Editorial

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Editorial

Welcome to our final issue of the second volume of JIL and our largest issue yet. Half the papers are from the UK while the others are from as far afield as Australia, Malaysia, Ireland and Canada.

The themes of academic literacy and study skills run though several of the articles, including writing, reading and critical thinking. Given the current interest in supporting international students (SCONUL, 2008) and the increased collaboration seen in many universities between the library and study skills support, it is timely to read Karen Bordonaro's comparison of information literacy and the writing process for students whose native language is not English. Diana Garfield reviews the literature of higher education students' reading behaviour, in preparation for the development of a reading strategy at her institution. With the aim of developing students' critical thinking, Chrys Gunasekara - a management lecturer from the University of Queensland - reconfigured his module using an information literacy framework. He reports on the results and its impact.

Abrizah Abdullah outlines approaches to teaching information literacy in schools and the building of information literate school communities, with a particular focus on Malaysia. Philip Russell surveyed higher education libraries in Ireland to paint a picture of information literacy provision, particularly for distance learners; he concludes that the potential of e-learning has not yet been fully grasped. When developing such provision and testing with users, the model used by Sam Saunders and Janet Coles may prove useful. They report the result of user trials for the new British Education Index interface.

One of the highlights of last year's LILAC was Hannah Hauxwell's workshop challenging IL practitioners to recognise the role of frontline library colleagues in developing students' information literacy at the point of need. We are delighted that she has adapted her paper for the journal and I am sure that in addition to reflecting on her challenge yourself, you will want to circulate the paper to colleagues at the enquiry desk. The final article from practice outlines how Staffordshire University information services staff have developed a central induction. Their marketing of the inductions will be of particular interest.

There are three reviews of books ranging from web accessibility, Web 2.0 and innovative techniques for improving student learning. If you would like to join our team of book reviewers, do get in touch.

In the summer, a new editorial team for JIL was established with myself as Managing Editor and David Renfree from University College Birmingham as Copy Editor. Since then Ronan O'Beirne has sadly had to stand down as Editor-in-Chief due to increased responsibilities at Bradford College. Look out for the editorial in the next issue from our new Editor-in-Chief.

Volume 3(1) will focus on papers from LILAC 2009. The Information Literacy Annual Conference is co-ordinated by the CILIP CSG-Information Literacy group and will be held on 30 March – 1 April in Cardiff University. I look forward to welcoming many JIL readers to Cardiff. The LILAC focus for the next issue does not exclude other papers, so we continue to welcome your submissions through our JIL online system.

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Managing Editor

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SCONUL. 2008. *Library services for international students* [Online]. Available at: http://www.sconul.ac.uk/groups/access/papers/international_students.pdf [Accessed: 4 December 2008]