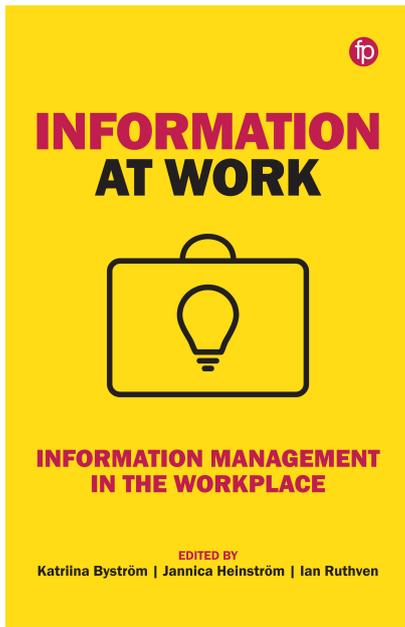


## Information at Work: Information Management in the Workplace

Bystrom, Katrina, Heinström, Jannica and Ruthven, Ian, Editors (2019). *Information at Work: Information Management in the Workplace*. London, Facet Publishing

200 pages

ISBN: 9781783302758



The intended audience for this densely packed text is information scientists, both experienced and new in the information management field. Its examination of the nature of work and work practices will be of value to anyone seeking to understand, in depth, the critical role of information in workplace learning.

In her foreword, Annemaree Lloyd locates the book in the world of work and the inherent “complexity and messiness” (p. xvii) of the workplace. Lloyd describes information as the “core resource for workplace learning” (p. xvii), enabling effective navigation.

The book consists of seven chapters, the first of which introduces the book and its focus in some depth. In this chapter, there is a detailed explanation of Taylor’s *Information Use Environments* model. This model, devised in 1991 is built around the notion that

rather than study information solely from a technological or content perspective, users and uses of information are critical. In particular, Taylor takes the view that it is necessary to examine the changing requirements of both the individual and the situation; information must be useful in this context.

Chapter 2 examines the concept of work, described by the authors as a “generic process involving a series of *activities* that drive *tasks*” (p. 33). Key concepts are illustrated by examples of the work of a manager and an information worker.

Chapter 3 defines information culture and how it impacts upon workplace practices. The authors point out that the nature of information culture in an organization depends upon the type of organisation, workers and their roles and tasks.

In Chapter 4, information management is discussed through presentation of a detailed definition and examples of the different ways in which those in the workplace may view information management. The role of an individual or organisation will dictate this view; “Connecting personal and organizational requirements and implementing them in user-friendly applications might be one of the major challenges of future information management” (p. 97)

Chapter 5 identifies information artefacts as “*information sources and information channels* from the perspective of workers” (p. 103). Again, theory and concepts are considered along with how such artefacts are used in the workplace.

Chapter 6 describes information attributes, being how we talk about information and the concepts and language involved. Examples are cited and theory is explained in detail.

Chapter 7 revisits Taylors’ Information Use Environments, discussed in Chapter 1 and presents a new model the Workplace Information Environment. The authors, who devised this new model, regard it as an improvement on the original.

The extensive reference list at the end of each chapter provides a wealth of further reading on the key concepts. If you are interested in exploring the theory behind the management of information in some depth, this book will be worth perusing.

***Reviewed by Rosemary Abbott, Reviews Editor Synergy***

## At a Glance

This is an addition to the review section of *Synergy*. It contains brief reviews alerting busy practitioners to new resources, with both a local and global focus. It may include books (print and online), online resources (websites, blogs, etc.), research reports and journal articles.

We would be delighted to have SLAV members contribute to these reviews. So if you would like to share a useful resource with your colleagues, it is not intended to be an arduous task – 2 or more lines is all you need to send to me at [synergyreviews@slav.vic.edu.au](mailto:synergyreviews@slav.vic.edu.au)

**Rosemary Abbott**  
**Reviews Editor**

## In this edition

**[Teaching students to become self-determined learners.](#)** (2020)

Published April. Looks at choice and autonomy in student learning. Practical approach, including case studies and resources

**[Design Thinking in Play: An Action Guide for Education,](#)** (2020) Published April.

Aimed at those leading in schools, applies the principles of design and innovation to manage change from a leadership perspective.

[Learning That Sticks](#), (2020). To be published in June. Looks at cognitive science as means of “intentionality” in teaching – the when and why, not just the how

(All above publications are from the US Association of Supervision and Curriculum Development (ASCD))

[2020 Educause Horizon Research Report](#). This year’s annual report sees a major revision. Looks at teaching and learning in the future in terms of trends and challenges in the higher education arena. K-12 version published in 2019.

**Fisk, Selena, (2020). *Leading Data-Informed Change in Schools*. Melbourne, Hawker Brownlow.** A practical guide on how to generate and use data for improved student learning. Fisk has also previously published *Using and Analysing Data in Schools* (2019) which also focussed on using data to change how students see their learning

**Fullan, Michael & Gallagher, Mary Jean (2020). *The Devil is in the Details: System Solutions for Equity, Excellence and Student Well-Being*. London, Sage. 9781544317977.** A new title examining why attempts at changing education systems have often failed. Fullan and Gallagher propose new and alternative approaches, based on research and detailed case studies. Available in print and eBook format.