This issue of *Nordic Journal of Digital Literacy* is comprised of four research articles and a book review. In the first article, “How different national strategies of implementing digital technology can affect teacher educators”, Siri Sollied Madsen, Sara Archard and Steinar Thorvaldsen have interviewed teacher trainers in New Zealand and Norway using explanatory sequential design with inter-method mixing. Despite the school systems being relatively similar, forty-four teacher trainers in Waikato in New Zealand tend to agree with the statement that digital tools are essential for good teaching, while the tendency not to agree with the statement is predominant among the sixty-four teacher trainers at the Arctic University of Norway. The authors explore the possibility that this could be due to national political governance of Education and differences in the curriculum between the countries. An overview of the policy developments for including digital skills in curricula in Norway is given.

The second article “Flipping the classroom in physiotherapy education: experiences, opportunities and challenges” by Yngve Røe, Nina B. Ødegaard and Tone Dahl-Michelsen, documents experiences teachers and students have on flipped classroom interventions in a Norwegian physiotherapy program. It has long been acknowledged that learning outcomes are improved when students actively engage in learning activities. The authors describe how the blended learning approach of the flipped classroom enables students to receive digital lectures as homework, and solve problems with others in the classroom. Based on interviews of thirty-nine students, the authors conclude that overall the teachers, and especially the students, were satisfied with this model, leading to more autonomy, collaboration and structure. Although some teachers find the production of digital lectures time-consuming, all agree that it leads to a new teacher role and increased responsibility.

The third article, by Marina Wernholm, entitled “Childrens shared experiences of participating in Digital Communities”, investigates different forms of participation that emerge from children’s shared experiences when engaging in digital communities. Using an ethnographic approach and Nexus analysis, the author identifies four different kinds of participation with sub-themes: Friendship-driven, Interest-driven, Knowledge-driven and Performance-driven. The article shows how nine children between the ages of nine and twelve use digital media. Wernholm gives valuable insight into this complex and constantly
changing field of media participation, and develops a model that can be used as a tool for practitioners.

In the final article, “Information skills of Finnish Basic and Secondary Education Students: The Role of Age, Gender, Education Level, self-efficacy and Technology usage”, Meri-Tuulia Kaarakainen and Loretta Saikkonen have examined over 3,000 students in Finnish basic and secondary education on their information skills. The authors show that Finnish adolescents' skills show deficiencies, especially with regard to defining search queries and selecting and evaluating information. The authors base their findings on an online usage habit questionnaire and an ICT skills test containing five search tasks. Tables illustrate performance on information skills and technology usage broken down by age, gender and education level. Finally, there is a book review by Birgit Truelsen Larsen, “Library didactics and pedagogics– first book I read on the subject”. The author has taught information literacy to college students and has seen the challenges posed by the information literacy movement for librarians who teach. *Bibliotheksdidaktik* by Ulrike Hanke and Wilfried Sühl-Strohmenger aims to teach how to become information literate, and presents a didactic model based on knowledge about information literacy linked with psychological and learning theory.