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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]

**Lloyd, A. 2021. *The Qualitative Landscape of Information Literacy Research*. London: Facet. pp. 152. ISBN 978-1783304066. £50.00. Pbk.**

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Annemaree Lloyd is a professor of Information Science who has published extensively in information literacy (IL). A particular area of interest includes workplace contexts; more recent research has focused on the information environment surrounding COVID-19.

In the first chapter, Lloyd explores the range of research paradigms within information research, ranging from the more widely used Interpretivism, through to the middle ground of Postpositivism, finishing with the typically quantitative Positivism. The research paradigm that a researcher chooses will reflect the way they see the world around them.

The reader is guided through the finer detail of theoretical frameworks which help the researcher to define the “phenomena being studied” (p. 19) as well as helping to understand how we interpret “people’s experiences of their contexts and its practices” (p. 32). A detailed overview of the different theories, from phenomenology through to the emerging social capital theory, is given, outlining how they came about and developed. For each theory, the author shows how it has been applied to IL research, this is particularly useful when put in context for the reader within specific subject areas.

Chapter 3 looks at the learning that is connected to IL: Lloyd makes a valid point that although much of the research has been about the skills of those being taught, the skills and development of librarians themselves are equally important. Various frameworks and theories are explored, including the application of postmodern theories introduced in the previous chapter. These could be helpful to learning facilitators wanting to select the appropriate method to correspond with the area being taught.

The argument for the depth of discussion that is explored within qualitative research is continued in Chapter Four. Lloyd argues that whilst quantitative research allows for larger studies, qualitative research allows a focus on the “layered fabric of the practice” (p. 55) to develop deeper understanding. The chapter explores nine different research methods that could be chosen, noting that it is important they support the author’s theoretical framework as this will signpost their position to others. Lloyd makes the valuable point that being able to identify where the method is positioned is an important skill for both the authors of research and the librarians who support research.

Following on from this is a discussion of various data collection techniques: whilst these are informed by the research methods, data collection is more dependent on context, situation or topic. In addition to the widely used interviews, focus groups and observations, Lloyd explores the application of arts-informed techniques, the growth of mapping the information landscape and conducting some of these techniques (interviews, focus groups, diaries, re-enactment videos) online. The possibilities of using non-text-based techniques, as well as the benefits and disadvantages of online data collection, are evaluated, providing an insight into the wide variety of methods available.

The final practical chapter pulls together the discussions in previous chapters, thoroughly detailing how to plan for research, whether for academic research or in practice as a professional. The iterative process of qualitative research is described and is followed by

sections on identifying the problem statement and creating clear, specific, answerable, interconnected and relevant questions using examples from the literature. The literature review section notes how this may depend on the author's area of interest. Lloyd emphasizes the importance of ensuring that the theoretical perspectives and research methods/techniques described in previous chapters align. The sampling, findings and statement of ethics make up the last areas covered, before signposting other relevant areas of literature such as journal titles. The final data and evaluation sections include a comprehensive, practical guide for both those wanting an overview of the topic and those who want to find suggestions for different techniques.

The concluding chapter pulls together themes from recent research (2010-2020), strongly supporting the validity of qualitative research and its place within the wider research landscape. The book is a valuable piece of work that gives insight into both the broader theoretical areas of research and the finer details of implementation, that is useful to those who perform research, as well as those who support it.

In conclusion, this book works well for those unfamiliar with the broad strokes of qualitative research—it introduces research paradigms whilst also giving detailed, practical examples to enable the reader to deepen their theoretical and practical understanding. It works well as a text for a range of professions, including education, information science and research.