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## Book Review

Thompson, E. 2009. Book Review of Hepworth, M. and Walton, G. *Teaching Information Literacy for inquiry-based learning*. Oxford: Chandos Publishing. *Journal of information literacy*, 4(1), pp 83-84.  
<http://dx.doi.org/10.11645/4.1.1484>

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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].

**Hepworth, M. and Walton, G. 2009. *Teaching Information Literacy for inquiry-based learning*. Oxford: Chandos Publishing. 253 pp ISBN 978 1 84334 441 4. £49. Pbk.**

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This book goes beyond others in the field of information literacy by grounding IL firmly in current theories of pedagogy and in the educational experience, instead of limiting it to librarians and libraries. It is in two parts, the first looking at types of learner identified in the pedagogical literature (and the implications of these types for information behaviour), and the second outlining practical examples of learning and teaching interventions that can be used in various situations.

Part one identifies “four faces of learning”:

- the learner as a physical being – a sensory approach;
- the learner as a thinker – a cognitive approach;
- the learner as a sense maker – a constructivist approach;
- the learner as a social being – a social constructivist approach.

In outlining these approaches, the authors go beyond the short hand of learning styles so often used in information literacy literature to pigeon-hole learners (now somewhat discredited in pedagogy research). Instead the four faces are presented as facets displayed by the learner as they engage with information. Although we may exhibit a preference for one mode of learning, this does not mean we cannot learn in other ways as well. This is a move away from the “one size fits all” approach to information literacy, resulting in a list of skills abstracted from the context of the subject, which is, after all, why the student/learner is engaging with information. This first part of the book would have particular relevance for librarians engaged in learning and teaching qualifications such as a PGCert LTHE, or research in education; alternatively it may inspire further research in this area.

The second part of the book focuses on practical teaching interventions – mainly in university settings, but also including school and workplace scenarios. These interventions are presented as “recipes”, including equipment and space required. These interventions or lesson plans could be used as a basis to develop IL teaching in the reader’s own subject context, or used from the page where relevant. As an illustration, the example of a lesson on evaluating sources for Masters students would be relevant across most subject areas. Each intervention is presented alongside the underlying pedagogy, firmly rooting it in the research explained in part one of the book.

This book would be of great value to librarians engaged in information literacy. While the two parts are linked by theory they are likely to be used in very different ways. Part one is an in-depth evaluation of learning theories and their application to information behaviour, and would be perhaps most suited to librarians with an interest in pedagogical theory, or as pre-reading for those thinking about gaining a learning and teaching qualification. It can of course be argued strongly that any librarian engaging in Information Literacy must be conversant with the underpinning theories of learning and teaching; so reading part one would be a useful introduction to current thinking in this area. Part two could be used to provide inspiration when planning lessons; each intervention is clearly presented, with timings and resource requirements so could be used “off the page” or adapted where necessary. The authors have included examples from workplace and

school scenarios but the book is still dominated by university examples, so librarians in other sectors may find it less useful.

Overall this book is a timely reminder that information literacy teaching should not operate in a vacuum, but should be placed in the context of learner behaviour, looking at information from the perspective of the learner and not the librarian.