
**Publishing Patterns and Research Themes in the Journal of Information Literacy:
A Bibliometric and Content Analysis (2007–2022)**

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Abstract:-

This study investigates the publishing patterns and research themes of the *Journal of Information Literacy* (JIL) over a fifteen-year period (2007–2022) using bibliometric and content analysis methods. Data were gathered from JIL's open-access archives and supplemented by earlier bibliometric assessments, covering publication output, authorship trends, thematic coverage, and citation practices.

The findings reveal steady growth, with annual publications rising from fewer than 20 articles in the early years to over 50 in peak periods, notably 2018. Single-authored contributions dominated (55–60%), while collaborative works involving two or more authors were comparatively fewer. Thematic analysis identified pedagogy and instruction (30%) and technology integration (25%) as the most represented themes, followed by assessment and evaluation (20%), policy and strategy (15%), and other areas (10%). Citation analysis indicated that journals (40%) and conference proceedings (25%) were the primary sources, reflecting a strong reliance on scholarly literature.

Overall, the study underscores JIL's significant role in advancing discourse on information literacy. However, it also highlights underexplored areas, particularly policy-oriented research and collaborative studies. These insights provide useful directions for future scholarship and practical applications, supporting librarians, educators, and policymakers in shaping evidence-based strategies for information literacy development.

Keywords:- Bibliometrics, Content analysis, Information Literacy

Introduction

E-journals have profoundly transformed scholarly communication by enabling rapid, open, and global access to research outputs. In the field of Library and Information Science (LIS), they play a central role in disseminating timely insights on digital literacy, user education, and information behavior (Behrens, 1994; Rader, 1991). This shift has not only expanded access to knowledge but also accelerated the visibility of emerging research trends.

Among these platforms, the *Journal of Information Literacy* (JIL), launched in 2007, has established itself as a leading open-access, peer-reviewed journal dedicated to advancing both the theory and practice of information literacy (Secker, 2010). Its free availability and academic rigor have made it an influential outlet for librarians, educators, and researchers seeking to contribute to global discourse on information literacy.

Understanding the journal's trajectory is important for evaluating its scholarly influence and thematic contributions. Bibliometric methods, which examine publication patterns, authorship trends, and citation behaviors, alongside content analysis, which identifies dominant themes and subject coverage, provide a robust approach for this purpose (Donthu et al., 2021; Klarin, 2024).

Accordingly, this study investigates “**Publishing Patterns and Research Themes in the Journal of Information Literacy: A Bibliometric and Content Analysis (2007–2022)**.” It explores the journal's growth in publication output, the distribution of authorship, thematic focus areas, and citation preferences over a fifteen-year period. The findings aim to highlight JIL's contribution to shaping the field of information literacy and to offer insights that may guide future scholarly and professional practices.

Literature Review

Bibliometric analysis is a proven tool for assessing research productivity, authorship trends, and thematic evolution in journals. Chaparwal and Rajput (2021) conducted a 15-year bibliometric study of JIL, identifying consistent growth and moderate collaboration levels. Kale (2023) examined JIL articles from

2015–2022, noting the dominance of single authors and a thematic emphasis on pedagogy and technology. Studies of comparable LIS journals, such as the DESIDOC Journal of Library and Information Technology, report similar technology focus but higher collaboration rates. A combined bibliometric and content analysis for JIL remains limited, providing the rationale for this work.

Objectives and Scope

The study aims to:

1. Identify annual publication trends in JIL (2007–2022).
2. Examine authorship patterns and collaboration levels.
3. Analyze subject themes and keyword usage.
4. Review citation preferences.

Only peer-reviewed research articles are included; editorials, reviews, and news items are excluded.

