

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 policymakers 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. The editor-in-chief or the editorial board first reviews all articles. In the next step, articles are subjected to a double-blind review by two external reviewers. All submissions are judged based on their relevance from a professional and educational perspective, theoretical and methodological contribution, critical insights and rhetorical quality. *The Norwegian Register for Scientific Journals, Series and Publishers* currently registers the journal as a national peer-reviewed journal within the field of education and educational research with scientific level 1.

The current issue consists of seven articles and Educare's first book review (hopefully, many more to come). The articles illuminate a number of pertinent subjects in school education, ranging from school segregation, conflicting assessment practices, immigrant students reading and writing skills to literacy in working-class men.

Having investigated beginner L2 students' perceptions of instructor feedback on their writing, Liivi Jakobson concludes that in a web-based course of Swedish for immigrants, the students appreciated specific affirmative and deficit-focused comments and valued grammar-focused comments the most. She suggests that her findings highlight the importance of dialogue between the students and instructors to calibrate feedback practices. Stig-Börje Asplund and Birgitta Ljung Egeland frame their interview-based study of working-class men's reading practice in literacy research. In particular, they portray these men not only as readers but also as located readers. Thus, they suggest that educators pay attention to place as a significant feature in understanding the reading practices of working-class men. Ann-Louise Ljungblad sheds light on math teachers' interpersonal relationships with their students. Specifically, Ljungblad promotes the concept of *pedagogical tactfulness* as fundamental for all inclusive educational environments. Anders Jönsson and Alli Klapp discuss the admittedly significant discrepancies between pupils' results on national tests and the grades they receive from their teachers. Focusing on teachers' perspectives on assessment, Jönsson and Klapp discover that the teachers in their study were sceptical to the design and results of national tests. Naturally, these findings are very relevant to shaping the current practices and policies of assessment in school. In an interview-based study, Åsa Wedin and Lena Stenbäck investigate the perceptions of reading and reading instruction in teachers of Swedish as a second language and find these lacking. Therefore, they suggest that reading education should include not only cognitive and psychological perspectives but also situate reading in its social and cultural contexts to develop pupils' interpretation and critical skills to a satisfactory degree. Addressing the problem of school segregation, Sara Andersson and Johannes Lunneblad have conducted an ethnographical study in a socio-economically disadvantaged urban secondary school in Sweden. They demonstrate that the conflict between the "system" and the disadvantaged pupil can be mitigated by, for

example, humorous interventions from the teachers or identity work by the pupils. In an interview-based study of teacher perceptions on using Google Classroom in school, Eva Svensson, Ann-Marie Pendrill och Susanne Pelger conclude that teachers report using this tool first and foremost as an organizational tool, but report also some perceived pedagogical benefits for development of motivation, knowledge and skills in pupils.

Finally, Pär Widén offers a thorough review of Brunilla and Lundahl's anthology (2020) on the problematic and uncertain transition from school to work and to higher education, thus rounding up the different lines of conversations in this issue's articles.

Sincerely,

Anna Wärensby

