Editorial

Methods and Theories in the Study of School Librarianship

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As researchers and practitioners in our field, we most often focus on the results of studies rather than on the methods that produced those results or the theories that support them. In this issue of *School Libraries Worldwide* we *do* take a look at them and are excited to present you with a rather large issue (ten full articles) and array of topics.

First let me apologize for getting this issue out a bit later than usual due to attending the wonderful conference in Maastricht. However, due to that delay we are privileged to be able to publish the paper that was selected for the IASL Best Conference Paper Award by Marlene Asselin and Ray Dorion - *Ethical Dilemmas for Researchers Working in International Contexts*. This paper really sets the stage for the theme and provides us with an overview of conducting research in other countries where norms and cultures differ regardless of method. Asselin and Dorion also present a challenge to IASL to more widely support research conducted apart from those from the West.

Several papers focus on unique methods. In *Research by Design*: *The Promise of Design-Based Research for School Library Research*, Casey Rawson and Sandra Hughes-Hassell explain a method used successfully in education, which holds promise for the school library field. It simultaneously addresses the issues of a gap between research and practice and a shortage of usable, middle-range theories generated within the discipline. Ann Dutton Ewbank reminds us how libraries are using social media more and more to connect with constituents. Analyzing the reach of those messages is possible and important as she describes in *Library Advocacy Through Twitter: A Social Media Analysis of #savelibraries and #getESEAright.* Judi Morellion also investigates Twitter and how it is used in professional development. Her use of netnography is a unique approach in *#schoollibrarians Tweet for Professional Development: A Netnographic Case Study of #txlchat.*

Two studies focus on surveys but are distinctive. Daniella Smith uses both a demographic survey and the Leadership Practices Inventory in School District Support Structures: *A Mixed Methods Study of the Leadership Development of Pre-Service School Librarians*. A research team from the University of Maryland takes an historical perspective comparing surveys on school library supervisors that originated at their school. *A Tale of Two Surveys: A Comparison of National Studies on School District Library Supervisors* compares the results of surveys that were conducted over fifty years apart.

Four papers take a theory approach. Jami Jones, a professor and two school librarians from North Carolina examine four *Theories Holding Promise for Supporting the Constructivist Behaviors of Inquiry* and make recommendations for practice. Aaron Elkins' research employs a theory, organizational citizenship, rarely used in the field in *Organizational Citizenship Behavior and School Librarians.* Similarly, Melissa Johnston's use of distributed leadership theory has been used extensively in education but not with school librarians. Her paper is *Distributed Leadership Theory for Investigating Teacher Librarian Leadership*. Finally, Sung Un Kim approaches the information search process theory from another perspective in *Investigating How English Language Learners Feel during their Research Project with the Framework of Kuhlthau's ISP.*

I hope you enjoy reading the unique work of all the authors and consider submitting your own work to a future issue of *School Libraries Worldwide.*