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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].

A word from the editor

This issue of the journal is being published during a transition in its editorship. We were sad to announce, earlier this year, that Susie Andretta had decided to step down from the role of Editor-in-Chief. Susie had worked hard to make the journal what it is today, and I am sure you all join the board in wishing her well for her future ventures. Although Susie withdrew from the journal some months ago, this issue has benefited from her contribution, through her comments to the authors during the early stages of review of each of the articles. Jane Secker, from the London School of Economics, will be taking over at the helm as Editor-in-Chief from our next issue.

The six peer-reviewed articles in this issue, all from a higher education perspective, highlight the importance of information literacy as a cornerstone in developing wider learning literacies. The current UK landscape of learning literacies is explored in the first of the three papers from LILAC 2011 in this issue; Ashley et al. use the categorisation of literacies identified in Beetham et al.'s *Learning Literacies in a Digital Age* report (2009) to contextualise their initiative, which sought to develop such literacies in first-year music students through collaborative enquiry-based learning. Howard describes a strategic approach to developing learning literacies across a university. This strategy at Leeds University integrated the work of skills support staff with subject librarians, with the aim of enabling these staff to provide broader subject-specific academic skills alongside IL. Thornes describes the benefits and practical outworking of this collaborative approach through the integration of IL and other academic skills in her online tutorial for part-time geography students at Leeds.

Most of the literature of IL is written from the perspective of the teacher, although of course learner feedback is gathered to help evaluate the success of the initiatives. Han, however, provides us with a valuable insight into the perspective of the learner. Through a biographical narrative approach, Han's study analyses the experiences of three Chinese research students through the first 15 months of their doctorates at an Australian university. The article illustrates the challenges experienced by international students, not just with using the library and finding information but in particular with the more complex issues of transforming the information into their own writing. Evaluating, analysing, paraphrasing and synthesising information are key elements of IL, overlapping with other learning literacies. Each of the articles in this issue emphasises the importance of collaboration between librarians and academic staff in order to best support students to develop these literacies in the context of their own subject and disciplinary conventions.

The importance of discipline-specific IL teaching is the focus of Gunn and Miree's study. In many US universities, students receive generic IL teaching during their first year. Gunn and Miree examined whether business students were able to transfer these general principles to the business context without further instruction, or whether they were missing out on the wealth of discipline-specific resources available. Their results showed that final year students who had not received discipline-specific instruction were no more knowledgeable than first years in identifying where and how to use business information, and they benefited equally from a business-specific online tutorial. Susie Andretta will be examining the issue of transfer ("being able to apply information literacy knowledge in a new context") in her forthcoming book *Ways of experiencing information literacy: making the case for a relational approach*, which we hope will be published in time for us to offer a review in our next issue.

Collaboration for subject-specific, contextualised IL is again a message of Lahlafi, Rushton and Stretton's article, which looks specifically at an approach to developing the web searching skills of a large cohort of business students. While practicalities required a lecture-

based approach, the authors designed for active learning and reflection and offer sufficient detail to enable other IL practitioners to draw ideas for their own large group sessions.

As a contrast to the higher education focus of the peer-reviewed articles, the project report from the Welsh Information Literacy Project provides a truly cross-sectoral viewpoint. The project, which has just completed its second phase and its residency at Cardiff University, has progressed significantly since its report in our journal a year ago. An Information Literacy Framework for Wales has been agreed and accredited units of learning formulated and piloted. The impact of the Framework has begun to be evidenced, with its inclusion in the Welsh Government strategy for libraries, museums and archives and with the recommendation from the Government's Advisory Committee on Digital Classroom Teaching that IL be a compulsory element of initial teacher training.

The *Journal of Information Literacy* is the journal of the CILIP CSG-Information Literacy Group. LILAC, the group's annual conference, took place this year in Glasgow. Each year the group, through a competition, awards a free place to a student on a library or information management course, and an opportunity to review the conference in this journal. Thasya Elliott, the sponsored student at LILAC 2012, provides a report of her experiences at the conference in Glasgow, offering those of us who couldn't attend a flavour of the event. A number of papers from LILAC 2012 will be published in the journal over the next two issues.

The issue concludes with four book reviews, covering topics from collaboration between academic and library staff to develop first year university students' IL, to web 2.0 and learner-centred teaching. My thanks go to Martin Wolf, the journal's book review editor, who reliably selects such key titles to review.

The editorial started with a welcome to Jane Secker, our new Editor-in-Chief. We would also like to welcome Helen Bader and Liz McCarthy, who join the copyediting team alongside Sharon Lawler and Steffi Sams. Helen and Liz have launched in at the deep end, copyediting this issue.