DESIGNS FOR LEARNING

Editorial

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This is indeed an out of the ordinary issue. First and foremost it is the first double-issue, where we present a number of full papers based on some of the material presented at the 2nd international bi-annual conference on "Design for Learning – a new conceptualization of learning", held in Stockholm in 2010. Our aim was perhaps a bit more modest than what the by-line articulated – still we wanted to put forward a design-theoretic and multimodal perspective on learning, based on the understanding of communication, meaning-making and transformative sign-making. The included papers from the conference, reflects these issues and have been revised, submitted, editorial, and double blind reviewed to ensure the standards of this journal. Secondly, this issue marks the beginning of the new partnership formed between the original Stockholm-based group DidaktikDesign at Stockholm University, and the Copenhagen-based group from the Danish School of Education at Aarhus University. The partnership extends merely editing of the journal at hand; we also contemplate to cooperate on coming conferences and publications.

We think that it is time to deepen and broaden the understanding of learning in relation to new digital technology with its globalized information flow and the role of information production, as tools for reflection and multimodal learning processes, in relation to mobile learning and serious games, in relation to Technology Enhanced Learning and new information possibilities with so called "augmented reality", but also in relation to changed social patterns, extended migration and new values. We think that these changes are signs of changed (power-) relations between those who know and those who do not know. And we think that all these will have profound consequences for formal teaching in schools and academia, for learning in workplaces and not the least for our understanding of learning in a wider sense.

The articles in this issue deal with a variety of topics related to a design-theoretic perspective. A design-theoretic perspective, we perceive as more analytical than normative, and more reflective than prescriptive, although

there also is an interest in learning and teaching practices of various kinds.

The first article, by Jeff Bezemer and Gunther Kress, looks at school text-books from a social semiotic point of view. They look at these learning resources in a historical perspective from 1930 up to present, highlighting how different modes of representation interplay and contribute to meaning and learning. The media landscape has changed, and fixed reading paths in textbooks are no longer prevalent. Today the reader has to shape a meaningful reading path herself. This leads to a new understanding of "literacy" and a new understanding of what it means to design environments for learning.

The next article by Suzanne Lundvall and Ninitha Maivorsdotter deals with aesthetic aspects of body movements in relation to meaning-making in a dance course. The authors draw upon Dewey's ideas of experimental learning and the feeling of wholeness in transactional work, based on the concepts "gaps", "encounters" and "relations".

Kristen Snyder, Luisa Panichi and Ola Lindberg discuss in their article the issue of quality in technology supported learning. They present arguments against the idea that large-scale measurements of results (like PISA and PEARLS) could explain such things as quality in schools or the degree of dropouts. The authors argue for the need to develop new assessment models in a digitized era, taking into account both the quality of technology and the quality of experience.

Jacob Davidsen and Marianne Georgsen analyze ICT as a tool for collaboration in the classroom. They present data and results from a study on collaboration and self-directed learning during the pupils' second year at the compulsory school. The study shows that the participation pattern has vast consequences for the pupils' learning outcome, and that the teacher has a significant role in this specific learning design.

In the last article, Carmen Daniela Maier makes a multimodal analysis of the Canadian on-line learning resource "GreenLearning Environmental Education Program". She discusses its possibilities to foster environmental knowledge and action, and identifies the kinds of knowledge and knowledge processes that the resource supports. She argues that the program addresses the expertise of multi-literate students.

Last but not least, in the interview, Fredrik Lindstrand meets Theo van Leeuwen who, together with Gunther Kress, has been one of the most creative and important researchers in the development of social semiotics and of multimodal analysis.

To provide all of our readers with insight in to the new editorial board, we have inserted a small presentation within this specific journal and refer to www.designsforlearning.nu/about.htm for further URL´s of the researchers etc.

As a final remark, we would like to draw attention to the latest call for papers, for a special issue that explores The Notion of Design. Deadline for submission is the 14th of March 2011. See www.designsforlearning.nu/call.htm for details.

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