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# DESIGNS FOR LEARNING #1/09

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# DESIGNS FOR LEARNING

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# Editorial

By STAFFAN SELANDER, *Stockholm University, Sweden*

*We hereby welcome you to the second year of our journal. Evidently we are filling a gap in the discussions on “designs for learning” and “didactic designs”, concepts that will be discussed further during our next Designs-for-learning conference on March 17–19, 2010.*

In this volume we will present new research on games, media and texts for learning. The younger generations engage in computer games, they make animations and films, and they produce texts (as well as music) with the help of computers. New media play an increasing role for education and for learning. Not least, serious games, educational games, construction games and so on are parts of new learning environments. This will lead to new demands for didactic design and for a new understanding of the role of production and interaction in learning processes.

However, this development is not only a question of more “effective” learning. New games sometimes also produce a feeling of progress, since the computer game companies get revenues for playtime, which does not necessarily correspond with “real” progress. Another debate is also emerging around the new media and the “elsewhere-society”, concentrating on a new class of young people who are always “on-line” with someone, or something, not physically present. Work and leisure time, home and office, private and public are also mixed, and new (rather stressful) patterns of existence are emerging. In the US, two big daily newspapers – The Los Angeles Times and The Chicago Tribune – have gone bankrupt. More people are using Google instead of newspapers. Thus newspapers cannot, to the same degree as earlier, afford journalists who carry out reportage in depth. This will, in the long run, most likely also affect information patterns in schools. Who will be the producer of high-quality texts? And who will use them? Will the classroom of tomorrow – mostly or only – be based on free Google searches and Wikipedia? Are teachers – and students – prepared to scrutinize these digital texts critically? Even if not all these questions will be discussed in this issue, it can be of value to bear them in mind when reading about how printed texts are constructed, and used, in educational settings. And to consider whether “time and space for reflection and thinking” could perhaps become as hot a term as “effective learning”.

Finally, we are, as mentioned above, also happy to announce the second Designs-for-learning conference. The theme of this conference will be “a new conceptualization of learning” with the focus on “designing” resources for learning and on the transformational processes of “re-designing” resources in learning. The conference will discuss representations and mediations of knowledge and the design of games and spaces for learning, and will also offer various methodological workshops.

For further information, please go to:  
[www.designsforlearning.nu/conference.htm](http://www.designsforlearning.nu/conference.htm)

Stockholm in June 2009