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Editorial

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This volume of Outlines has been long underway. Our Chief Editor Morten Nissen resigned from the post this summer 2012 and I accepted with honor to take over. A replacement is less simple than it sounds, and the difference between an experienced and novice editor of an online journal has been very visible. It has taken me some time to get into Morten's smart procedures.

Morten Nissen has for many years done a tremendous job as Chief Editor in promoting and inspiring the publication of texts on Critical Practice Studies. The contributing authors come from a diverse field of disciplines and interest which demonstrates the broad network Morten has built up over the years. I hope indeed that the network won't vanish with Morten's exit. On behalf of me and the readers: Thank you Morten, for your great effort - we hope you will enjoy your dedication to research on Subjects and Standards.

Besides the exchange of chief editors, journal practice has changed a bit and will do so even more in the future. Funding for secretary support has been a key issue. Formatting and proof reading are central aspects in publishing readable papers. The finances are found and the secretary is doing a good job.

The editorial group is extremely important. It needs to grow and will do so in the future. Many of the present editors are working hard – either with editing papers or with editing a very promising Special Issues of Outlines, but the editorial work has to be spread on more hands. In the upcoming months we will develop a slightly different organizational strategy, in order to make the editorial and publishing procedure faster and smoother in the future.

As practice is in Outlines; the papers in the last volume will be given attention in this Editorial.

May Britt Postholm's paper is of methodological character, within the fields of educational and learning sciences. Since notions of learning during the last decades have changed from rather passive reception to active construction, teaching must change accordingly, she argues. That goes also with university teaching, and this is the challenge the author addresses. Drawing on Cultural Historical Activity Theory (CHAT) and mainly on Engeströms work Postholm demonstrates the possibilities for creating a collaborative framework (between teacher/researcher and students) for teaching which encompasses the subject to be taught and the learning processes to be studied while teaching. The paper is systematic and helpful for those who are engaged in such developmental processes.

From an ecological perspective Eugene Matusov and Mark P. Smith investigates processes of sustainability in complex inter-institutional collaboration. The empirical case is the partnership between an After-school program inspired by 5th dimension (Nicolopoulou and Cole, 1993) and a teacher training program at the University of Delaware. Through detailed historical narratives of the collaboration; its aims, its activities, problems and gains, the authors point at different factors strengthening such sort of collaboration. Their conclusive model of ecological sustainability includes: Trust, respect and the freedom to take initiatives on both sides, which supports generativity and synergetic processes. Making institutional boundaries on both sides preserves institutional identities and shared values and resources makes the collaboration possible and all worthwhile, the authors argues. For anyone interested in interinstitutional processes of collaboration I consider this paper very valuable.

Roland Paulsen investigates a contradiction between theoretical propositions of the de-subjectified worker and empirical data showing dissent to work; we are in the field of labor, modern forms of power, subjectivity and resistance. According to Paulsen Critical Managements Studies has for decades assumed that “modern workplaces absorb the whole personality and by means of unobtrusive control manage to colonize subjectivity” (Paulsen, 2011, p. 53). Investigations show, nevertheless, that considerable time during work-hours is spent on activities that aren't related to the work. Through very daring interviews and an analytical attention towards motives, Paulsen develops a far more nuanced notion of dissent. Four categories of dissent is presented and discussed. Dissent is not an “either – or” phenomenon Paulsen argues is complex and layered; and whereas some forms of dissent points towards clear political motives other do not. The general notion of the colonized subject is refuted in Paulsen's paper.

The fourth paper, Bio-Somatic-Power, is written by Ian Tucker. Informed by Foucault's ideas, that power is a form of relational production, Tucker develops the notion of 'somatic enactment' as a way to connect bio-power with everyday practices that are devised and enacted by service users faced with maintaining long-term medication. Whereas traditional understandings of power in psychiatry and medication would anticipate a simple linear resistance put up by service users, Tucker demonstrates the relational notion of power when drugs hit subjects and bodies doing their everyday lives. Through a number of examples Tucker show how service users do not simply resist bio-power, they deal with it.

I would like to welcome you to this new volume of Outlines, but before doing so, I give the floor to Morten.

Words from Morten Nissen

Thanks, Pernille... not just for handing the 'mike' to me, but for taking up the job. The Outlines is a collaborative project if ever there was one, but its prospects would be bleak without one or a few core activists - who, among other things, can initiate further recruitment. Pernille is just the right person for this, and I trust her ideas, her commitment, and her network to develop our Outlines further.