

Journal of Information Literacy

ISSN 1750-5968

Volume 12 Issue 1

June 2018

Book review

Carter, C. 2018. Book review of Burkhardt, J. M. (2016). *Teaching information literacy reframed: 50+ framework-based exercises for creating information-literate learners*. London: Facet. *Journal of Information Literacy*, 12(1), pp.150–151.

<http://dx.doi.org/10.11645/12.1.2412>



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

Copyright for the article content resides with the authors, and copyright for the publication layout resides with the Chartered Institute of Library and Information Professionals, Information Literacy Group. These Copyright holders have agreed that this article should be available on Open Access and licensed under a Creative Commons Attribution ShareAlike licence.

"By 'open access' to this literature, we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited."

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].

Burkhardt, J. M. (2016). *Teaching information literacy reframed: 50+ framework-based exercises for creating information-literate learners*. London: Facet. 160pp. 978-1783301638. £54.95. Pbk.

**Claire Carter, Academic Liaison Librarian, University of Bedfordshire.
Email: claire.carter@beds.ac.uk. Twitter: [@clairejcarter](https://twitter.com/clairejcarter)**

Teaching information literacy reframed could be described as two books in one; an excellent mix of theory and practice. With no detriment to the book, the reader could easily ignore the Standards versus Framework discussion that is woven throughout the chapters and simply use the book purely and successfully as a teaching resource. The exercises, organised helpfully under each category and with their own index, are very practical, easily used and adaptable to almost any age or population. Most include example websites and sources which make life even easier for the time-pressured librarian. For the new professional or for those simply wishing to update their own teaching examples, this will be a well-thumbed volume in their artillery.

Should the reader wish to move on from the provided exercises, there is also a chapter on creating one's own teaching materials towards the end of the book. This chapter begins with the theory of the transfer of information to memory and leads into the creation of learning rubrics to facilitate teaching students in the short amount of time librarians traditionally have with their scholars. Again, the first half of this chapter is theoretical in its discussion of how information is incorporated into the memory, which is interesting and useful in itself; equipped with this knowledge, librarians can maximise the learning acquired by students in an information literacy (IL) session. The second half of the chapter takes a more instructional tone, describing the creation of learning outcomes and the evaluation of the success of these. This fits in with the overall pattern of discussion and practical exercises throughout the book, as the reader can simply adapt the rubrics provided for their own use.

It is clear that after fifteen years, the Standards (and their definition) require updating; the Framework's definition of IL is a brave reflection of today's IL landscape and it complements the updated Information Literacy Group/CILIP definition which was introduced in April 2018. The five Standards and their associated performance indicators have been remodeled into six central concepts; these concepts each include a set of practices and dispositions which may be attributed to an information literate individual. Unlike the more prescriptive Standards, the new concepts are designed to give information professionals the freedom to create their own resources depending on their particular setting. Emphasis is particularly given to IL being a lifelong skill that assists with the navigation of expanding information and technological environments.

However, throughout this title Burkhardt is quite disparaging towards the Framework and expresses doubt regarding its usefulness in the context of everyday experience. Helpfully a copy of the Framework is provided as an appendix for the reader to explore and come to their own conclusions. The Framework itself makes clear that its purpose is to be a theoretical, conceptual document which leaves the nitty gritty of practical IL instruction to the professional. Burkhardt even supports this by stating that librarians have been teaching IL for some time now and that the new Framework does not stray from the previous Standards enough to warrant a large scale change of teaching activities:

The good news is that everything we have previously created to help students learn to be information literate is probably still valid. (Burkhardt, 2016, p.5).

If this is the case, is there a specific need for this book? Yes is probably the answer, especially in this resource- and time-stretched era. The Framework is an idealistic document, which rationalises how IL should be embedded into the curriculum by librarians working in partnership with academics and university administrative staff. Burkhardt quite rightly points out that librarians have understood this and have been working towards it since the Standards were first published, and yet this scenario is still not mainstream. Burkhardt also highlights the fact that the resources required to create an entire institutional IL programme are out of reach for many information professionals and their organisations, and this again demonstrates the need for this book as a resource aimed at supporting IL instructors.

In all, this is a very useful, practical book containing an interesting discussion on the best way to provide IL concepts for those working on the front line of IL teaching.