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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].

Oberlies, M.K. and Mattson, J. (eds.) (2018). *Framing information literacy: Teaching grounded in theory, pedagogy, and practice*. Chicago: Association of College and Research Libraries. 1066pp. 6 volume set. 978-0838989371. \$200. Pbk.

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Comprising 52 chapters divided across six volumes, this collection of books is no mean feat to digest! Designed as a practical teaching tool, it provides real case study examples of how to incorporate the *ACRL Framework for Information Literacy in Higher Education* into information literacy instruction in the classroom (physical and virtual). All the provided examples are designed with learning theories in mind (e.g. constructivism), which has resulted in a collection of adaptable active learning activities, workshops and assessments.

The books are available to purchase as a set or individually to use as standalone items. Each volume is devoted to an individual frame of the *ACRL Framework*; Research as Inquiry, Information Has Value, Searching as Strategic Exploration, Information Creation as a Process, Scholarship as Conversation and Authority is Constructed and Contextual. The focus on one frame per book ensures the collection is simple to navigate, especially if the reader is looking for specific ideas to aid them in illustrating a particular frame to students. I was initially confused by the frames not being presented in the same order as the *ACRL Framework*, instead following the order of an information literacy course developed by Jannette L. Finch and Jolanda-Pieta van Arnhem at the College of Charleston. However, reading the texts “out of order”, or even only reading one or two volumes from the collection, doesn’t matter with regards to the flow of the text. Due to the intention that each book can be used independently of the others, the same introductory and concluding chapters repeat in each volume.

Designed for a dipping in and out approach, each chapter is helpfully structured with clear headings and a consistent layout, thus enabling skim reading to find chapters to focus on and read in-depth. Headings at the beginning of each chapter indicate the discipline, subject, learning theories, and special populations (e.g. undergraduate students) enabling selection of examples that are suited to the reader’s situation rather than having to read everything. That said, I urge readers to take a step outside of their discipline as some excellent examples can be adapted and used for different subject areas. A favourite is Andrea Wright’s ‘Extending Evaluation: Introducing Students to the Scholarly Conversation’ which provides undergraduate science students with an evaluation exercise using articles on chocolate to illustrate the *ACRL Information Literacy Framework Scholarship as Conversation*. This resonated with me having successfully used chocolate research articles with postgraduate social science students in an evaluation exercise to illustrate how information on a popular topic is produced in many forms for different purposes.

The books are practical with every chapter providing outlines of the sessions and incorporating lesson plans, prerequisites for learners, equipment needed, learning outcomes, learning activities and, very helpfully, assessment (both formative and summative in some examples). I was particularly pleased to see assessment included as this often gets overlooked in information literacy instruction case studies and creating a rubric for the first time is a daunting experience!

As well as the practical “how to” information, every chapter includes a discussion on the pedagogy and Information Literacy frame underpinning each lesson, which makes the included examples more robust. Whilst this provides much-needed context, I felt the authors make the assumption that the reader already has a certain level of knowledge and understanding of both the *Framework* and learning theories. I would have liked the introductory chapters of each volume to discuss and explore each frame further, which would enable me to get more information and value from each book. That said, there are plenty of opportunities throughout the chapters to follow-up on references and learn more about the pedagogy underpinning the sessions being described. By taking this approach, the books are a great starting point for those who want or need to explore more and yet don't contain unnecessary descriptions of learning theories and discussions on the *Framework* for those who are already in the know.

The book collection is pitched at many audiences. I can see it is potentially useful to those who are experienced information literacy teachers and want to find some more examples to further enhance their existing portfolio of lessons. It is probably even more useful to those new to teaching who want some examples to start with as they develop their own teaching style and start to learn about different techniques. For those new to teaching, I recommend they read through the concluding chapter ‘Scholarship as Conversation: Social Learning, Storytelling, and Collaboration’, which has reassuring snippets of advice from the authors of the chapters.

Overall I would recommend these books to people who want to use the *ACRL Framework* in their teaching and want to take a step away from lecturing to taking a more active approach. If you are already using active learning techniques and have fully planned Information Literacy sessions that address the frames then there may not be so much in here for you (unless you are looking for assessment examples). As an experienced, qualified HE Information Literacy teacher, I didn't find that I needed to make significant changes to what I am already doing after reading the books, but they certainly helped to signpost further sources for investigation, to clarify how to get across each frame more clearly to students (especially the Scholarship as Conversation frame which I have struggled with in the past) and to confirm where my existing teaching already fits in with the *Framework*.