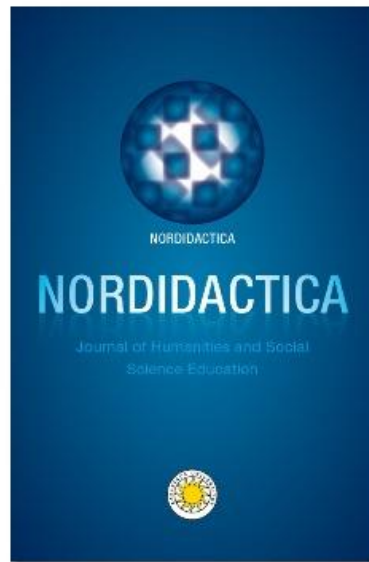


Editorial Nordidactica 2023:3

“Tusind Tak!”

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This is the third issue of Nordidactica - Journal of Humanities and Social Science Education - in 2023 (vol 13), and our first issue as its Editors. We feel honoured to act in this position for the next two years. During the past 13 years, Nordidactica has established itself as an integral medium for subject didactics in Social Science education, and Geography, History, Civics, Religion and Political Science education in particular. The Journal is a product of the Nordic multidisciplinary community, focusing on schools and pedagogy and teacher education research. It is a venue where not only broader discussions surrounding subject education take place, but research-based knowledge is also shared over the boundaries of disciplines, subjects and subject didactics.

The present volume consists of seven articles and one debate article. The first articles of the issue spring from recent curriculum reforms. In the first article, Nina Mård focuses on primary school teachers' perceptions of their subject in basic education grades 4-6. In Finland, social studies were introduced to grades 4-6 (11-13 year-olds) in the curriculum for basic education in 2014. The article "Ett relevant, intresseväckande, faktabetonat och diskussionsorienterat ämne: Finländska klasslärare talar om sin undervisning i samhällslära" provides an interesting reflection on instruction that has taken place for less than a decade and on subjects that have only recently been included in the tasks, teacher education and qualifications of primary school teachers. Consequently, the data includes primary school teachers both with and without pedagogical training in the didactics of the subject.

The next article is titled "Exemplens makt – när ett nytt ämnesinnehåll i religionskunskap realiserar i klassrummet". In this article, Thomas Widholm also focuses on teachers. In the Swedish curriculum in 2011, the topic 'questions about creation and evolution' was included as an example but not as a mandatory topic in religious education. According to the study, 'religion and science' is seen as a difficult topic to teach in general, but the authors conclude that that the teachers had taken the initiative in choosing to teach about the conflicts included in the topic through examining different philosophical positions with the students.

The next four articles provide insights into subject education in the intersection of democracy education, critical thinking and civic education. First Harald Borgebund and Kjetil Børhaug from Norway present an article entitled "Demokratiopplæring gjennom demokratisk erfaring". In their article, they criticize the view that only deliberative democracy can be experientially learnt in schools. On the basis of a thorough analysis of diverse notions of democracy, they show how many other approaches can have experiential applications in education.

The second article is "Elevers perspektivbyten i svar på oppgifter från det nationella provet i samhällskunskap". In this article, Klas Andersson and Kristoffer Larsson focus on critical thinking social studies subjects in Sweden. They discuss alternative points of view with the support of literature and a prominent empirical material from Swedish national tests in civics education. The article uses students' own descriptions of societal challenges to show how alternative points of view are manifested among students.

The third article in this topic, "From a Welcoming Rhetoric to a Narrowing One: Constructing Citizen Agency in Finnish Social Studies Textbooks", is by Henri Satokangas and Pia Mikander. As the title suggests, their article focuses on the ways in which the reader is positioned in the role of an active citizen in social studies textbooks in Finnish basic education. In their analysis, Satokangas and Mikander draw from discourse analysis and textual interaction approaches to point out the competing discourses in the textbooks and to show how some of them restrict pupils' agency rather than expand it.

After these articles, Evy Jøsok and Anders Granås Kjølsvæd focus on political self-efficacy and controversial issues in social studies education in the Norwegian context. Their article is titled "Politisk mestringstro og kontroversielle spørsmål i samfunnsfag". The empirical data of the article is from interviews of 16 social studies teachers from schools with different profiles in ICCS results concerning political self-efficacy. In the article, the authors suggest that the way in which controversial topics were discussed was decisive in breaking the pattern of how social background determines young people's political self-efficacy. In those schools where that pattern was broken, controversial topics were openly addressed and defined from political and epistemic rather than emotional perspectives.

The last article describes research on teachers and teacher education. This is an important topic when developing good practices in subject didactics. In his article, Anders Åkerlund presents a pilot study of student-supervisor interaction and the articulation of practical or silent knowledge in history education. The article "Historiskt tänkande mellan handledare och student: En pilotstudie av praktisk kunskap och den verksamhetsförlagda utbildningen" describes experienced teachers' silent and practical knowledge in interaction with supervised student teachers in teacher education. The Swedish study reveals that the teachers show a broad utilization of historical thinking in their scaffolding and supervision, but also some challenges in the application.

This issue ends with Harald Endre Tafjords debate article "Den historiske romanen – som inngang til historieundervisninga i vidaregåande skule?" In this article, Tafjord discusses whether historical novels could be used in history teaching in Norwegian upper secondary schools, and how this use could be related to the core elements and aims of competence such as historical empathy and historical consciousness in the curriculum.

As the final words of this editorial, we would like to express our gratitude to the previous editors of the past two years, Heidi Eskelund Knudsen and Anders Stig Christensen. We are sure this sentiment is shared by the whole community surrounding Nordidactica. We hope to continue to meet the good standards set by your editorship and to serve our fellow Nordidactica community with the same commitment, wisdom

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and care you have shown during your time in charge and during this period of transition of shifting the editorship.

Tusind Tak!

Martin and Anuleena