This first issue of 2018 comprises many different fields of education, from adult education to teacher education and education for schools and kindergartens. Regarding the field of adult education, Svein Loeng claims that Eugen Rosenstock-Huessy (1888-1973) is a neglected pioneer when it comes to the learning of adults. Furthermore, Loeng argues that Rosenstock-Huessy is the first andragogue, who developed a scientific foundation for adult education.

In the second paper of this issue, Bente Hvidsten and Gunvor Birkeland Wilhelmsen invite the readers to be aware of how teacher education students may perceive pupils with concentration difficulties. In particular, the authors take a closer look at teacher education students’ assessments of the concept of concentration and their commitments to provide an individual modified education for pupils with concentration difficulties.

Emil Smith and David Reimer examine connections between classroom management, disciplinary climate and academic achievements. One important finding of their research is that there is a connection between the disciplinary climate and academic achievements. Whilst pupils report a positive connection between classroom management and academic achievement, teachers and principals do not see a significant connection between classroom management and pupils’ achievements.

Within the field of early childhood education, Hege Fimreite and Ingrid Fossoy search for answers to the question of...
how peer counselling may contribute to the development of learning in kindergartens. Thinking otherwise in performing meetings, communication and dealing with professional challenges can, according to the authors, positively influence kindergartens as learning organizations.

Solveig Kalgraf and Eva Mila Lindhardt draw the attention to teacher educators, mentors and students. Specifically, they claim that teacher educators, mentors and students have different understandings of the role of teacher educators during the practice periods of the students, hence making this role both unclarified and complex.

Finally, we are happy to publish ‘Education and the future of society’ which was presented by Palle Damkjaer Rasmussen as a keynote at the 45th Congress of the Nordic Educational Research Association (NERA) in 2017. Herewith, we would kindly invite our readers to go deeper into the theme of ‘Educational Research: Boundaries, Breaches and Bridges’ by participating in the 46th Congress of NERA which takes place in Oslo in March this year.