



Digital Culture & Education (DCE)

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Editorial

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Editorial: A work in progress

Christopher S. Walsh

Digital Culture & Education (DCE) has hit a milestone in 2012. For the first time, we will publish three issues in one year. Submissions to *DCE* are increasing as the journal becomes more established with consistent high quality articles.

Volume 4, Issue 2 is no exception. Karen E. Wohlwen & Lara J. Handsfield's 'Twinkle, twitter little stars: Tensions and flows in interpreting social constructions of the techno-toddler' examines the affordances and limitations of two interpretive frames—nexus of practice and the rhizome for understanding the social construction of young children as precocious users of digital technologies. John Hilton III & Kenneth Plummer pose the question, "To Facebook or Not?" and Stephan J. Franciosi pays attention to digital culture in regards to leadership frameworks at the school, district and governmental levels, rather than merely discussing its influence on children and adolescents. Swapna Kumar, Feng Liu and Erik W. Black explore how undergraduates in the USA forged a participatory and collaborative digital culture within their courses despite their professors' scarce use of such technologies pointing out—rightly so—how further research and insight into undergraduates' voluntary use of technology in educational contexts can contribute to the effective integration of digital media into higher education. Roy Krøvel reports on how a wiki was introduced in the teaching of Development and Environmental Studies to journalism students in Norway. His findings indicate that using wikis stimulates cooperation between students and strengthens collective processes of learning, but more importantly, illustrates how using wikis can improve the teacher's understanding of the process of learning. Issue 2 also has three robust book reviews by David Crouch, Nazanin Ghodrati and Fabian Schäfer and Martin Roth.

This issue's cover design is by Andrew Chong, a young UK-based award-winning multidisciplinary designer who specialises in residential and commercial architecture and interior design, graphic and brand identity, product development, art direction, photography and 3D illustration. Special thanks are also due to Jesse Ko, a graduate student at Teachers College, Columbia University for his ongoing contribution to line editing each manuscript for the journal. As always, *DCE* is greatly indebted to all of the members of the journal's editorial board and the external reviewers for their hard work and dedication to helping us make the journal such a success.

In 2013, a Special Edition of the *DCE* will be published with papers from the mLearn 2012 conference workshop entitled, '[mLearning Solutions for International Development: Rethinking what's possible](#)'. Papers in this special issue will demonstrate examples of mLearning and the significant potential they hold to transform the delivery of education and training for International Development, whilst also considering the challenges of achieving scale and impact. The workshop, on October 15, 2012 in Helsinki Finland, will showcase hands-on examples of how mLearning supports and extends learning—across diverse contexts and fields—through mobile devices including inexpensive alphanumeric mobile phones used widely across the developing world.

Shortly *DCE* be advertising a position for a Junior Editorial Assistant to help us speed up the submission and review process for all manuscripts, if you are interested in this role, please contact the editors.