

*In loving memory of Anni Jürine (1985-2021), scholar and friend*

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 relevant to these stakeholders through its choice of the published topics and 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.

This special issue of *Educare* is published in collaboration with NB!Write, The Nordic and Baltic Writing in Higher Education Network, who aim to consolidate and disseminate writing research and pedagogy and forge new collaborations in the region. Therefore, in this issue of *Educare*, the Reader will find contributions investigating how writing and the teaching of writing are embedded and supported in

different international, national, local and institutional models. The issue consists of three research articles, three position papers and an interview. The focus is on the recent initiatives in the Nordic and Baltic region, but other European contexts of relevance to the regional writing initiatives are also represented. More specifically, the contributing authors explicitly situate writing issues in particular institutional contexts, explore writing support and development of student writing and instructor competency and articulate strategies to make this work sustainable.

With a brief overview of the different academic writing traditions in higher education as their point of departure, Djuddah Leijen and Anna Wärensby discuss the rationale behind the NB!Write network and argue for the continuous need to consolidate writing research and teaching in the Nordic and Baltic region. They end their paper with the call for the interested colleagues to join the network.

Andreas Eriksson, Carl Johan Carlsson and Fia Christina Börjeson provide a situated example of a sustainable, large-scale writing module supporting student disciplinary thesis writing at a technical university. The authors outline the theoretical and institutional rationales for the design of the module with reference to research on writing, feedback and learning. Further, based on a student questionnaire, the authors identify what aspects of their curricular design work well in their context and what can be improved. A particularly interesting, and possibly even a universal, observation – that the students find it challenging to negotiate the often-contradictory advice from content and writing instructors – draws attention to the importance of the seamless integration of writing modules into disciplinary courses and instructor competency development.

Anni Jürine, Djuddah Leijen, Jolanta Šinkūnienė, Christer Johansson, Helen Hint, Diāna Laiveniece and Nicholas Groom describe an ongoing research project BWrite that aims to map writing practices in higher education in the Baltic states, create an empirically grounded model for such investigations and develop the teaching of academic writing in the local contexts. The authors outline an innovative approach to rhetorical analysis combining computational, quantitative and qualitative methods to achieve this goal.

In an explorative, qualitative study, Anna Wärensby, Asko Kauppinen and Damian Finnegan investigate how student metacognition is manifested in their reflective writing and how this information can be used for evidence-based curriculum design on a tertiary ESL (English as a Second Language) course. The authors demonstrate a complex relationship between student metacognition, scaffolding and assessment and recommend integrating structured reflective writing into writing curricula purposefully.

In an interview with Jolanta Šinkūnienė, Alison Farrell and Katrin Girgensohn discuss the European Union COST Action 15221 (*Advancing effective institutional model towards cohesive teaching, learning, research and writing development*). Their observation is that professional development and centralised academic writing support frequently occur in a reactive instead of in a strategic, planned manner. To address this issue, one of the aims of the COST Action was to identify the existing successful models of support that have resulted in productivity and effectiveness on individual and institutional levels. Despite the centrality of writing for academic careers and in higher education, this COST Action revealed not only a staggering variety across Europe but also a predominant lack of centralised support for writing — a significant result that should motivate many higher education institutions to act. In addition, the interviewees outline several influential European research projects and teaching models and share some personal strategies for writing.

In a qualitative, interview-based study, Kamila Etchegoyen-Rosolová and Alena Kašpárková investigate the consequences of article publication demands on PhD students before their graduation in the Czech Republic. While the critical role of the supervisors in this process is acknowledged by the supervisors and the PhD students alike, the authors reveal the somewhat contradictory expectations in the two groups. The supervisors primarily consider the students' writing development a matter of self-study, while the students express the need for structured support of their writing, particularly in English. Based on these results, Etchegoyen-Rosolová and Kašpárková argue that writing support must be systematically integrated for all EAL (English as Additional Language) PhD students in Central Europe.

Brigitte Römmer-Nossek and Eva Kuntschner describe a pilot project for a

mentoring programme in which BA and MA students support other students' writing. The paper discusses the organisational, structural and content demands of such a mentoring programme and outlines how it can be sustainably scaled up or down, depending on the institutional demands. The authors argue that such a mentoring programme may be transformative of organisational practices in higher education.

Sincerely,

*Djuddah Leijen & Anna Wärensby*