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5 Years: Editorial

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## 5 Years: Editorial

Thomas Apperley & Christopher S. Walsh

This issue of *Digital Culture & Education* marks the beginning of *DCE*'s fifth year in publication. We proudly remain open access with a Creative Commons License to challenge the ongoing hegemony of educational publishers that impede research on digital culture and education.

In 'Innovation in incapacity: Education, technique, subject', Bartlett questions the manner in which 'change' is conceived through the MOOC, Bartlett critically examines the debates and claims which surround the emergence and influence of the Massive Online Open-access Course (MOOC) on tertiary education. He advocates for a critical distinction between the notions of education, which marks the subjective capacity of all for thought, and pedagogy, which following Rancière, teaches subjective incapacity for all. Bartlett argues that without a critical conception of change, MOOCs will only contribute to the contemporary pedagogical project.

Santo's article contributes to the discussion of new literacies by mapping an emerging set of critical and participatory media practices. In 'Towards hacker literacies: What Facebook privacy snafus can teach us about empowered technological practices', Santo argues that hacker literacies are distinct from other new media literacies as they are not only empowered by participatory technologies, but also empowered in relation to these technologies. The article uses reactions to changes in Facebook privacy policy during 2010 to illustrate how users conceptualised the malleability of the possible relations between themselves and the platform, and consequently reformulated their actions in relation to and within Facebook.

In 'Young people and Facebook: What are the challenges to adopting a critical engagement' Pangrazio explores young people's critical understandings of Facebook in a way that challenges the simple dichotomy between 'digital natives' and others. The article uses Foucault's theory of discursive formation as a framework through which the motivations behind young people's behaviours may be understood. Pangrazio concludes with suggestions for future educational programs that aim to develop critical engagement with social media.

Uzun et al. report on findings from their study of how vocabulary learning and practicing games may contribute to learning second languages at the university level. Their article, 'Developing and applying a foreign language vocabulary learning and practice game: The effect of VocaWord' reports that 'VocaWord'—the experimental game they developed—doubled the vocabulary improvement rate of the control group subjects. Uzun et al. suggest that games may be usefully developed to support the different aspects of learning a second language and that recognising the utility of games within contemporary educational philosophies, methodologies, and techniques is crucial for meeting the needs and interests of current language learners.

The issue concludes with Craig Bellamy's review of Matthew K. Gold's edited collection *Debates in the digital humanities* (2012). This issue's cover art 'For your precious love' is provided by Dr. Adam Nash. Dr. Nash is a Melbourne-based artist, composer, programmer, performer and writer in virtual environments, realtime 3D and mixed-reality technology. Previously was an artist in residence at Ars Electronica FutureLab, and was shortlisted for the National Art Award in New Media at Queensland Gallery of Modern Art in 2008. He teaches at RMIT University, Melbourne, Australia. The editorial team would like to thank Luke van Ryn for his assistance with this issue.