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Title: Editorial for the Third Volume of NJTCG

Year: 2022

Version: Published version

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Please cite the original version:

Kettunen, J., Hertzberg, F., Thomsen, R., Einarsdottir, S., & Bakke, I. B. (2022). Editorial for the Third Volume of NJTCG. *Nordic Journal of Transitions, Careers and Guidance*, 3(1), 68-71.
<https://doi.org/10.16993/njtcg.59>



Editorial for the Third Volume of NJTCG

EDITORIAL

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STOCKHOLM
UNIVERSITY PRESS

ABSTRACT

It is with great pleasure that we present the third issue of the *Nordic Journal of Transitions, Careers and Guidance* (NJTCG). This issue continues to promote exciting articles and researchers at all stages of their careers.

ABSTRAKTI

Nordic Journal of Transitions, Careers and Guidance (NJTCG) on uusi kansainvälinen julkaisufoorumi kasvavalle pohjoismaiselle ohjausalan tutkimukselle. Tervetuloa kolmannen numeron pariin.

ABSTRAKT

Det er vores udsøgte fornøjelse at introducere det tredje nummer af tidsskriftet: *Nordic Journal of Transitions, Careers and Guidance* (NJTCG). Nordisk Tidsskrift for overgange, karriere og vejledning. Forskning i karrierevejledning er i vækst i de nordiske lande og tidsskriftet er et levende forum for publicering af international forskning med særligt fokus på forskning i Norden.

ÚTDRÁTUR

Okkur er sönn ánægja að kynna þriðja hefti tímaritsins *Nordic Journal of Transitions, Careers and Guidance* (NJTCG). Nýjast heftið inniheldur áhugaverðar rannsóknir frá fjölbreyttum rannsakendum, sem kjósa það sem farveg til að kynna nýjungar á sviði náms- og starfsráðgjafar.

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KEYWORDS:

Transitions; Careers; Guidance;
Nordic context; Research

TO CITE THIS ARTICLE:

Kettunen, J., Hertzberg, F.,
Thomsen, R., Einarsdóttir, S.,
& Bakke, I. B. (2022). Editorial
for the Third Volume of NJTCG.
*Nordic Journal of Transitions,
Careers and Guidance*, 3(1),
pp. 68–71. DOI: <https://doi.org/10.16993/njtcg.59>

SAMMANFATTNING

Det är med glädje vi nu presenterar det tredje numret av tidskriften *Nordic Journal of Transitions, Careers and Guidance* – en nytt forum för nordisk forskning om karriärutveckling och vägledning.

SAMMENDRAG

Det er med stor fornøyelse at vi nå kan introdusere det tredje nummeret av tidsskriftet *Nordic Journal of Transitions, Careers and Guidance* (NJTCG), et nytt internasjonalt forum for et voksende nordisk forskningsfelt på karriere og veiledning.

NJTCG continues to grow in reputation as an open-access, peer-reviewed, interdisciplinary journal focusing on research on transitions, career, and guidance. This is evidenced by the increasing number of submissions we attract. When reflecting on 2022, one important achievement was that the Finnish Publication Forum (JUFO) now identifies NJTCG as a level 1 journal, as the Norwegian Register for Scientific Journals, Series and Publishers does.

To continuously improve the journal, our editors strive to publish papers that contribute to the knowledge of researchers and practitioners in our field. During the last year, we have updated our review guidelines and revised the review templates for different article types. We are happy to accept the following article types: research articles, policy articles, practice articles, reviews that synthesise contemporary topics, and commentaries.

In September, we launched the first call for special issues proposals for 2023 and 2024 and have set up the editorial procedures for this. The journal now has plans to publish three special issues during this period. The first call for contributions to a special issue will be launched in January 2023 and will focus on digitalisation and digital transformation in guidance (watch this space!).

Furthermore, NJTCG will now ensure that you can get recognition for your contribution by using the Web of Science Reviewer Recognition Service. The content of reviews for NJTCG will not be publicly displayed, and only the year of the review and the journal title will be shown on reviewer profiles.

In October, the Nordic Research Network on Transitions, Career and Guidance (NoRNet) held an online seminar, which included a presentation of the NJTCG journal and an invitation to the next NoRNet 2023 conference. The conference will take place at the University of Turku in Finland on 4–5 October 2023. The theme of the conference is “The Politics of Educational and Working Life Transitions: Intersectional Perspectives”. NJTCG welcomes the presenters at the conference to submit their papers to the journal.

