

## **Editorial**

NordFo conference “Make it NOW! – Learning, Exploring, Understanding was held at Rauma campus, University of Turku, Department of Teacher Education, September 2016. Altogether 167 participants from 36 universities and 14 countries joined over 70 oral keynote and session presentations. The conference was a part of the anniversary celebration of 120 years of teacher education in Rauma as well as a part of the official program of the Finnish Presidency year 2016, Nordic Council of Ministers.

This is the Make it NOW! conference theme issue of *TECHNE*. There were 15 research articles submitted, each presented during the conference. Nine of these were accepted for this issue following a careful double-blind review process. The issue represents the most international combination of articles in *TECHNE* thus far. The researchers were from Sweden, Finland, France, Germany, Canada and India. They brought important and exciting perspectives to design, making, and use of technology in various material contexts and learning as well as working environments.

Ronald Hansen from Canada in his article ”Experience as a Learning Form” brought a fresh perspective through writing “A Class-Conscious Narrative”. Hansen chose a narrative and ethnography analysis to expose the role of schools and teachers in serving students, their families, and communities. The article provides a critical context for the world-wide movement to develop a curriculum for fostering creativity among youth.

Sophie Farsy, Marjolaine Chatoney and Éric Tortochot from France continue with “Practice and Impact of the Instruments in the ‘Applied Arts’ Curriculum” where they itemise the relationship between design task and activity. The research focused on the instruments that students use to structure their activity and how and why they used them. They hone their implementation skills in multidisciplinary learning environments.

Juha Jaatinen, Harri Ketamo and Eila Lindfors from Finland provide a perspective on “Pupils' Activities in a Multi-material Learning Environment in Craft subject” by presenting “A Pilot Study using an Experience Sampling Method based on a Mobile Application in Classroom Settings. The key findings suggested that self-assessment was easy as a technical process but several factors in everyday classroom settings made the process challenging. After a few weeks of experience teachers developed new activities for pupils’ self-assessment that also supported the ideas of the holistic craft process.

The Influence of Mechatronic Learning Systems on Creative Problem Solving of Pupils Participating in Technology Class - a pilot study, is presented by Kai-Christian Tönnsen and Patric Schaubrenner, from Germany. They construct a very promising research design to get data from pupils’ creative problem solving and present comparative results in various technological learning environments.

Annelie Holmberg, Mia Porko-Hudd, and Marcus Samuelsson present a Swedish-Finnish data base which examines teachers understanding and habits in using learning material. The article is in Swedish: Allt kan transformeras till ett användbart läromedel. The main finding is that teachers use various sources as pupils’ learning materials thereby opening pedagogical possibilities and gaining materials and ideas through various communities.

Joakim Andersson and Marlène Johansson from Sweden describe how the sloyd/making skill develops in interaction with others and within the physical environment during sloyd/making activities. They highlight the role of body language and actions in understanding skills learning in their article “Learning Situations in Sloyd – to Become more Handy, Dexterous and Skillful”.

In his article “Heritage building as a Concept and as a part of Technology Education” Jani Kaasinen defines the content of the concept "heritage building" and student teachers' views on the general understanding of heritage building. He reviews the structured/structuredness of the conceptions using phenomena-graphical analysis. The result indicates that a practical and student based study module had an impact on students' increased knowledge of heritage building.

“Maker Movement -Creating Knowledge Through Basic Intention” represents a theoretical discussion on making and human intention in physical and digital material spaces. Tomi Dufva uses the Finnish Kojonkoski-Rännäli’s writings and the world-wide writings that describe digital making in so called Maker culture. He concludes that basic intention can be experienced in a digital maker culture.

The last article, an ethnography, comes from India. Koumudi Patil, in her article, “Inexplicit Learning: Transferring Knowledge through Visual and Emulative Practices” introduces a family and community based perspective on informal learning. In the article, she explains how expert knowledge is transmitted in the absence or lack of explicit and formal means of knowledge acquisition. She is particularly interested in the evolved relationship of a master-apprentice, observable in pockets of traditional communities of practice. She concludes that gaining community membership in craft communities is not merely a matter of gaining a professional degree; instead, it is a slow process of enculturation.

The Editorial Team of the issue, Professor Eila Lindfors, PhD, and University Lecturer Marja-Leena Rönkkö, PhD from the University of Turku and researcher Kari Carlsen PhD from The University College of Southeast Norway, thank all the authors as well as the reviewers sincerely for their efforts. The writing and reviewing processes have been demanding and time-consuming. However, the result is seen in the articles that reveal many new perspectives to learning and teaching craft, design and technology.

The next issue of *TECHNE* will be published in early spring 2018. We encourage all authors to submit their research articles to be published in the future issues of *TECHNE*!

The editorial team,

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