do not already know a good deal about electronic publishing, but those who do have such knowledge will certainly find much to interest them. The work will rapidly date, but will in future years serve as a snapshot of the situation in 2008.

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Transformative learning support models in higher education: educating the whole student

Margaret Weaver (ed.) London Facet Publishing 2008
222pp ISBN 9781856046442 £39.95

This book is about students and higher education professionals (librarians, students’ affairs professionals, IT staff and learning technologists, educators, and researchers) and their expectations of each other. The underlying premises are that the whole higher education environment is rapidly changing; that students no longer take, or require, a linear approach to learning; and that they expect their university to provide services and support holistically, rather than in organisational, technological, or temporal silos. The book is organized in three parts: the first looks at high level strategy and policy; the second examines means of engaging students through physical, virtual, and temporal learning environments, and the third looks at integrative practice through a research informed lens.

The first chapter, authored by Les Watson and entitled ‘It’s not about us: it’s about them’, sets the scene by listing the major trends, encouraging readers to see things from students’ points of view and advocating a student-centered approach. He reminds us that many students find ‘university bewildering and the vocabulary alien’. They may be the first in their family to attend university, paying fees which encourage them to view themselves as clients, and combining very full loads of paid work and study. But we must remember it is about ‘us’ too – the librarians, students’ affairs professionals, IT staff and so on – as it is we who must work together to create the next generation of transformative learning support. The three other chapters in Part One provide case studies of institutions working to put these ideas into practice.

Part Two begins with two case studies on the shaping of space, and examines how it can impact student engagement and learning. The next two chapters focus on the virtual space of online media, and the integration (current and potential) of the physical and virtual. The final chapter in this Part considers the sharing of spaces by extending access to academic library services to senior school students to encourage their future engagement in higher education.

The final section presents suggestions and examples of how university staff might adopt integrative practices and learn from each other using practice-based and
research-informed approaches. However, the section and the book would benefit from some kind of conclusion or tying together. Les Watson's introductory chapter efficiently and promisingly opens the discussion; it would be useful to have closed and balanced the book with a summary of learning and pointers for future research.

The chapters vary in their practicality, focus, scholarship, and presentation. This heterogeneity reflects the authors and the potential readership. A wide range of professionals, including librarians, in higher education will find aspects of this collection useful and interesting. It certainly addresses topical issues.

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The virtual representation of the past

Mark Greengrass and Lorna Hughes (eds) Farnham
Surrey Ashgate 2008 226pp ISBN 9780754672883 £60.00

This volume of fourteen papers, originally presented at an 'expert seminar' on 'Virtual History and Archaeology', presents an unusual marriage of academic thought from the disciplines of history, archaeology, archiving/librarianship, and information technology. The fact that the 2006 seminar was held in the UK and was attended by those working on locally based projects, is reflected in the UK-centric academic focus of the book. Unfortunately, such a narrow pool means that the volume falls short of the stated aim to 'provide an authoritative reflection of the state of the art in the application of computing and technology to arts and humanities disciplines'.

As with many books on computing, the 'tech speak' employed in this volume is at times painful. There are several chapters that should be entered only by the brave. Beyond the bamboozling terminology, however, there are gems such as Meg Twycross's introduction to the technicalities of best practice digitisation. Twycross's engrossing piece will be of great interest to any reader who has had to, or is planning to, tackle a digitisation project.

A stand-out contribution is Tim Hitchcock's paper 'Digital searching and the reformulation of historical knowledge'. Hitchcock argues the case for information professionals to acquire at least a conceptual understanding of key access technologies. He contends that such an understanding is necessary in ensuring that contextual information, which will reduce misinterpretation of digitised items, is maintained appropriately in line with online media. Hitchcock's paper would be an excellent platform on which to rest and develop workplace discussions on the theoretical/conceptual basis of historical professions in the online environment.