

# Journal of Information Literacy

ISSN 1750-5968

Volume 14 Issue 1

June 2020

## Editorial

Hicks, A. 2020. Scaffolding change. *Journal of Information Literacy*, 14(1), pp.1–2.

<http://dx.doi.org/10.11645/14.1.2803>



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/). Copyright for the article content resides with the authors, and copyright for the publication layout resides with the Chartered Institute of Library and Information Professionals, Information Literacy Group. These Copyright holders have agreed that this article should be available on Open Access and licensed under a Creative Commons Attribution ShareAlike licence.

"By 'open access' to this literature, we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited."

Chan, L. et al. 2002. Budapest Open Access Initiative. New York: Open Society Institute. Available at: <http://www.soros.org/openaccess/read.shtml> [Accessed: 18 November 2015].

## Scaffolding change

We talk a lot about scaffolding in information literacy; the educational concept that refers to the provision of temporary and successive levels of learner support (Vygotsky, 1978). This issue of the *Journal of Information Literacy* is the product of a great deal of scaffolding as outgoing Editor-in-Chief, Emma Coonan, and Managing Editor, Michelle O'Connell guided me through the editorial handover, including the joys of the body-less emails that the journal system sends us, and the secret hidden places to look when you "just want to acknowledge a reviewer how hard can it be". It is also thanks to them that the current issue is coming out on time and seeded with interesting articles, albeit slightly fewer than normal.

Since the publication of the last issue, scaffolding has played an important role in everyday life, too, as librarians and academics scaffold their own transition and that of others towards online education and workplace models (with apologies to the Open University folk!). No doubt we are all doing plenty of scaffolding in other aspects of our life, too, whether this is through home schooling, helping friends and relatives to move online, taking on new roles at work and in the community or getting our heads around the almost daily changes that are emanating from government. I'm sure that many of us are also starting to think about how we can scaffold understandings of the protests and demonstrations in support of George Floyd that are taking place in the United States as I type this editorial, whether this is through our teaching, our library collections or other anti-racist organising.

It is perhaps for these reasons that this issue is slimmer than usual; taking pen to paper may not seem like the most important task during this time. To this, I would like to acknowledge the voices missing from this edition, and particularly the voices of women and those from BAME communities, who have been bearing the brunt of care work during the pandemic in the UK, at least. We acknowledge this impact and continue to discuss how we can support your work and scholarship, particularly at this time. To this end, our Special Issue call for papers that would have been presented at LILAC is still open, and I would be happy to chat to anyone who is interested in publishing their work in JIL.

Pandemic-aside, I am pleased to report that Emma and I have been able to continue working with a range of authors over the last few months, and we are immensely grateful to them as well as to the reviewers and copy-editors whose hard work means that you can enjoy these articles in this issue of JIL.

Michael Flierl, Rachel Fundator, Jason Reed, Bethany McGowan, Chao Cai and Clarence Maybee lead off the peer-reviewed article section with their exploration of a 'train-the-trainer' approach to embedding information literacy in the curriculum. Providing a number of pragmatic and systematic recommendations for improving faculty development, this paper stands out for its focus on connecting information literacy to other pedagogical approaches, including backwards design. Importantly, this article is also noteworthy for employing an action research framework, which follows a cycle of planning, action, observation, and reflection.

An article that explores student preferences for face-to-face, online or blended learning formats follows; while Delyth Morris submitted her work before the pandemic hit the UK, it has proved to be almost perfect timing as many of us start to think about changing teaching modalities.

Building upon a prior systematic review that looked at the effectiveness of each modality, this article demonstrates that students present no marked preference for any learning format. It is also interesting to note the author's use of a systematic review, which forms another less commonly used methodology within information literacy research.

The peer review section concludes with an article by Peggy Nzomo and Paul Ferhmann, who examine the connections between information literacy and advocacy in everyday situations, including 'self-advocacy, social advocacy, patient advocacy, parent advocacy, and policy advocacy'. Noting that advocacy work can be seen as composed of a variety of skills, knowledge and behaviours, Nzomo and Fehrmann trace the implications for information literacy teaching, including in public and school libraries as well as in academic settings. It is exciting to see research continue to examine non-traditional applications of information literacy, as well as the authors' use of a rapid scoping review, which forms a third methodology to be represented in this issue of JIL.

The project report section is equally short and sweet but provides useful practical detail about two recently concluded pedagogical projects. The first report, by Joseph Yap and Janice Peñaflor, explores games-based strategies and the role that they can play within information literacy teaching. Focused on the reality show, the Amazing Library Race, where people race each other around the world, the authors examine how this model can be adapted for use in a library setting in the varied contexts of the Philippines and Kazakhstan. The second project report, which is written by Monica River-Latham, Helen Singer and Louise Conway, presents a project to redesign online learning materials at the University of Hertfordshire. Commendably, this report focuses on the workflow that was involved in this large and complex project, which integrated a great number of tools and processes in order to design an effective tutorial system.

Thank you to these authors for editing and responding to queries as the pandemic touched us all in different ways. As we enter the next stage of lockdown life, we look forward to welcoming new voices at JIL, and continuing to support the vital role that information literacy plays in the rebuilding of knowing within complex and unstable environments.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.