



IJIDI: Book Review

Chong, R. (2022). *Indigenous information literacy*. Kwantlen Polytechnic University Press.

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<https://kpu.pressbooks.pub/indigenousinformationliteracy/>

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Information literacy is a well-established concept in mainstream library and information science discourse but has yet to capture the knowledge systems of First Nations people. *Indigenous Information Literacy*, by Rachel Chong, is an Open Educational Resource (OER) text which outlines protocols and guidelines for readers who work with Indigenous information sources. The book is suitable for international readers who wish to source and evaluate Indigenous print and oral sources while following best principles with integrity and respect. The book also provides a broad view of Indigenous foundations and approaches for evaluating Indigenous resources. This publication would be a valuable addition to Indigenous collections in cultural institutions and national or state libraries.

Indigenous Information Literacy begins with a Territorial Acknowledgment and is then divided into six chapters that provide a functional approach to Indigenous resources in academic research. Written in workbook format, a reflective exercise is provided at the end of each section, inviting readers to take an inquiry-based overview of the content of each section. Considering the book's layout, I suggest the author choose either "Part I" or "Chapter 1" for all chapters and re-number the sections such as 1.1, 1.2, and 1.3 in each chapter, including the Territorial Acknowledgement. This structure will improve the overall look and feel of the book format and avoid the confusion of *References* in each chapter.

Chong's writing is clear and understandable, with links to online videos supporting the text—an alternative that some readers may prefer. Chong's step-by-step approach benefits graduate students or library practitioners who are at the beginning of their careers and are seeking a general knowledge of the Indigenous context and information literacy in academic research. However, the book's title is too brief to identify the readership. The author should consider adding a subtitle to provide a more detailed content description.

Chong self-identifies as a member of Métis, an Indigenous people of British Columbia, from where the book's background is focused. The way she looks at Indigenous information literacy is a

respectful approach to acquiring knowledge assets within Indigenous communities. Indigenous peoples of the world are highly diverse, and examples given in the book may not always apply to First Nations people the reader is familiar with, but will provide stimulation for framing the issues. Providing a wide range of voices and perspectives is not Chong's priority. Still, the context of Chapter 2, "Evaluating Indigenous Sources for Credibility," and Chapter 6, "Elder Citation," are closely relevant to any international readers interested in diversity and inclusion. The concepts of Indigenous nations' ownership and copyright of oral traditions raised in Chapter 2 are complex issues that are relevant worldwide. Readers may wish to develop a more profound knowledge of these areas and the issues raised in British Columbia. The topic of citation of Indigenous oral sources is discussed in Chapter 6, revealing that it has not yet been incorporated into APA, MLA, or Chicago styles. Readers who are specialists in this area will find the topic exciting but may hold different views of the appropriate citation of First Nations elders and knowledge keepers. Chong provides a valuable foundation for further discussion on the critical topic of the copyright of Indigenous oral materials and citation of elders.

Chapter 4 focuses on the research process of Indigenous resources. International readers may be interested in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2) in Canada because ethics requirements vary among countries. Chapter 5 defines Elders and Knowledge Keepers, the various protocols for approaching an Elder, and examples of credible Elder online information. These two chapters are useful for international readers engaging for the first time in Indigenous research. Chapters 1 and 3 are general information on the author and finding Indigenous resources in the Kwantlen Polytechnic University Library, which may be less interesting to international readers.

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