

Editorial

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This issue is in a way a kind conglomerate of approaches and ideas, when it is as its best. From a geological perspective, a conglomerate is a rock, which consists of individual objects that stands out, and of matter that act as an almost cement-like texture, holding these objects together. This matter – made of finer grains – stems from the individual objects. Likewise, as a conglomerate the individual articles in this issue raises specific issues, and at the same time, the theoretical approaches are like fine grain that binds the individual studies together.

The cultural elements are present in Arlene Archers *Multimodal designs for learning in contexts of diversity*. The starting point is a multimodal approach, empirically applied in a South African context. She demonstrates, through several case studies, how the participants' own resources – like the use of oral game-narratives (called Xoxisa) or writing as weaving etc. – can be put at the fore to handle questions like (in)equality and diversity. Archer argues that this also supports critical reflection, which also can be used in other national and global settings. In the paper she presents multimodal pedagogies, both in relation to local traditions and in relation to (post-) modernity, which can support reflective and creative competencies.

The collaborative elements of a design process is also central in the paper by Henrik Artman, David House and Magnus Hultén called: *Designed by Engineers: An analysis of interactionaries with engineering students*. This paper utilizes the concept of “the interactionary” by Berkun, which has been adapted to an educational design setting by Ramberg and also by Artman – and replicated into this study. In the study, two groups of students (of two persons each) participated in one session of collaborative design. These two sessions have been analysed as multimodal, transformative and an interac-

tive design processes. Artman et al. also discuss interactionnaires as a tool for future educational designs.

In the paper *Youth Digital Cultural Consumption and Education*, Mónica Pini, Sandra Musanti and Teresa Cerratto Pargman aim to get closer to an understanding of students' representations of their digital practices, with a focus on what these young students value outside the school context. The study includes 59 participants' – all students from the age of 10-17. The study outlines a perspective on youth identity and cultural consumption in relation to media literacies and digital practices. Their findings points to two themes: that children use computers for many and different activities, applying multitasking practices, but also that children – in order to interact socially online – create new forms of digital practices.

In this issue we also include an interview: Fredrik Lindstrand meets Arlene Archer discussing, among other things, her work at the *Writing Centre at the Cape Town University's Centre for Higher Education Development* in South Africa.