

## **A Note from the Co-Editors**

*“Learning, Culture and Social Interaction* has been created by its editors because we saw that there were limited opportunities for the publication of high quality research on how learning and development are embedded in social and cultural activities, and how individuals and collective practices are transformed through learning. Such research requires a careful analysis of learning in social context, and of the communicative processes involved. We welcome in-depth studies of interaction in schools (in various subjects and settings), universities, work-places, voluntary organizations, public agencies, hospitals, laboratories and other institutional settings, as well as studies of informal settings such as everyday conversations, play settings, youth clubs, games and other cultural practices. The important point, in our view, is that relationships between cultures, social interaction, learners and teachers are kept in focus.

We hope this journal will serve the rapidly expanding community of scholars who study the processes of learning and teaching from a culturally-orientated perspective. Many of those scholars have found inspiration in the writings of early twentieth century Russian writers such as Vygotsky, Luria and Leontiev as well as the work of western scholars such as Bruner, Durkheim, Mead and Halliday. However, the journal will not favour any particular theoretical orientation: articles from different theoretical and methodological perspectives will be welcome as long as they address significant issues of the process of learning in its social context. The intended scope of *Learning, Culture and Social Interaction* is well represented by its link with two rather different research associations, EARLI and ISCAR.

We do not intend the term ‘interaction’ to be interpreted narrowly: it is meant to include not only face-to-face interaction, but also forms of communication which take place through technologies of various kinds (telephone, the Internet, presentation technologies and so on) or even interaction between people and artefacts, (insofar as they are concerned with learning. Research which addresses learning associated with the development of institutions and communities of practice can be relevant.

We also wish to stress that the journal is multidisciplinary – we invite scholars from all disciplines to contribute, including psychology, anthropology, linguistics, sociology, communication studies and all areas of educational research. Data may come from ethnographies, experimental approaches, intervention studies, case studies, interviews, questionnaires, self-reports, cross-cultural comparisons, archives etc. Articles of different kinds will be welcome: reports of empirical research, theoretical analyses, contributions to method, literature reviews, meta-analyses of research etc. There will be no restrictions when it comes to age levels or social settings. The launch of *Learning, Culture and Social Interaction* is for us an exciting venture, and we look forward to working with a wide, international range of researchers in its development.”

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