

Dear Reader,

*Educare* is a peer-reviewed journal published regularly at the Faculty of Education and Society, Malmö University, Sweden since 2005. *Educare* publishes a wide range of research in education and educational sciences and has long been considered a research forum for faculty, practitioners and policy makers in Sweden. The journal strives to be of relevance to these stakeholders not only through its choice of the published topics, but also through the clarity of presentation (see Author Guidelines). The journal accepts original submissions in Swedish, Danish, Norwegian and English. We welcome both experienced and young researchers to contribute to the journal. All articles are first reviewed by the editor-in-chief or the editorial board. In the next step, articles are subjected to a double-blind review by two external reviewers. All submissions are judged on the basis of their relevance from a professional and educational perspective, theoretical and methodological contribution, critical insights and rhetorical quality. The journal is currently registered in *The Norwegian Register for Scientific Journals, Series and Publishers* as a national peer-reviewed journal within the field of education and educational research with scientific level 1.

With the recent university-wide drive towards internationalisation and increased research focus, *Educare* has undergone extensive changes. *Educare* strives to become a Nordic and Baltic hub for educational research. The first step towards this development has been made by appointing a new editorial board: Hans Christian Arnseth (Associate Professor in Education, Head of Research, Department of Education; Oslo University, Norway), Lisa Asp-Onsjö (Docent, Department of Pedagogical, Curricular and Professional Studies; University of Göteborg, Sweden), Cecilia Ferm-Almqvist (Professor of Music Education at The Department of Arts, Communication and Education; Luleå University of Technology,

Sweden), Christina Johnsson (Associate Professor in Public Law, Head of Department of School Development and Leadership, Faculty of Education and Society, Malmö University), John Benedicto Krejsler (Professor with Special Responsibilities, Campus Emdrup in Copenhagen; Danish School of Education, Denmark), Baldur Sigurðsson (Associate Professor in Icelandic, Head of Department of Teacher Education; University of Iceland, Iceland), Joe Moxley (Professor of Educational Research and Evaluation, Director of Composition, University of South Florida, USA), and Krista Uibu (Associate Professor of Primary Education, Editor-in-chief of Estonian Journal of Education, Tartu University). These members' different competencies in the educational research field and extensive experience are an invaluable resource to the journal's work towards developing international focus and promoting Nordic and Baltic cooperation. *Educare* seeks continuously to extend its editorial board further and establish additional cooperations to maintain the highest level of expertise in the field. Please contact the Editor-in-chief if you wish to join *Educare's* community.

The second step in *Educare's* development has been to fully move the journal into the Open Access domain. In cooperation with The Library at Malmö University, the journal has developed a new open-access site according to the established international standards. The submission, review and publication occur electronically through this site. A set of internationally compatible instructions to the authors and reviewers as well as a new graphic profile for the journal adapted to e-format have also been developed. *Educare* is now published electronically as an open-access journal through Malmö University Open Journal Systems (OJS). All articles receive an individual *doi*-number and are available for early view under Issue in Progress upon the positive publication decision. The goal for these changes is for the journal to improve the visibility and impact of the research published.

The third step towards internalisation, improved visibility and impact has been to develop new forms of research dissemination in *Educare*. So far, the journal has only accepted contributions in article form. This publication type will, of course, remain the journal's focus. General issues and thematic issues, prompted by international calls for papers, will still constitute the majority of the published material. From now on, however, *Educare* also accepts position papers—shorter argumentative or explorative pieces on a particular issue related to educational research—to enable researchers to explore ideas, receive feedback from the community and promote theoretical and methodological development

within the field. In addition, the journal is interested in book reviews with particular focus on newly published PhD dissertations in the Nordic and Baltic region. In this issue, for example, a number of recently published dissertations (retrieved from SwePub) is included to inform *Educare*'s readers of the newest research in the field and prompt the submission of book reviews to future issues. The journal plans to publish yearly lists of such publications to stimulate interest and increase knowledge about what is current in the field in the region. Therefore, *Educare* encourages authors and librarians to inform the Editor-in-chief of new publications.

Naturally, relaunching *Educare* in this more ambitious format required time and effort. *Educare* wishes to thank all involved for their professional and timely help. In particular, Aron Lindhagen's, Jacob Andersson's, Ulrika Nilsson's, Tobias Johansson's (The Library) and Fredrik Svensson's (Communications Office) inputs were and are invaluable for creating the new journal format introduced in this issue.

The current issue consists of six articles spanning the educational field. Three of the articles focus on literacy and literacy development. Based on the data from national tests, Martin Malmström explores students' command of Swedish. Malmström argues that over the years (1976-2012) student rhetorical competency has increased; however, he also identifies areas in need of improvement: register awareness and command of grammar. Kerstin Botö, Annika Lantz-Andersson and Cecilia Wallerstedt explore literacy practices in a pre-school class. Grounding their analysis in the socio-cultural theories of learning, the authors focus in particular on how play and educational practices interact when a TV-programme is used as a prompt for teaching reading and writing. In a qualitative, interview-based study, Jonas Asklund investigates in what ways text-based discussions may be beneficial for new immigrant teenagers' emotional, cognitive and linguistic development. Asklund's study is anchored in the current research on literature didactics. Two articles are concerned with how leisure centres in the Swedish school function. Karin Lager illuminates the recent development in policy and practice of leisure centres and analyses planning, implementing, documenting and evaluating of an activity with the theory of enactment as her point of departure. At the intersection of the steering and policy documents, institutional values, operational tasks, professional roles and status of leisure centres, Lena Boström and Gunnar Berg identify potential problem areas for the implementation of the steering documents through their examination of staff's reported strategies and practices in leisure centres. One article focuses on special needs

education in private schools in scarcely populated, rural areas of Sweden. Gerd Terese Pettersson finds special needs education in these schools to be of high quality. Pettersson's conclusions are based on her informants' reports of different pedagogical activities, flexible organisation of teaching, individualised use of educational tools and the school leadership having training and being involved in special needs education.

Sincerely,

*Anna Wärensby*

Editor-in-chief