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Editorial

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

Editorial

Welcome to the first issue of the *Journal of information literacy*. Information literacy is receiving increasing attention worldwide, and through the publication of this journal we hope to support the interests of the growing number of information literacy practitioners and researchers. The *Journal of information literacy* is published by the Information Literacy Group (part of the UK's Chartered Institute of Library and Information Professionals (CILIP) Community Services Group). We aim to encourage the development of information literacy by publishing material on all aspects of the subject, practical and theoretical. Our Open Access policy furthers this aim. Information literacy is defined by CILIP as:

“knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.”

The two refereed papers in our first issue describe, and reflect on, information literacy interventions in universities in Tanzania (Wema and Hepworth) and the UK (Walton et al.). In each case the authors provide detail that gives insight into what went on in the classroom (or the Virtual Learning Environment) and enable the reader to put course evaluation in context.

Three of our “Articles from practice” also focus on teaching information literacy in the Higher Education sector. Jackson and Mogg describe the Information Literacy Resource Bank, which has been developed to help meet the challenge of embedding information literacy into the taught curriculum at Cardiff University, UK. One interesting point that emerges from this study is that a simple resource, such as a diagram, can become a popular reusable object.

Patalong and Llewellyn explore the use of Macromedia Captivate to deliver information literacy tutorials to business students via the Virtual Learning Environment WebCT. Their discussion shows that getting a tutorial into the VLE is not enough by itself: it also needs to be prominent within the VLE at the appropriate point in the course. However, the authors conclude that this type of narrated tutorial does have its place in the spectrum of information literacy provision..

A variety of approaches to teaching information literacy at Manchester Metropolitan University, UK, is described by Jones et al. Since 2005 their university has had a team dedicated to their information literacy programme, *Infoskills*. The authors stress the value of interactivity, and they outline techniques they use to stimulate student interaction, including icebreakers, brainstorming and knowledge checks.

The remaining two articles come from different sectors: schools and health. Jones describes an intervention, at a secondary school, delivered within Personal, Social and Health education lessons (part of the UK's National Curriculum), which had the aim of integrating the teaching of learning styles and information literacy. Students had to research a citizenship topic, and present it using a particular learning style.

Lynch and Perrett return us to the theme of online learning, as they describe how they have taken advantage of an online learning initiative at the Royal College of Nursing (RCN) to develop a learning zone on *Finding articles with the British Nursing Index* for the RCN members (who number over a third of a million).

We conclude this first issue with reviews of three books: one the proceedings of a British information literacy conference, one on teaching information research skills in the field of law, and one dealing more broadly with the role of subject librarians.

We hope that you will find interest and value in this first issue of our new journal. If you would like to contribute to a future issue, we look forward to your submissions.

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