

# Editorial: Spring 2018

Per Andersson, Sofia Nyström and Hedvig Skonhoft Johannesen

The self-archived postprint version of this journal article is available at Linköping University Institutional Repository (DiVA):

<http://urn.kb.se/resolve?urn=urn:nbn:se:liu:diva-154516>

N.B.: When citing this work, cite the original publication.

Andersson, P., Nyström, S., Skonhoft Johannesen, H., (2018), Editorial: Spring 2018, *Nordic Journal of Vocational Education and Training*, 8(1), iii-v. <https://doi.org/10.3384/njvet.2242-458X.1881iii>

Original publication available at:

<https://doi.org/10.3384/njvet.2242-458X.1881iii>

Copyright: The Author(s)





## Editorial: Spring 2018

Per Andersson, Sofia Nyström  
& Hedvig Skonhoft Johannesen

Linköping University, Sweden (per.andersson@liu.se, sofia.nystrom@liu.se)  
OsloMet – Oslo Metropolitan University, Norway (hjohanne@oslomet.no)

Welcome to a new volume of the *Nordic Journal of Vocational Education and Training*. In this first issue of 2018 we are proud to present a new associate editor of our journal. Associate professor Hedvig Skonhoft Johannesen from OsloMet – Oslo Metropolitan University in Norway has joined the editorial group, and we look forward to fruitful cooperation with the journal.

In this issue of NJVET we have seven contributions – six peer-reviewed research articles and one magazine article – from Sweden, Norway, and Denmark. The topics of the articles address assessment in empirical and analytical approaches, VET students' as well as teachers' boundary learning, digital storytelling as an approach to vocational didactics, drop out from vocational education, and finally the quality of vocational education.

In the article *Att problematisera "problemet": Bedömning och utveckling av problemformuleringar i lärarutbildningens självständiga arbeten* (To problematize the 'problem': Assessment and development of problem formulations in independent theses projects in teacher education) **Peter Karlsudd** presents a study from the professional education of teachers. In the study, he analyses the quality of the formulation of a research problem in theses, and if this is related to the final grading of these theses. The findings show that a well constructed problem is important, but not necessary, for the quality of the final thesis.

The second article, *Två yrkeslärares berättelser om bedömningshandlingar på industritekniska programmet* (Two vocational teachers' stories of grade assessment on the industrial technology programme) by **Hamid Asghari** and **Nina Kilbrink**, is an analysis of stories about grading from two vocational teachers in the Swedish industrial technology programme. The researchers show how the teachers' social relations with and caring for the students are important for the assessments, and



that the requirements of the syllabus and steering documents are not always in focus.

In the third article, written by **Anne-Catrine Wolden**, **Ursula Småland Goth**, and **Anne Karin Larsen**, *Digitale historiefortelling som kontekstuell læring i yrkesfaglig undervisning* (Digital storytelling: Contextual learning during vocational education and training) the authors have studied digital visual subject evaluations and reflection notes. The findings in the article show that the digital storytelling could enhance vocational learning, improve the use of active subject terminology comprising digital and didactical skills in VET.

The next two research articles are written in English. In *Boundary processes in connection with students' workplace learning: Potentials for VET teachers' continuing professional development*, **Susanne Köpsén** and **Per Andersson** identify learning opportunities in the daily work of VET teachers. This article concerns how boundary processes in students' workplace learning between school and work influence the continuing professional development (CPD) of VET teachers. The findings in the article show that the learning of VET teachers is influenced by varying degrees of teacher's access to the workplace, where structural factors influence their involvement in work and social interactions.

**Nina Aakernes** also presents an analysis of the relation between VET and working life, but from an apprentice perspective, in *From school to work: Coherence between learning in school and learning in workplaces for apprentices in the Media graphics programme in Norway*. Aakernes addresses the lack of coherence between school-based and work-based learning in the Media Graphics programme in the Norwegian context. The empirical material from interviews shows that the authenticity of the media production training at school is insufficient to bridge shortcomings in the coherence between school and work-based learning.

The sixth research article is a Danish study by **Bjarne Wahlgren**, **Vibe Aarkrog**, **Kristina Mariager-Anderson**, **Susanne Gottlieb**, and **Christian H. Larsen**: *Unge voksnes beslutningsprocesser i relation til frafald: En empirisk undersøgelse blandt unge voksne i erhvervs- og almen voksenuddannelse* (Young adults' decision processes in relation to drop out: An empirical study among young adults in vocational education and training and basic general adult education). The article contributes analysis of the decision processes of young adults connected to drop out in three types of development; positive, turbulent and negative development. The authors conclude that the student's decision making processes and goal orientation are essential factors to understanding considerations about dropping out.

The last contribution in this issue is a magazine article in English by **Helena Tsagalidis** and **Maria Terning**: *A qualitative vocational education and training: Education for quantity or quality?* The key issue in the magazine article is how the concept of quality in VET must be expanded in order to renegotiate the views of Swedish VET as more attractive.

These articles together provide different perspectives and insights from both vocational and professional education and training. The studies mainly concern VET, but the findings have a general value beyond the VET sector, for example in more general educational topics such as assessment, drop out, teachers' continuing professional development, the connection between school and working life, and not the least the quality of education.