Book review

Information literacy beyond library 2.0
Edited by Peter Godwin and Jo Parker
ISBN 978-1-85604-762-3
Image available here: http://www.
facetpublishing.co.uk/title.php?id=7623

Reviewed by Michelle Blake,
SCONUL Focus editorial team

This book would be beneficial to anyone with a role or interest in information literacy. It is divided into three parts. The first part looks at recent developments in information literacy (IL) and library 2.0. This section is the heaviest of the three and some of the chapters are very theoretical, tackle ground which seem to me to have been covered many times before and I'm not sure add anything new to this discussion. However, I am more interested in the practical side of information literacy so may come to the topic with a particular perspective. Chapter 3 provides a very useful background to recent developments in the utilisation of Web 2.0 applications, taking the reader through some of the success stories including blogs, podcasts, wikis and LibGuides. There were some excellent suggestions in this chapter, including some I hadn't come across previously and other readers may also find some inspiration here. Chapter 4 then looks at the technical developments that are impacting on us and how they are changing the way we do things, focusing in particular on personalisation of services. In Chapter 5 the term 'transliteracies' is introduced, discussing whether this is a better term to describe web 2.0 for information literacy and related literacies. The last chapter in part one focuses on the idea of using informed learning. This places equal attention on what is learned and how working with information contributes to the learning process.

Part two is focused on case studies that provide some practical examples of using social media and other tools for delivery of information literacy outcomes. The case studies are mixed with a range of examples from across the world (predominantly UK, USA and Australia). These include using active learning for induction in Sydney, using games in Dublin and looking at mobile use to develop new approaches to IL there are some very good and creative practical examples that other practitioners may want to investigate further.

A chapter by Andrew Walsh (recent recipient of the IL practitioner award) about tweeting and using texts as well as gaming for IL shows a good range of developments from one institution. A case study about teaching student librarians about social media was interesting and how this may help future librarians. There is also a useful chapter on transliteracy and using current student skills to enable usage of library resources including an interesting exercise with Wikipedia. This is immediately followed by the ANCIL project (see the article by Jane Secker and Natalia Madjarevic in this issue), a subject I am already very familiar with and have investigated whether I want to take forward at my own institution. The tips in the chapter about implementing ANCIL are helpful and practical. The new curriculum needs to be embedded and online with meaningful assessment. It needs support from the top and should tie into pre-existing strategic aims, employability, or graduate attributes. I think any institution wishing to take embedding information literacy into the curriculum forward will find this chapter, along with the blog from the project, useful resources. The final case study looks at Teachmeets where short presentations are developed to share with each other. The first of these took place in Cambridge and was developed from a Cambridge version of the 23 Things programme. While many of the case studies were very good I found some were of less relevance or covered topics that have been covered well elsewhere and I'm not sure added anything new. These may still provide a useful round-up but there are better books on practical uses of social media tools.

Part three then focuses on how the changes and developments from the case studies will change what libraries are doing. This section has chapters on public libraries and engagement with web 2.0. It investigates the skills needed by public library staff so that they can provide training for their users. A chapter on school libraries and developments is also included. Finally Peter Godwin discusses the future and the need to survey the whole information landscape in order to understand the complex blend of literacies that we have to experience. Peter outlines and gives an overview of these literacies. He concludes that these literacies overlap, and that transliteracies might be a good way to define this. However, he states that terminology is less important than use of the theories as a device to help us adapt our thinking. Peter also outlines the areas of biggest challenge for public and school libraries. He concludes that it will become increasingly important for librarians to keep up to date with changes in social

media, to experiment and critique each of these and to help facilitate learning in others.

Overall I enjoyed this book and found some of the ideas helpful. It is an interesting and useful contribution to the development of information literacy.