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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> [Accessed: 18 November 2015].

Kelly J.V. and Zurkowski, P. 2015. *Zurkowski's 40 year information literacy movement fueling the next 40 years of action literacy: empowering "we the people" in the information age.* Washington: All Good Literacies Press. 96pp. ISBN-13 978-0-692-35077-5. £3.24 (Kindle) £16.53. Pbk.

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This publication is an eclectic mix of content that charts the history of information literacy (IL) from the perspective of arguably its best-known and most cited proponent, Paul Zurkowski, who first coined the term "information literacy". Of central interest is the original paper written by Paul Zurkowski in 1974 which has been lovingly converted to modern text format from a somewhat illegible typewritten version, which is also thoughtfully provided as an appendix. Some aspects of this nascent presentation of IL are showing their age (microfilm anyone?), and the Internet has superseded or provided many of the information products proposed. However the concepts discussed in this paper of challenging models of publishing and ensuring public access to information can still be seen in the open-access publishing movement today. There are points where the modern reader can spare a chuckle, for example where information is described as "over abundant"; when compared to the internet age this seems somewhat exaggerated, however the reflections on the effect an overabundance of information has on people and their behaviours is tellingly fresh.

Chapter 2 contains some interesting materials that could be used for the teaching of IL and in particular in supporting a reflective approach to how one understands and deals with information. In particular the "top ten barriers" on page 19 could be used to stimulate discussions with learners and lead to a deeper conceptual understanding of IL. Chapter 3 contains a universal IL rubric for use by IL educators. This could potentially be useful particularly in settings where rubrics had not been previously used. Educators may however seek to adapt it to specific assignments or activities given its very generic focus. Readers are invited to contact the author for more information on how to use this rubric in their organisation.

In Chapter 5 we are treated to a verbatim transcription of Paul Zurkowski's presentation at the First European Conference on Information Literacy (ECIL) where he reflects on the development of IL and outlines his vision for the future. This places IL at the forefront of citizenship and provides a rallying cry for the creation of community-led information business, services and tools. In chapter 6 (another transcribed conference speech) Paul calls for the creation of an "Information Action Coalition" to address IL training and develop partnerships between public libraries, people and private (information) organisations for the promotion of IL. There is some detail given in chapter 7 to the type of training and development events that could be organized at a local level to teach IL to the general public and, while this is a laudable activity, little consideration is given to how this might be funded, a crucial issue in the public library world.

Unfortunately some chapters of the book are a little confused, and presented almost as raw (PowerPoint-style) presentations with little additional text to explain and enhance the material for an audience that wasn't lucky enough to have attended the events. For example the teaching materials in chapter 2 and the IL rubric in chapter 3 could potentially be useful, but lack context and explanation. A case study of their use in a teaching setting would have been a welcome addition to the book. Due to the lack of editing and repackaging, a certain amount of repetition takes place.

For example the transcripts of the conference presentations in chapters 5, 6 and 7 overlap, and while there is development of ideas and a reflective progression of some concepts, arguably a combined version created specifically as a book chapter might have been more valuable.

The raw style of presentation reveals a powerful range of global IL stakeholders and offers some specific strategies for engaging people in IL through the agencies of public libraries. However the proposed strategies vary wildly from national policy initiatives to ideas for grass-roots individual training sessions in public libraries (e.g. how to utilise eBay for fun and profit) and it is sometimes difficult to understand how an IL practitioner would be able to develop a personal strategy from this undoubtedly heartfelt call to arms. The individual items that are included in the book are definitely of interest to a reader who wants to understand the roots of the concept and the views of the founder of IL on the current state of the discipline. However a more well-developed approach to tying the content together with commentary from experts in the field (rather than disembodied quotations) would ultimately have produced a more resonant book.