Editorial 4/2019

Research Variables regarding Secondary School, Pre-School Teacher Education and Universities

HERNER SAEVEROT AND DZIUGINTA BARALDSNES

We would like to announce that from 1 January 2020, Nordic Studies in Education will move on to a new publisher. Therefore, we would like to take the opportunity and express our appreciation to Universitetsforlaget (English: Scandinavian University Press) for good, fruitful and long-term cooperation. We finalise the collaboration with this issue, consisting of three articles which investigate various research variables related to secondary school, pre-school teacher education, and universities.

In the first article, “Interdisciplinarity in pre-school teacher education in Norway: a suggested clarification of concepts”, Kjellrun Hauge and Marianne Presthus Heggen discuss interdisciplinarity in pre-school teacher education in Norway, and suggest a clarification of three concepts. Based on literature on interdisciplinary research and interdisciplinary education, the authors propose, firstly, the transdisciplinary teaching concept, which is characterised by theme being illuminated from the different discipline-based perspectives. Secondly, the interdisciplinary teaching concept involves dense integration of the disciplines and, therefore, requires critical reflection on the possibilities and limitations of such integrations. Thirdly, Hauge and Heggen suggest the multidisciplinary concept, which is related to multidisciplinary research, which aims to prepare students...
for solving new problems, where the ability to tackle complexity and to think critically is crucial.

The following article, “Lesson Study at four lower secondary schools – from the perspective of the teachers”, is written by Janne Fauskanger, and presents a study conducted with lower secondary school teachers about Lesson Study. The article reveals the views of those teachers on the challenges and possibilities of Lesson Study, which is highlighted in their written reflections. The study shows that lower secondary school teachers, through the learning-fellowship in Lesson Study, have an opportunity to develop knowledge that is important for the teaching itself, as well as for the planning of teaching. Furthermore, the study participants emphasise that Lesson Study provides the opportunity to develop knowledge about students’ learning. On the other hand, the study reveals several challenges related to Lesson Study. According to the study participants, Lesson Study is not only time consuming, but also this method is perceived as “artificial”. Additionally, lower secondary school teachers express that collaboration with colleagues could be challenging. Based on these findings, Fauskanger discusses several implications for future Lesson Study cycles as well as for future research.

In the third and the last article of this issue, “Immediate and direct links from university course content to participants’ work practices: A study of Norwegian educational-psychological counsellors’ reflection logs in a postgraduate education program”, Astrid Margrethe Solvberg, Torill Moen, Marit Rismark and Arne Tveit discuss whether there is a direct link between university course content and the daily work practices of Norwegian educational psychology counsellors. Based on the findings of the current study, the authors conclude that in the designing courses for the counselors of the Norwegian educational psychology services, there should be an emphasis put not only on the integration or the immediate and direct links between course content and work practices, but also on facilitating courses that support reflection and knowledge sharing among participants.

Taken together, these three articles present different research variables, but all of them are of high importance for pre-schools, schools, and institutions of higher education, and contribute to the further development of educational practice.