

## Book Review

[Developing people's information capabilities: fostering information literacy in educational, workplace and community contexts](#). Hepworth, M., & Walton, G. (Eds.). Emerald Group Publishing, 2013. ISBN: 978-1-78190-766-5, ISSN: 1876-0562 (Series).

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This book includes four main sections and fifteen chapters which begins with a rich “preface” about the main objects of the book and why the editors published the work. The editors mentioned in the preface of the book that “Our information literacy research has stemmed from an academic desire to understand this phenomenon that is “What is it?” “What influences a person information literacy?”, ‘does it mean different things in different contexts?’. Also is among the other drivers of the editors “the need to find practical ways of developing people’s information literacy that is drawing on academic insight to help develop effective interventions that would build information literacy” (xix).

The editors tried to describe and highlight the diverse aspects of works on information literacy and information behaviour available in related literature. In first chapter which is entitled “Introduction — Information Literacy and Information Behaviour, Complementary Approaches for Building Capability”, they mentioned that “Our opening chapter also presents an argument for bringing together the domains of information literacy and information behaviour and indicates how they are complementary and both would benefit from each other’s work” (xxi).

A comprehensive comparison between information literacy and information behaviour and the inter-related nature of the two concepts has been put forth at the end of the first chapter (p. 9). The main structure and content of the book have been described in this chapter by editors.

The first section of the book which has a “Strategic View” on information literacy, includes four chapters. Sheila Webber and Bill Johnston via their article in this section entitled: “Transforming Information Literacy for Higher Education in the 21st Century: A Lifelong Learning Approach”, tried to “examine the context for Information Literacy (IL) development in Higher Education (HE), with particular focus on the United Kingdom (UK), and propose future directions for IL In a Lifelong Learning (LLL) context” (p. 16). As they believe, “The information literate citizen” is one of the main topics of this chapter which readers of the book can find more information about it on page 25.

In chapter 3, the reader can study an article by Li Wang entitled “Curriculum and Curriculum Integration of Information Literacy in Higher Education”. The author in this chapter tries to

discuss about different aspects of curriculums in higher education. Developing a model of curricular integration of information literacy is one the main object of this chapter (see p. 37). The author believes that “Information literacy can be integrated into different levels of curriculum: university, faculty, course, and class by negotiating with different groups of people” (p. 35).

The next chapter entitled “The Construction of Information and Media Literacy in Education Policy: A Study of Singapore” authored by Tzu-Bin Lin and Li-Yi Wang. The authors try to consider published documents related to information literacy to find out and to explore representations of information literacy and media literacy in Singapore’s educational discourses (p. 51).

The second section of the book is entitled “delivering information literacy education” and contained 5 chapters (5-9). This section involves some experiences about information literacy in higher education. One of the articles of this section tries to explore “the role media playing in children’s understanding of people and cultures outside of their own” (p. 81). In Chapter 7, Ward and Duke’s article reports on a collaborative action research project at The University of Alaska southeast which has been developed between an academic librarian and an education science professor. In chapter 8, Phussadee Dokphrom has made into consideration the information literacy of undergraduate students in Thailand (p. 111).

The final article of the second section is a case study that has been conducted at African universities. The main issue of the article is about the benefits and challenges of networking, collaboration, and partnership in the area of information literacy at the University of Botswana (UB) when involved in the DelPHE project on Africa. DelPHE project is “Developing an Information Literacy Programme for Lifelong Learning for African Universities” funded by Development Partners in Higher Education (DelPHE)” (p.127).

The second section of the book entitled “the link between university and work”. This section has contained the three (10, 11 and 12) chapters of the book. The first chapter of this section is related to some efforts on legal education of information literacy in South Africa and Nigeria. The authors of this chapter tried to examine “the evidence of information literacy-related practices in the legal workplace in Nigeria” (p. 158). Considering information literacy in the business school context is the main subject of chapter 11. From the viewpoint of the authors, this chapter explores “the interplay between factors of the learning environment and information literacy program components and their impact on business student learning outcomes” (p.169). Finally, Evans Wema in chapter 12, reports on the workplace reflections of information literacy training. This is, in fact, a case study on Agriculture and Health Sectors in Tanzania.

The title of the last section of the book is “Beyond Higher Education”. This section includes three chapters (13, 14 and 15). In chapter 13, the author examines the different workplaces of

information literacy. This article by Stephen Abram tries to draw his personal experiences and observations in different workplaces. He believes that “workplace literacy is different” (p.222) and “work environments information literacy is quite different” (p.222).

“Diversifying Information Literacy Research: An Informed Learning Perspective” is the title of the fourteenth chapter. The authors of this chapter have a glance to learning experiences. They have tried to describe the key principles underpinning the development of informed learning (p.226).

The final chapter (p.241) entitled “The Use of Participatory Techniques in the Communication of Information for Communities: Information Literacy and Collaborative Work for Citizenship Development”. In this chapter, the main aim of authors is the demonstration of “multidirectional and interactive communication that uses participatory techniques contributes to enabling people to develop information literacy abilities and work collaboratively” (p.242).

The book is a collection of chapters by authors from all around the world, thus giving the opportunity to experience the diversity of views about information literacy. The main issue of the book is fostering information literacy in educational, workplace and community contexts. Although there are many quantitative researches about the information literacy of different people, less researches exist about the nature of this phenomenon. The editors of the book tried to understand the nature of information literacy as they mentioned a sentence in the preface “we all are still learning about the nature of information literacy” (xix). As the editors of the book mentioned in the preface “Knowledge and understanding of information literacy are still evolving” (xix), understanding the nature of this phenomena is currently more significant for Information literacy researchers.

This work will be of interest and highly recommended for knowledge and information science researchers, librarians and information literacy instructors who tend to know more about the nature of information literacy.

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