

Editorial

This *Techne* issue continues to present some of the common pedagogical themes of craft education although there is no one, unifying thematic topic. The present number consists of four articles.

Through Hannah Arendt's theory of the human condition Seija Karppinen discusses primary student-teachers' perceptions of their own prior experiences with craft-making. She explores these student-teachers' experiences by qualitatively analyzing their writings about their own emotional experiences in crafts. She examines how these emotions affect the student teachers' image of themselves as craft-makers, and how these feelings touch their motivation to engage in their career as a primary teacher.

Ossi Autio and Mart Soobik report their comparative investigation of craft and technology education core curriculums and students' attitudes towards craft and technology in Finland and Estonia. The survey revealed important differences in students' attitudes between these two countries. In general, the Estonian students' attitudes were more positive than Finnish students. The authors ponder how these differences in attitudes may be explained by dissimilarities in the curricula and the pedagogical traditions.

In his article, Marcus Samuelsson analyzes an example of textile teachers' online discussion from the viewpoint of community of practice. In the networked discussion, one textile teacher sought her colleagues' experience and advice about how to deal with disruptive behavior of boys. This created a vivid discussion within this online community. The discussion shows that the exchange of experiences of the didactic situation between colleagues appeared as revitalizing as well as challenging for the online community of practice.

In the last article, Mette Gårdvik describes a case study of a textile studio module that focuses on basic knowledge and skills of textiles. At the beginning of the module, some students had problems with interpreting and understanding the written assignment, and she illustrates two students' craft processes for the assignment. Gårdvik emphasizes that students should be encouraged to trust their own craft process, guidance, and the community of their peers to help them through the assignment.

To conclude, my warmest thanks go to all of our excellent reviewers; they have put in so much effort to help authors to improve articles. The review process is very time consuming: for the author the process of submitting an article, getting feedback and making suggested corrections takes easily more than half a year. Even though we have been developing more efficient practices for the review process, we still need more reviewers. Thus, we encourage you to take on the role of reviewer!

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