

Editorial

Four new associate editors walk into a journal...

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Move over the Lunar New Year and the start of the next tax year; June 2025 marks an exciting new period for JIL as it welcomes its first new associate editors to the editorial team. Yvonne Eadon, Charlotte Im, Yucong Lao and Sarah McNicol all started in January 2026 and we couldn't be happier to have them on board. Introduced as a way to bring fresh ideas to the journal, the creation of the new roles also recognise the amount of work that goes into editing an open access publication, and particularly such an excellent journal like JIL... All four new associate editors have got off to a flying start and we look forward to rolling out some of our new ideas, including webinars, special issues and more, over the next few months. As this is the first issue in which the new associate editors have been involved, we thought it would be a good opportunity to hear directly from each about their dreams for and reflections on information literacy (IL). So, over to the new editors and we look forward to developing these ideas in future issues going forward!

Sarah:

Reading the articles in this edition of JIL, it struck me how much IL has changed since I started working in school libraries in the 1990s. At that time, the only digital information in my school

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was the MS Encarta CD ROM encyclopedia, which was available on one PC. The main challenge was finding information on a topic that students wanted to know about. Aside from discussing the various political positions taken by newspapers, we didn't pay a great deal of attention to the reliability, accuracy or credibility of information. In 2025, finding information on almost any topic is no longer a problem. As the articles in this edition indicate, the main challenge of IL has shifted to how to critically evaluate information, and to identify misinformation and disinformation. I would argue that this makes IL research more important than it's ever been - and it's why I'm excited to be a new associate editor of JIL. Today's IL challenges can't be solved by bigger budgets or better resource sharing; they require a much deeper understanding of how we make sense of the abundance of information we all have access to. And that can only happen through more high quality IL research.

Yvonne:

Over the last ten years, I have seen the landscape of research into mis- and disinformation grow and change significantly. Moving from a foment of research from media scholars around online amplification of political disinformation, towards a growing body of nuanced and interdisciplinary work from within the information professions that acknowledges and works within the long history of IL research and practice. As I have started my academic career in the UK, another paradigm shift is at work (so obvious as to [nearly] not need to be named). Generative Artificial Intelligence (AI) and its ever-increasing ubiquity certainly complicates questions of IL—what does it mean to be informationally literate on an internet made up of images and text whose provenance is indeterminate, and whose uncanniness is increasingly imperceptible? The times we find ourselves in speak to the continued and arguably increasing need for the kind of robust and nuanced approaches to IL that can be found in this issue, and JIL more broadly. Research on IL today must pay attention to the grey areas—contested knowledges, the symbolic violence of gendered disinformation, impacts of the affective and embodied on the construction of knowledge—mapping and teasing out tensions, complexities, and contradictions in the shadows of “trending topics” in research.

Charlotte:

The written language, printing press, the typewriter, the computer... humanity has repeatedly innovated to share and preserve information and knowledge. Information makes society - as we co-create and interact with all forms of information, we generate knowledge, which drives our behaviour and actions. The ability to navigate information, thus, is key to a healthy civic society, and a healthy, informed population. IL needs to occupy a larger space within society - not just larger, but also louder. As the creation and discovery of information has become rightfully accessible to all, IL, too, needs to be part of that conversation. JIL has, and will continue to contribute to that dialogue, and this issue in particular displays how IL sits at the core in our schools, workplaces, and much more. IL underpins multidisciplinary research, making it essential to both academic and professional practice. The research of our IL practices forms a shared foundation upon which critical thinking, informed decision-making, and meaningful participation in society are built. We hope this issue reflects that breadth, and inspires readers to carry the conversation forward.

Yucong:

As a recent doctoral graduate in Information Studies, I still consider myself a newcomer to the field of IL. Over the past four years, I have been gradually building my understanding of IL through learning, research, and practice. This year, I have also had the valuable opportunity to shift my perspective from researcher to editor in JIL, allowing me to engage with IL from a

different and broader viewpoint. At the same time, the rapid transformation driven by AI continues to challenge, reshape, and expand the concept of IL. Researchers today are increasingly exploring the boundaries and connections between IL and other forms of literacy, enabling the concept to evolve alongside people's everyday experiences and technological realities. As someone actively engaged in this field, I envision future IL research becoming more deeply grounded in emerging technology-driven contexts. People's lives are now highly interconnected with mobile phones, social media platforms, and AI systems, yet many of these rapidly evolving environments remain underexplored in IL research. I believe IL scholarship should more boldly investigate these newly emerging scenarios, even when they have not yet attracted widespread academic attention. Although pioneering research on technology-related IL issues can be challenging, particularly from an editorial or journalistic perspective, it is nonetheless essential. Such work helps ensure that future generations can better understand the full range of ways technology shapes information and society.

