

The Editors and the Publisher of *Library & Information Science Research* are very pleased to announce that the 2008 Jesse H. Shera Award for Excellence in Published Research has been awarded to the *Library & Information Science Research* article “Studying the Everyday Information Behavior of Tweens: Notes from the Field,” by Eric M. Meyers, Karen E. Fisher, and Elizabeth L. Marcoux

The Library Research Round Table of the American Library Association has given one or more awards to honor excellent research almost every year since 1975. Research articles are judged on the definition of the research problem, application of research methods, clarity of the reporting of the research, and significance of the conclusions. This is the seventh time that an article published in *LISR* has received this award.

Congratulations to the authors.

Full citation and abstract

Meyers, E. M., Fisher, K. E., & Marcoux, E. L. (2007). Studying the everyday information behavior of tweens: Notes from the field. *Library & Information Science Research*, 29, 310-331.

Researching how children engage with everyday information poses methodological challenges that differ significantly from those associated with adult populations. These challenges are exacerbated by the lack of domain-specific methodological research in library and information science (LIS) that addresses the developmental needs and attributes of young people. This article introduces a novel approach to the study of “tweens” (preteens ages 9–13) and their everyday information seeking. A description of the specific features of the study design includes discussion of how the methods used target the developmental attributes and needs of early adolescents (physical, social, and cognitive). The study design was tested with diverse populations in three distinct locations. The article outlines key features of a holistic youth information perspective, directions for future studies using the Tween Day methodology, and implications for youth information behavior studies in general.