

Editorial

Ola Berge

Researcher

Norwegian Directorate for Education and Training

ola.berge@udir.no

The Nordic Journal of Digital Literacy has been published by the Norwegian Centre for ICT in Education, in collaboration with Universitetsforlaget, since 2010. In 2018 the Centre for ICT in Education merged with the Norwegian Directorate for Education and Training, and it is this new directorate that is jointly responsible for the journal with Universitetsforlaget. The directorate is responsible for the development of kindergarten, primary and secondary education, and it is the executive agency for the Ministry of Education and Research.

This is the second such transition for the journal, as it was hosted by the Network for IT-Research and Competence in Education (ITU) at the University of Oslo from its inception in 2006 until 2010, when ITU became part of the then new Norwegian Centre for ICT in Education. The organizational trajectory of the journal's host may illustrate the status of the field of digital competency in Norway, from when the ITU was founded in 1997 as a key project in the Ministry of Education and Research's first action plan on ICT in education, through to the Centre for ICT in Education, which was directly under the authority of the ministry, to now becoming part of the regular administration of the educational system.

This issue of the Nordic Journal of Digital Literacy is comprised of three research articles. The first article, "Learning from New Literacies: The Changing Face of College English Among English Major ELL Learners" by Diane Hui, provides insights into students' increasingly digital lives and how they see the effect on their academic literacy development. Hui explores a group of university students' literacy practices mediated by networked digital technologies in formal Asian cultural settings, and the students' perceptions of the effects of these on their discipline-based academic learning over time. The study provides novel insights to bridge the gap between academic and everyday literacies, and a broader picture about improving academic achievements through the efficacious learning of new literacies.

The second article, "Personal English Learning Ecologies and Meaningful Input with Digital and Non-Digital Artefacts" by Michel Cabot, is also concerned with in- and out-of-school settings for English language learning. Cabot investigates which reading and listen-

ing artefacts Norwegian upper secondary students report using, and their reasons for using certain input artefacts. The article provides new knowledge on conceptualisations of second-language learning that emphasise the importance of ecological and linguistic aspects. One important contribution from this article is a better understanding of the complementary functions of learning in and outside school.

The final article in this issue is “The Use of Learning Technologies and Student Engagement in Learning Activities” by Bergdahl, Fors, Hernwall, and Knutsson. In this study, the issue of variation in student engagement and use of learning technologies is examined in terms of the students’ changing everyday context. The article offers a valuable look into both challenges and possibilities with respect to how teachers’ orchestration of learning technology use in the classroom might influence student engagement. Positive indicators of the facilitation of student engagement included making the learning process accessible and visible to teachers.