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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]

**Hosier, A. 2022. *Using Context in Information Literacy Instruction*. Chicago: ALA Editions. 142. ISBN 978-0-8389-3798-3. £64. Pbk.**

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*Using Context in Information Literacy Instruction* provides insights into ways academic librarians can revitalize information literacy (IL) to engage college students and teach them how to become better researchers. This book is ideal for the academic librarian looking to update their IL instruction sessions, credit-bearing courses, library programmes, online tutorials, video tutorials and reference services. The author shares insight gained from her own experience teaching IL and sheds light on the key aspects of the research process that need to be refocused. Hosier argues that the traditional way of teaching IL, where students are taught to limit their search to peer-reviewed sources, leaves out the importance of the vital role context plays in the research process. In addition, there is an emphasis on the importance of the research starting from the student's curiosity in order to breathe new life into the research process. Hosier shows that all aspects of research are contextual. What type of research is being conducted: academic, scientific, personal, or professional research? These factors affect what sources are used, what research setting will be utilised, and the citation style used. This book also illustrates the need to teach students how to research in different contexts and why different forms of research need different types of research tools to find information.

Each chapter presents ways to teach the different parts of the research process in a variety of settings, including credit-bearing IL courses, one-shot sessions, reference consultations, online tutorials, video tutorials and library programs. In each of these settings the academic librarian will have a different amount of time to work with the student on the research process. Offering suggestions of practical ways to teach the contextual nature of research in each setting is vital and valuable to the librarian and student. Samples of practical ways to teach students how to carry out different parts of the research process are provided as a guide to teach the contextual nature of research. Lessons include how the research process begins, how to select sources to complement different types of research, the importance of evaluating both scholarly and non-scholarly sources in context and learning how to be a responsible creator and user of information. Each chapter also connects the lessons to the ACRL framework to show how it is supported by the framework. The author concludes each chapter with key questions to reflect on to improve instruction sessions and incorporate what the section has discussed.

Hosier also urges librarians to teach beyond peer-reviewed lesson plans and to help students see how important context is in the research process. Classroom activity ideas are provided to teach students the importance of locating and evaluating different type of sources and learning when to use them. Connecting curiosity with research is a key suggestion the author makes to engage the student in the research process and encourage them to explore and find more information. To accomplish this the author encourages librarians to allow students to select their own topics. Through the self-selection of their topic students are more enthusiastic about seeking information and learn more by exploring their curiosity.

The book also includes samples of assessment tools to use in the classroom to gauge the students' understanding during the different stages of the learning process. Assessments take the form of discussion questions, multiple choice questions and short answer questions. This

section is valuable for the instructor to see where students need clarification or if they already fully grasp the current lesson. These assessment tools can be adapted to the different formats of the instruction session, whether it be a one-shot, credit-bearing class, online tutorial, video tutorial, reference help or library program.

*Using Context in Information Literacy Instruction* is ideal for the academic librarian seeking ways to update the ways they teach students to conduct research. The lessons the author provides are practical, fun and can be adapted to multiple settings. Academic librarians may find themselves working with students on research projects through a one-shot session, through a credit-bearing course, at the reference desk reviewing research articles, or through a video tutorial or a library programme and with the help of this book they will be prepared. In all of these settings Hosier provides practical ways to engage students and help them gain a deeper understanding of the research process and how context affects this process.