

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 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 six articles and a position paper covering diverse aspects of educational issues: preschool teachers discussing physics in preschool, the role of Swedish as a second language (SSL) teachers in language introduction programmes, undergraduate Swedish EFL (English as a foreign language) critical thinking skills online, the need of a developed conceptual framework to describe preschool teachers leadership in preschool and within education and research, the emergence of learning in dating television, smartphones as a resource for adult immigrants' multi modal text production and VTS (Visual Thinking Strategies) in a Swedish EFL classroom.

Through a qualitative analysis of videos capturing the three preschool teachers' planning, Lina Hellberg, Susanne Thulin and Andreas Redfors found that the teachers' own language about how to talk about physics with the children developed, and their didactic repertoire increased during collegial planning. In the four recorded planning sessions, the teachers moved from everyday language to using more appropriate scientific terms. They have also moved from treating physics experiments as separate activities to integrating them into the normal course of preschool activities. Therefore, given relevant input from research and adequate time, the teachers can considerably develop their subject and didactic knowledge and gain confidence to purposefully work with physics in preschool. The authors strongly recommend that time for competency development through collegial meaning-making becomes an

integral part of the organization of preschool work.

Åsa Wedin focused on the roles of SSL teachers in Language Introduction Programmes in Swedish secondary schools. Through a layered policy analysis lens, she scrutinized policy documents, teacher and principal interviews and classroom observations. Her findings indicate that although SSL teachers are trained to support language learning in all subjects, they are not afforded agency outside of their own subject. Thus, Wedin concludes that the national educational policy to increase knowledge about the educational requirements of newly arrived students has not been followed by sufficient training and directives to principals and teachers. The author further advocates for more training in SSL for the general teacher population and principals and broader responsibilities of SSL teachers.

In an attempt to capture the development of critical thinking in EFL students studying online, Evelina Johansson designed her study to include pre- and post-tests targeting critical thinking skills and vocabulary size over a period of one term (four months). In her quantitatively oriented study, Johansson used two well-tested instruments: The California Critical Thinking Skills Test and Vocabulary Size Test. Surprisingly, the author found no correlation between critical thinking and vocabulary size; neither has she found evidence of student development of critical thinking skills or an increase in vocabulary size. Johansson admitted that these results might have been influenced by the initially relatively high critical thinking skills among the students and the short testing period. However, these results also warrant a discussion of the role of online environments for learning.

Investigating work-based educational practices, Madeliene Brodin Olsson and Anne Kultti examined audio recordings of supervision sessions between a teacher-student and a preschool teacher during a five-week-long practicum. In particular, they focused on discussions pertaining to leadership. The authors found that discussions of leadership lacked an explicit meta-perspective and were analytically unclear: leadership was talked about as a relational practice but was not defined. They concluded that preschool teachers would benefit from more support and educational input to conceptualize and articulate their theoretical knowledge of leadership in supervision situations.

Liselott Aarsand explores a novel theme for *Educare*: informal adult learning discourses in a lifestyle dating television show, *Faith, hope and love*. Using the concepts of governmentality, framing and positioning, Aarsand analyzed several talk sequences between the show host and four religious professionals – two men and two women – aged between 25 and 50. The author focused on the social dynamics and the ways the participants transformed encounters into learning events and was able to

reveal governing modes and techniques that are also applicable to domains other than dating. The findings highlighted the subjective positionings of the participants as pedagogical subjects, the (re)production of learning discourses, the power relations and the performative nature of the media and popular culture.

Mia Franzisca Fasting explored six Norwegian adult immigrant students' multimodal text production using smartphones in everyday life and in learning situations. Two different uses of smartphones emerged in the data: in everyday life, the students produced multimodal texts for communication in transnational contexts, while in learning situations, they often used multimodal texts non-communicatively to send notes to themselves, practice language and utilize their translanguaging skills. Fasting concludes that multimodal communication via smartphone is important as a text practice and may function to solve specific tasks both in everyday life and in formal learning situations. Students' multimodal text production can thus be seen as a resource for participation and learning in and outside of the classroom.

Shaun Nolan argues that VTS as a teaching method is relevant in children's education in Sweden and is highly adaptable to English language teaching. He reasons that elicitation and communication techniques in VTS, in particular, promote the development of several abilities and skills outlined in the curriculum and the syllabus for English. Further, the participatory focus of VTS facilitates sensitizing children to the core values of the Swedish society and the democratic values in the curriculum for the compulsory school. In addition, VTS can be used across subjects to assist the interdisciplinary approach to teaching and learning and increase student performance and confidence as individuals and members of society.

Lastly, I would like to thank you – Reader, Author and Reviewer – for the productive time with *Educare*. I hope that you will afford the new editor-in-chief, Anette Svensson (<https://mau.se/personer/anette.svensson/#00Z9VM-0HMMHRDRSEPS3>), the same welcome, consideration and diligence as you did me the past four years.

With wishes of a restful and joyous winter break,

*Anna Wärnsby*

(Editor-in-chief)

