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**Citation:** Secker, J. (2013). An information literacy spring: new approaches and projects. *Journal of Information Literacy*, 7(1), pp. 1-2. doi: 10.11645/7.1.1830

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# Journal of Information Literacy

ISSN 1750-5968

Volume 7 Issue 1

June 2013

## Editorial

Secker, J. 2013. An information literacy spring: new approaches and projects. *Journal of Information Literacy*, 7(1), pp. 1-2.

<http://dx.doi.org/10.11645/7.1.1830>

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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].

# An information literacy spring: new approaches and projects

It feels like the UK has suffered a long, hard winter, so writing the June editorial marks mid-way through the year and is a welcome sign that summer is finally on its way. I sometimes think there are parallels in my information literacy (IL) work with my attempts in the garden. I invest time and energy in trying to nurture new projects, set seeds of ideas in the minds of academic staff and colleagues and sometimes I finally start to see the shoots of success! For many of us in the IL field, summer is a time for reflecting on our achievements to date and planning new projects for the coming academic year and I hope the articles will inspire and inform your practice and research. I am sure you will enjoy reading this issue of JIL as much as I did when putting it together. Once again I am grateful to the fabulous editorial team and pleased to welcome two new members to our editorial board this year, Dorothy Williams and Annemaree Lloyd. In this issue we have a wide range of articles, papers from the Librarians' Information Literacy Annual Conference (LILAC) and a number of project, conference and other reports. I'm also delighted that we have another student contribution, in addition to a report from LILAC by the winners of the Student Award.

I have a sense that enthusiasm for new ways of delivering IL continues apace and our first article by Swapna Kumar and Mary Edwards examines embedding librarians and IL into an online course. Many courses are now delivered wholly or partly online and this year has seen a growing interest in Massive Open Online Courses or MOOCs. I've made attempts to participate in two such courses myself recently to understand more about how they work. When courses are taught online it can be a real challenge to embed IL into the course effectively and ensure students have adequate support, even if they never visit the library or meet their teachers and librarians face to face.

This issue also has a number of articles that focus specifically on IL in healthcare and related professions. Our second article from Marc Forster is based on an ongoing doctoral study of nursing students to examine ethical practice as an important facet of IL. This is followed by Michelle Dalton's article that provides an evidence-based practice healthcare lens for the SCOUNL Seven Pillars. These lenses have been developed in other areas, but a healthcare lens is particularly welcome to those working in medical libraries in academia or in our health services. To continue with the theme of how IL is valuable to the professions, Cara Bradley, who presented at LILAC 2013, has a paper examining the presence of IL concepts in several professional bodies' accreditation standards. She examines the standards for nursing, engineering and social work across four different countries - the UK, Canada, USA and Australia - to see how explicit IL concepts are.

Returning to the theme of teaching initiatives, Suzanne Julian explores how a project to transform library classroom space was a catalyst for re-energising the teaching of IL in her institution. Flexible classrooms and the use of mobile and tablet devices for learning are key developments impacting on the education sector more widely, so this article exploring how these can transform IL teaching is particularly timely.

Our student contribution from Christine McKeever is based on her Masters dissertation and explores the IL skills of school leaving age pupils. She investigated how prepared students are for higher and further education. The signs are still not good and suggest that many school leavers are not equipped with the skills and capabilities they need to thrive. This must surely be a key area for

our professional body to continue to lobby for a national policy. From a personal perspective I have met recently with both a school and further education college to explore how we can work together to prepare students for higher education or for going out into the workplace. One thing that is clear to me is that IL cannot be something left until third level education.

We are fortunate to be able to include a wide range of project, conference and other reports in this issue of JIL. We have a third update from the Welsh Information Literacy Project by Síona Murray, one of the Project Officers, who reports on some specific initiatives in Welsh public libraries and in schools. We also have a short article from Forest Woody Horton on the recent publication of the World Languages Information Literacy Resource by the United Nations Educational, Scientific and Cultural Organization (UNESCO). It's a global resource listing IL resources in over 40 different languages. Stéphane Goldstein writes about the Research Information and Digital Literacies Coalition which is based in the UK and aims to raise awareness of the value of IL for researchers. The coalition includes many professional bodies outside the library profession and has been undertaking a programme of work and advocacy. I have been involved in this initiative and speaking to those outside of the library profession, I am struck that we still can't do enough to raise awareness of IL and the contribution of librarians in this area. Raising awareness of IL outside the UK is something Jenny Coombs reflects on in her short report on visits to two overseas campuses set up by the University of Nottingham.

LILAC once again attracted over 300 delegates and this year was held at the University of Manchester. Two students were sponsored to attend the conference by the Information Literacy Group. IL seems to be a continuing area of interest for new professionals and Darren Flynn and Roisin Cassidy have written an engaging report on some of the parallel sessions they attended, the keynote speakers and the social events from this year's conference. We also have a report from Cathie Jackson, who this year was fortunate to attend the LOEX conference in Nashville, Tennessee. I don't need much persuading to attend conferences outside the UK and Cathie's report on this year's music-themed conference has certainly inspired me to investigate this event further!

This issue has three book reviews, put together as ever by Martin Wolf. The reviews include Isto Huvila's *Information Services and Digital Literacy: in search of the boundaries of knowing*. We also have a review of our former editor Susie Andretta's book, *Ways of Experiencing Information Literacy: making the case for a relational approach*. And finally my own co-edited book with Emma Coonan, *Rethinking Information Literacy: a practical framework for teaching*.

Enjoy this issue of JIL, enjoy the summer and I hope this year brings a bumper harvest of IL initiatives and projects!