Editorial:
The first issue of NJVET in a new shape

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Welcome to the Nordic Journal of Vocational Education and Training (NJVET). With this journal, we want to create a forum for research on vocational and professional education and training, with a particular focus on issues at stake for vocational education and training (VET) in the Nordic countries. The journal is published online and open access, and there are no submission or article processing charges.

This is the first issue of NJVET in its new shape. We have put effort into the renewal of our website, submission and publishing system, guidelines for contributions etc. Altogether we hope that this will contribute to strengthening the quality of our journal, and also of Nordic VET research in general.

In this first issue we can present contributions from four Nordic countries – Denmark, Finland, Norway, and Sweden. Nevertheless, relevant contributions from outside the Nordic countries are most welcome! We encourage publication of articles in English, which makes the audience of our research results much broader, but we also offer the opportunity to publish in the Nordic languages. In this issue, articles are published in English, Danish, and Norwegian. You should also note that we make a difference between research articles, which have undergone a double-blind peer-review by at least two anonymous re-

viewers, and magazine articles that contain other types of materials, discussions, minor studies of VET etc. The magazine articles are not subject to double-blind peer review, but are reviewed by the editors. We also welcome relevant book reviews. However, this issue does not include any book review.

Five contributions

In this issue we present five contributions:

Annica Isacsson from Haaga-Helia University of Applied Sciences, Finland, starts the issue with a magazine article. In *Learning with companies (LeWiCo) through the use of Facebook in the context of vocational hospitality education & digital spa marketing* she presents and discusses findings from an international VET project, with a focus on the use of social media 'to foster self-directed and co-constructive learning in a social environment.'

The four peer-reviewed research articles are from Denmark, Sweden, and Norway. In *Professionel identitetsudvikling gennem uddannelse til erhvervsskolelærer i en empirisk undersøgelse på en diplomuddannelse* (Developing professional identity during vocational teacher education) **Henriette Duch** from VIA University College, Denmark, presents a qualitative study where she analyses different ways of developing the professional identity as vocational teacher during teacher education. **Daniel Alvunger** from Linnaeus University, Sweden, is involved in two research articles. In V*ocational teachers taking the lead: VET teachers and the career services for teachers reform in Sweden* he studies the career reform that introduced 'first-teachers' as a new category of teachers in the Swedish school system, through two cases of VET first-teachers. Further, in *Introducing a critical dialogical model for vocational teacher education*, Alvunger and his colleague **Carl-Henrik Adolfsson**, also from Linnaeus University, conceptualise and present a model for vocational teacher education based on critical hermeneutics and the methodology of dialogue seminars. Finally, **Hilde Kjærnet Haugen** and **Ketil Hegerstrøm Haugli** from Oslo and Akershus University College of Applied Sciences, Norway, present a study of internship in vocational/professional education, based on a case from a dental technology program – *Betydningen av ekstern praksis i tannteknikerstudiet* (The relevance of internships in the dental technology program).

We are looking forward to new contributions and future issues of our journal, with interesting studies of varying aspects of vocational and professional learning, education, and training.