

Editorial

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Since publishing our first issue in April, InFormation has received substantial response and support from artists, art educators and academics in the Nordic countries. This has been both encouraging and exciting. We are happy to announce that in May, our journal was approved as a Level 1 scientific publication by the UHR, the Norwegian council for higher education. This is an important accomplishment which will make it easier to generate attention and market our journal. We have also signed a license agreement with the international academic research database EBSCO, ensuring premium distribution and easy online access for countless institutions and academics worldwide.

The present issue contains three scientific articles and two book reviews. More or less explicitly, the articles all explore the notion of research in the arts and bring up various new concerns and questions. Helene Illeris raises a both timely and necessary discussion when she focuses on the ethical responsibilities of art educators, and the need to focus on environmental issues in art education. Based on the concept of an “Art education for a sustainable development” an epistemological platform is suggested, informed by significant currents in art education and selected texts from recent Nordic research.

Based on experiences with a major Norwegian cultural program for schools, Kristin Helene Oftedal raises discussions concerning children’s experience as an audience. Informed by Dewey and Rancière’s discussion of the “aesthetic experience”, she encourages us to pay more attention to the “inner activity” that might be present in a child’s mind – an activity that might be understood as both creative and critical. On this basis, Oftedal questions some of the critical concerns raised in recent evaluation reports, which point to the apparent lack of interaction between stage and audience in performances directed towards school children.

Lise Hovik departs from her own experiences in producing and performing improvised music-theatre for infants and toddlers. She raises intriguing questions concerning our understanding of what knowledge in the arts may be, maintaining that this knowledge cannot be studied appropriately using traditional interpretive, hermeneutic approaches. Her approach is exemplified by an analysis of interactive theater performances for children, which includes setting up a “dialogue” between an instrumental, a performative and an interpretive research perspective. Hovik’s article includes 5 video

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recordings of her work. We strongly feel that publishing this material complies with one of the aims we have had since the first planning of our journal: to make use of the many possibilities that online publication offers when it comes to presenting and debating artistic research.

This volume also includes two reviews of recent publications of relevance to our thinking about research in the arts: *Vestens musikkhistorie* (Music history of the Western World) edited by Erlend Hovland and *Sammen om det? / Together in this?* edited by Christel Sverre and Wenche Mühleisen.

Finally we are glad to inform you that Nina Malteruds article published in our first issue has been translated into English and re-published on the website of Bergen Academy of Art and design. You can find it here: "[Nina Malterud: Artistic research – necessary and challenging](#)".

InFormation is in an early phase and there is still much to be done when it comes to spreading the word and reaching out to possible readers and contributors. The editorial team would like to request all readers to consider how you can promote the journal within your institutions and networks, by referring to our articles in your teaching and research, by engaging with the discussions raised and by submitting contributions to the journal. Developing a journal of high quality means setting standards, pulling together and reaching out. By doing this we feel that our journal has the potential to make a difference in the field of art and research in the Nordic countries.

Call for papers

We are planning a special issue dedicated to didactics in the field of arts. The didactic process is today characterized by various epistemological positions, ranging from a pragmatic goal-oriented rationality, to more open relational thinking and late-modern understandings of education. Based on a wish to contribute to ongoing debates regarding the foundations of the didactic field we hereby invite submissions that summarize or challenge our understanding of teaching and dissemination of the arts. Contributions may be directed towards specific art forms and genres or have a cross-disciplinary focus. We are seeking both theoretically and empirically based contributions dealing with, for example: educational projects and practices at pre-school, elementary, secondary or university levels, plans and course outlines, or the ideologies of arts education. The deadline for submissions is 1 March 2013 (electronically via www.artandresearch.info).

Professor Jan Sverre Knudsen, editor