

Editorial



Welcome to Vol. 3, Issue No. 2 of the Journal of Learning Design.

This is a special issue brought together through a Collaborative Cluster from the Centre of Learning Innovation, Faculty of Education, QUT, led by Dr Margaret Lloyd, Senior Lecturer, School of MSTE, Faculty of Education, QUT.

The simple thread connecting the articles presented here is the agency of information and communication technology (ICT) in enhancing teaching and scaffolding learning. Agency is active and here implies both affordance and catalyst.

The authors in this issue have provided examples from contemporary initiatives in both the school and university sectors which cumulatively and collectively show technology as a critical agent in bringing people together in new and dynamic ways. They also show how technology acts as a pivot between teacher, student and content with the positioning and intrusiveness of the pivot itself impacting on how these relationships are established and sustained.

The issue begins with Margaret Lloyd's overview of the human relationships with technology based on Ihde's seminal Genres of Technics. The following papers consider how teachers and secondary and tertiary students are using technology to create and sustain new learning dynamics.

Teachers are adopting technology as a tool in the moderation of student results. Lenore Adie presents the findings of her ongoing study of Queensland middle school teachers in their trial use of online meeting tools to replicate face-to-face meetings.

Technology as an agent in secondary schooling is addressed in Jennie Jahnke's observations of students engaged in discussion forums. The former shows a positive outcome where students moved seamlessly between digital and physical spaces. The latter discusses the conundrum of becoming digital while maintaining and satisfying the norms of a traditional education.

The papers in this issue based in the tertiary sector consider both under- and post- graduate students. Chandra and Chalmers present their observations of students' use of online communication tools to support their learning in a curriculum unit while Beames, Klenowski and Lloyd have investigated the use of a wiki by students enrolled in a professional doctoral program. Participation by the doctoral students was affected by quite human concerns about privacy or surveillance.

This issue provides content which is very much in keeping with the context of the Journal of Learning Design. It uses the agency of technology to communicate with its authors, its reviewers and most importantly, its readers. Its adoption of a Creative Commons approach is its pivot allowing transparent access to its content. The Special Issue editors and the authors wish to thank the editorial board of the Journal for the opportunity to publish our experiences of the agency of technology.

I commend these papers to you.

Please select Vol. 3 No. 2 from the menu.

Allison Brown
Editor

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