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## Editorial

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Chan, L. et al 2002. *Budapest Open Access Initiative*. New York: Open Society Institute. Available at: <http://www.soros.org/openaccess/read.shtml> [Retrieved 22 January 2007].

## Transition and evolution as we welcome the new editor!

Writing this editorial is a bittersweet moment for me, as after three years as editor, this is my last issue. In April 2015 I was delighted to be appointed the chair of the Chartered Institute of Library and Information Professionals (CILIP) Information Literacy Group (ILG) – this is the culmination of my involvement with the group since it was founded in 2003. I am currently in the process of handing over to Dr Emma Coonan from the University of East Anglia, who has been working with me over the past few months to learn the Journal of Information Literacy (JIL) system and also to edit her first article, published in this issue. I'm really pleased to be handing over the Journal to such a capable editor, who I first worked with in 2011 when we became research partners on an Arcadia Fellowship at the University of Cambridge. Our research explored how we develop an information literacy curriculum to meet the needs of undergraduate students of the future. Then in 2013 Emma and I jointly edited the Facet book *Rethinking Information Literacy* based on our earlier research. We have continued to work together, only last month running a workshop at the University of Cambridge on 'Librarians as researchers' and presenting at a seminar at University College Cork in Ireland. I know Emma will make a fantastic editor, and she is already enjoying the work enormously. Meanwhile, I am relishing the new challenge of chairing a CILIP special interest group, but it is still not without a touch of sadness that I realise my long evenings of reading articles, corresponding with prospective authors and encouraging new writers, will soon be over. Most of all I will miss the support of the fantastic JIL editorial board, and our Managing Editor, Cathie Jackson, so it will be a delight to remain on the board and attend their meetings. I may even be offered some articles to review in the not too distant future! And I am looking forward to having some time to start writing again!



**Emma Coonan (L) and Jane Secker (R)**  
[CC BY-NC-SA](#) by Jane Secker

I took over as editor back in the spring of 2012, editing six issues of JIL since then. Reflecting back on my first issue, my ambition was to encourage more submissions from international authors and I'm really pleased with the progress we have made. Since this date we have published papers from the UK, Singapore, the United States, Ireland, Germany, Canada and Norway. We have also published a special issue on information literacy in schools, which included papers from Jamaica, Norway and Israel. I have strived to encourage new writers to publish in JIL and to encourage those who present at the Librarians' Information Literacy Annual Conference (LILAC) to write up their papers by running workshops on writing for publication. I know the rigour of a peer-reviewed article is quite intimidating for new researchers so I have also been keen to encourage the submission of short reports on projects, events and conferences in the field. Emma will undoubtedly continue with this work, and I look forward to supporting her.

Meanwhile, my new challenge as chair of ILG is to develop a wider understanding of the importance of information literacy outside the library sector. I've already started this by forming a partnership with the educational charity TeenTech, who run events and an annual competition in the school sector to encourage young people to work in science and technology. In March 2015, ILG and TeenTech launched a Research and Information Literacy Award (<http://www.informationliteracy.org.uk/2015/03/teentech-launch-11-16-research-and-information-literacy-award/>) and I'll be heading to the Royal Society in June 2015 with a team of librarians to judge the student projects. I've also been involved in a CILIP roundtable event about what information literacy means in the workplace, and ILG have now funded three projects under their

Research Bursaries Scheme (<http://www.informationliteracy.org.uk/research/funding-opportunities/cilip-information-literacy-group-research-bursaries/>) – all of which focus on information literacy outside the higher education sector. We have a report from the first project we funded (Go Digital Newcastle) in this issue of JIL. I sense we have exciting times ahead, and a new chapter for Emma, for me, for JIL and ILG.

The June issue has a fantastic mix of papers with a Norwegian, American and UK flavour. Our first three papers deal with developing information literacy in first year undergraduate students. First up is an article from the United States by Boss, Angell and Tewell who have evaluated their approach to library orientation (or induction as we often call it in the UK). The Amazing Library Race was developed at University of Arizona, using the ideas from a TV series of a similar name. The authors of our article adapted this approach and evaluated student engagement and learning comprehension. Our second paper is from Norway, written by Nierenberg and Fjeldbu, who ask the question that many of us in higher education wish to answer: how much do undergraduate students know about information literacy? We follow this with a second Norwegian paper that tackles a related issue. Boger, Dybvik, Eng and Norheim examine 'The impact of library information literacy classes on first-year undergraduate students' searching behaviour'. In both these papers they explore issues of student transitions into higher education and fundamental questions about how we best teach them information literacy.