And now, onto this issue's research articles, project reports and reviews!

Research Articles:

Our first research article of the June issue of JIL, which is written by Madelene Logren, explores the fascinating topic of contested knowledge. Examining social media content published by Swedish nurses, the article employs reflexive thematic analysis techniques to draw out how institutional information may be shunned or rejected by practitioners in certain contexts. A fantastic addition to the growing body of literature exploring how IL may not always form the panacea to morally acceptable information use that we believe it to be, this paper also develops connections between IL, care and ethics, which forms another vitally important (yet underexplored) area of IL research. This paper was copy-edited by Batul Alsaraji.

Our second research paper takes a very different approach to the first, but provides an equally compelling challenge for how we approach workplace IL research. Written by Renesa Tamannum, Gunilla Widén and José Apolinário Teixeira, this paper uses digital trace techniques to explore the IL practices of open sources software developers. Focusing attention on knowledge creation, as well as the impact of fully digital work, this paper develops understanding of information-intensive information practices as well as how technological artifacts can be mined for evidence of information activity. This paper was copyedited by Tasha Cooper.

Paper number three takes us to Brazil and research into the impact of gender on questions of disinformation. Integrating a bibliographic study and empirical data collected through a questionnaire, the authors, who comprise Daniela de Assis Silva, Ana Cristina Prates and Josiene da Silva Niesciur, highlight how girls and non-binary people are more affected by elements of disinformation such as hate speech. Ending with suggestions for how IL education could integrate and adjust for these ideas, this paper also provides a useful overview of the current status of teaching on these topics in Brazil. This paper was copyedited by Andrea Brooks.

Our next research paper similarly explores questions of misinformation in the Americas, but from the perspective of Mexican university students this time. Arguing that these students have a tendency to draw upon what he terms "digital intuition", author José G Casas-Puente also introduces the results of a short educational intervention designed to combat identified issues.

Extending understanding of IL practices in Mexico, this paper also reorients IL research towards questions of digital manipulation, while further providing an example of how the IL-HUMASS instrument can be used with new areas of IL concern. This paper is copyedited by Lynsey Blandford.

Our penultimate paper is written by Dora Sales and colleagues, who address the urgent need for structured information and digital literacy education in primary schools. They report on the BRIDGE project, carried out in partnership across six countries, and propose an innovative framework to embed critical thinking and information and digital literacies within the primary education curriculum through children's literature and reading strategies, including transmedia storytelling. This paper is copyedited by Nimisha Bhat.

Last but not least- author Nove E Variant Anna and colleagues employ Kuhlthau's Guided Inquiry Design (GID) as an analytical lens to explore how academic librarians in Indonesia design online IL instructional media. Providing a welcome focus on the activities of instructional librarians rather than students, for a change, this paper neatly identifies how this work nonetheless centres certain limited ideas rather than engaging with the full range of instructional design activities. These findings suggest a number of practical approaches teaching librarians around the world could take to improve their instructional media. This paper was copyedited by Waseem Farooq.

We are also pleased to present not one but six cracking project reports in this bumper issue. The first project report, which is written by Katie Smith and Jessica Waite and copyedited by Lynsey Blandford, reports on the findings of a workshop and follow-up survey designed to examine the pedagogic identity of health librarians in the UK. The second project report, which is written by Nathaniel King and colleagues and copyedited by Nimisha Bhat, presents an overview of one library's attempt to integrate librarian-led faculty development programming to extend instructional impact and increase engagement with library resources. We stay within the academic library in project report three, which examines UWE Bristol's attempts to support staff and students with systematic reviews and is written by Philip O'Shaughnessy and Hannah Poore.

The fourth project report, which is by Andrew Shenton and copyedited by Waseem Farooq, reports on the use of two frameworks to encourage young people undertaking the Extend Project Qualification to reflect on how the information they chose to use in their research has been of help. Project report number five reviews generative AI literature to establish competencies aligned with the ACRL Framework, and is written by Ladislava Khailova and copyedited by Batul Alsaraji. Our final project, which is written by Peter Tamas and Leonie Kamminga and copyedited by Tasha Cooper, continues the AI theme but presents findings from a study that uses a citation log as a means to address the misuse of AI tools.

Finally, we have two reports of LILAC 2025 by Jane Potheary and Tom Cross (copyedited by Amber Edwards), alongside book reviews from Ronan Madden and Cathal Coyle (copyedited by Nimisha Bhat and Sae Matsuno, respectively).

We hope you enjoy this wide range of IL work, approaches and methods presented in this year's June issue!