

**MACKEY, Thomas P. And JACOBSON, Trudi E. (eds) *Collaborative Information Literacy Assessments: Strategies for Evaluating Teaching and Learning*. London: Facet Publishing, 2010. 242pp. ISBN 978 1 85604 706 7 £52.95 (£42.36 for CILIP members)**

Learning outcomes for information literacy are now as much a part of the curriculum in higher education as other outcomes expressed in the learning design of courses. The assessment of these learning outcomes forms an early stage of course planning. For information literacy assessment, a collaboration between library and teaching staff is often considered the best way to go.

This publication, the third in a series, explores assessment strategies designed by faculty-librarian partnerships in the United States, New Zealand and the United Kingdom. Each chapter offers a qualitative and/or quantitative approach to assessment and a detailed case study examination of a course that incorporates information literacy. The book is organised by discipline into three sections – business, social sciences and humanities. Within a disciplinary emphasis, the chapters present assessment models which can be applied in different subjects.

The section on business and finance courses makes important links between higher education and the workplace, showing how key competences such as information seeking, evaluating and synthesising information and critical thinking are relevant concerns in the real world. The scaffolding approach as one of the themes in this section is pertinent to many other disciplines as well. The second section includes assessment modules developed specifically for undergraduate courses in political science and psychology as well as a multidisciplinary professional programme for adult learners incorporating both in-class and online methodologies. The final section provides assessment models relating to writing courses and themes include assignments in the form of student self-assessments and pre- and post-tests.

The whole book includes a range of literature reviews and bibliographies with a selection of appendices describing learning outcomes and assessment tools. Some of the chapters are based on UK experience and each chapter will provide opportunities to explore assessment methods applicable to the UK higher education environment, no matter where designed. This publication will serve academic librarians with some useful exemplars.

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