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# Transforming information literacy instruction using learner-centered teaching

**Joan R. Kaplowitz**  
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This book is divided into four parts:

- 'Finding out about learner-centered teaching'
- 'Planning for learner-centered teaching'
- 'Applying learner-centered teaching in practice'
- 'Summing it all up'

Each part is further divided into chapters and then into sections, so it is easy to read in small chunks without losing the thread. The main content of the chapter is set out in several sections, and all but the last two chapters end with four further sections entitled: 'Final remarks', 'Reflections', 'Explorations' and 'References'.

'Final remarks' gives a summary of what has gone before in the chapter and links it briefly to previous chapters. 'Reflections' asks the reader questions and gets them to reflect on their experience and how they might relate what they have read to their teaching. 'Explorations' is an annotated bibliography of suggestions for further reading. 'References' is as it says.

There is a logical progression to the parts, so it is possible to dip into a particular section without a frantic search through the index, though the latter is well constructed and easy to use.

The book is very thoroughly researched, as the copious number of texts included in the 'Explorations' sections as well as the number of references indicates. It is no heavy academic tome, however.

The language is straightforward and it is a practical rather than a theoretical text. It outlines the historical background to learner-centred teaching (LCT) and the author's journey to including it in her information literacy instruction (ILI). She uses this term, ILI, rather than the IL (information literacy) that many of us are more familiar with. She writes from an American perspective and primarily for an American audience but this does not make it any less valuable to those of us in the UK or elsewhere.

She is a strong advocate of the 'guide on the side' rather than the 'sage on the stage', and frequently reiterates the mantra CPR – 'collaborate, participate, responsibility' as being central to the philosophy of LCT. She recognises the wide range of opportunities and limitations faced by those of us who are responsible for ILI, and she endeavours to make suggestions that can be easily adapted to individual circumstances. She also attempts to tackle the online environment. This is not easy as it is constantly changing, but I was surprised to see no mention here of mobile devices.

Being interested in evidence-based research in education, I found the section on the research base (pp. 45–51), particularly that on neuroscience (pp. 48–51), useful, as I did the practical suggestions as to how to put LCT into practice and the ideas generated by the vignettes in chapter 9.

I did believe some ideas to be impractical or to require time and resources that many of us do not have, but I believe this is a very valuable addition to the field of information literacy, especially given the further material recommended, and I certainly plan to try out a few of the ideas suggested here.