It is a great pleasure to introduce the first issue of *Nordic Studies in Education* of 2016, one that reflects the diversity of educational issues, both in terms of research aims, areas and methods.

Stig Broström from Denmark raises an interesting question: *What is pedagogical quality from a child’s retrospective perspective?* The paper focuses on ten-year-olds’ reflections on their lives in preschool. An interesting and specific research method was applied in this study, where twelve ten-year-old children collected data from their classmates. We hope the reader will be particularly delighted reading the findings of this research, which, in general, describes preschool as a positive period of life – “a life full of positive and exciting activities, and as a place of unrestrained freedom.”

Gerd Pettersson from Sweden, Kristina Ström from Finland and Jan-Birger Johansen from Norway take the reader to rural Nordic schools. Using interviews with teachers as a research method, this Nordic research team present to the reader the teachers’ views on the resources available for supporting students with special educational needs. Such categories as relationship, collaboration, distance and concerns were taken into account, where “relationship and collaboration are enabling conditions for support while distance and concern are constraining conditions.” The reader will get the confirmation,
that “rural schools, regardless of location, are learning environments in which inclusion and diversity are natural and integral.”

Christel Sundqvist and Emma Lönnqvist from Finland invite the reader to continue the discussion about the special educational support issue and present to the reader an article about Co-teaching in the Inclusive Classroom. The systematic analysis of thirteen scientific articles, which were selected overall from countries outside the Nordic region, concluded that “special educational support should be offered to pupils in an inclusive way in regular classroom settings” and that “co-teaching between regular and special education teachers is one possible way to develop inclusive education.”

Camilla Lauritzen, Astrid Strandbu, Lene-Mari Rasmussen and Frode Adolfsen from Norway have conducted focus group interviews with teachers. By doing so, they have investigated the pedagogical consequences of rationalisation and reorganisation, in which schools are forced to merge classes. The results show that reorganisation has several negative consequences concerning pedagogical activities at the school where the teachers were interviewed, specifically in three areas. First, the addition of several pupils to the class led to changes in pedagogical and didactic work; second, the teachers’ everyday work changed and third, the pupils’ school life was affected. As a result of these consequences, and educational limitations, the paper raises important questions concerning the rationalisation and bureaucratisation of Norwegian schools.

In the last paper, Göran Björk and Sven-Erik Hansén give us an insightful story about Nordisk Förening för Pedagogisk Forskning (NFPF) / the Nordic Educational Research Association (NERA). For over forty years, this association has been a meeting place for researchers within the field of education. Indeed, the association has made room for Nordic cooperation in a broad perspective. More specifically, this particular paper gives us insights into Finland’s role in the association’s foundation and development, through (1) the constitutive meeting held at the University of Jyväskylä in Finland; (2) Finnish representations in the various congresses and the Board; (3) Finnish contributions in the journal NSE and (4) the use of language during the different congresses.

Lastly, we hope the readers will be delighted and enriched by reading this first issue of 2016!