



Warsaw, September 23, 2019

Book Review

Improving the Academic Writing Experience in Higher Education

Editors: Tatiana Sanchez, Maria da Luz Antunes, Carlos Lopes.

Contributors: Julio Alonso-Arévalo, Maria Manuel Borges, Natalia Cheradi, Ane Landøy, Carlos Lopes, Maria da Luz Antunes, Jorge Ramos do Ó, Angela Repanovici, Tatiana Sanches.

The book "Improving the Academic Writing Experience in Higher Education" is a solid resource for diverse groups working in academia: faculty, librarians, academic stakeholders, and students. It explores interesting issues related to academic writing. The contributors investigate this topic from different perspectives what widens horizons and allows to better understand the subject.

The book consists of two parts. The theoretical and reflexion-provoking Part One, "Embedding Academic Writing Theory into Practice", presents philosophical aspects of academic writing and builds a framework for the Part Two, "Practicing Academic Writing Pathways", which completes the book by addressing more practical issues that might particularly interest students and young researchers facing the challenge of scholarly publishing.

The authors name the academic writing "an instrument (...) and a powerful tool for building personal and community identity" (p. vii). Indeed, a mastery of academic writing, being one of the most important component of scholarly communication, has become an important 21st century skill for those who plan their career in academia.

I particularly valued the emphasis on the importance of information literacy-related issues. The contributors of this book, in more or less explicit way, argument for embedding information literacy into academic curricula and they underline how the high level of information competencies influences also a successful academic writing. In addition, they highlighted the role of academic libraries and academic writing centers in the process of developing skills.

I found chapter four, five, and six significantly informative and useful, especially for those who begin their adventure with academic writing, or those whose first language is not English. Since academic writing in English differs compared to other languages, practical tips and suggestions are always valuable. The fact that the contributors of these chapters are not English natives is an asset. They do know what to pay attention at while preparing a manuscript in English.

Chapter seven provides an overview of an emerging theme of open science. These issues are important particularly in the context of the European Union initiatives aimed at opening data and science. FAIR standards, data management, predatory journals, digital identity, and research impact metrics tools are challenges that should be mastered by academia members for independent and successful functioning in research environment.

To summarize, "Improving the Academic Writing Experience in Higher Education" meaningfully contributes to the existing literature in the fields of scholarly communication and academic skills. I am convinced that this publication will find a wide circle of readers who will appreciate its multidimensional approach to the theme of academic writing.

Z. Wiorogórska

Zuza Wiorogórska, PhD, Assistant Professor
Department of Information Studies.
Faculty of Journalism, Information
and Book Studies. University of Warsaw, Poland
e-mail: z.d.wiorogorska@uw.edu.pl