

## **Editorial**

This is the second number of the year 2015. I am proud that we have been able to keep this *TECHNE* journal in steady process and I wish that we will continue in the same way. We are holding a basic (1) level in JUFO Publication Forum (Finland and Norway) that indicate that we have pretty rigorous review process and we are publishing regularly. JUFO Publication Forum maintains the classification of scientific publication in all scientific fields. JUFO rating is based on qualitative evaluation of publication channels and it is revisited every four years. It is essential to keep this stage for coming years; however, more works need to be done in order to keep our journal scientifically interesting. That's why it's most crucial that we get enough articles for review process and for publishing.

We have now five articles in this number. Tarja Kröger and Māra Urdziņa-Deruma focused on the online collaborative design and intercultural dialogue in the context of teacher education. A total of 34 Finnish and Latvian students majoring in education and textiles participated in 2-month project, in which they co-designed patterns for textiles in small teams. The data-driven qualitative content analysis was conducted on the reflective reports of learning experiences. The results indicated that virtual co-design was a promising study method that enhanced intercultural dialogue between participating students.

Eva Veeber, Erja Syrjäläinen and Ene Lind discuss the necessity of craft education in today and its possible impact on the development of children and adolescents. They confer this topic from three theoretical viewpoints: the challenges of modern society, theory of generalized resistance resources and sense of coherence and from the findings of the neuroscience on the learning and practicing motor skills. The authors highlight that craft has several qualities that enrich the learning environment and this is the reason why craft is still very important school subject.

Marcus Samuelsson, Joakim Samuelsson and Ossi Autio conducted a survey related to the patterns of teachers' efficacy beliefs at different stages of their professional careers. 280 sloyd teachers and pre-service sloyd teachers in Finland and Sweden participated to survey. Patterns of teachers' efficacy beliefs at different stages revealed that novice, mid-career and late-career teachers all estimated their classroom management ability the highest. The result showed that sloyd teachers with more extensive experience differ from those with less experience when it comes to assessing their self-efficacy.

Marja-Leena Rönkkö and Juli-Anna Aerila present a study of an experiential learning model that combined literature education, craft education and ethic-moral education. The emphasis was on the holistic craft processes. The video data including observation and interviews of the children as well as produced outcomes were collected from 19 first-grade students. The results reveal that using literature as a supportive tool for the design of craft products may benefit learning. Further, connecting Kolb's experiential learning to the designing of a craft product enriches and activates the design process.

Anniina Koskinen, Pirita Seitamaa-Hakkarainen and Kai Hakkarainen conducted videographic research of embodied interaction between teacher and students in craft education. Activities of 9 seventh-grade girls alongside their teacher were video recorded. The study reveals that by analysing teaching and learning of craft in classroom brings forward various hidden means of interaction and multidimensional aspects related to learning craft skills.

Pirita Seitamaa-Hakkarainen

Editor-in-Chief