

## Greetings Dear IJONTE Readers,

Looking to the recent history of IJONTE it is clear that there is a growing concern of balancing new media in regular education; at one side there is a quickly-growing repertoire of media channels like now the mobile-, and the virtual 3D spaces. At the other side teacher become more and more critical on what media and its endemic communication styles are useful in education. It is not only a matter of style that decides upon the degree of media integration in schools; it is the outcome of a continuous awareness on what types of learning processes we consider as foreground and which as background.

In order to illustrate that this distinction is not a trivial one, let's question why a teacher, be it in secondary- or in higher education, would allow social media applications like Facebook, Twitter or LinkedIn in the arena of learning and teaching? And in order to even increase the magnitude of this question, we land at the more fundamental question whether learners should be allowed to use perceptual-, memory- or mental artefacts? Or: Should we encourage learners to learn primarily in social contexts, or: should we only allow them to use the social media in the stage of practicing as we claim in collaborative learning, while claiming that the assessment stage will be individual and without intelligent artifacts like the smart phone? Etc.

In summary we may be proud that IJONTE has taken up the challenge of provoking these tickling questions. Its main message is that media and new trends are entangled aspects of education. Teachers are the crucial players; it is never too late to allow new trends to enter in your classroom. Any argument can be used to decide upon media integration. The newest understanding is that learners needs to regain ownership; in that sense the mobile devices like smart phones and online PDAs are likely to penetrate the schools if we like it or not.

We trust you find this Issue exciting and enjoy reading the articles.  
A prosperous New Year 2011 to all you.

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Piet KOMMERS is associate professor in the University of Twente, The Netherlands. His actual interest is media, learning and visual communication. His Master study in 1980 formulated algorithms for adaptive learning. In his PhD study he questioned how conceptual representations may support the cognitive integration in learning. He was Scientific Director of NATO Advanced Research Workshop: "Cognitive Technologies" in 1989. From 1990 until now he was increasingly involved as partner and coordinator in European research projects in media based and continuous learning. His role in initiating higher education in Eastern Europe led to his UNESCO chair, followed by the award of honorary doctor by Capital Normal University in Beijing in 2000.

From 2005 to 2007 he was part time lecturer at the aspect of "mobile learning" by Fontys University of Applied Sciences. He is adjunct professor in the faculty of computer science in Joensuu University (Finland) and advisor in the ministry of Education in Singapore. His publications stretch the fields of media, communication, education and lifelong learning, among six books and more than fifty proceedings and journal articles. 24 PhD studies and more than 80 Master student projects were supervised.