For those looking to embed information literacy into the curriculum and build collaborations with academic staff, Leslin Charles' paper 'Using an information literacy curriculum map as a means of communication and accountability for stakeholders in higher education' offers pointers based on his experiences at Berkeley College, California. Our fifth paper is by Marc Forster, based on his recent doctoral research to investigate nurses' experiences of information literacy. Entitled 'Refining the definition of information literacy: the experience of contextual knowledge creation' it is a fascinating insight into nurses' experiences and the relationship of information literacy to evidence-based practice. This final paper was edited by Emma as part of our handover process.

As is traditional, we encourage presenters at LILAC to write up their research for publication and in this issue we have a paper from LILAC 2014. Carbery and Leahy have written an article entitled 'Evidence-based instruction: assessing student work using rubrics and citation analysis to inform instructional design'. I know this was a popular session at last year's LILAC and so it is great to have it written up in JIL.

We have just one project report in this issue of JIL, but it is an extremely important report from the first research project funded by the CILIP ILG under the Research Bursaries Scheme. Rebecca Cole, based at Newcastle Public Library, describes the Go Digital Newcastle project which is a project to tackle digital exclusion in the city and support residents to develop their information literacy skills.

As ever the last six months have been busy on the information literacy conference scene and we have a host of conference reports in this issue of JIL. Margy Macmillan has written a short report on the recent Association of College & Research Libraries (ACRL) conference, held in Portland, Oregon, the focus of which was the new ACRL standards and framework for information literacy. We also have a report from the Library Orientation Exchange (LOEX) conference held at the end of April in Denver, Colorado, by Eamon Tewell. We have a report from Myfanwy Jones on the Welsh Information Literacy Project, which marked the end of its funding with a conference in March 2015, while Dorothy Williams has written up the Scottish Government and the Scottish Library and Information Council (SLIC) information literacy event held in Glasgow in February 2015.

Two library and information studies students were sponsored to attend LILAC 2015. This year's conference took place at Newcastle University in April and the student award is a great opportunity for someone at the start of their career to experience a professional conference. The students were given the opportunity to write a short report on the conference and to interview the winners of the

LILAC bursaries. I'm delighted with the reports they have produced and it was lovely to meet Maria Nagle and Lucinda May at the LILAC conference dinner. Maria's report on LILAC 'Where the buses don't run' captures the great vibe at the conference this year. Meanwhile, Lucinda interviews the three bursary winners (all from outside the higher education sector), about their experiences at the conference.

Thanks as ever to Ian Hunter, our book reviews editor, who has secured three reviews in this issue. Irene Barranco Garcia reviews *Designing Information Literacy Instruction* by Kaplowitz and Laura Woods reviews Markey, Leeder and Rieh's *Designing Online Information Literacy Games Students Want to Play*. Lucy Langley reviews Duckworth and Ade-Ojo's edited book *Landscapes of Specific Literacies in Contemporary Society: exploring a social model of literacy*.

Staying with the subject of LILAC, at this year's conference I had the pleasure of sitting next to one of the keynote speakers, Ray Land, at the conference dinner. Ray's work on 'threshold concepts' has heavily influenced the development of the new ACRL Information Literacy Framework. Ray explained to LILAC delegates how threshold concepts are transformational, they are the 'troublesome knowledge' within a discipline or the points where students struggle, but which once learnt cannot be unlearned. Land equates them to gateways or portals to new knowledge that change the way you think about a subject forever. He used the example of learning about evolution for the first time. I feel my experience of editing JIL has been transformational and perhaps something of an evolution for me as a reader, writer and editor of other people's work. It has also been an opportunity to work with some amazing people and to have the pleasure of publishing their work, and so I would like to thank all the reviewers, authors and editorial board members for their support over the past three years. I do hope you enjoy this issue of JIL and I look forward to the journal's evolution under the new editor later this year.



**Members of the *Journal of Information Literacy* Editorial Board, January 2015**

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