

A Culture of Knowledge Sharing: Information Resources and Dissemination Practices for All

Vanessa Reyes, Co-Editor, *The International Journal of Information, Diversity, and Inclusion*
Vanessa Irvin, Co-Editor, *The International Journal of Information, Diversity, and Inclusion*

Abstract

Volume 8, Issue 1 of *The International Journal of Information, Diversity & Inclusion* (IJIDI). This introductory article presents the theme, “A Culture of Knowledge Sharing,” which we have identified as a common thread that weaves the papers featured in this regular issue. These papers cover knowledge sharing in research, literature reviews, and reports from the field discussing topics such as ways Hebrew children’s literature can bridge cultures in Israel, research from Nigeria examining prison libraries as information resources for rehabilitation, and community-based information projects empowering immigrant women in Canada. The papers in this issue highlight how knowledge sharing impacts citizens’ information behaviors worldwide. Two book reviews are featured.

Keywords: culture; editorial; information dissemination; knowledge sharing; practices

Publication Type: editorial

Journal News

The *International Journal of Information, Diversity, & Inclusion* (IJIDI) would like to recognize and honor the service of its peer reviewers, editorial board members, and editorial team, who continue to dedicate their time and effort to maintaining the journal’s quality and relevance within the library and information science (LIS) global discourse. We express our gratitude to Mrs. Laina Kelly, who has served as senior managing editor for the past four years and has done an exceptional job teaming up with Ms. Mona Elayyan in this role; both editors are academic librarians from Canada. Laina has moved on to become a public library director, and we are fortunate to have had her on our team. Ms. Dunyau Maqsoudi-Moreno, a systems librarian with the California State Library (USA), and Mrs. Stephanie Robertson, a long-time IJIDI editorial team member who is an outreach librarian from Brigham Young University-Hawaii (USA), have moved from managing editors to senior managing editors to work with Ms. Elayyan as the senior editorial team. We also want to thank Ms. Halie Kerns for her invaluable contributions to the journal as book review editor with Stephanie from 2020-2023. Halie is moving on to focus on her work as a digital scholarship librarian at Binghamton University-SUNY (USA). We wish Halie continued success in her accomplishments.

We would also like to bid a fond “see you soon” to Ms. Caitlin McCann, a graduate research assistant who worked as the journal’s copyeditor from 2022 to 2024 during her tenure as a library science student at East Carolina University’s Master of Library Science Program (USA), the sponsoring publisher for the IJIDI. Graduating with her degree this spring, Caitlin will be missed

as she has been an excellent editor and collaborator. We wish her all the best in her future endeavors. Another ECU MLS student will sign on to work as our new copyeditor later this fall.

Furthermore, we are delighted to welcome new members to the IJIDI Editorial Board, esteemed scholars:

- Dr. Emily Knox, University of Illinois Urbana-Champaign, United States
- Dr. Bhuva Narayan, University of Technology, Sydney, Australia
- Dr. Safiya Noble, University of California at Los Angeles (UCLA), United States

The IJIDI is grateful to the outstanding members of its Editorial Board and acknowledges their hard work, which has brought the IJIDI much success based on their efforts and valuable contributions.

Earlier this year, the Editors announced the journal's Global Engagement Award winners. The awards have been refined to reflect the papers' impact and engagement based on global readership. Please take a moment to appreciate the award winners' impactful work at <https://jps.library.utoronto.ca/index.php/ijidi/awards>.

This issue's cover art features a tree with long roots, symbolizing the interconnectedness of this issue's articles on community, culture, knowledge sharing, and information dissemination practices. Our goal for this issue is to unite information practices and knowledge sharing worldwide in a meaningful way, much like the Solar Eclipse phenomenon that occurred on April 8, 2024, which gathered people from around the globe to witness its formation. We hope this transcontinental issue will inspire you with the same excitement as you discover the valuable research presented by the authors based on a rigorous double-blind peer review process.

A Culture of Knowledge Sharing

Sharing knowledge has become deeply ingrained in the culture of the information profession, and it is an area of increasing interest for researchers and practitioners alike. Knowledge organization forms the basis of a distinct epistemology. It has far-reaching implications for developing classification schemes, classification research, and knowledge maps - all of which are integral to the library and information science field (Kumbhar, 2012). This issue of the IJIDI explores the concept of knowledge sharing, which is revealed within the concept of small worlds and social factors within our information society. This is a significant concept supported by the ideas of the "small world" (Savolainen, 2009) and "life in the round" (Chatman, 1999), as this area lies between regular and random networks of societies and individuals of trust for sharing information (Zhou, 2022). This issue explores these concepts, particularly how knowledge is shared among individuals, groups, and organizations within these contexts.

Majo Aikawa and **Koto Akiyoshi's** research article, "Examining the Content of Disaster-Related Information Disseminated to a Migrant Population: A Case of Municipal-Level Information Dissemination in Japan," is a prime example of this exchange in action. Using an example case of Okayama Prefecture in Japan and its principal city, Okayama City, the study highlights the complexities of disseminating disaster-related information to migrant populations. It emphasizes the need for culturally sensitive and inclusive disaster risk reduction policies. Aikawa and Akiyoshi posit that addressing these assumptions and biases is crucial for developing effective disaster education programs for migrants in Japan. Their principal findings indicate that disaster-related information broadly calls for migrants to take proactive measures, such as practicing

survival measures and acquiring knowledge about disaster management and relief.

