Rethinking Information Literacy: A Practical Framework for Supporting Learning

Jane Secker and Emma Coonan (eds)

London: Facet Publishing, 2013. 169 pp.

ISBN: 9781856048224. £49.95

Rating: 4 = Very good

Information literacy is a topic that gets talked about a lot in library circles. Over several years I have seen presentations, had discussions and read articles on the topic all of which has shown me that there are different approaches, models and opinions on what constitutes information literacy and how it is best taught. Whilst reading, listening and debating I have never been 100% convinced that any model has the answer, this background led me to wanting to read and review this book promising a fresh look at the topic. The book is structured around the ANCIL (A New Curriculum for Information Literacy) project that Coonan and Secker were instrumental in creating. Having heard ANCIL talked about without having studied the curriculum closely so although I was aware of its existence I would have been unable to assess its usefulness. This book is based on the ANCIL model and offers a practical case study for each of the ten strands of ANCIL.

The book is split into the introduction and conclusion, a chapter for each of the ten strands plus an afterword, it also includes the ANCIL documentation in four appendices. The introduction sets the context for the book, gives useful background to the ANCIL project and explains what makes ANCIL different, including an honest confession that although it is called a "new" curriculum that there is no "old" curriculum that ANCIL builds upon. The final part of the introduction explains the layout of the rest of the book and makes it clear that whilst case studies have been attributed to specific strands of

the model that there is cross over and some of the case studies published straddle more than one strand.

The first chapter is a case study from Sarah Pavey, of Boxhill School, discussing the transition from school to higher education. This chapter was very informative and easy to read explaining what Sarah had implemented within her school to ensure that her students were prepared for the next step.

The second chapter focuses on 'becoming an independent learner' and Geoff Walton and Jamie Cleland share the work they carry out with students at Staffordshire University. This chapter gave not only an information professionals view of the curriculum in action through Walton's contributions but also included an academic viewpoint from Cleland this gave the chapter extra gravitas in terms of sharing the model with academic colleagues.

The third chapter deals with the 'developing academic literacies' strand of the model and Moira Bent

Reviewer: Fiona MacLellan, Academic Librarian at the University of Northampton