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Allan, B. (2016). **Emerging Strategies for Supporting Student Learning: A Practical Guide for Librarians and Educators**. London: Facet Publishing.

Downey, A. (2016). **Critical Information Literacy: Foundations, Inspiration, and Ideas**. Sacramento, CA: Library Juice Press.

Forster. M. (Ed.). (2017). **Information Literacy in the Workplace**. London: Facet Publishing.

Godwin, P., & Parker, J. (Eds.). (2012). **Information Literacy Beyond Library 2.0.** London: Facet Publishing.

Most librarians are familiar with the classic definition of Information Literacy (IL) as a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." This particular version of the definition was derived from the *Information Literacy Competency Standards for Higher Education*, which were rescinded at the 2016 ALA Annual Conference in Orlando, Florida and replaced by a new *Framework for Information Literacy for Higher Education*. The new Framework is very different from the previous Association of College and Research Libraries (ACRL) Standards, which outlined competencies, skills, and outcomes that a student needed to achieve in order to become information literate. Meanwhile overseas, especially in the UK and Australia, similar developments have been occurring and are reflected in the books under review.

Barbara Allan's *Emerging Strategies for Supporting Student Learning: A Practical Guide for Librarians and Educators* is the most practical of the four. Allan, with a doctorate in education, is currently a Principal Fellow of the Higher Education Academy and was awarded a National Teaching Fellowship in 2008. She is also the author of several Facet Publishing titles including *The No-Nonsense Guide to Training in Libraries* (2013), *Supporting Research Students* (2009), *Project Management* (2004), *Supervising and Leading Teams in ILS* (2006), and *Blended Learning* (2007).

Although her book is the only one under review without "Information Literacy" in its title, much of it can be read within the context of IL programming. It contains 11 chapters, which for convenience may be viewed here.

Each chapter is an easy read and all are well referenced. Among the book's strengths is its applicability to educators both within and beyond the library. In addition, it addresses face-to-face and online learning situations and includes many case studies that bear witness to the topics being discussed. For example, Allan synopsizes Mahrya Carncross' 2015 *College & Research Libraries News* article "Redeveloping a course with the Framework for Information Literacy for Higher Education: From skills to process," which illustrates how Carncross redeveloped a 3-credit course at Western Illinois University to incorporate the new ACRL Framework for Information Literacy (pp. 39-40).

My only beef is that Allan relies far too much on bullet point form. For example, in her chapter on employability she writes:

> Traditionally employability as been the territory of the careers service, but increasingly library and information workers are becoming involved in it as employability requires digital and information literacy. Library and information service staff support students (and staff) in the following areas:
>
> - accessing and evaluating information, particularly online information relative to employability
> - accessing and evaluating company information, e.g. in preparation for an interview
> - finding and communicating with professionals
> - developing their online identity and networking (pp.49-50)

This particular bullet point format is used on almost every page. The end result is a book that often reads like a checklist with little commentary from the author. True, some people like checklists; I, however, am not one of them.

Godwin and Parker's **Information Literacy Beyond Library 2.0.** is an update of their popular 2008 book *Information Literacy Meets Library 2.0,* and for my money this is the most immediately useful of the titles under review. The overriding pitch of this book is that social media (a.k.a. Web. 2.0 tools) and mobile technology are "here to stay" and that if they want to connect to the so-called Net Generation, savvy librarians had better start incorporating social media into their practice and adapting to the various technologies students use.

The book contains 22 chapters and is divided into three parts: Part 1, Recent Developments in Information Literacy and Library; Part 2, Case Studies; and Part 3, What it Means for Information Professionals.

As with the Allan book, each chapter is an easy read and all are well referenced. The authors are academics and most are British and Australian, although two are American (Lane Wilkinson and Kristen Yarmey) and a couple are Canadian. Dean Giustini is a biomedical librarian at the University of British Columbia and Carmen Kazakoff-Lane is an Associate Librarian at Brandon University.

The book blends nicely the theoretical with the practical. For example, the early chapter "Informed learning in online environments: Supporting the higher education curriculum beyond Web 2.0" by Hilary Hughes and Christine Bruce (both from Australia's Queensland University of Technology) examines the concept of informed learning, first introduced by Bruce in 2008. "Informed learning," they write, "shifts the focus of IL education from mastering information skills to using information critically, ethically, and creatively to learn within the wider context of students' disciplinary learning" (p. 66). This chapter explicitly updates the concept within the context of Web 2.0 and beyond. By way of illustration, the authors describe a recent experience at Auraria University in Denver where librarians simultaneously learned about and applied informed learning principles in reshaping the information literacy program.

