EDITORIAL

SAJLIS prides itself on the fact that, by the time it goes to 'press' at the end of each semester (the journal releases issues twice a year), it has accounted for all manuscript submissions received in the six months preceding publication of an issue. During the first semester of 2015, *SAJLIS* received twenty-five manuscripts of which six met the journal's quality standards for publication and the remainder (76%) were either rejected or authors were asked to revise and re-submit for review. The journal, published in a completely online and open access format, continues to have its double-blind peer review process managed via Open Journal Systems (OJS).

It is widely acknowledged that one of the gravest assaults on the values of scholarship is plagiarism. The *Mail & Guardian* newspaper (13-19 February 2015) lamented in its Editorial that an article published in it showed that "plagiarism is evident in 68% of 371 articles published in one year (2011) – all in nineteen peer-reviewed, South African and government accredited academic journals". In order to protect *SAJLIS* from the alarming spread of plagiarism, its Journal Management Team took a decision in April 2015 that, as of 1 August 2015, every manuscript submitted to *SAJLIS* should be uploaded to the journal site together with a plagiarism report using a reputable plagiarism checker. This decision has been included in the author guidelines (http://sajlis.journals.ac.za/index.php/pub/about/submissions#authorGuidelines) and a national announcement to this effect was made in July 2015 via relevant listservs.

This first issue for 2015 includes contributions on the usage among academic libraries in South Africa of a shared statistics database; the use of social media to share research; the use of the intranet as a knowledge management tool in an academic library; evaluation of user education programmes for postgraduate students; information and knowledge sharing among academics in selected African universities; and, a university-community-school partnership as a community of practice in supporting libraries in under-resourced schools.

In a pioneering study for academic libraries in South Africa, Deborah Becker and Elisha Chiware report on a preliminary investigation into the uptake and usage of collective library statistics stored on a shared statistics database sponsored by the Committee of Higher Education Libraries of South Africa (CHELSA).

Social media and the social networking technologies that drive them have had a pervasive impact on all aspects of society. The research environment is equally affected. Hence, Bosire Onyancha saw the need to focus on one of the social networking services for researchers, ResearchGate, in order to "determine and compare the visibility and impact of research produced by South African universities on ResearchGate, on the one hand, and the Web of Science, on the other".

David Thomas and Peter Underwood, interestingly, investigate if and how the staff of an academic library (that of the Durban University of Technology) use their intranet (SharePoint) as a knowledge management tool.

In the current digital age, the rapidly changing information environment has become complex to mediate. In such a context, user education, according to Smangele Moyane, Luyanda Dube and Ruth Hoskins, is critical for "empowering users by furnishing them with knowledge and skills that will assist them to be independent and lifelong users" of information. Hence, in their study they investigate the effectiveness of user education programmes for postgraduate students in the School of Management, Information Technology and Governance at the University of KwaZulu-Natal.

Information and knowledge sharing is commonplace in a scholarly environment but happens to different extents in different contexts. Sani Fari and Dennis Ocholla provide a useful comparative analysis of such sharing in selected universities in Nigeria and South Africa, using Social Capital Theory and the Technology Acceptance Model to inform their analysis.

The issue closes with Patti Silbert and Connie Bitso's report of an ongoing study using the Cascading Support Model to provide collaborative support to libraries in under-resourced schools in a community of practice involving a university-community-school partnership.

Enjoy the read!

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Editor-in-Chief