Editorial

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Those who launched social networking websites did not originally consider the impact that they might have on the world of education. Online social networks were basically designed for users to create and share a pool of ideas, interests, thoughts and opinions, thus enabling them to establish social links and to strike up relationships with like-minded people. These networks also provide a channel for sharing digital products from a range of industries: music, photos, software, books, etc. They represent a vast online space for networked exchanges and relationships. Over time, education has gradually become part of this vast world of digital exchanges and relationships, and it is growing day by day.

The monograph presented in this issue of our journal (2011, Vol. 8, No 1), coordinated by professors George Siemens (Technology Enhanced Knowledge Research Institute, Athabasca University, Canada) and Martin Weller (Institute of Educational Technology, The Open University, United Kingdom), highlights the presence of the world of education on social networks, as well as the educational uses to which people and institutions are putting them. Things could not be otherwise: in a networked space where information is shared and people are able to communicate, education and learning must be present. And everything seems to indicate that their presence will be greater in the future.

People take the initiative on social networks, and this initiative is already affecting and transcending the organisation and operation of traditional educational systems and institutions. We are witnessing an interesting change in the way the world of education operates, a change that has only just begun. It is for this reason that the Editorial Board of this journal is delighted to be engaging in and adding to the academic debate on this topic through the contributions contained in the authors' articles.

Our journal, *RUSC, Revista de Universidad y Sociedad del Conocimiento*, continues to reap the rewards of the rigorous work that, since its launch six years ago, we have been doing to offer the academic and scientific community a high-quality, peer-reviewed, open-access e-journal. We are thrilled to be able to tell you that the *RUSC* has recently been selected for indexing in SCOPUS. This is great news because, together with the indexing that I announced in the last editorial, it further enhances the international positioning of our journal and provides our authors with a larger readership for their articles. The journal is now being evaluated by several other important international databases

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and indexes, and we hope to be able to carry on announcing good news about our indexing in upcoming issues.

The *RUSC* team is very satisfied with the path that we have travelled so far, and we are very hopeful about the future of our publication. First and foremost, we greatly appreciate the trust that many authors – scholars in the field of education in general and ICT-related higher education in particular – have placed in us. Consistency with the principles of our journal is also something about which we are very pleased. At a time when many other journals were still thinking about switching from print to online publishing, we designed and developed an open-access e-journal from day one. The rigorous functioning of our peer-review system, backed by an extensive Scientific Editorial Board formed by renowned scholars and experts in the core topic of our journal, has allowed us to reach the position that we hold today. And our readers' and subscribers' trust and enthusiasm irrefutably provide us with the greatest of encouragements as we continue to strive to make further improvements.

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