

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 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.

The current issue is numbered 2021:2, although, due to the unfortunate covid-related delays, it is published before the special issue 2021:1 on writing in higher education. We are sorry should this cause you undue confusion. The current issue 2021:2 consists of seven articles and a position paper. In focus in this issue are several pertinent educational topics: the benefits of combining literary and linguistic tools for literary text analysis, the use of digital tools for literacy development in school, assessment in visual arts education, preschool teacher trainees' practice placements, spoken interaction in heterogeneous classrooms, multi-instrumental music teachers' professional flexibility and professional

ethics in teacher education.

Having investigated two teacher trainee students' analyses and reflections of a short story, Christoffer Dahl and Anna Smedberg Bondesson demonstrate that linguistic and literary tools for text analysis can be successfully integrated. They argue further that such integration is innovative and facilitates pedagogical and didactic development of the subject of Swedish within teacher education and in school.

Karin Forsling investigates the interaction between children and preschool teachers in literacy teaching situations involving digital tools. She argues that this interaction becomes both context and meaning creating and points to the teachers not necessarily being flexible enough to allow children agency and integrate their cultural capital to the full.

In an interview-based study, Tarja Karlsson Häikiö investigates assessment practices in visual arts education. She identifies several areas affecting the teaching and assessment practices negatively and potential strengths of assessment practices in relation to *Skolverket's* guidelines.

Through an abductive analysis of preschool quality evaluations and student surveys, Pia Williams, Sonja Sheridan and Elisabeth Mellgren illuminate preschool teacher trainees' practicum. The authors focus particularly on how the students articulate their academic and professional development in preschools that may vary in quality and argue that the preschools' varying quality creates unequal learning opportunities for the preschool teacher trainee students in the study.

Robert Walldén investigates spoken interaction of linguistically diverse pupils in grade 6. Walldén's study is based on a qualitative analysis of classroom observations and interactions. He identifies several functions of spoken classroom interactions and demonstrates that the pupils' development of disciplinary discourse can be hindered by everyday language use but supported by conscious and functional spoken interaction and written discourse.

Cecilia Frostesson Lööv and Erkki Huovinen explore the concept of flexibility in the Swedish schools of Music and Performing Arts (*Kulturskola*). Based on interviews with three multi-instrumental music teachers, the authors identify three dimensions of flexibility and connect their findings to the current discourse about the ideal teacher being both specialised and versatile.

Finally, with a phenomenological empirical study as her point of departure, Maria Cronqvist argues for teaching being an ethical activity. Consequently, ethics must become an essential part of teacher education for the teacher trainees to articulate precisely the ethical essence of their future profession.

Sincerely,

Anna Wärnsby