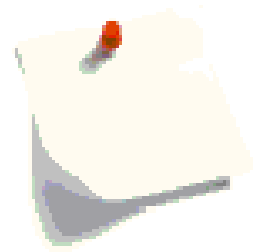


Editorial



From Access to Impact: Understanding Student Awareness and Engagement with Educational Resources

The current issue of *The International Journal of Information Studies and Libraries (IJISL)* once more contemplates the discussion around the development, access, and use of educational and research resources. It highlights research conducted on awareness of and engagement with educational content produced and made available in many forms, through a variety of media and platforms. The clear focus is on the impact that these educational resources may have on the academic community. Most importantly, the discussion around the role of academic libraries and academic librarians is once again placed at the centre of developments. The question of what libraries and librarians need to do and/or further improve in order to raise their academic clientele's awareness and subsequent use of research resources becomes, once more, imperative.

The research papers are grounded in a variety of qualitative and quantitative methods (i.e. systematic reviews, bibliographic analyses, interviews, etc.), often combining both approaches, and address different groups of users and their information-seeking needs and behaviours. Thorough analysis of the findings aims to identify the relevant and pertinent criteria influencing and informing information-seeking behaviour in both academic research and health-related contexts.

The reported research suggests that, in terms of the development of educational material, elements such as ensuring that accessibility standards are adopted and meticulously followed, assessing the quality of content, and reinforcing metadata to enhance discoverability and interoperability play a pivotal role.

The main focus of this issue, however, is on users' awareness of the various educational resources available within specific educational environments. What are the specific factors and elements that inform academic users' understanding of research resources? The availability of necessary digital tools and infrastructure, the provision of specialised training on the existence and use of these resources, and the promotion of inclusivity within the academic landscape are among the factors highlighted by the relevant research.

Even when research focuses on social media awareness and use for educational purposes, this serves to highlight the need to share and promote educational findings. At the same time, the need to enhance awareness of specialised academic platforms and to promote effective and ethical usage among researchers is once again emphasised.

Lastly, it is not surprising to observe that the role of academic libraries and academic librarians is once again brought into focus. Questions arise as to how research can become more visible and how collaboration across different disciplines can be promoted and further fostered. The notion of civic infrastructure (a network of systems, relationships, and spaces) is introduced, and the role of the librarian as a civic agent is discussed. The main objective is to secure equal access, encourage engagement by the research community, and foster resilient knowledge ecosystems. It is therefore no surprise that the role of libraries and librarians comes once again into focus, even when the main discussion centres on awareness and the use of resources.

The reader of the current issue of IJISL will particularly benefit from the discourse on the criteria affecting and informing awareness of academically available resources of every type and medium. Moreover, users interested in the role of librarians and academic libraries will also be intrigued by the notion of civic infrastructure and the librarian as a civic agent.

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