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BLANCHETT, Helen, POWIS, Chris and WEBB, Jo *A guide to teaching information literacy: 101 practical tips*. **London: Facet Publishing 2012 262 pages. ISBN 9781856046596. £49.95**

This book is divided into three sections which focus on the planning, delivery and learning activities for teaching information literacy. Each tip includes an introduction, information about when the tip can be used and some issues that the reader needs to be aware of based on the authors experience of teaching information literacy. At the end of some of the tips there are references to journal articles and websites.   Information about how the ideas can be adapted for different levels and contexts is also included.

I liked the range of activities that are included in section three which provided me with ideas regarding how I could address learners different learning styles and keep learners motivated and interested in an information literacy session. Whilst some of the tips include examples of how practitioners have, for example, used questions in their own teaching. I would have liked this book to have included more examples to demonstrate how the activity has been used in practice.

The authors explain in the introduction to this book that a large amount is published on information literacy annually, for example, journal articles about the different theoretical approaches to information literacy. Consequently the authors decided that they wanted to publish a book which contained a collection of hints, tips and best practice guidelines to help practitioners widen their teaching repertoire and suggest new approaches. Whilst practitioners may find it helpful to read the first two sections, this book has been designed as a reference book so that a practitioner can read a particular section or tip when they require information, advice or inspiration.

Many practitioners do not have a teaching qualification and on email discussion lists there is often discussion regarding what teaching qualifications practitioners would recommend. This book will provide such practitioners with an introduction to the theories of learning and the different stages involved in planning and delivering an information literacy session, for example, how to assess students learning and manage dominant students.

As a librarian who has delivered a range of information literacy sessions, this book has provided me with ideas that I have already incorporated into my own teaching. I would recommend this easy to read book to both new and experienced practitioners who are interested in finding out more about teaching information literacy.

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