

EVA INSULANDER & STAFFAN SELANDER:
Designs for learning in museum contexts

JUDITH MOLKA-DANIELSEN, MATS DEUTSCHMANN
& LUISA PANICHI: *Designing Transient Learning Spaces
in Second Life - a case study based on the Kamimo experience*

KARIN LEVINSEN: *A Didactic Design Experiment
- Towards a Network Society Learning Paradigm*

FREDRIK LINDSTRAND: *Interview with Staffan Selander*



DESIGNS FOR LEARNING #2/09

Editorial

By STAFFAN SELANDER, *Stockholm University, Sweden*

In this issue we present three articles, interrelated to each other in the perspective of designs for learning: a design-theoretical approach is used in the first article to analyze visitors' meaning-making in a museum exhibition. Design as an approach to develop new social practices is worked with in the other two articles, related to second life and a network society learning paradigm respectively. Thus, we can notice that the design-oriented approach to learning and meaning-making can be used in double-ways, so to say: as an analytical tool and as a tool for development; as a theoretically grounded methodology to analyze either institutional arrangements and representations (as in a museum exhibition or in a school text book) and as a tool to analyze visitors' meaning-making in an exhibition (or students' meaning-making in a school context). We will also mention two new dissertations using a design-theoretic and multimodal approach (the one focussing mathematics teachers, the other choir conductors), and of course we present still another article in our series of interviews with scholars doing design-theoretic, multimodal and socio-cultural oriented research.

We are looking forward to the second international Designs-for-Learning-conference in March 17-19 at Stockholm University, with the focus on how this new, inter-disciplinary field can be conceptualized. We can notice around 70 presentations, four key-notes and three special workshops. The paper-presentations focus various aspects like digital learning resources, aesthetic learning processes, assessments and recognition, learning through the senses as well as eye-tracking studies. Different arenas are scrutinized: formal, semi-formal and informal arenas. A clear trend is that not only the representations as such are in focus, but how resources are used in transformational processes to design new representations of how the world is conceived and understood. This focus on meaning-making changes the perspective from "knowledge transfer" to "knowledge production".

Finally, we proudly would like to announce the new cooperation that will take place with professor Birgitte Holm Sørensen and her research group within DPU (nowadays Aarhus University in Copenhagen). This means that

in the future we will cooperate both around the journal *Designs for Learning* and the biannual conferences "Designs for Learning". In the next issue, the members of the new board will be presented.