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Uriel Rubén Cukierman received a professional degree in electronic engineering from the Universidad Tecnológica Nacional (UTN), Argentina, and a M.S. in Enterprise Information Systems Management from the Universidad Politécnica de Madrid, Spain. He is currently working on his Ph.D. thesis in the area of learning sciences at the Universidad de Buenos Aires (UBA), Argentina.

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Prof. Cukierman has worked as a College Teacher and University Professor for more than 30 years in electronics, computing, and multimedia and learning technologies. His research interests in learning technologies are in the areas of mobile devices, learning management systems, and the digital divide. He has produced three books about learning technologies and engineering education, one of them published by Pearson. He has also authored five book chapters and more than 40 technical papers in refereed journals and conferences.

He is a Member of GEDC Executive Committee; IFEES Executive Board, Horizon Project Advisory Board; Asociación para el desarrollo de la Tecnología Educativa y de las Nuevas Tecnologías aplicadas a la educación (EDUTEC) - Spain; Latin American and Caribbean Collaborative ICT Research Federation (LACCIR Virtual Institute) Technical Committee; and Consejo Federal de Decanos de Ingeniería (CONFEDI) – Argentina.

# Abstract

We have been dealing with lots of apparently different concepts like e-learning, blearning, m-learning, g-learning, s-learning, etc. All this concepts can be included in the overall concept of digital learning or, if we include also teaching, digital education. But while we discuss about all these terms, we are missing the most important issue which is, at least from my point of view, what are we speaking about when we say digital education; and this issue is that we need, repeating Ken Robinson's words, a revolution in education, and digital resources are the tools for implementing this revolution.

We need to change the "one size fits all" education system and personalize the teaching and learning process by using the appropriate technologies for each particular situation. If this is what we mean with hybrid or blended learning, let's do it! If we are speaking about having a certain percentage of face to face education and another percentage of distance education, we are certainly missing the point.