

Editorial: A decade of Learning Media and Technology: looking back and looking forward

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This year has seen some editorial changes for LMT. Neil's editorial role for the journal came to an end, and John joined as co-editor of LMT. Given this context, we thought it was an appropriate moment to take stock of the journal: where we were in 2010, where we are now, and where we hope to be in 2010. Below, each of us reflects on our experiences of editing LMT, and our hopes for its future.

Neil Selwyn: looking back over the past six years of editing *Learning, Media & Technology*.

Eagle-eyed readers might have noticed that LMT is now being co-edited by Rebecca and John. Ideally I would not have stepped down as editor of LMT at the end of 2016. However, I had always planned on only occupying the role for five years ... so as I approached the end of my sixth year a move was definitely overdue. I am a firm believer that most things benefit from regular change, so while I am personally sad to leave the role I am sure that the journal will be improved by the 'refresh' of personnel, ideas and energy.

When I took the editor role on, I was keen to capitalise on the journal's heritage as something of an outlier in the area of education, technology and new media studies. Before I got involved in the editorial side of things, I had always seen LMT as a 'media' journal – rooted in media education, educational film and television, communications studies and so on. As an author and reader, LMT had always felt distinct from the more 'techie' and learning science focused journals that dominate this literature, such as *Computers & Education*, *Journal of CAL*, and so on. This is a quality that continues to appeal to me(!)

Toward the end of the 2000s, I was also increasingly aware that many of the best articles that I was reading on education and digital media were *not* in 'education' journals at all. So when we got together to work out where we saw our joint editorship heading, Rebecca and I settled on an unwritten mission statement to try to shape LMT in the image of the new media journals that we most admired. These included titles such as *New Media & Society*, *Information Communication & Society*, *Media Culture & Society*. I am not sure that we were wholly successful in achieving this, yet I think that these aspirations helped LMT carve a distinct niche for itself in the education technology space during the 2010s.

So looking back over the past six years, I think that there is much to build on in the future. I am very pleased that we have been able to encourage more submissions from early career researchers – particularly those working in crucial areas of inquiry such as gender, sexuality, race, social class and (dis)ability. It has been great to see the geographic scope of journal contributors widen, and it has been a pleasure to develop an eclectic and interesting set of editorial board members. I am also pleased that we have fostered an emphasis on 'critical studies' of digital technology and education, and gradually amassed a series of articles on theoretical traditions and key thinkers (a theme that I hope will continue in the future).

All told, LMT is a journal that people can look toward for critical perspectives on new media and digital technology in education. It is a journal that I will continue to encourage people to

write for (... as well as try to contribute to myself). Academic publishing is a fast-changing and volatile business, yet I believe that there is still considerable 'added-value' in the existence of journals such as LMT. For all my frustrations with the slow pace of change in the journal publishing industry (especially terms of moving away from the conventions of paper-based publishing, and also properly addressing issues of open access), being involved with the journal has always been a pleasure. I hope that this continues for a long time to come!

Rebecca Eynon: Where we are now at LMT

It was a great honour to take on the co-editing role with Neil when Martin Oliver stepped down in 2011. Like Neil, I have always seen LMT as a bit of an outlier of traditional Education and Technology journals, aiming to fostering a broader set of critical, conceptual and methodologically innovative discussions in this important but often under-theorised area. We still have some way to go in achieving our goal but we have certainly made progress. Along with the shifts we have seen in the topics submitted, the international focus of our authors and readership, and regular features such as the theoretical traditions and key thinkers series we have also been excited by the critical focus of the special issues we have been able to publish in the journal, such as problematizing voice and representation in youth media production (Dussel and Dahya, 2017), digital media and data: learning, knowing and opportunities for participation (Wardrip and Shapiro, 2016), and open education: the need for a critical approach (Bayne et al., 2015), all of which crystallize in varied ways our hopes for the kinds of conversations that can be enabled through this journal. I am particularly excited by our current call for papers for a special issue on the intersections of learning, technology, and politics in a climate of fear, oppression and nationalism, to be edited by Antero Garcia who joined the editorial board in 2015.

We have more work to do: we are perhaps not yet the first journal that those taking a critical perspective on issues of learning, media and technology always consider, and that is definitely where we want to be. In addition to continuing our current strategies to further our discussions and conversations with a wider community, we also plan to invite short contributions (in the forms of guest editorials) from stellar academics who work in related fields to expand our reach and connections with other concepts and disciplines. In all of our current plans we have been helped enormously by our editorial board that provides guidance and input into the journal. Indeed, the line-up for this current issue reflects the diversity and range of topics and theoretical approaches the journal attracts. These are exciting times.

Most importantly, I wanted to take this opportunity to thank Neil for all he has done for the journal and to welcome John to his new role. Neil's commitment and energy has ensured that LMT has gone from strength to strength, and I am very much looking forward to continuing to develop the journal with John.

John Potter: The next few years of LMT.

LMT has been a constant source of high quality writing and research in fields with such immense reach, depth and resonance in all our lives. It has been an inspiration to me personally under the leadership of Neil and Rebecca. So, it is more than a little daunting to be stepping up from 'viewpoints and reviews' to full-on, co-editing. I am grateful to Neil and

Rebecca for encouragement and guidance thus far and to Rebecca for her patience while I learn the ropes. I am also grateful to members of the wider editorial board, as well as Taylor and Francis, for their support.

What next? The hope is, of course, to continue to provide a space for the very best research into learning, media and technology and to continue to generate interest and debate in those fields. I've been guided in my own thinking about what this means on a personal and political level by Neil's work and, in particular, by an editorial a few years ago in which he outlined ten conditions which, he suggested, may support better thinking about education and technology. Amongst these were: research which asks 'what is new here?', which makes 'good use of theory when and where it is helpful' and which considers 'how education, technology and society can be made fairer' (Selwyn, 2012). These seem to me to be essential to the vision of a journal which sits at the intersection of a number of interrelated fields which often appear to be supported by quite different theoretical underpinnings and viewpoints. These, and the other principles listed in his article, point the way to a kind of quality assurance but also to a kind of coherence in the way of doing this work in the world.

Recently (in Potter and McDougall, 2017), I compared the way some of the interrelated fields of LMT exist alongside one another to the world of *The City and the City*, a novel by China Miéville (2011), in which two cities on the edge of Europe co-exist in the same space, sharing streets and even buildings in areas which are 'cross hatched' between the two. The people who live and work in those cities grow up learning to 'un-see' their fellow citizens. The analogy here is that a number of parallel theories and writers, disciplines and perspectives occupy the very same spaces of enquiry without ever quite seeing each other. These fields do share some commonalities in their exploration of the factors which are (or are not) driving changes in the lived experience of learning. They include: media education; new (dynamic) literacies; sociomateriality; technology and gender, sexuality, race, social class and (dis)ability; lifelong learning; post human studies; global media, educational technology and international development; the politics and sociology of technology; big data and artificial intelligence; the commodification of learning and many more. Research in these areas is, or should be, done for a reason: to try to understand how teaching and learning are (or are not) changing in response to the pervasive (or otherwise) uses of media and technology in wider culture. *Learning, Media and Technology* will continue to welcome rigorous and exciting work in these fields which reflects the aims and principles of good research in years to come.

References

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Neil Selwyn, John Potter, Rebecca Eynon 2017