

---

## Editorial

### Theory, Research, Practice

---

This issue of *School Libraries Worldwide* is an open, or non-theme, issue that focuses on current theory, research, and practice from around the world. *School Libraries Worldwide* has had a strong overall record of dissemination of scholarship in school librarianship; authors from more than 20 countries were represented in the journal's first decade of publication. However, many of those articles drew heavily on the research and practice of first-world English-speaking nations where school libraries are particularly well developed. This means that school librarians from other areas of the world were and are able to find fewer articles that resonate with their contexts and their challenges.

The authors of the articles in this issue come from Hong Kong, New Zealand, Iceland, Canada, and the United States. Penny Moore, from New Zealand, shares the paper she prepared for UNESCO, the US National Commission on Libraries and Information Science, and the National Forum on Information Literacy, for use at the Information Literacy Meeting of Experts, Prague, The Czech Republic. She explores some of the factors facilitating and hindering the drive toward information literacy around the world, as reflected in publications of the International Association of School Librarianship (IASL) between 1998 and 2002. Patricia Montiel Overall, from the US, proposes and discusses four models of teacher and librarian collaboration and identifies five constructs within the models that can be used to evaluate the effect of each model on students' academic achievement. Violet H. Harada, also from the US, describes a multi-year project identifying key components of effective teaching in collaborative elementary school classroom-library settings and translating this knowledge into practitioner-facilitated professional development alternatives. IASL's Webmaster Laurel A. Clyde, from Iceland, discusses the part that research has played in the ongoing development of IASL's Web site *School Libraries Online*. This is desk research and analysis of users' needs through analysis of the weekly and monthly reports from the Web site search engine and analysis of the statistical information provided by a user tracking service. Pia Russell, from Canada, explores a single education jurisdiction's information literacy curriculum policy development through a case study utilizing rhetorical analysis of relevant policy documents and semistructured, open-ended interviews with 12 policy contributors. Felicity Shaw, from Hong Kong, sketches the development of a modern education system in the Kingdom of Bhutan, some early attempts at library provision, and the ongoing School Library Development Project that is being implemented with funding sup-

port from donor agencies and through World Bank-funded, but education sector-inspired, development projects. Jamie Campbell Naidoo, from the US, explains the use of "sheltered instruction," a teaching strategy that allows the school library media specialist to collaborate with the English-as-a-second language (ESL) program to help English language learner (ELL) students integrate second-language acquisition skills with content area instruction.

### School Libraries Worldwide Going Online!

At the International Association of School Librarianship Executive Committee Board Meeting in Hong Kong on July 12, 2005, the following motion was moved and passed:

"Moved that *School Libraries Worldwide* become an open-access online journal, beginning if possible with the January 2006 issue."

This motion will bring into action an initiative that the Editorial Board of *School Libraries Worldwide* has been considering for several years. The proposal taken to the Executive Committee of IASL outlined first what we will need to maintain an open-access online *School Libraries Worldwide*. We will maintain the journal's academic integrity, including the Editorial Board, the reviewing process, the production standards, and the focus on dissemination of research. English will remain the primary language of *School Libraries Worldwide*, and all articles will appear in English as a basic requirement. The length requirement for articles will be maintained, as will the ability to display tables and figures as part of the article. Most of the bibliographic elements will remain the same. The journal will be published in two issues a year, and each issue will be identifiable by year and by volume and issue number. Page numbers, however, will be replaced with an access URL. The protocols for opening and signing off issues and volumes will be maintained. Our contracts with ProQuest and other online service providers will also be maintained.

We also wish to develop other aspects: some that are essential for an open-access online journal and others that are made possible by the new format. Because the online format allows us to add content at several times during one issue, it will be important to develop protocols for adding articles to each issue (i.e., date of submission of article, date of resubmission after review and revision, and date of publication on the Web). The online format will allow us to publish articles in one or more languages in addition to English (as long as the reviewed article is in English). The article in a second or subsequent language would be mounted at the same time as or after the article in English. Another advantage of the online format is the ability to use color in diagrams, figures, and photographs: the current SLW is limited to black and white. All URLs in references in the articles will be live, with the capacity to open the link in a new window. The site search engine will provide additional access to the articles: metadata attached to each article will ensure more access points through the search engine.

The journal will be mounted on the IASL's *School Libraries Online* Website. It will be important to develop a new masthead to identify the *School Libraries Worldwide* pages, but maintain the look and feel of the IASL Web site. This work would be commissioned from a graphic designer, who would also need to design a *School Libraries Worldwide* logo to be used to link to the journal from the *School Libraries Online* home page and from other sites. A protocol will be developed to distribute articles in PDF format to the online information services and by mail to those IASL members in Zone C who do not have Internet access.

Some issues remain. The needs of those IASL members in Zone C who do not have Internet access must always be kept in view and addressed in a way that maintains our commitment to serve all members. The protocol developed to mail articles will need to be regularly monitored and reviewed. Ongoing discussions will be needed with the Editor of the *IASL Newsletter* about publishing the Contents and abstracts of *School Libraries Worldwide* articles in the *Newsletter* (to alert membership to new articles and so that Zone C members without Internet access can order articles in PDF format by mail). The cost implications are also important to the Association. Although the overall cost of the new format will be much lower, there will be additional expenses of a Web designer's services and for handling and mailing PDFs of articles by the IASL Secretariat if necessary.

The expertise of IASL Webmaster Anne Clyde will be invaluable to the Editorial Board of *School Libraries Worldwide* and to the Executive Committee of IASL as we embark on this new adventure. It is a great relief to me to know that I have her support and involvement in the content as well as the technical aspects of the first issue of our open-access online journal.

Dianne Oberg