlands" by D. T. Tempelaar et al.
- "A Knowledge-Skill-Competencies e-Learning Model in Mathematics" by G. Albano.
- "Activity Theory and e-Course Design: An Experience in Discrete Mathematics for Computer Science" by J. L. Ramírez et al.
- "Distance Training of Mathematics Teachers: The *Early Statistics* Experience" by M. Meletiou-Mavrotheris and A. Serradó.
- "On How Moodle Quizzes Can Contribute to the Formative e-Assessment of First-Year Engineering Students in Mathematics Courses" by M. Blanco and M. Ginovart.

The Dossier also includes a review by H. Cuypers of the book *Teaching Mathematics Online: Emergent Technologies and Methodologies*, which has recently been published by IGI Global.

And finally, two reviews of new books conclude this January 2012 number.