Athar Haj Yahya's paper, "Inclusion, Equality and Educational Justice: Enhancing Social-Emotional Learning through Children's Literature in a Diverse and Segregated Society," presents the concept of social-emotional learning (SEL) as it is reflected in Hebrew children's literature in Israel. The study explores selected children's book titles with a high level of SEL marking, showcasing works such as *Zaha Hadid*, *Tafiti and the Gigantic Baby*, and *The Magic Flute and the Dancing Sheep*. These translated titles promote social-emotional learning through engaging storytelling and characters that help children explore empathy, responsibility, and diversity themes. Yahya recommends exposing students to positive encounters between Arab and Jewish characters in picture books to promote intercultural contact and critical thinking, aligning with expert committee recommendations in Israel for SEL in education. By incorporating diverse narratives and characters into the reading program, teachers and librarians can encourage students to develop critical thinking skills, challenge stereotypes, and engage with different perspectives for a more inclusive learning environment.

This issue includes two impactful literature reviews, contributing to the theme of documenting knowledge sharing. The first review, "Gamification Approaches to Immigrants' Experiences and Issues: A Systematic Review," is authored by the research team, **Diogo Martins, Carla Fernandes, Maria Joana Campos, and Marta Campos Ferreira** from the University of Porto, Portugal. The team's study showcases knowledge sharing as they explore and present their analysis of published research on gamification and immigrant experiences. Through a systematic process adapting the PRISMA method, the team performed an in-depth literature search to ultimately retrieve a data pool of 17 scholarly articles from 11 countries that explored how (primarily) university students were immersed in gaming exercises to heighten empathy for the challenges faced by immigrants worldwide. The systematic review underscored the need for more nuanced digital portrayals of immigrant experiences to address societal prejudices effectively. Martins et al. posit that by harnessing the power of knowledge sharing in gamification, future initiatives can drive positive social change and promote a more empathic and compassionate society.

Oluyomi Awofeso and **Olusegun Opesanwo** perform an integrative literature review of prison libraries in their paper, "The Pivotal Role of Prison Libraries as an Information Resource for Prisoner Rehabilitation." Awofeso and Opesanwo thoroughly analyzed 83 studies on prison library services worldwide to explore ways in which knowledge sharing in prison libraries plays a crucial role in the rehabilitation of inmates by providing educational, personal development, time management, and relaxation services. Awofeso and Opesanwo highlighted studies such as a family literacy program where knowledge sharing of children's resources with prisoners and their families can be linked to improved psychological well-being in library users and play a vital role in reducing recidivism. Upon discussing their sweeping analysis, Awofeso and Opesanwo emphasize the scarcity of recent empirical studies on the rehabilitative roles of prison libraries, highlighting the need for new research to explore how these libraries, as knowledge-sharing centres, can facilitate positive behavioral changes in inmates.

This issue also features a report from the field by **Elizabeth Kalbfleisch, Saadia Muzaffar, and Nadia Caidi**, where they present an innovative case study on the employment-seeking practices of immigrant women in STEM in Canada. Highlighting the use of arts-based knowledge deliverables such as an animated film for knowledge dissemination, the two-year study involved

in-depth interviews with 74 STEM-educated immigrant women across Canada, revealing the challenges they face integrating into the labour market. From this research, an animated film, “We Were Here All Along,” was created based on the research findings to engage various audiences and shed light on the participants' experiences. Kalbfleisch et al.'s work illustrates ways collaborative inquiry can produce innovative arts-based knowledge in information research.

Book reviews by librarians **Baron Baroza** (Hawaii State Public Library System, USA) and **Robin Gee** (Cornell University Library, USA) cover publications that examine the challenges of serving library patrons with disabilities and leveraging trans and gender-diverse voices in libraries. We appreciate Travis Wagner's (University of Illinois Urbana-Champaign, USA) and Zach Motts' (Iowa State University, USA) earnest work as IJIDI's new book review editors.

We are delighted to present this issue, which contributes to LIS scholarship with a range of ideas about how knowledge sharing in libraries and other educational settings can help citizens and non-citizens alike contribute information resources, information dissemination strategies, disaster planning, societal rehabilitation, and artistic pursuits in various information spaces. We believe this issue is a valuable contribution to the ever-broadening LIS global discourse, and we look forward to the new work it will inspire.

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Vanessa Reyes (reyesv23@ecu.edu) is Co-Editor-in-Chief of *The International Journal of Information, Diversity, & Inclusion* (IJIDI). Dr. Reyes is an assistant professor in the Master of Library Science Program at East Carolina University, Greenville, North Carolina, USA.

Vanessa Irvin (irvin22@ecu.edu) is Co-Editor-in-Chief of *The International Journal of Information, Diversity, & Inclusion* (IJIDI). Dr. Irvin is an associate professor in the Master of Library Science Program at East Carolina University, Greenville, North Carolina, USA.

To contact the editors for journal inquiries, kindly email ijidi.editorinchief@gmail.com.