Introduction

Ola Berge

This issue of the Nordic Journal of Digital Literacy (NJDL), which is well into its 11th year, marks the end of Morten Søby’s time as an editor of the journal. Morten has been the journal’s editor since its inaugural issue in 2006, and has through his relentless dedication to the field of digital literacy been crucial in establishing it as a platform for the critical analysis of digital literacy and competence and the use of ICT in an educational context. The 10th anniversary edition of the journal, published last year, summarises the history of NJDL well, and Morten’s perspectives are captured nicely in his editorial “Digital Competence – a Password to a new Interdisciplinary Field” (Søby, 2015). I am honoured to succeed Morten as the editor of the Nordic Journal of Digital Literacy, and also very grateful that Morten has agreed to continue contributing to the journal as an associate editor.

The first paper in this issue of the Nordic Journal of Digital Literacy – by Krumsvik, Jones, Øfstegaard and Eikeland – is concerned with upper secondary teachers’ individual digital competence. With data drawn from a large study on the connection between ICT use and learning outcomes in upper secondary school, they have examined the relationship between teacher’s digital competence and demographic, personal and professional characteristics. In addition to insights on this specific topic, the study constitutes an important contribution to the monitoring of teachers’ digital competence.

The second paper in this issue, by Michel Cabot, is also based on empirical data from upper secondary school. The study examines opportunities for learning English as a foreign language in and out of school, with particular attention to describing which digital and non-digital experiences students regard as ecological transitions in their learning trajectories. The importance of meaningful output within students’ “Personal English Learning Ecologies” is mapped and elucidated in the study.

Where Cabot’s article concentrates on the opportunities for language learning in adolescents’ technology-rich lives, Göran Fransson takes challenges brought about in a digitised society as a point of departure in his article “Manoeuvring in a Digital Dilemmatic Space: Making Sense of a Digitalised Society”. The theoretical frame “dilemmatic space” is introduced and applied through illustrative examples. The paper offers a fresh approach to aspects of students’ digital competence, and proposes interesting perspectives on implications for teachers.

The three papers presented in this issue all exemplify that the environment our students are growing up in are thoroughly digital, which strengthens this edi-
tor’s conviction that there is a need to continually develop and re-examine what constitutes digital literacy. Moreover, the three articles all contribute to a more comprehensive understanding of the requirements of teaching and learning in a contemporary society.

REFERENCES