

Editorial

Janne Beate Reitan

FORMakademisk as a publishing channel for article-based PhD dissertations

PhD dissertations consisting of separate articles published in various journals and anthologies are becoming increasingly prevalent. Since its inception, *FORMakademisk* has been a publishing channel for these types of articles from different countries. We see this purpose as an important contribution to the broadly defined research fields of design and design education. The published articles that comprise doctoral dissertations will provide publishing points and additional revenue for the institutions with which doctoral candidates are affiliated.

As mentioned in the previous issue's editorial, *FORMakademisk* has numerous advantages as an online publication channel for article-based dissertations:

- FORMakademisk accepts long articles, which is particularly important for article-based doctoral dissertations.
- FORMakademisk has a high-level peer review process that meets international standards. This is a significant advantage in that both supervisors and experts provide input.
- Articles may be submitted at any time, and thus the publication of theses will not be affected by delays associated with the publication of journals that only accept articles according to predetermined deadlines. This means doctoral candidates can complete their work within the stipulated time.

Several of the articles in this issue are intended as part of article-based doctoral dissertations, two of which have school buildings as their research subject.

Else Margrethe Lefdal, a PhD candidate at the Norwegian University of Life Sciences and a Research Fellow at Oslo and Akershus University College of Applied Sciences, Faculty of Technology, Art and Design, discusses openness in school buildings in her article *Innsikt, utsikt og oversikt. Transparens og glassvegger i nye skoleanlegg* (Transparent Classrooms. New school buildings with extensive use of glass walls). She focuses on new secondary schools constructed with transparent, flexible room solutions and extensive use of glass walls.

Erlend Vinje, a PhD candidate at Aalborg University, Department of Education and Learning and a Research Fellow at Oslo and Akershus University College of Applied Sciences, the Urban Research Program and the Faculty of Education and International Studies, studies teachers' experiences with, perceptions about and preferences regarding two different types of school architecture in his article *Tilpasset opplæring i ulik skolearkitektur* (Adapted education in different school architecture). The article is based on observation and interviews with seven teachers. Three of these teachers worked in an open-plan school (baseskole), while the other four worked in a school with traditional classrooms. The teachers told stories about the connection between the school architecture and the possibilities they felt they had for teaching according to their own pedagogical views. They pointed out three central aspects that were of importance in terms of this connection. All these aspects relate to the theme of adapted education.

Joar Skrede, a PhD candidate at Aalborg University, Department of Culture and Global Studies and a researcher and sociologist at the Norwegian Institute for Cultural Heritage Research, Department of Landscape and Urban Planning, has written an article titled *The issue of sustainable urban development in a neoliberal age. Discursive entanglements and disputes*. In the article, he stresses that the city of Oslo, the Norwegian capital, is in the midst of executing a huge urban waterfront project in Bjørvika. This project has triggered several years of public debate. A key concept in the project is ‘sustainable development’, but it is unclear what the concept implies. Several parties are involved, with each emphasising their own values and goals.

In addition, artist and Associate Professor *Tollef Thorsnes* and Associate Professor *Aslaug Veum*, both at Vestfold University College, Faculty of Humanities and Education, have written an article titled *Multimodale skapande praksisar: Forsøk på artikulasjonar ut frå sosiosemiotikk og samtidas relasjonelle kunsthandverk* (Creative multimodal practices: Attempts on articulations from social semiotics and contemporary relational craft) in which they discuss the fact that communication in general has been changing during the last few decades. It has become more multimodal in that various modalities, such as language, pictures, sound and materiality, are combined and integrated. These tendencies, which are often referred to as ‘the multimodal turn’, lead to an increased need for field-specific, advanced knowledge of how to employ creative multimodal practices.

Oslo School of Architecture and Design – AHO – invites to the symposium *Relating Systems Thinking and Design* 9 and 11 October 2013.

For the first time, *FORMakademisk* is now accepting paid ads. The first ad we published is for the fair for design and living, *Defining Scandinavia*, to take place in Copenhagen from August 8–11 this year. The fair is part of Copenhagen Fashion Week.

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Janne Beate Reitan

Chief Editor *FORMakademisk*