

Editorial

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There is a growing awareness of the importance of information and digital competencies in higher education. Real evidence exists to support the level of importance that students place on digital competencies, which are now key to the way they access information and relate and communicate with each other; a reality that goes beyond the simple use of technology and becomes a commonly used relational system. Evidence also exists of the increased level of importance that higher education places on teaching digital competencies and on using them in institutional dynamics; many universities have already incorporated information and digital competency teaching and learning processes, whether generally throughout the institution or specifically in their training programmes.

In this issue of our journal, we present a monograph coordinated by Dr Manuel Area that offers significant contributions to the analysis and evaluation of information and digital competencies in higher education. The monograph presents these competencies from different perspectives, and it does so by going a step further than the teaching and learning processes for technology in general and office automation in particular. It is true that we need to be capable of using technology properly in order to be competent in the information society. However, it is equally true that the basic use of that technology does not make us competent people in today's society; knowing how to go online does not mean knowing how to use the Internet's full potential. Nowadays, information and digital competencies go beyond a basic knowledge and use of technology: being informationally and digitally competent means that we need to have the capacity to carry out basic activities (students, lecturers, businesspeople, etc.) in the information and knowledge societies. In other words, we need to make optimum use of the Internet's potential, whether personally (students, lecturers, etc.), organisationally or institutionally (higher education). Digital competency training should not focus solely on teaching an instrumental use of technology. Rather, it should be based on the development of basic skills enabling people to make full use of the information and communication potential of those technologies.

I would like to take advantage of the space I have available in this editorial to explain some of the substantial advances and changes that the *Revista de Universidad y Sociedad del Conocimiento (RUSC)* is undergoing. First, our journal has been accepted and indexed in three important databases: **Education Research Index** and **Fuente Académica** (EBSCO), and **Educational Research Abstracts (ERA)** (Routledge). Our journal's articles will shortly be appearing in these databases. This improves the positioning and level of impact of our journal and raises the visibility of our authors' articles.

The *RUSC* has been an open access journal since it was founded seven years ago, and this is reflected in its language and author copyright policies. In both respects, the journal's Editorial Board has decided to give a new impetus to raising our visibility and improving our positioning. Regarding the journal's language policy, the vehicular languages are still Spanish, English and Catalan, and we accept articles in other languages, such as French and Portuguese. However, the major change being introduced as from the publication of this issue is that all of the *RUSC*'s articles will be published in two languages: Spanish and English. We therefore accept articles in Spanish or English, and all articles will be available in both languages. We will accept articles in other languages, and, in addition to the original language, these will also be available in Spanish and English. This decision taken by the

Editorial Board will allow us to raise the *RUSC*'s visibility and to include it in various English-language databases and indexes.

Regarding the *RUSC*'s author copyright policy, the Editorial Board has decided to switch from the Creative Commons "Attribution-Noncommercial-No Derivative Works 3.0 Spain" licence to the Creative Commons "Attribution 3.0 Spain" licence. The *RUSC* will therefore continue to use the Creative Commons system, but in a more open and less restrictive way. While ensuring utmost respect for authors' works published in the journal, it also provides protection. In order to make this change, the Editorial Board has asked over 200 authors of articles already published in the *RUSC* to give their consent.

Several processes of evaluation of the journal are ongoing in Spain and abroad, and we shall, of course, keep readers and subscribers updated about the ensuing results.

We have incorporated new people into the *RUSC*'s Scientific Editorial Board (<http://www.uoc.edu/ojs/index.php/rusc/about/editorialTeam>) and we have publicly announced the names of article reviewers for 2009 (<http://www.uoc.edu/ojs/index.php/rusc/about/displayMembership/30>). This is something that we shall continue to do each year in order to demonstrate the value and rigour of the review process that every article published in the *RUSC* undergoes (see Summary of 2009 in figures: <http://www.uoc.edu/ojs/index.php/rusc/announcement/view/12>).

The constant endeavours of our Editorial Team to improve the positioning of our journal are beginning to reap good rewards. We are convinced that 2010 and especially 2011 are going to be very important years for our journal. Our goal is to sustain continuous improvement of its rigour and scientific quality, and we are all working in that direction.

Josep M. Duart
Editor of the *RUSC*