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Editors' Note: Media and Information Literacy in Theory and Practice

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Abstract

Studies in Media & Information Literacy Education (SIMILE) has published a wide-range of international articles from across the disciplines. As a collection, they represent the growing influence and importance of media and information literacy.

As we prepare to depart the editorship of *SIMILE*, the growing number of academic courses and programs in media literacy over the past nine years is striking. Additionally, the area is more frequently mentioned in textbooks and textbook titles. We believe *SIMILE* has made a contribution to this effort.

Amid the current global economic crisis, the stress placed on traditional media such as newspapers, and the transformation of online social and mobile media, future researchers will need place media and information literacy studies within a more fragmented context. At the same time, the Internet continues to offer promise of a more connected and interactive community of scholars.

The work of the journal could not have been accomplished without the dedicated help of the editorial board and reviewers, who helped maintain the high standards of the journal. The University of Toronto Press has provided unwavering support for developing *SIMILE* as a voice for change. Special acknowledgements should be given to founding editor Juris Divelko and UTP Vice President Anne Marie Corrigan for shepherding *SIMILE* through a series of challenging iterations. At the University of Nebraska at Omaha, administrative support for the journal has always been strong. Our many editorial assistants provided long hours and invaluable help. Our hope is that the ideals of *SIMILE* will be carried forward.

COLUMBIA ONLINE CITATION: HUMANITIES STYLE

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Dr. Lipschultz (Ph.D., Southern Illinois University, 1990) is Professor and Director of the School of Communication at the University of Nebraska at Omaha. He teaches media theory, research, technology and regulation.

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