Editorial
Research into Practice

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This issue of *School Libraries Worldwide* is an open or non-theme issue, focusing on current research from around the world pertaining to aspects of school library practice. The articles in this issue are international in their authorship—from Scotland, Brazil, Lebanon, the USA and Canada. Yet, in one way or another, each of the four articles is about information literacy, as a concept, a process, and a way of thinking, and about how school library professionals and their clientele interpret and enact that concept in practice.

The open access article for this issue, "A Grounded Analysis of Year 8 Students' Reflections on Information Literacy Skills and Techniques," comes from Scotland. Author James Herring, who lives in Scotland and works in Australia, reports research that he undertook in a high school in the United Kingdom. The research focuses on the views of year 8 students who were asked to reflect on their use of information literacy skills when completing an English assignment. Herring challenges us to think about how we have traditionally defined and thought about the concept of information literacy. He invites us to think about information literacy as not just applying skills, but as a way of thinking. Students who experienced information literacy as a way of thinking would then be "*thinking* and *reflecting* on why, where and when they might use these skills" (p. 3). Students would not be merely following a process that they had been taught; they would be reflecting on their own process, thinking about their information environment, about the choices they are making throughout the process, and about how they might transfer what they have learned to other subjects and to the world beyond the school.

In the second article of the issue, "Developing Students' Information Skills in Brazilian School Libraries: The Librarian's Role," Bernadete Campello examines how school librarians in Brazil understand their role in developing students' information

literacy. In particular she asks whether or not their practice as librarians is informed by the notion of a formal program of information literacy. The results of the study show that the librarians' were not implementing formal information literacy programs, but they did understand the library as a place for learning, and they were promoting some of the skills and attitudes that are foundational to implementing such programs.

Similar results related to the implementation of formal information literacy programs are reported in the third article, "Description and Evaluation of the Information Literacy Program in a Private School in Lebanon: A Case Study," by Rola Sakr, Mona Nabhani, and Iman Osta. The researchers observed the library program being offered in a well-resourced private school in Beirut and asked librarians, teachers, students and parents to give their perceptions related to the role of the library in the school. Although the perceptions of the school library and the instructional and motivational activities provided by the librarian were positive, there was little interaction between teachers and librarian. That interaction would be an essential step towards implementing a formal information literacy program integrated into the teaching and learning of the school.

The final article "Using Digital Resources: Perceptions of First Nations University Students," was written by Frances D. Luther, a Canadian working in the USA, and Phyllis Lerat, a First Nations librarian working in Canada. Together they examine the perceptions of First Nations students regarding their use of digital resources. The participants in the study were students studying at the First Nations University of Canada, an institution developed to serve indigenous students. The authors argue that the use of digital resources is an important aspect of information literacy that has special significance to indigenous people who often are disadvantaged educationally and economically. The First Nations students agreed that the use of digital resources was important to them, and they were articulate about what were the enablers and obstacles for them in relation to digital resources. The First Nations students valued digital resources for cultural reasons as well: digital resources provided information about their history, allowed them to maintain social networks, and opened up resources globally to them.

The articles in this issue invite us to examine the challenges of taking research into practice, of re-thinking our practice on the basis of research, and of learning from researchers various strategies that can be used to gather data that can be used to inform our practice. Thank you to the authors and to the reviewers for their patience in completing this first issue of 2009!