The editorial board extends its congratulations to Per Åke Rosvall and his colleagues for a successful application process with The Swedish Research Council, which resulted in a grant to a new FinnFram research school led by Umeå University. During 2022, nine PhD students in career guidance, transition, and development were recruited. The editorial board looks forward to receiving submissions from both the PhD candidates and supervisors.

The European Doctoral School in Career Guidance and Counselling (ECADOC) has an anniversary this year because it will be the 10th summer programme. Next summer school will be hosted by Rie Thomsen and take place in Denmark. The deadline for applications is March 2023.

THE THIRD ISSUE CONTRIBUTIONS

Our third issue features three empirical research articles, one review, and one policy article. Two contributions from Sweden discuss professionalism and professionalisation of career guidance counselling in Sweden with different logics of professional practice and explore the use of online career resources in the career learning of rural youths. A contribution from Denmark provides insight into the integration of career learning in the Danish upper secondary curriculum. The fourth article explores how career guidance from a health-promoting perspective is experienced in Norway. The fifth article describes the development and implementation of so-called assisted

training (Assistierte Ausbildung, AsA) in Germany. The common thread among the articles is the professional role of career guidance practitioners and its implications for the development of methods, as well as interdisciplinary collaboration.

Staffan Nilsson and Fredrik Hertzberg's review article discusses professionalism and professionalisation of Swedish career guidance counselling in relation to different logics of professional practice in a review of different international (NICE, Cedefop) and national (The Swedish National Agency for Education) key documents that describe what is involved in the career guidance counselling profession. The authors conclude that the professionalisation of career guidance and counselling in Sweden is driven by policymakers, rather than defined by practising professionals, and that professionalism is externally defined in reports and policy documents shaped by elites and experts, which outlines the core competencies of career guidance and counselling primarily in relation to political objectives.

In her research article, Laura Felby investigates how teachers and students construct career learning as a new educational concept in Denmark and how teachers integrate or fail to integrate it into the curriculum and their everyday practice. The study indicates that Danish students and teachers construct career learning differently and identifies an ongoing conflict regarding the value of this pedagogical pursuit. Whereas students tend to construct career learning as helpful, the teachers predominantly see it as harmful – to the students and their practice.

The article from Roger Kjærgård and Siw Gudbrandsen describes and analyses how career guidance is experienced from a health-promoting perspective and can be made relevant in the institutional follow-up on sickness absences. The study indicates that career guidance may open up opportunities for future participation in working life and give individuals confidence in their resources and abilities.

Anna Palin conducted a study on Sweden's rural upper secondary school students' use of online career resources and their perceived role in their career learning. She discusses the opportunities and challenges presented by the online space concerning the specific condition for rural students' career learning in the final year of upper secondary school. The findings suggest that the internet is one of many interactive social spaces that shape the perspective of such youths in their career learning process. However, local place-bound interactions continue to play an important role in rural youth's career learning, and their use of online career resources is likely to depend on interactions in their immediate surroundings.

Angela Ulrich, Ralph Conrads, and Thomas Freiling's policy article describes the development and implementation of AsA in Germany. This is an instrument which was developed to offer disadvantaged young people positive experiences in training and the transition from school to vocational training, as well as to support them in completing their training. The authors state that participants, as well as vocational or guidance counsellors and companies, consider AsA to be an effective instrument in providing support on the way to a completed apprenticeship; they also point out areas for improvement.

ACKNOWLEDGEMENTS

The editorial team wishes to thank all of the peer reviewers who generously volunteered their time to read each of our submissions carefully and provided helpful, constructive feedback for our authors. We also want to thank several Nordic universities for their continuous financial support to the journal: the Danish School of Education at Aarhus University; the Department of Applied Educational Science at Umeå University; the Department of Culture, Religion and Social Studies at the University of Southeastern Norway; the Department of Education at Stockholm University; the Finnish Institute for Educational Research at the University of Jyväskylä; the Department for Social Studies and Guidance at the Inland Norway University of Applied Sciences; and the Department of Education at the University of Turku.

Moreover, we thank the network of career counselling and guidance programs at higher education institutions in the Nordic and Baltic countries (VALA) and Nordic Research Network on Transitions, Career and Guidance (NoRNet), who provide essential support and a framework for the journal.

COMPETING INTERESTS

The authors have no competing interests to declare.

Kettunen et al.
*Nordic Journal of Transitions,
Careers and Guidance*
DOI: 10.16993/njtcg.59

71

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TO CITE THIS ARTICLE:

Kettunen, J., Hertzberg, F.,
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Careers and Guidance*, 3(1),
pp. 68–71. DOI: <https://doi.org/10.16993/njtcg.59>

Submitted: 21 December 2022

Accepted: 21 December 2022

Published: 30 December 2022

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