This is the last issue of the journal for 2010 (Volume 2) and contains four articles, the first three of which originated from a conference: On Sociality, Materiality and Sociomateriality of IS and Organisations, held in Sydney, Australia, in early 2010.

The first article: *Negotiating the Socio-Material in and about Information Systems: an Approach to Native Methods* is by Fletcher Cole from the University of New South Wales, Australia. In the article Cole notes that recent moves to more explicitly account for the relationship between the social and the material in the Information Systems discipline, under the banner of socio-materiality, also imply the need for a closer examination of practice. The article then offers a preliminary orientation to some of the discursive and embodied practices which might be deployed to negotiate sociality and materiality, in IS and other technical arenas.

In the second article: *On Actors, Networks, Hybrids, Black Boxes and Contesting Programming Languages*, Arthur Tatnall, from Victoria University, Australia examines the adoption of the Visual Basic programming language by an Australian university in the mid 1990s. Making an attempt to give a significant voice to the non-human actors, in the article he looks at the other programming languages in contention and how these languages jockeyed for position in the curriculum. He argues that in many ways it is useful to think of these programming languages as black boxes made up of hybrid entities containing both human and non-human parts along with a conglomeration of networks, interactions and associations. The non-human cannot act alone, but without them the human parts have nothing to contest.

An article titled: *From Intermediary to Mediator and Vice Versa: On Agency and Intentionality of a Mundane Sociotechnical System* by Antonio Diaz Andrade from the University of Auckland Business School, New Zealand follows. In this article the author notes that assuming symmetry between human and nonhuman actors is a tenet of actor-network theory and that being an actor involves anyone or anything that modifies a state of affair. The article points out that this symmetric perspective entails granting agency attributes to both human and nonhuman actors, an approach that has been often criticised and by means of a combination of research observation and participation, the use of electronic mail systems, especially the automatically generated “Out of Office” message, is examined to emphasise the distinction between agency and intentionality.

The next article: *Using Actor-Network Theory to Facilitate a Superior Understanding of Knowledge Creation and Knowledge Transfer* is by Nilmini Wickramasinghe from RMIT University, Australia, Arthur Tatnall from Victoria University, Australia and Rajeev Bali from Coventry University, UK. In the article they argue that given today’s dynamic business environment it has become essential for organisations to maximise their intellectual assets in order to ensure that they are able to support flexible operations and sustain their competitive advantage. They note that present knowledge creation techniques tend to focus on either human or technology aspects
of organisational development and less often on process-centric aspects of knowledge generation and offer ANT as a better way to view knowledge generation.

The final article: Aspects of e-Learning in a University, by Karen Manning, Lily Wong and Arthur Tatnall from Victoria University in Australia, questions how decisions are made to adopt one e-learning package rather than another one. Once the technology is adopted it then questions how individual academics relate to it and make use of it to deliver some or all of their teaching, and to determine the appropriate blend. The article suggests that educational technology adoption decisions are made at three levels: strategic decisions are made by the university to implement a particular package, and then individual academics made adoption decisions regarding those aspects of the package they will use in their teaching and how they will use them. The third level consists of a decision on the balance they will make between on-line and face-to-face teaching.

In addition to actor-network theory, this journal accepts articles that investigate other approaches to socio-technical research. Wholly theoretical articles as well as those that involve a comparison of two or more different approaches through the use of case studies are quite acceptable. I would also welcome articles dealing with comparisons of Innovation Translation with other approaches to theorising technological innovation — especially Innovation Diffusion and the Technology Acceptance Model, and articles dealing with a description, comparison, or application of any of these other approaches.

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