

Preface

The *Nordic Journal of Studies in Educational Policy – NordSTEP* – may be a new journal, but it does have a history. Its history is closely connected with the STEP – *Studies in Educational Policy and Educational Philosophy* – research group. This group was founded by Ulf P. Lundgren when he was professor at Uppsala University and after he left his position as general director of the National Agency of Education.

STEP has initiated several projects, among them the *Nordic Curriculum Theory* network, with a biannual Nordic conference, and a scientific journal that was founded in 2001, *Studies in Educational Policy and Philosophy: E-journal*. The journal broke new ground as a fully open access, online journal on education, and for seven years it provided a fertile forum for analysing curriculum issues and educational policy at different levels of public education. In autumn 2013, in relation to the fifth *Nordic Curriculum Theory* conference, it was decided to revive the journal.

NordSTEP bases its work on a Nordic consortium of three universities, Uppsala University in partnership with University of Gävle in Sweden, and University College of Buskerud and Vestfold in Norway. The aim is to enlarge the consortium by bringing in other Nordic partners in the near future.

The journal still focuses on studies in educational policy, though it now does so from an explicitly Nordic perspective and with philosophical aspects included in the understanding of educational policy research. This is in the morphology of the name of the journal: The *Nordic Journal of Studies in Educational Policy*, abbreviated to *NordSTEP*.

NordSTEP aims to analyse and discuss educational policy-making, transactions and impacts. It offers an

arena for theories of educational policy, as well as policy and evaluation analyses from different points of view. In particular, historical and comparative studies are welcome. The journal examines the relationship among educational policy, educational practice and the educational sciences and sheds light on important debates and controversies within the field, making it a valuable resource for researchers, educators, policy makers, administrators and graduate students.

From a Nordic perspective, *NordSTEP* makes a significant contribution to education science as a specific forum for the discussion of educational policy and reform as well as curriculum research and evaluation both from a comparative and a historical vantage point. The journal aims to further develop the theorising of curriculum as well as to provide an elaborated opportunity for academic discussions in this particular field.

Finally, *NordSTEP* aims to provide a forum which would be characterised by contextual knowledge and awareness of the particularities of Nordic countries as well as continental Europe in relation to international education. The intention is to contribute to a further strengthening of the Nordic voice in a world dominated by Anglo-American research journals. The context of time and space is a crucial analytical device for understanding the questions in focus. This is mirrored in the explicit historical and comparative perspective.

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