Methodology

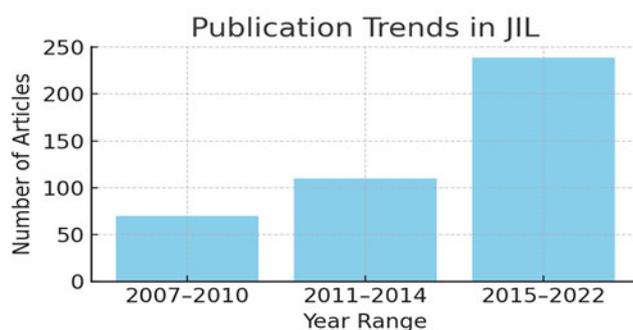
Data were sourced from the JIL open-access archive, supplemented by earlier bibliometric studies. Each article was coded for publication year, authorship type, theme, and citation type. For thematic categorization, abstracts were reviewed and classified under pedagogy, technology integration, assessment, policy, or other. Descriptive statistics were calculated in Microsoft Excel, and visual trends were mapped through charts.

Publication Trends

JIL's publication history shows a strong upward trajectory. In its early years (2007–2010), the journal averaged fewer than 20 articles annually. From 2016 onwards, annual output consistently exceeded 30, peaking at 53 articles in 2018. This reflects the journal's increasing visibility and recognition as a core outlet for information literacy research.

Table 1. Publication Trends

Year Range	Total Articles	Average per Year	Highest Output Year
2007-2010	70	17.5	2010 (19)
2011-2014	110	27.5	2014 (29)
2015-2022	239	29.9	2018 (53)



Authorship Patterns

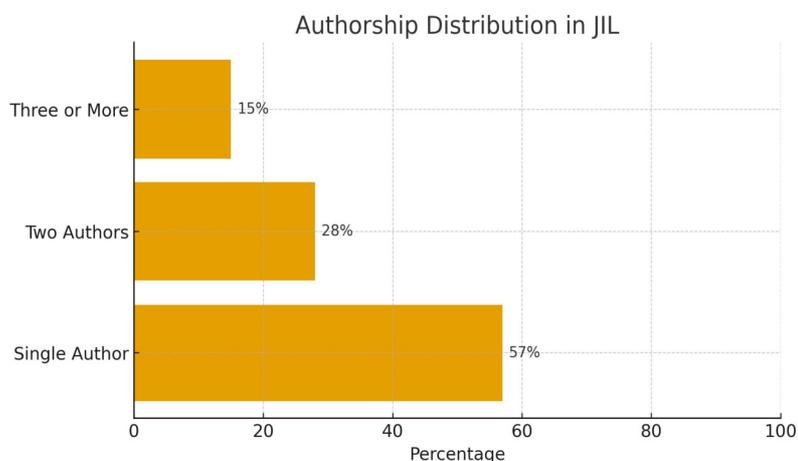
Table 2. Authorship Patterns

Authorship Types	Percentage
Single Author	55-60%
Two Authors	25-30%
Three or More	10-15%

The table shows the distribution of authorship patterns:

- **Single-author works** are the most common, making up **55–60%** of publications.
- **Two-author works** come next, accounting for **25–30%**.
- **Publications with three or more authors** are the least common, at only **10–15%**.

Overall, most research is done individually, with fewer studies involving collaboration.



Content Themes

Table 3. Content themes

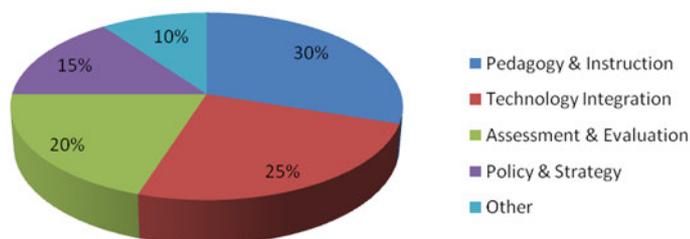
Theme	Shares of Articles
Pedagogy & Instruction	30%
Technology Integration	25%
Assessment & Evaluation	20%
Policy & Strategy	15%
Other	10%

The table shows the main themes of the articles:

- **Pedagogy & Instruction** is the most common theme (30%).
- **Technology Integration** comes next (25%).
- **Assessment & Evaluation** makes up 20%.
- **Policy & Strategy** accounts for 15%.
- **Other topics** are the least, at 10%.

