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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].

Mallon, M., Hays, L., Bradley, M., Huisman, R., and Belanger, J. (2019). *The grounded instruction librarian: Participating in the scholarship of teaching and learning*. Chicago: Association of College and Research Libraries. 378pp. 978-0838946213. £59. Pbk.

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The Scholarship of Teaching and Learning (SoTL) is a developing field of scholarship focused on the application of learning and teaching within and between disciplines. As academic librarians increasingly find their roles changing to include teaching activities and rising expectations of the quality of teaching practices in university libraries, this volume is a timely introduction to a body of scholarship and foundational concepts that provide a springboard for improving teaching and learning in universities.

The book is divided into four sections: Pedagogical Content Knowledge/Signature Pedagogies, SoTL Theory, SoTL Research, and SoTL as Professional Development. Each section begins with a discussion of the broad relevance of SoTL to information literacy practice in university libraries. A series of case studies then follow, with authors discussing how they have applied SoTL in their practice. The Conclusion provides some welcome pointers for practitioners on getting started with SoTL.

Section 1 gives a good grounding in the concepts of pedagogical content knowledge and signature pedagogies, and how these relate to information literacy. The opening chapter by Lauren Hays explores the theory behind these two concepts and how they interact with information literacy given its interdisciplinary nature. Supplementary chapters follow on how librarians learn to teach, questioning if information literacy has a signature pedagogy, and mapping the ACRL Framework to disciplinary threshold concepts. Bobby Smiley's chapter introduces the concept of 'crosswalking' as a strategy for mapping disciplinary bottlenecks and threshold concepts in the ACRL Framework. This was particularly instructive about engaging academics beyond the traditional terrain of information literacy instruction.

Section 2 tackles the thorny issue of theory, information literacy and SoTL. In her illuminating introductory chapter, Nancy L. Chick discusses SoTL's tendency toward the pragmatic, and its firm roots in context and evidence. This can lead to accusations of SoTL being too atheoretical. Chick disputes this arguing that SoTL is a theoretical lens in itself, aiming to problematise the relationship between teaching and learning. Theoretical work is going on but is often implicit. The case study chapters in this section uncover some of the ways in which theory can be an explicit starting point for SoTL research and development. This includes a critical exploration of one-shot teaching, critical information literacy and historicising the library, using specifications grading in information literacy, social constructivism as a pedagogical approach, and using the Teaching-Learning Environment model both as a frame for developing reflective practice and developing a theoretical understanding of information literacy. Maura Smale's chapter on using the Decoding the Disciplines framework to unearth disciplinary assumptions that faculty teaching often fails to make explicit, was particularly helpful in deconstructing disciplinary practice in relation to both information literacy and SoTL.

Section 3 includes valuable discussions of the role of research in SoTL, kicking off with Emma Coonan's passionate advocacy of the value librarians can bring to the broader field of SoTL through doing and sharing research. As a space between educational research and disciplinary knowledge, SoTL is both informed by disciplinary knowledge and inherently interdisciplinary, in a similar way to information literacy. Both operate in the gaps between disciplines and scholarly conventions and therefore have a lot to learn from one another. The following chapters provide short case studies of how to actually do research in SoTL, with lots of practical advice and steps to follow. Methodologies discussed tend to veer away from traditional surveys to include qualitative interviews, action research, analysis of formative and summative assessment, rubric assessment, and integrative assessment.

The final section, Section 4, starts with an excellent introduction by Peter Felten, Margy MacMillan and Joan Ruelle on the value of SoTL to widening and deepening professional development for librarians. SoTL literature tends to be more accessible because it is trying to talk to people across disciplines and creates almost a second language for practitioners engaged in teaching and learning across higher education. This is evidenced by the case study chapters which follow, giving practical accounts of librarians engaging in professional development through their work with SoTL. Topics discussed include the importance of collaboration with Teaching and Learning Centres, the value of SoTL Fellowships, how to develop Communities of Practice, and how LIS students can get involved with SoTL. One poignant chapter, by Amanda Nicols Hess, makes the point that professional development in SoTL isn't a one-way street, stressing how librarian involvement in SoTL is a good source of professional development for faculty.

Despite a few pieces by European contributors, this collection is very US centric with the vast majority of case studies and contributions firmly rooted in the North American academic landscape, as you may expect from a volume published by the ACRL. However, many of the challenges raised were familiar to this British librarian, with lots of transferable ideas in the range of examples and references to follow up. The case studies are from a good range of disciplines, and whilst the focus is mainly on undergraduates, there are illuminating chapters on working with postgraduates and PhD candidates.

I would have appreciated some discussion of the theoretical assumptions underpinning many of the case study chapters, rather than leaving these implicit. As the editors note in their introduction, this opacity in terms of theory reflects the nature of the wider SoTL landscape currently. In an attempt to rectify this, Section 2 focuses explicitly on Theory which showcases the richness and value of engaging explicitly with theory in discussing practice.

This accessible and highly readable collection of case studies and explorations into the value of SoTL to information literacy practitioners will be of interest to anyone working in academic libraries, academic skills or other support functions that involve teaching.