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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 and 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 indexed by The Directory of Open Access Journals (DOAJ) and is included 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. All articles are published Open Access. Publication with *Educare* is free of charge at any stage.

The current issue consists of seven articles covering diverse aspects of educational issues such as a comparative analysis of two different frameworks for discourse analysis in the science classroom, a critical analysis of the model that is used to generate test grades in Swedish national tests, a critical discourse analysis of national policy documents focusing on how the concept of gender equality and the compulsory school's gender equality mission can be understood, an analysis of how the concept of "weak pupils" as social representation has been, and still is, (re)produced in governmental inquiries, difficulties in written productions at the early stages of primary teacher programme, teaching practices characterised by translanguaging in multilingual classrooms in Sweden and the professional role of teachers of Swedish as a second language.

Kristina Danielsson, Ewa Bergh Nestlog, Fredrik Jeppsson and Kok-Sing Tan have conducted a comparative study of two discourse analysis frameworks focusing on spoken interaction in an elementary physics classroom. The study focuses on how discourse patterns shape the relationship between the participants, and the aim was to highlight possibilities and limitations of the two different utilised frameworks: Mortimer and Scott's communicative approach combined with patterns of initiation-response-evaluation and Halliday's systemic-functional grammar. The comparative analysis shows that while the communicative approach has the potential of elucidating discursive patterns and power relations at a general level, the analysis based on systemic-functional grammar can provide more details about these power relations.

“Beläggsmodell” – a model that is used to generate test grades in Swedish national tests in seven school subjects – is the focus in Frank Dige Bach's study, which focuses specifically on national tests in the subject Religion in grade 9. In the study, classical methods for evaluating the quality of the tests are combined with confirmatory factor analysis, and this analysis shows that the model does not have a meaningful function since the tests are mostly one-dimensional. The analysis also shows that the implementation of the model has consequences for students' test grades, which can be seen in the fact that students with the same score receive different grades (from A to D). One way in which this challenge could be changed is by using the total sum as a basis for generating test grades instead of a small number of items, Bach argues.

Ida Legnemark and Martin Hugo have conducted a critical discourse analysis of national policy documents focusing on how the concept of gender equality and the compulsory school's gender equality mission can be understood. The analysis generated four discourses on gender equality: focus on biological sex – discourse of difference (differences are biological and thus natural and essential), gender equality as a non-question – discourse of equal treatment (absence of gender equality), gender equality as a matter of quality (means to an end), and gender as a Swedish virtue (something that needs to be taught to people with a non-Swedish background). Legnemark and Hugo argue that these different discourses relate to a neo-liberal hegemony, which might (re)produce the power (im)balance in today's society.

The concept “weak pupil” as a social representation and how it has been, and still is, (re)produced in governmental inquiries during the last century, 1923-2019, is the target of investigation in Therese Friberg’s article. She focuses on temporal aspects of the concept both quantitatively (to what extent the concept is present as a classification) and qualitatively (how the concept has been (re)produced). The analysis shows that classifications and social representations of pupils as “weak” have been present during the last century, and that it is fossilized in contemporary writings. Through social representation theory and a dialogic perspective, she finds that the temporal aspects of the concept emphasise stability or change.

Lotta Bergman and Eva Davidsson analyse texts written by students at the primary teacher education programme during their first examination. Through the theoretical perspective of systemic functional linguistics, they aim to identify difficulties that students at the beginning of their educational process at tertiary level can encounter and to discuss how students’ writing can be developed and supported. In their analysis, the authors focus on sentence length, word length, the proportion of long words, word variation and lexical profile. In addition, they conduct a closer text analysis of a smaller sample of texts. The authors find that the task design is highly relevant as it influences the level of the produced texts. In addition, they find that students struggle with paragraph division as well as coherence within and between paragraphs. As a result, they see that students need support in using, and writing from, sources and they discuss which methods subject teachers at tertiary level can use in order to support students’ writing.

Jaana Nehez, Annika Karlsson and Petra Svensson Källberg have studied two local school development projects which aim to deepen the knowledge about teaching practices characterized by translanguaging in multilingual classrooms in Sweden. In the article, they apply the theory of practice architecture in order to make visible aspects and activities that characterize translanguaging teaching practices. The authors have identified three practices: the multilingual, the ambivalent multilingual and the monolingual, and they find that these practices are influenced by cultural-discursive, material-economic and social-political arrangements. Because the monolingual norm forms hierarchical relations, they argue that it is important to develop multilingual norms in order to strengthen the translanguaging practice.

The role of teachers of Swedish as a second language is the focus of Åsa Wedin and Boglárka Straszer's study. They have interviewed qualified SSL-teachers focusing on professional identity, opportunities for agency in their professional roles and which changes that would potentially provide them a stronger voice. Because principals and teachers of other subjects do not have sufficient knowledge about second language students, the SSL-teachers find their role in education challenging and it is difficult to bring about the organisational changes that are needed to provide SSL-teachers with a platform from which they can exercise agency and have a stronger voice. Wedin and Straszer argue that a new type of professional role, where SSL-teachers are trained in issues of leadership in addition to their subject-related knowledge, is needed in order to strengthen the position and profession of SSL-teachers.

I wish to thank Anna Wärensby for the fantastic work you have done as editor-in-chief for *Educare* - you are always an inspiration! I also wish to thank Gustav Wibell-Kähr for his work as copyeditor, and welcome Alma Lindén to the editorial team as new copyeditor. Since the beginning of the year, we also have a new editorial board, whose efforts are invaluable, and I am very grateful. You can find information about the new board here: <https://ojs.man.se/index.php/educare/about/editorialTeam>.

This is my first editor's note for *Educare*. It has been a few hectic months trying to learn the system and at the same time keeping up the work pace. We have finally completed the first issue for this year – and my first issue as editor-in-chief. I hope you enjoy it and I wish you a restful summer,

Anette Svensson

(Editor-in-chief)