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Book Review

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Chan, L. et al 2002. *Budapest Open Access Initiative.* New York: Open Society Institute. Available at: http://www.soros.org/openaccess/read.shtml [Retrieved 22 January 2007].

Ruthven, I. and Kelly, D. (eds). (2011). *Interactive information seeking, behaviour and retrieval*. London: Facet. xxxvii, 296pp. ISBN 9781856047074. £44.95. Pbk.

Andrew Carlin, Librarian, St Columb's College.
Email: acarlin865@stcolumbs.com

This is an interesting collection that deserves to be adopted as a key text within information science courses. Award-winning, internationally renowned editors have enticed a number of experts, some with industry experience, to provide high-quality contributions. The solid chapters discussing core fields that make up its coverage – information seeking, information behaviour, information retrieval (IR) – assure its place on reading lists. The editors have ensured new developments receive attention (such as task-based activities in "Task-based Information Searching and Retrieval", by Elaine G. Toms) but not at the expense of the essentials of the fields.

For the library school and practitioner markets, Ian Ruthven & Diane Kelly's collection is more user-friendly than Chowdhury's (2010) textbook. This is due, in part, to the scope of introductory material in Colleen Cool and Nicholas J. Belkin's "History and Background" chapter. Cool and Belkin have produced a model of concision in covering the history of (interactive) information retrieval in so few pages. For the professional readership, this is a useful complement to recent competence-based texts (such as Brine, 2009; Chowdhury et al., 2008).

For teaching information literacy (IL), the book provides detailed material for re-invigorating information literacy courses. Trainers would benefit from this book as well as students: personalisation and social search, for example, are engaging tutorial topics in information literacy classes. Max Wilson's chapter, "Interfaces for Information Retrieval" is useful for teaching IL in its careful explication of search engines and search engine features, which can be carried forward into IL training. Wilson demonstrates that even the familiar plain search box offers scope for the trainer discussing web search for new users. Indeed, from a teaching information skills perspective, the collection is an excellent resource for demonstrating the interconnectedness and interdependence of different features of systems and use.

Chapters are cross-referenced assiduously. Some chapters, such as Mark Smucker on "Information Representation" and Edie Rasmussen on "Access Models", flow into each other naturally. Others, such as Kalervo Järvelin's excellent discussion on "Evaluation", depend upon previous chapters, allowing readers to appreciate the editors' work through the cumulative development. The cross-references impress upon the reader that topics (chapters) are not completely discrete or occur in isolation within the IR field, there are various features that must be considered.

The book includes sophisticated discussions of issues that are coming under increased scrutiny, such as Jaime Teevan and Susan Dumais on "Web Retrieval, Ranking and Personalization" and David. M. Nichols and Michael B. Twidale's chapter, "Recommendation, Collaboration and Social Search". The limitations placed upon users through personalisation are becoming increasingly important issues. It is surprising then that personalisation is covered in just over two pages by Teevan and Dumais: this coverage seems inadequate, and their chapter could have benefited from unpacking these issues at greater length.

Facet publications are always of high-quality and are extremely well presented. This title is no exception, but in this case the publisher should have included a name index as well as a subject

index because of the volume of references (over 35 pages). Chapters are well organised, with clear sub-headings. However, there is unevenness between chapters, which are not all pitched at a consistent readership level. Furthermore, the extensive bibliography at the end of the book belies some contributors' reliance upon limited literature bases: there is a wide variation between chapters in the referencing of previous work. The promotional matter on the cover contains the incredible claim that "This book is the first text to provide an information science perspective on IR". Many readers will identify Mary Burke's (1999) textbook as having covered many of these issues "from an information science perspective".

Beyond the publisher's hyperbole, this is an extremely substantial collection that I recommend to course directors, practitioners and IL trainers. However, I was disappointed by significant omissions, one which is emblematic of the field, both of which can be undertaken in future editions.

Within information science there are still no detailed analyses of interactive information retrieval in action. This lacuna is evident reading Raya Fidel's (excellent) chapter "Approaches to Investigating Information Interaction and Behaviour". Access to in situ practices is curtailed by methods as well as theoretical approach. In terms of methods, the editors should have solicited a discussion on how fieldwork (rigorously applied) can be used as a more appropriate approach to requirements analysis, design, implementation and use of systems for information retrieval. The tools are available (Randall, Harper & Rouncefield, 2007) but information science researchers have yet to address this most significant problem.

Another set of issues that should have been included would have been an appraisal of recent landmark studies in these fields. This would address outstanding contributions that broaden and change the nature of the field by challenging its foundations, on relevance, and the theory and philosophy of information retrieval, such as Birger Hjørland (that only one contributor refers to Hjørland's work, and just one article, is mystifying), Clare Thornley, Julian Warner, and the later work of Keith van Rijsbergen.

The field is changing: hopefully a second edition of this text will reflect this.

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