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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].

Brown, E. H. (2018). *Learning through metaphor: an introduction to metaphors in information literacy*. Innovative Libraries. 110pp. 978-1911500094. £15.00. Pbk.

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Metaphors are all around us, embedded in our language and influencing our thinking. This is the hypothesis with which Elizabeth Brown introduces her book on metaphors in information literacy. Those who are new to exploring literary devices will find the introduction of metaphors in this book pretty gentle and well explained, with plenty of illustrative examples. Between the slimness of this volume and its accessible language, it is a quick read but not one to slide through passively. The text does require some effort on the reader's part, but that effort is repaid with fresh ideas about concepts with which they may already be familiar, and tangible points of entry for those to whom information literacy is a new concept.

For those wondering what metaphors have to do with information literacy, think about the last time you needed to explain a difficult or abstract idea. You probably used metaphors to do it, because our language is full of them. Brown highlights, for example, the common idea in information literacy that 'research is a journey'. This is not literally true; research is research and travelling somewhere is not always required. Nevertheless, thinking about research as a journey gives us access to an array of ideas that we associate with journeys, such as roadmaps, destinations, shortcuts, delays and wrong turns. Some of these ideas help us extend the metaphor and explore the concept of research, while some do not fit as well, such as the travel-size toothbrush, neck pillow and Oyster card of research. Unpacking our linguistic baggage can help us communicate more effectively and being thoughtful about metaphors for information literacy can be a great way of enhancing our teaching.

From the first two sections on everyday metaphors and how metaphors work, the reader will explore how connections between language and ideas help make abstract concepts more tangible by comparing them with familiar objects, situations or processes. After all, many aspects of research, information not least of which, are intangible and often lack context for new researchers.

The author then spends a chapter unpacking the metaphors hidden within common information literacy frameworks including the Association of College & Research Libraries (ACRL) and the Chartered Institute of Library & Information Professionals (CILIP). Readers who are familiar with these frameworks may be tempted to skim past this section but it is rewarding to engage with the text and dig into the associations and extensions of the metaphors we already use in talking about information literacy. It is particularly valuable where it suggests how the metaphors embedded in these frameworks shape how we think about research and writing, and points out where they are imperfect or incomplete. For example, if the metaphor of research as a process leads you to think of factory processes, this introduces an idea of standardisation that does not fit with the reality of research. Comparing research to the process of cooking similarly fits well in some ways – mixing and substituting ingredients as needed, following a recipe – but is problematic in other ways.

The final chapter is devoted to transforming these metaphorical insights into practical activities for classroom use. While it spends some time re-reading analyses of metaphors that felt familiar from the previous chapter, it also introduces many ideas for getting students (as well as teachers) to engage with metaphors for how they find, use and conceptualise information. A favourite of mine was asking students who were struggling with a research assignment which of a series of metaphors they most identified with. From choices like 'lost at sea' and 'going down a rabbit hole',

teachers can figure out whether the problem is likely to be too much information or losing focus on the research question.

I was pleased to find mention of accessibility at the end of the book. Metaphors rely on shared cultural meaning and the ability to make rapid connections between concepts, something that not every student will have. For example, students from other cultural backgrounds and some neurodiverse students may not respond as well to the types of activities explored in this book and in some cases teachers may find that particular metaphors that make sense to them do not 'land'. Metaphors do not work for every student, every teacher or every situation, but they are a powerful tool in many situations. As the author states, 'In some cases, having the metaphor frame in mind is all you need to begin thinking about your instruction strategies differently.' (p.84)

For that reason, this book is a delightful and quick read that prompts teachers to challenge the way they use language to communicate abstract-yet-essential concepts such as information literacy. This book would be well suited as a textbook for a course on teaching information literacy and research skills. While the target audience is librarians and it would certainly be useful for practitioners who teach at any level, this book is so effective at making information literacy as concept more concrete that it could benefit a wide range of teachers, including anyone undertaking their Fellowship of the Higher Education Academy or similar qualification. It is accessible and thought provoking to a wide range of readers and complements existing literature on teaching information literacy by exploring different frames for conceptualising it.