Editorial

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Pop up shops, celebrity fashion collaborations - it has been increasingly common for organisations and entities to temporarily team up, whether this is for smart marketing reasons or to foster opportunities for creativity and impact. I have to admit that the JIL x LILAC collaboration was born of necessity rather than forming a long-term scheduled opportunity, as the sudden adoption of lockdown rules meant that the UK's annual information literacy conference could not be held in April 2020 as planned. However, rather than denying people the opportunity to talk about their interesting projects and research findings, the JIL editorial team decided to open its pages to any presenters who might be interested in transforming their presentations into an article or research project format. At the time, I wasn't sure whether our call for papers would garner any interest, but I am pleased that we are able to publish seven LILAC presentations in this special January issue of Journal of Information Literacy (JIL).

Carrying on the theme of the December issue, these contributions cover a wide swathe of information literacy research – including explorations of critical, copyright and data literacy, which form what my colleague, Professor Annemaree Lloyd (2017) calls "literacies of information", an examination of librarian teaching roles, and an emphasis on pedagogical interventions at both a programmatic and the classroom level. The variety of material speaks to an increasingly mature field of study, as well as the vital role that LILAC plays in supporting thoughtful and pedagogically sound information literacy practice. And an extra bonus January edition of JIL means that 2021 must already be seen as more promising than 2020 – may the work presented here inspire and rejuvenate you as we enter the new year. Thanks as ever to reviewers, copyeditors and interim Managing Editor, Ruth Stubbings, who had to find double the number of reviewers at one of the busiest times of the year. This issue also marks the last one that outgoing Managing Editor, Michelle O'Connell, will produce, and I would like to express my immense gratitude for all the work she has put in over the years that she has been working with JIL. I only worked with Michelle for a few months before she stepped back from the role, but her calm, efficient and perceptive unflappability will be sorely missed – to say nothing of her expertise with Open Journal Systems (OJS). Thank you so much for all your hard work and expertise, Michelle, and we wish you all the best for the future.

Starting out the special issue, we have an exciting research article that employs discourse analysis methods to examine the language that is used and the ideas that are presented within library orientation sessions. Emerging from a critical information literacy tradition, the article, which is written by Devina Dandar and Sajni Lacey, stands out for its innovative methodology as well as the careful and reflexive ways in which the authors examine their own power in the classroom.

The second research article of the issue is written by Andrea Baer and explores the development of librarian information literacy instruction over time, including changing approaches and activities as well as the impact on teaching identities. Employing survey methodology, this article draws upon some rich and detailed analysis to speak to the impact of experience upon teaching practices – which also forms a good reminder of how far information literacy teaching has come since its early days.

We also welcome no fewer than five project reports in the Special issue of JIL. Kicking us off is a project report by Hannah Pyman and Katrine Sundsbø, who manage to combine two of 2020's hottest topics – copyright literacy and playful learning. Centring on the implementation of a play-dough shaped copyright game, the authors report on the role that initiatives such as these can play within scholarly communications education.

Next up, Karen Poole writes about the implementation of a flipped classroom model for teaching systematic reviews. Integrating a great deal of valuable user feedback, including critical incident questionnaires and impact studies, Poole's work stands out for its thorough approach as well as its immediate applicability to a pandemic learning context.

The work of Tatiana Usova and Robert Laws follows, in a project report that focuses on exploring data visualisation and literacy teaching opportunities. Writing about their one credit course designed to scaffold data literacy amongst undergraduates, Usova and Laws describe the structure and reception of their course in useful detail, finishing with an examination of the role that librarians play within these new initiatives.

From classroom interventions and semester long teaching, we move to the project report written by David Bedford, which addresses questions of library anxiety. Focusing on the development of a simple 'traffic light' pedagogical intervention designed to evaluate user confidence, Bedford neatly presents the ways in which use of this tool has evolved within a library setting.

Finishing off the project report section, we have a report that examines information literacy instruction on a programmatic level. Written by Jaro Pichel and colleagues at Maastricht University, this report stands out for the impressive variety of methods and the levels of thought that have gone into designing undergraduate education at this university in the Netherlands.

References

Lloyd, A. (2017). Information literacy and literacies of information: A mid-range theory and model. *Journal of Information Literacy*, *11*(1), 91–105. https://doi.org/10.11645/11.1.2185