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## Book Review

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Chan, L. et al 2002. *Budapest Open Access Initiative*. New York: Open Society Institute. Available at: <http://www.soros.org/openaccess/read.shtml> [Retrieved 22 January 2007].

**Torras, M-C. and Sætre, T. P. 2009. *Information literacy education: a process approach. Professionalising the pedagogical role of academic libraries*. Oxford: Chandos. 112pp. ISBN 9781843343868. £39.95. Pbk.**

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The title of this book is far from snappy, but it clarifies the aim “to professionalise the educational role of academic libraries” (p.1) through a process-oriented approach to IL education. What does this mean for the reader? First, the nature of the aim creates a book that is quite theoretical, although practical elements are present. Second, the approach will resonate with those who have moved from designing classes around how to use library resources (source-oriented teaching) to sessions based on the students’ needs - and perhaps inspire those who haven’t.

The authors work in academic libraries in Norway, and the two didactic models underpinning the book are from the Norwegian literature. Chapter 2, “An educational platform for IL”, introduces the pedagogical triangle of practice, a model which aids individual reflection of teaching sessions. The didactic relation model is introduced in Chapter 3, “Designing process-oriented IL education”, to help practitioners reflect on the key factors in planning a teaching session. These models are important in building up the “common educational platform” (p.1) for IL, but practitioners who reach understanding through practical rather than theoretical explanations will find the accompanying real-life scenarios and excerpts useful in illuminating the models. I found the scenarios (such as a librarian reflecting after a problematic teaching session) particular highlights because they brought the theories alive, gave more texture to the process-oriented approach to IL education, and made me question my own practice.

Intriguing ideas sprang from Chapter 4, “Facilitating the student’s research process: the academic librarian as a supervisor”. While the suggestion that librarians work with academic colleagues to supervise research students seems far removed from most current practice, ideas about supporting students in “writing for thinking” and acting as a “counsellor” are well developed, and could empower a practitioner to improve their support for research students, even in the one-off encounters which many of us experience instead of regular meetings.

The readability would have been improved with greater structure and more attention to language. Chapter 4 has a nesting structure of sub-sections, which are not numbered or mentioned in the contents. Stumbling upon ‘conclusions’ sections at various points before the end, I found myself reading back to see exactly what was being concluded. In terms of language, incorrect English was an occasional problem and when this coincided with instances of convoluted language, reading became less pleasurable.

The book could perhaps benefit from additional references to recent IL literature in order to provide a more complete theoretical foundation for the raising of the library’s status in the academic community. Alternatively, extra scenarios could have made the book of more practical use. But these suggestions do not fit with the book’s brevity and the holistic approach of the authors to use one book to address “both the library as a professional community in higher education and the information professional as an individual educator” (p.4). This approach means some sections will chime more with certain audiences than others, but there should be much of interest for both academic librarians who teach and librarians who lead IL strategy within their institutions.