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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> [Accessed: 18 November 2015].

**Upson, M., Hall, C.M. and Cannon, K. 2015. *Information now: a graphic guide to student research*. Chicago: University of Chicago Press. 115pp. 978-0-226-09569-1 \$17. Pbk.**

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The world of information can seem overwhelming, particularly to students starting at university and faced with vast quantities of text. In *Information now: a graphic guide to student research*, the authors introduce this world of information, helping students to understand how libraries often organise information and to develop strategies for managing this information. This graphic guide to this world of information will be a valuable resource, especially for those who prefer to learn in a visual way.

Aimed primarily at undergraduate students, the book opens with an introduction to the topic of information overload as a problem that students will encounter and need to be able to address. Topics covered in the following chapters include systems for organising and retrieving information, types of information source, search strategies, critical appraisal and research ethics. Text and illustrations are used engagingly and to communicate the depth of the problem before moving on to present solutions in a reassuring and practical way. Critical thinking exercises are integrated to give students an opportunity to ensure that they understand the importance of the topics covered, to reflect on their relevance and to apply them to their work.

The authors draw on the Association of College & Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education in developing the content of this book. ACRL Standards 1-3 (the need for information, accessing information effectively and efficiently, and critical appraisal) are comprehensively covered. The authors encourage students to consider the transferability of information skills, for example introducing evaluation in the context of a research project but then highlighting the importance of evaluating sources when buying a car. Standards 4 (effective use of information) and 5 (issues in information use) receive less attention, with the exception of copyright, referencing and plagiarism. This is a logical decision on the part of the authors given their focus on supporting students in their research projects. The threshold concepts from the ACRL Framework for Information Literacy in Higher Education are subtly incorporated into the relevant chapters so could potentially be missed, but again this approach makes sense in the context of the book's focus. These concepts could be further emphasised in classes to support the use of the book. The glossary at the back of the book serves as a valuable quick reference to key information literacy terms, although it would be helpful if this glossary included cross-references to the longer explanations within the book.

The writing in the opening chapter in particular is clear, concise and friendly in tone, making it a very accessible introduction to the concept of information overload, and the book is beautifully illustrated throughout. Explanations of information organisation and retrieval are more detailed than will usually be required by students at this level, however, and the larger segments of text from chapter 2 onwards may prove off-putting to students with lower levels of motivation or interest in the topic. The level of detail and the reflective exercises in each chapter will make it a useful textbook for anyone taking a for-credit course in the topic at college or university level, including for students of library and information sciences. It will also be of interest to motivated second-level students embarking on extended projects or seeking an introduction to the research skills they will need at university.

Librarians are not mentioned as a target audience, but this book will be useful to them in a number of ways. It models clear and accessible ways to present information literacy concepts to students

and (copyright permitting) some of the images could be included within teaching materials. It will also be of interest to new library assistants as a quick and easy introduction to key issues faced by their users and for improving their own information management skills. There is a cultural risk in that some staff and students might find the graphic book approach patronising, but this issue can be addressed by suggesting this book as an option alongside some more traditional text-based books rather than as compulsory reading. It is worth noting that the authors introduce the concept of fair use in its explanation of copyright, without flagging that copyright law differs in other parts of the world.

This is an informative and engaging book that will be a valuable addition to any research and study skills collection. Some supplementary resources based on this book could include coloured poster versions of the illustrations of Dewey Decimal System and Library of Congress Classification for libraries that use these systems, while a shorter graphic guide to student research with colour illustrations and a lower proportion of text might see greater use by the general student audience.