As a new academic librarian who was immediately immersed in information literacy instruction, reading and discovering what other professionals are doing in the world of Library 2.0 was beneficial. Information Literacy Beyond Library 2.0, edited by Peter Godwin and Jo Parker (2012), provides a good introduction to information literacy in academic libraries. This work is an extension of their first book titled Information Literacy Meets Library 2.0. Library 2.0 is constantly transforming, and, though the book provides some useful examples of information literacy today, it is also a book of “yesterday’s” Web 2.0 tools. Due to the time lag between writing and publication, the tools discussed in the book are already familiar – even to a new professional. Overall, the book remains a worthwhile introduction to the information literacy pedagogy, with valuable case studies.

The overarching thesis of the book is that information literacy (IL) has evolved through Web 2.0 into transliteracy. Information literacy is the ability to retrieve, use, and evaluate sources at a point of information need; whereas, transliteracy is defined as the ability to read, write, and interact across a variety of information mediums. Transliteracy is the functional literacy of Web 2.0 that is “actively engaged at the level of meaning and ideas” (Andretta 60) through evaluation of websites and the user as a contributor of information. The book is divided into three parts that introduce, demonstrate and conclude that transliteracy is a new form of information literacy.

Part I, Recent Developments in Information Literacy and Library 2.0, mainly introduced by Godwin, establishes that IL is a skill learned by an individual, is contextual, and generates engaged citizens. Moreover, Library 2.0 is a concept we are still trying to grasp and define. IL assessment of the effectiveness and learning outcomes of students is necessary to provide evidence based pedagogy. The book aspires to fill the research gap by collecting examples of IL in different environments and audiences to authenticate Library 2.0. In general, Part I discusses recent IL trends and establishes that IL instruction has evolved from the concept of people as users of information to users as producers of information.

Godwin and Parker are both academic librarians, and in this section the academic bias becomes apparent. Yet, the book provides an interesting point that transcends all sectors, which is that what we teach is not necessary what the student or patron wants to learn. There are differing perspectives among librarians, faculty, students and patrons. Therefore, when we construct IL classes we must think about what students or patrons want to learn versus what we think they need to learn. Here, the example depicted is of a first year undergraduate course and the differing perspectives of information literacy needs between a librarian, instructor, and student. The librarian wants to teach the students about search tools; academics want students to learn about referencing and citation, and students want to learn how to choose and narrow a topic.
For someone in the profession, Part II, *Case Studies* is the section of the book that is practical. This section contains eleven case studies of information literacy instruction provided to students and includes two examples of IL instruction for librarians. The case studies illustrate the use of smartphones, cloud tools, and wikis, among other “tweets, texts, and trees” (111) in Chapter 9. In Chapter 8, we see the use of games as a strategy to teach first year higher education students to use Boolean searching. Even more, Chapter 15 tackles transliteracy with a pre-class activity that demonstrates the similarities between Wikipedia and database searching. Other examples include IL tools for librarians. These include creating an IL case study repository called ANCIL (Chapter 16) and the TeachMeet (Chapter 17), an informal discussion between librarians to share IL experiences within an institution. The case studies are predominantly academic, with one school library example and no public library instances. Other future IL books may focus on using IL with a variety of library settings and library users. For example, it would be interesting to have a public library IL book that focuses on library users such as seniors, youth, and the LGBQT community.

Important illustrations that were not incorporated in the section include: Library 2.0 and forming a research question, and approaches for faculty to embed IL further into the curriculum. Forming a research question is identified throughout the book as an issue that students commonly encounter. Therefore, there is a need to understand the tools used in this aspect of IL. Furthermore, a chapter on IL for faculty would be helpful. This could discuss faculty liaison strategies and Web 2.0 tools that are used by librarians, such as Moodle, a learning management system (LMS) that provides value added instruction to faculty and students.

Part III, *What It Means for Information Professionals*, commences by summarizing the changing landscape and challenges faced by public libraries. However, since the focus is on academic libraries, the section does not coincide with the overall theme of the book: higher education and the impact of changing literacies in academic libraries. Instead, this section would benefit by summarizing the challenges faced as a result of the changing landscape of IL in academic libraries.

Other obstacles of IL discussed in Part III include the notion of librarians as irrelevant, assessing the success of IL instruction, measuring the value IL adds to education, and the need for global input. Simultaneously, the future of IL includes the use of mobile phones and applications, social media, GPS, augmented reality, and search discovery.

To summarize, *Information Literacy Beyond Library 2.0* does an excellent job of providing many examples of IL instruction that are useful to a budding academic librarian or a student in library school interested in being an academic librarian. The book paints a picture of IL almost exclusively in an academic setting and does not encapsulate comprehensively the other library sectors. At the same time, the book provides many links to valuable sources and contacts. It will be interesting to read a subsequent information literacy book that discusses mobile phones further, augmented reality, the innovations of IL in flipped classrooms, and subject specific IL examples. In addition, separate IL books for the different library sectors, public, special and
academic, is recommended for comprehensiveness. IL is not just a higher education phenomenon; it is a lifelong process of “…reaching our users wherever they are, and whenever they want” (Godwin p. 259).

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Works Cited

