With this issue of *Nordic Studies in Education*, the new editorial team is heading into its second year. 2013 turned out to be a year with many learning opportunities for myself, for the assistant editor Tuuli From, and for Sarah Salameh at Universitetsforlaget.

In terms of article content, we think the journal is headed in the right direction. Our aim is to publish high-quality original research from various theoretical and methodological approaches, with a distinct Nordic focus. This editorial line reflects the role of the journal as the research forum for the Nordic Educational Research Association, where high-quality Nordic research has been in focus since the beginning, which was more than 40 years ago.

In practice, the quality of the journal begins and ends with the quality of the published manuscripts. From the journal’s point of view, we are happy to report a healthy number of submissions, 78 in 2013. Taking into account special issues, approximately one out of five manuscripts will end up being published.

To ensure that we choose the articles of the highest quality in relation to the journal’s profile, we rely on an extensive network of highly competent anonymous reviewers. The feedback and insight provided by the reviewers is generally at a high level, with specific and detailed suggestions for improvement. We are completely reliant on peer review, and wish to extend our thanks to all of you who generously contribute with your time.

As we are receiving quite a few manuscripts, we have started to become slightly stricter than before, with respect to expectations for the Nordic aspects of the studies. As all of us are
aware, there are a large number of research journals. The specific role and value of *Nordic Studies in Education* lies not only in high-quality research, but also in the Nordic focus, and we will continue to try to find ways of addressing this dimension in the journal.

This issue is a good example of how to think about the development of *NSE*. In the first article, Jostein Rønning Sanderud and Kirsti Pedersen Gurholt study children’s play in nature, providing new insights into children’s lived play-experiences. In the second article, Herner Sæverot analyses the relationship between educational sciences and education, and claims that education as a discipline is currently weakened. The third article is an interview with the sociologist Zygmunt Bauman by Michael Hviid Jacobsen, touching upon current challenges for education, learning and pedagogy. The fourth article, by Anne Beate Reinertsen, analyses school-based self-assessment and self-knowledge-creation processes in schools from a queer perspective, attempting to expand current understanding. Finally, in the fifth article, Maria Hedlin studies male students of health and social care in upper secondary school in Sweden.

The five articles are varied, of high quality, and directly contribute to the expansion of educational insight in the Nordic and international research communities. This is what we aim to continue to do with *NSE* in 2014, and we look forward to your submissions, and to the reviewer comments and questions in the subsequent editorial process.