Editorial

In Nordic countries the Midsummer festival is approaching and most of us are going to our summer holidays very soon. We deserve these holidays, although the previous financial minister of Finland insulted academic people – especially professors – by "joking" that there are only three reason for being academic: June, July, and August. Anyhow, we all know that most of us are still working during June and will start again preparing lectures etc. during beginning of August. So it is also my final duty to get this TECHNE number to be published before summer holidays. In this number we have six interesting articles.

Virpi Yliverronen and Pirita Seitamaa-Hakkarainen focused on pre-schoolers' craft-making process by analysing pupils' bodily expressions when these young participants were explaining a learned craft skill. A small-scale bag designing project was organized and it consisted of ideation of fabric bag's surface, cutting the fabric, and actual printing. The craft making sessions were video-recorded and each child were interviewed about the stamp printing process. The central idea of fabric-printing was to explore the way in which young children verbalise the making phase. The results revealed that it was quite typical for young children to use figurative gestures while explaining the making process. The study concluded that for the teacher, these visible gestures can be indications of understanding of craft making.

Similarly, Jenny Frohagen discusses the students' ability to saw straight and describe the implications of this craft knowledge. In this study, the starting point was to consider manual work with tools and materials as a subject-specific skill Being able to make straight cuts (i.e., saw straight) was seen as knowing-in-action where a bodily 'silent' knowledge is embedded in the making. In her study, Frohagen used video recording of pupils' straight-sawing situations that has been the basis for a phenomenographical analysis. The analysis resulted to four descriptive categories of straight-sawing and highlighted the progression of pupils' competences. The study concluded that a central part of craft teaching and learning is to be able to describe and demonstrate the quality of pupils' manual knowledge.

Janne Elo discusses the nature of enterprise education within the context of sloyd education and he asks how enterprise education can be implemented in school subjects of basic education. This theoretical article focuses on this theme from three educational viewpoints of sloyd: 1) principle area of interest, 2) the holistic sloyd process and, 3) sloyd as a holistic activity system. Sloyd education and enterprise education emphasises importance of pupils decision making, handling uncertainty and risk taking. The results of the article highlight the significance of the holistic sloyd process as a prerequisite for enterprise education through sloyd. This requires that sloyd teaching maintains pupils´ holistic craft processes, their active participation of all stages of the craft processes.

Laila Fauske provides a short historical perspective of the development of craft education in Norway. As in many other Scandinavian countries, the academic research was carried out in the universities rather than in teacher training institutions and, as a consequence, teachers did not have research based foundation for the development of the school subject of sloyd. In 1997 the name of school subject Forming was changed to Arts and Crafts. According to Fauske, this shift can be explained by several factors involving both educational policy ideas and the development of discipline. Fauske's article looks at these changes, and especially, the emergence of new research branch called "design didactics" at the Architecture and Design in

Oslo (AHO). Particularly, the PhD program at AHO facilitates subject-specific research questions embedded in teaching practices and professional development. The article also points out the challenges in the academic disciplines, a development that requires further discussion of the theory and practice.

Antti Hilmola and Manne Kallio studied the validity of the school assessment in the craft subject in Finland's basic education. Finnish National Core Curriculum (FNCC) emphasizes idea of the Entire Craft (EC). Learner-centered learning is implicated in EC since the pupils are expected to set goals for the implementation of their own ideating, planning and constructing. The data was collected using an electrical indicator that was validated by the nation-wide evaluation by the Finnish National Board of Education in 2010. Altogether 73 craft teachers from 59 schools participated in the study. The pupils' sample (N = 982) represented the whole country. The results revealed that the pupils' success in the criteria of the EC do not reflect the 6th and 7th grade school scores. The authors conclude that more instructions of the FNCC criteria are needed for craft teachers, especially for class teachers at the lower grade levels.

In their article, Joakim Andersson, Lone Brøns-Pedersen and Bent Illum, focused on communication and learning in the artisanal workshop setting. The study relies mainly on video documentation where students are participating in a three-day workshop. The article describes different communication conditions and how the group of students and the teacher communicate with each other and with themselves. The video analysis of the study focuses on communication situations where 1) students are working independently, 2) the student takes the initiative and turn to the teacher, 3) the student turns to another student, 4) the teacher takes the initiative and turn to one or more of the students, and finally 5) the teacher conduct a joint instruction where all students participates in. Through analysis the authors provide microanalysis of two different communication episodes and distinguished seven different forms of verbal and bodily communication. The authors highlight the importance of body to body interaction that the teacher more frequently used in the instruction situation.

I wish you all happy Midsummer! I encourage you to actively submit your articles in TECHNE journal so that we can keep our journal scientifically interesting and steadily increase the numbers of volume each year. It is most crucial that we get enough articles for the review process and for publishing.

Pirita Seitamaa-Hakkarainen

Editor-in-Chief