



Editorial: Autumn 2021

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The *Nordic Journal of Vocational Education and Training* published its first volume in 2011, initiated by *Nordyrk*, the Nordic research network on vocational education and training (VET). Since 2016, our journal is published by *Linköping University Electronic Press*, which provided a new platform for online, open access publishing. Now, after ten years, volume 11 is published, and we have seen a steady inflow of submissions that are promising for the issues to come during 2022.

Volume 11 is the first volume where we have published three issues without including any special issues, and the volume includes 15 research articles and one magazine article. In the present issue, we have five peer-reviewed research articles – one from Finland, and two from Norway and Sweden respectively.

The articles

The first article in the issue is *Arbeidsinnkludering som en vei til varig arbeidslivstilknnytning og et verdig voksenliv: Hvordan metoder for arbeidsinnkludering kan brukes i opplæringen av lærekandidater* (Work inclusion as a way to a lasting working life connection and a dignified adult life: How methods for work inclusion can be used in the training of apprentice candidates) by **Eva Martinsen Dyrnes** and **Dan Roger Sträng** from Norway. In light of the changing labour market in many European countries where many young people struggle to get a foothold, the authors investigate how young people on the margin of the labour market in



Norway can be included into this labour market. The investigation is based on an ethnographic study at a company working specifically with inclusion and development of competences. The article concludes that companies and working with inclusion are important factors in developing a permanent connection to the labour market for this group of young people.

In the second article, *Ligga steget före: Barnskötares yrkesomdöme åskådliggjort genom bedömningshandlingar* (Staying one step ahead: The vocational judgement of childminders made visible) by **Enni Paul** and **Camilla Gåfvells**, the authors study everyday interactions that take place during work-based learning in two Swedish pre-schools. Here, work-based learning means that VET students from upper secondary school meet children and supervising childminders. The focus is vocational knowing, visible in the assessment actions of the supervisors. The study applies a multimodal interaction analysis of video sequences and shows how vocational judgement is a central aspect of the vocational knowing of the childminders. Their judgement is for example seen in how they are 'one step ahead' of children and students in what happens in the interactions.

The third contribution is another study from Norway – *How schools contribute to keeping students on track: Narratives from vulnerable students in vocational education and training* by **Evi Schmid**, **Beate Jørstad**, and **Gøril Stokke Nordlie**. In this article the authors present a study in which they have explored school-related factors that affect the students' engagement and identification with school. The focus is on factors that may contribute to keeping the students on track, despite disadvantages, not on conditions or practices that may contribute to pushing students out of school. The authors have interviewed 25 students during their second year of vocational education and training and the analysis shows that learning from authentic work tasks gave meaningful connections between the students' schoolwork and career choices and provided the students with opportunities to experience a sense of accomplishment. Also, active support from teachers and classmates contributed to students' sense of belonging at school.

The fourth article in this issue is written by **Marika Mäkinen** from Finland. In *For a real job? Views on the teaching of competence in working life by students with Autism Spectrum Disorder (ASD)*, Mäkinen aims at presenting what aspects of education the students with ASD value to prepare them for working life and employment. The study applied interviews supported by a structured and illustrated questionnaire. The results showed that students valued the arrangement of work and work skills highly, as criteria for the optimal workplace, and that they also considered learning work skills and work community skills as the most important training content. The study highlights that the students showed their aspiration for social interaction and willingness to succeed in work community skills. Further, the author emphasises the importance of teaching social and communicative competence and supporting spontaneous communication.

The fifth and last article concerns transitions in VET due to the Covid-19 pandemic. In "*Men nu fick man planera om och i den planeringen fick jag vara med!*" *Verksamhetsförlagt lärande i yrkeslärarutbildningen när undervisningen går över till distans* ('Now we've got to re-plan together!' Workplace-based learning in vocational teacher education in times of a transition to online instruction), written by **Martina Wyszynska Johansson, Ellinor Dyne, and Susanne Gustavsson** from Sweden, the authors explore how the Covid-19 pandemic affects the workplace-based learning of vocational teacher students in vocational teacher education. The analytical framework examines two practices, which are defined as the instructive practices by prospective teachers and the supervision. Practice architecture theory is used to explore how the two practices interplay in how the students are becoming vocational teachers. The data in the study consist of web survey data of both students and supervisors, to capture their experiences. The findings in the article show that 1) re-definitions of pupil participation and activity are a touching base for supervision. Further, 2) an expanded notion of supervision is grounded in a more equal and complementary relationship between the student and the teacher supervisor. The discussion addresses the prerequisites for an updated training of in-service supervision as an integral part for improving vocational teacher education, during and after the Covid-19 pandemic.

Heading for 2022

We are now heading for 2022. During the coming year we are not only looking forward to new issues of our journal with interesting articles presenting new VET research findings from the Nordic countries and beyond. We are also looking forward to the Nordyrk conference 2022, when we hope that it finally will be possible to meet again, this time at Linköping University and its campus in the city of Norrköping, where the conference is planned to take place June 1-3. The conference theme is *Learning Environments in Vocational Education and Training*, which particularly will be elaborated in the keynotes, but it should also be noted that presentations concerning any aspects of VET are welcome in the Nordyrk conferences.