Most articles focus on teaching methods and technology use, while fewer discuss assessment, policy, or other areas.

Themantic distribution of in JIL Articles



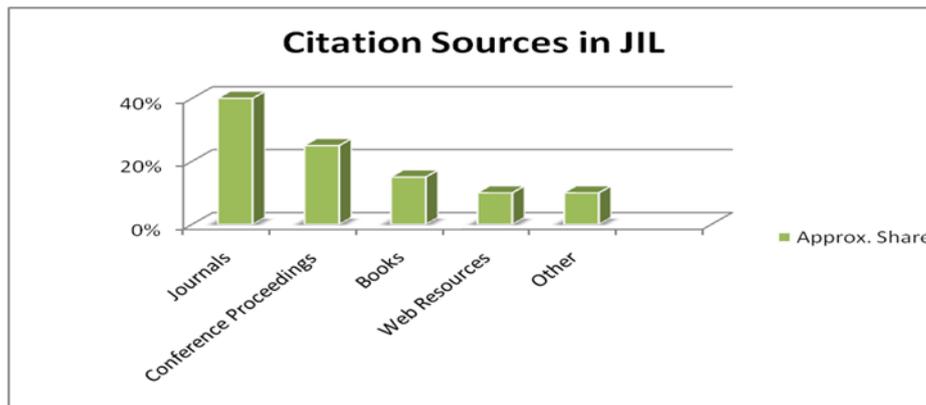
Citation Preferences

Table 4. Citation preferences

Source Type	Approx. Share
Journals	40%
Conference Proceedings	25%
Books	15%
Web Resources	10%

Other	10%
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Authors mainly cite **journals (40%)** and **conference proceedings (25%)**, showing reliance on scholarly sources. **Books, web resources, and others** make up smaller portions.



Discussion

The sharp rise in JIL's output since its inception reflects its increasing global relevance in LIS

research. Moving from under 20 articles annually in its early years to over 50 in 2018 demonstrates the journal's success in attracting a larger volume of quality submissions. This growth coincides with heightened global emphasis on digital literacy skills and the rise of open-access publishing models. The dominance of single authorship suggests that research in information literacy remains largely individual-driven. However, the stable share of two- and three-author collaborations indicates a potential to strengthen interdisciplinary research teams.

The thematic dominance of pedagogy and technology integration aligns with shifts in higher education toward blended learning and the embedding of digital skills in curricula. The comparatively smaller representation of policy-focused studies signals a gap in exploring institutional strategies for literacy development.

Citation patterns confirm journals as the leading source of scholarly authority, while the significant reliance on conference proceedings indicates the fast-evolving nature of the field, where preliminary findings often precede journal publication.

Conclusion and Implications

Over its fifteen-year history, JIL has emerged as a leading platform for the dissemination of research on information literacy. Its consistent upward trajectory in publications, thematic concentration on pedagogy and technology, and strong reliance on peer-reviewed literature reinforce its position as a valuable resource for LIS scholars and practitioners. The findings highlight opportunities for encouraging more collaborative and policy-oriented studies.

Implications for Practice

The results of this study have practical value for multiple stakeholders:

- For librarians and educators: The dominance of pedagogical and technology-related themes provides a rich pool of evidence-based teaching strategies and tools for integrating information literacy into curricula.
- For policymakers: The relatively small body of policy-related work signals the need for more research to guide national and institutional literacy strategies.
- For researchers: Understanding JIL's trends can help in aligning submissions with the journal's evolving thematic priorities, increasing publication chances.

Suggestions for Future Research

1. Comparative bibliometric analysis of JIL and other LIS journals.
2. Co-authorship network mapping to visualize collaboration.

3. Longitudinal analysis of keyword evolution.
4. Examination of citation impact metrics such as h-index.
5. Inclusion of qualitative interviews with frequent contributors.

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