



## Editorial: Spring 2024

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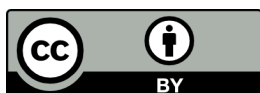
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This issue is the first in volume 14 of our journal. In 2024, we will publish no less than four issues, including two special issues on vocational classroom research and on cooperation between research, teaching and learning in VET. Four issues mean that this will be the most comprehensive volume of the *Nordic Journal of Vocational Education and Training* this far, and that the journal now is an established forum for publishing research on vocational education and training (VET). Our journal is published on behalf of the NordYrk network, and 2024 is a special year for the network too. This year the annual NordYrk conference was hosted by the University of Iceland, which was the first time for the conference in Iceland.

In this issue we present research from three Nordic countries – Norway, Finland, and Sweden – but also a contribution from the Netherlands, which starts volume 14.

### The four research articles in this issue

The first article, *Effects of coaching on wellbeing, perception of inclusion, and study-interest*, brings a presentation of a study set within VET in the Netherlands. It is authored by **Suzette Kaper**, **Nina van Graafeiland**, and **Bart Vogelaar**. The study aimed to investigate the influence of an evidence-based coaching intervention on students' wellbeing, perception of inclusion, and study-interest. The results indicate that coaching has a positive effect on students' emotional wellbeing, but not on psychological and social wellbeing, perception of inclusion and study-interest. In vocational education, coaching seems to be a valuable addition to academic career counselling. The authors argue that a structured practical coach model, such as the one applied in this study, could help implementing coaching in vocational education.



The second article, *Praktisk yrkesopplæring på nett: En case-studie av yrkesfaglæreres undervisningspraksis under covid-19-pandemien* (Practical vocational training on the internet: A case study of vocational teachers' teaching practice during the covid-19 pandemic), is written by **Frode Torgeir Andersson**, **Marit Lensjø**, and **John Eivind Storvik** from Norway. The study explores experiences from the Norwegian school closure during the pandemic, and the challenges this caused for vocational education. Particularly, problems arose concerning the practical parts, where workshops and hands-on training at school were difficult to reconstruct at home. However, some students had opportunities to practice in firms and enterprises, which actually could give them more practical training than if they had been at school. At a more general level, the article also shows how the exclusion from school, leisure activities, and often also training firms, caused problems such as loneliness and passivity with risks of dropping out of school. Here, the vocational teachers took responsibility to keep students on track, e.g. through tasks that were possible to do at home and one-to-one conversations with their students.

The third article, *A holistic student-centred guidance framework supports Finnish vocational education and training students in building competence identity*, is written by **Anu Raudasoja**, **Soili Rinne**, and **Sanna Heino** from Finland. The article explores the role of holistic guidance in enabling the development of the students' competence identity within the context of Finnish initial vocational education and training (IVET). The empirical material for this study was collected through interviews with IVET students (n=15) and IVET teachers (n=29), focusing on the students' perspective on their guidance needs and guidance actors as well as the teachers' perception on their roles in the holistic guidance. The results show that the students identify the different levels of guidance and actors: 1) IVET teachers, tutors, and workplace instructors, 2) IVET study counsellors and special needs teachers, 3) student welfare personnel on IVET, 4) leisure time actors and hobby instructors, and 5) employment specialists. The teachers consider supporting growth, guidance of learning and career guidance to be three key roles that they have in the context of guidance. The study highlights student agency and multi-disciplinary guidance work to support for building the student's competence identity. Based on the results, the study presents a framework designed for holistic student-centered guidance in Finnish IVET.

The final article of this issue, *Vocational students in the hospitality industry explain guests' sexual harassment*, is written by **Maria Hedlin** and **Eva Klope** from Sweden. It presents results from a study contributing knowledge useful in VET. The results may be used as a basis for vocational teachers in hospitality when they discuss sexual harassment with their students. Hedlin and Klope have explored how students in training for vocations in the hospitality industry explain why some guests subject staff to sexual harassment. The students' explanations are that the sexual harassment is an issue linked to the generation, an issue of

information, an issue of personality, an issue related to alcohol, an issue to do with male nature, and an issue of guests taking advantage of their status. In the article these different explanations are linked to overarching discourses. Several of these are historical discourses that have been repeated for a long time. The article makes the point that, for teachers in the hospitality vocational education programmes, a pedagogical point can be to highlight all the explanations and discourses in order to discuss in class the assumptions on which their explanations rest.

### Welcome to a new associate editor

We are finally happy to announce that the editorial group of our journal is now welcoming a new member. Postdoctoral researcher Niklas Rosenblad from the University of Helsinki is our new associate editor, which means that we now have a team of researchers from four of the Nordic countries that work with the dissemination of VET research (and Iceland is represented in our editorial board). The next issues will be special issues with guest editors, but from issue 4 of this volume, Niklas will be one of the editors that are deeply involved in the process of review and editing manuscripts, a process that aims at supporting VET researchers to publish texts of high quality in our journal.