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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 [Retrieved 22 January 2007].

Mackey, T.P. and Jacobson,T.E. (eds) (2011). *Teaching Information Literacy Online*. London: Facet. 180pp. ISBN. 978-1-85604-767-8. £44.95. Pbk.

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This edited book investigates successful collaborative partnerships between faculty and librarians in terms of online information literacy teaching. The editors, Thomas P. Mackey (Interim Dean at the Center for Distance Learning, SUNY Empire State College, New York) and Trudi E. Jacobson (Head User Education Librarian at SUNY Albany), have brought together a team of academic staff and librarians from six institutions in the US and two in the UK to explore their experiences of online information literacy instruction. Eight different case studies for teaching information literacy online are described in separate chapters, which are co-authored by a faculty team member and librarian. These case studies cover a wide range of disciplines at undergraduate and graduate level, including: Business; Computer and Library science; English; Education; History; Women's studies; Social Work; and Media studies.

This publication is aimed at library and information professionals and teaching staff, and the author teams take us through collaborative approaches to teaching information literacy online via blended, hybrid, open and fully online programs. Innovative and emerging technologies to teach information literacy are discussed including: Web 2.0; reusable learning objects; learning management systems; wikis; Second Life; and online portals. The use of these technologies to teach information literacy is described by many of the authors within constructivist frameworks and online initiatives that facilitate student-centred research, active learning, problem solving and critical thinking.

This is a practical book with a clear structure. The book is organised into two parts – part one explores blended and hybrid learning, whilepart two investigates open and online learning. Each part of the book has four chapters focusing on different case studies. Each chapter is divided into sub-headings which focus on, inter alia, institutional perspective, the challenges faced by the faculty librarian teams, programme design and relevant assessment strategies. This layout makes the publication easy to read and ensures a consistency of approach from the author teams. Each chapter is well referenced and the appendices at the end of each chapter are a valuable addition.

In the first part of the book, the faculty librarian teams describe four collaborative models for teaching information literacy via a combination of face-to-face and online components. These case studies represent a number of disciplines and provide useful practical examples in terms of best practices and the challenges faced by teaching staff and librarians who are forging effective partnerships to teach online information literacy. Holistic models for information literacy, active learning courses and inquiry-based projects are examined, and the authors describe the provision of online information literacy education via technologies such as wikis and reusable learning objects.

In the second part of the book, the case studies focus on collaborative information literacy partnerships in open and fully-online courses in a variety of disciplines at undergraduate and graduate level. Open learning programs, which provide the learner with more control, are explored within the online environment of the UK's Open University. Constructivist-based

models and opportunities to provide innovative courses via mechanisms such as Second Life and fully online via virtual learning environments are examined in subsequent chapters.

Collaboration is a key theme. The authors demonstrate how effective partnerships between academic staff, librarians, and other stakeholders (such as instructional designers, technologists, students and administrators) can lead to successful models for online information literacy education. The strength of this book is that it provides a very effective framework for academic staff and librarians who are working collaboratively to teach information literacy online. The models described will help faculty and information professionals to cultivate more successful partnerships as they strive to embed information literacy into the curriculum.

Well written, the insights this book provides will stimulate educators and information literacy practitioners, perhaps leading them to reassess how they currently support research and teaching, and reinforce for them some of the key issues and challenges they are facing in terms of collaborative partnerships for online education. It will also resonate with those practitioners involved in flexible and innovative approaches to teaching information literacy, will generate fresh ideas, and might encourage information literacy educators to harness the opportunities and possibilities provided by an array of new technologies.

If I was to offer any criticisms it would be that for those outside of the higher education sector this book is probably of less value, and the changing nature of technologies will impact the currency of this book, but overall this does not detract from a very useful publication which will be a valuable addition to anyone involved in the teaching of information literacy.