

## **Federica: a life-style OER web-learning platform**

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Universities have been gaining ground in terms of technological and pedagogic innovation. They are now offering additional services in the form of education programs and career training designed to respond to society and market demand for continuous education.

New technologies are certainly a formidable stimulus of innovation, a strategic tool for corporate communication and marketing for local universities. They are also the main context in which initiatives of experimenting educational environments, sharing resources, networking research communities are posted with growing consequences both in terms of image and performance. It is therefore clear that the opening of cultural deposits of the universities, the online publication of research archives managed by libraries and academic institutions, and the adoption of open access on a wider scale are an integral part of a more complex strategy to achieve quality and consensus.

Therefore, subscription to the Open Educational Resources manifesto should be seen also as a result of this approach, aspects that are particularly sensitive in Italy where the university system, recently is called to ongoing adaptations.

The Bologna's process, the policy of reforming high education, the introduction of evaluation procedures for teaching offerings, and the students' pressure for opening the university to the market are the aspects designing the picture within the University Federico II is moving with its innovative project of web-learning: Federica.

Starting from a scenario analysis of open education resources, this article presents the experience of "Federica", the web learning platform of the University of Naples Federico II. As an open access platform set up by a public university in the south of Italy, Federica is aimed at creating a new culture bridging print literacy and digital culture. Although, being an OER initiative require a complex idea of the new cultural and media ecosystem in which digital contents can be provided for free access and reuse. In this respect "Federica" has operated some unusual choices based both on openness and authorship principles. The Federica's approach is a pragmatic one. It is focused on the moving from the Open Educational Resources to the Open Educational Practices within both formal and informal learning environment thus following students in their life styles.

Through a description of the potential of open educational resources and the success factors of the Federica experience, this article reveals the limitations and opportunities that OER represents for universities.

**KEY-WORDS** Federica, Open access, Academic publishing, Copyright, Open Educational Resources (OER).