Editorial

Where are we going? Where have we been?

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This issue is a wonderful mashup of research reports, literature reviews, research in progress and think pieces.

Mary Ann Harlan asks us to contemplate the many questions that structure our research on and with young people. Constructing Youth: Reflecting on Defining Youth and Impact on Methods is a provocative think piece that begins with defining youth and takes us through her process of gaining access to young people for her dissertation and the decisions that confronted her along the way. She explores how power, place, and knowledge can impact research “with youth” and “on youth.” Mary Ann’s contribution is also this issue’s public access article.

Patrick Lo and Dickson K.W. Chiu and Phillip Calvert report on completed studies. Patrick and Dickson, in School Librarians’ View of Cooperation with Public Libraries in Hong Kong reminds us that although there have been numerous studies conducted on school and public library collaboration, the topic has received very limited coverage in Asian countries. His in-depth interviews in his exploratory study with three school librarians illuminate issues involved with financial concerns, roles, supporting learning, and even power structures.

Phillip Calvert’s School Libraries in New Zealand as Technology Hubs: Enablers and Barriers to School Librarians Becoming Technology Leaders reports on a survey of librarians in secondary schools. His study follows a method and theory used by Johnston (2011) and their findings are also in agreement in that school librarians who are supported by their principals can take on leadership roles. However Calvert’s findings also suggest that almost half of the librarians surveyed were not comfortable in that role.

In Inquiry Based Learning Models, Information Literacy, and Student Engagement: A Literature Review Shelly Buchanan, Mary Ann Harlan, Christine Bruce and Sylvia Edwards aggregated research on inquiry based learning, information literacy and student motivation and engagement. The work is relevant to Shelly Buchanan’s dissertation research question: what is the lived experience of middle school students engaged in Student Driven Inquiry? The authors point out that this perspective is lacking in the literature.

Another literature review by Melanie Lewis, Professional Learning Facilitators in 1:1 Program Implementation: Technology Coaches or School Librarians?, considers who should be providing professional development when schools adopt 1:1 laptop initiatives. She provides us with the relatively young history of 1:1 and then leads us in a debate about how these roles are enacted in practice. Melanie asserts that research is needed to examine how technology coaches and school
librarians are selected to serve as technology facilitators in the implementation of 1:1 programs, how the roles of these positions differ in practice, and how each specifically impacts professional learning.

I hope that the variety and quality of this issue’s contributions spark conversations at IASL Tokyo and throughout the profession.

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