

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. 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 based on 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.

The current issue consists of 7 articles and a position paper covering diverse questions in educational research: how teachers in school-age education perceive their work situation, what significance fiction reading carries in the Swedish school, how teachers describe teaching in preschool, what upper secondary school pupils find interesting when learning literary history, how teachers scaffold newly arrived pupils' digital text production, what teachers say about teaching newly arrived pupils at a vocational upper secondary school, how gender is represented in Swedish English as a Foreign Language (EFL) textbooks and why it is essential to publish research on Swedish higher education (also) in Swedish.

Based on survey and interview data, Peter Ingemar Karlsson and Marianne Dahl describe how school-age education teachers view their work. The teachers report having extensive and varied duties and often experience their work as stressful and fragmented. Several common tasks such as temping at the school, janitorial and kitchen assignments and some administration duties are unwelcome. The teachers express the need for designated assistance with such tasks. On the other hand, the teachers highly value tasks that they perceive as part of their profession: building relationships with the pupils, organising meaning-

ful after-school activities and working with the pupils in groups. The teachers in the study fall under the three categories: those who orient towards the teaching duties at the school and who view teacher assistants positively, those who orient towards school-age educare pedagogy and feel no need for assistants to do that part of their duties, and those who change their roles flexibly between foci on the teaching and the after-school activities and see no need for assistants either. Given these variations, school principals must structure school-age educare teachers' work and facilitate their professional development in cooperation with other teacher categories at their schools.

With the alarming reports about reading being on the decline as his point of departure, Joakim Sigvardson discusses the role of fiction in and outside the Swedish and English classroom. Using the phenomenological concept of *flesh* (Henry, 2000/2015), Sigvardson defines reading as an experience of the body and claims that reality is incarnated, or manifested, through reading due to a complex relationship between the text and its meaning. The author contrasts the two functions reading may have: the efferent function, for example, to retrieve new knowledge or assist language development; and the aesthetic function, to gain new sensations and experiences. In school, however, reading literature is primarily used in its efferent, instrumental function, not its aesthetic one. According to Sigvardson, this devalues both the text and its reader.

Based on the steering documents for preschool that foreground teaching, Benita Berg investigates preschool teachers' perceptions of teaching. The data consisted of reflective texts analysed using the Bernsteinian concepts of classification, framing, and visible and invisible pedagogy. The preschool teachers in her study view teaching as an opportunity for professional development and are often concerned with the didactic questions of how and why rather than what. In their reflective texts, the teachers usually differentiated between everyday play – where they expressed their didactic choices in terms of weak classification and framing and invisible pedagogy; and overarching organisational concerns of group formation, milieu construction and material use – where they expressed their didactic choices in terms of strong classification and framing. Based on these findings, Bergs formulates further avenues for future research.

In an extensive survey and interview-based study, Jonas Johansson offers an empirically grounded view of what pupils consider interesting when learning literary history. In short, pupils engage with certain literary history content if it is taught in an organised way by passionate and knowledgeable teachers. The study is framed in theories on interest and literary history didactics. It offers several concrete recommendations on what content to choose and how to organise the teaching to stimulate pupils'

interest. These recommendations include clear communication of the teaching goals and assessment criteria, variation of the taught content and the teaching forms, and pupils' involvement in the teaching interventions through, for example, group work.

In an ethnographic study of newly arrived primary school pupils' digital text production in year 3, Anna Hell argues that scaffolding pupils' full range of multilingual resources is vital for their meaning-making. In her study, scaffolding emerged to have three main functions: promoting multilingualism, developing textual competence, and supporting student space. While the pupils' multilingual competencies were acknowledged in the initial scaffolding of the text production, none of these competencies was used in the texts produced: irrespective of their command of Swedish, all of the newly arrived pupils succeeded in creating texts to instructions, but all of their texts were just written texts in Swedish. Hell argues that digital text production is particularly suitable for acknowledging and stimulating pupils' full range of multilingual resources because of the possibility of including multimodal and multilingual elements in digital texts. Further, Hell admonishes teachers to structure digital text production to develop newly arrived pupils' textual competence by encouraging them to express themselves fully in their texts through "speech, writing, layout, sounds, colours, rhythms, and performances."

Since the 2015 migration wave, many schools have newly arrived refugee youths among their pupils. Hamid Asghari presents the narratives of four teachers teaching newly arrived refugee youths at a vocational upper secondary school situated in the so-called vulnerable area in Sweden. While the teachers report that these pupils often contribute to a good learning environment by being ambitious and solidary with each other, they also relate how dealing with pupils' who have received deportation notices is complex and straining. Moreover, the teachers do not always feel prepared to convey democratic values and gender equality compellingly and professionally. Additional stress originates from the teachers' ambitions to teach to their best abilities to help their pupils develop and successfully integrate into Swedish society. Asghari claims that teachers need support from the school management and colleagues to overcome the additional burden and stress of addressing these pupils' psychological, linguistic and democratic challenges while teaching them the subject content. In light of his analysis of the teachers' stories, Asghari ends with some general remarks on the changing nature of the teaching profession and what support the newly arrived refugee youths may require.

In a corpus study of current Swedish EFL textbooks, Cathrine Norberg and Marie Nordlund found that the male and female genders are still often stereotypically represented, gender representation is partially imbalanced, and even new textbooks reproduce gender-biased structures. While the

representation of people is mostly balanced – seen through the use of proper names and verbs and adjectives relating to male and female human characters, animals and fantastic characters appear to be stereotypically depicted as male or female in the textbooks. For example, male animals and fantastic characters appear more frequently and are more active and innovative than female ones. Norberg and Nordlund call for further research on the topic to increase textbook authors' and publishers' awareness of the persistent sexism and discrimination still permeating textbooks used at school that form pupils' societal perceptions and worldview.

In a position paper, Anna Malmbjer, Cecilia Olsson Jers and Anna Wärnsby highlight the lack of shared national discourse on higher education pedagogy and the importance of developing and nurturing the professional language of higher education instructors also in the national context to ensure the quality of scientific, pedagogical and public conversations. Malbjer, Olsson Jers and Wärnsby have conducted a comprehensive systematic literature review of Swedish research written in Swedish and published in Swedish educational peer-reviewed journals from 2010 to 2020 on instructor feedback on student oral and written production in Swedish higher education institutions. They found no studies on feedback on oral production and only two on feedback on written production. Moreover, the feedback terminology was inconsistently used in the two studies thus located. The authors argue that consuming research written in Swedish could create linguistic convergence and develop instructors' professional language, which in the long run should lead to pedagogical developments in higher education in Sweden. Therefore, they propose parallel publishing research on higher education pedagogy in English and Swedish.

Sincerely,

*Anna Wärnsby and Shaun Nolan*

(Editor-in-chief and Guest Editor)