

SCONUL Focus is the journal of SCONUL, the Society of College, National and University Libraries.

SCONUL Focus aims to bring together articles, reports and news stories from practitioners in order to generate debate and promote good practice in the national libraries and the university and college sector. As well as the paper copy, the current issue of *SCONUL Focus* is also available electronically via the SCONUL website (<http://www.sconul.ac.uk>). Contributions are welcomed from colleagues in all fields and at all levels: we merely request that the items contributed are concise, informative, practical and (above all!) worth reading.

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Editorial

THE EVOLUTION OF INFORMATION LITERACY

User education and information literacy continue to be major elements in the role of many staff in academic libraries, and the means of delivery are changing to adapt to the information environment and the changing needs of library client groups. In this issue we have gathered together some of the current thinking and innovative case studies in this important area of our professional work. Personalisation, integration with the curriculum, targeting specific groups and testing new technologies all feature in individual articles and the conference reviews, particularly in our extensive review of the 2012 LILAC conference where key practitioners and policy makers came together to present some of the newest and most challenging ideas in information literacy.

An update on the ANCIL project (A New Curriculum for Information Literacy) provides an overview of the achievements so far, including a detailed analysis of the holistic approach to information literacy; it reports on how templates developed for the project are being used in practice. Alison Henesey provides her perspective on working with undergraduate students and their approach to subject-based research, themes echoed by Tara Brabazon at the LILAC conference. In two very practical case studies, Nora Hegarty shares her experience of delivering sessions to students with special educational needs and Fiona McLean and Joanna Shepherd report on a trial with Kindles at the University of Chester. The 'Missing Link' conference review summarises current theory and practice in the role of information literacy as part of the overall student experience. Jane Secker and Natalia Madjarevic highlight the

benefits of sharing information literacy resources to ensure we are not all reinventing the wheel. Other professional topics of current interest covered in this issue include a case study in re-evaluating library management systems and a round-up of different libraries' experience to date with patron-driven models for the acquisition of e-books. Proving that work projects can be entertaining as well as educationally valuable, Kirsty Carver reports on the 'Sounds of Science' poetry competition at the University of Bradford. All the articles and event reviews provide very practical examples of good practice in information literacy and the other professional areas covered. At a time when the role of subject librarians is being questioned, analysed and expanded, the projects covered in this issue illustrate a wide range of contributions to educational attainment and the student experience in our libraries, demonstrating that we can be very positive about this area of our professional practice.