

Book Review

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Snipes, G., Karo, M., Faulkner, A., & Reiter, L. (Eds.) (2022). *Teaching business information literacy*. Chicago: Association of College and Research Libraries. pp. 412. ISBN 978-0838939093. £76. Pbk.

Teaching business information literacy fills the need for a standard reference companion to business information research instruction at undergraduate and graduate levels. Given the popularity of business programmes and the increasing integration of business concepts within other disciplines, instruction specialists of all levels of business information competency will benefit from the lesson plans and learning activities within over 40 chapters that span the breadth of business information.

The book is divided into nine thematic sections: Business Research, Finance and Accounting, Entrepreneurship, Management, Marketing, Specialty Subjects, Data Literacy/Data Visualisation, Experiential Learning/Career, and Using Technology in the Classroom. Instructors can easily choose a lesson to explore for their business instruction goals by choosing the appropriate section and skimming the learning objectives for each chapter. The chapters all follow a similar format, starting with a brief and concise introduction and then getting down to business. Each chapter includes the intended audience and group size, planning and resource requirements, learning outcomes, a description of the teaching activity, and a session outline. Each chapter concludes with ideas for modifying activities for different audiences and class sizes, as well as how the lesson might be adapted for a variety of learning modalities.

The authors share classroom-tested learning activities that they developed and delivered to meet learning outcomes within their own teaching contexts, which include one-shot sessions to support specific research assignments, for-credit courses, multi-module embedded lessons, and pitching competitions. While many of the authors make and encourage the use of subscription-based databases, they offer possible options for institutions that subscribe to different resources as well as low cost and free alternatives. Many chapters close with helpful appendices such as

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worksheets and handouts, links to resources, workshop slides, sample business case scenarios, game templates, and discussion questions, all of which are also available for free in the Association of College and Research Libraries Sandbox.

One of this book's strengths, is its readability. The content of every chapter is accessible to instruction specialists at all levels of experience. Standout chapters provide valuable information and context about business terms related to the lesson. Library instructors looking to develop their own business information literacy (IL) in manageable chunks will benefit greatly from chapters such as Carmen Cole's *Disrupting the business writing course: Critical pedagogy to frame business information literacy instruction*. Cole's teaching outline lists and briefly describes different types of business information, including company profiles, industry reports, trade articles, marketing reports, and more. When some familiarity with specific concepts is necessary to successfully engage with a learning activity, the authors indicate so within the chapter. Steve Cramer's chapter, *Teaching consumer market segmentation through brainstorming and demographic and psychographic variables*, for example, details learning activities which are best facilitated by someone with knowledge of consumer segmentation and both demographic and psychographic data.

The most valuable aspect of this book is its instructional content. The skills fostered through the learning activities are largely transferable rather than their focus being on tool use. Students will engage in critical evaluation of information, using data to tell compelling stories, pivoting when the ideal information is unavailable, reflecting upon their values to inform the directions of their careers, and more. Librarians will recognise familiar tools, such as CRAAP and SIFT, and will appreciate an introduction to tools and frameworks developed and implemented within the context of business information. In addition to discovering new learning activities, instructors might be inspired to initiate collaborative opportunities across campus in support of student success. The activities outlined by Carey Toane, Holly Inglis, Sarah Shujah, and Michelle Spence in *Aligning business IL with startup thinking: A series of open workshops* originated from a business workshop for engineering students and grew into the entrepreneurship research skills workshop series, which students of all disciplines can engage in and document on their official co-curricular record.

Instructors will most likely appreciate the time they can save planning business information research sessions by using the ready-made example scenarios included throughout the book. Carolyn Klotzbach-Russell provides several sample startup scenarios for students to use as they practice conducting market research in *A tour of public-use market research*, and Hal Kirkwood offers an intriguing presentation of a real-world business ethics issue in *Business ethics and intellectual property: Barbie & Bratz*. Amanda Wheatley provides students with brilliantly gamified information-seeking challenges related to social issues relevant to six major organisations in *Let's duel: The gamification of business information literacy for undergraduate students*.

Teaching business information literacy is a practical guide for supporting the instruction of business information research in the classroom, but it is also great for instructors who are looking to develop their own business IL. While reading this book for the purposes of review, I have marked several ideas that I plan to implement as I revitalise my own lesson plans for undergraduate business courses. Any instructor looking to update lessons or begin planning from scratch, will most likely refer to this book often for ideas.