The case studies in Part 2 reflect the practical side of using social media to promote IL. In their chapter, "Reinventing information literacy at UTS Library," Sophie McDonald and Jemima McDonald outline the strategies they use at the Queensland University of Technology. These strategies include "Making it Visual," which involves creating short screencasts on various topics such as finding the right databases; "Making it Social," which allows clients to access IL content through such social media sites as Facebook, Twitter, and YouTube; "Making it Fun," which includes a treasure hunt at the start of term using QR (Quick Response) codes as clues; and finally "Making it Useful," which includes a series of workshops offered to help develop digital and IL skills. One of these workshops, "Make Me Famous," introduces researchers to publishing strategies within high-impact journals. The ideas contained in this book are not limited by national boundaries and should inspire any reader to try them out.

The final two books under review are more consistently theoretical. Anne Downey's *Critical Information Literacy: Foundations, Inspiration, and Ideas* purports to explore the current state of critical information literacy (CIL) as it is understood by academic librarians. For me, CIL is a new concept and I liked how it was summarized by Eamon Tewell adapting a quote from Barbara Fister in his article, "Putting critical information literacy into context: How and why librarians adopt critical practices in their teaching":

> Critical information literacy asks librarians to work with their patrons and communities to co-investigate the political, social, and economic dimensions of information, including its creation, access, and use. This approach to information literacy seeks to involve learners in better understanding systems of oppression while also identifying opportunities to take action upon them. An increasing number of librarians appear to be taking up critical information literacy ideas and practices in various ways, from cataloging to reference.

Downey herself argues in favour of a new approach to IL because the existing structured approach, inspired by ACRL's new *Framework for Information Literacy for Higher Education,* means that "most students leave college with the ability to find basic information and do some rudimentary evaluation, but they do not usually learn to critically evaluate and reflect on the information from the perspective of the larger sociopolitical system in which it was created and distributed" (p. 17).

The CIL approach in libraries is a fairly recent one and has been inspired by critical pedagogical approaches of such theorists as Paulo Freire. Downey is well positioned to explain it fully. Currently she is the Director of Research Services at Reed College in Portland Oregon and holds an MLS and a PhD in Higher Education. This book, consisting of 8 chapters (identified in WorldCat in the Contents field), originated from her dissertation research.

Even in favourable circumstances, a librarian wishing to take this approach may be faced by professors or students who do not support CIL for various reasons—and even more commonly they are faced by time constraints. Preparing IL with a critical lens takes time, and it has proven difficult to embed the approach in the traditional "one-shot" sessions many librarians have to work with (p.97). That said, the book argues that such challenges may be overcome and it is incumbent on IL librarians to try. Assuming resources are available, one strategy inspired by the Library 2.0 approach to overcome the limitations of the "one-shot" is to use an online learning management system to create a series of modules that students could follow at their leisure. They could be tested at the end of each module and, assuming they passed all the tests, receive a Certificate of Completion that could be submitted to their professor(s) to prove they did the work.

The last book under review takes the notion of IL beyond post-secondary education. Marc Foster's **Information Literacy in the Workplace** makes the important point that IL is also essential in the contemporary workplace. The book is divided into two sections. The first explains the concept and emphasizes its importance; the second focuses on the development of information literacy in the workplace. In total there are 11 chapters. The authors are serious academics or academically trained working in either Britain or Australia, with the exception of Mary Somerville who is American. There are no Canadian authors.

The editor himself, Dr. Marc Foster, looks after the needs of health faculty at the University of West London—with that background, his interest in workplace IL is no surprise. For the last 20 years or so, there has been great emphasis in the health professions on evidence based practice and decision making, an approach that has widespread applicability in other workplaces. Of course the corollary is that workers must be skilled in digging out the best evidence wherever they work—they must be, to use Zurkowski's memorable phrase, "information literates."

In reading the chapters, I noted that Christine Bruce makes a reappearance, this time in the chapter by Mary Somerville, who touts Bruce's Informed Systems and describes it

as "an organizational approach…which builds on learning conditions and knowledge creation that result in a workplace which uses information effectively to learn, adapt and perform" (p. 42). But I was particularly taken by Foster's own chapter, "Information Literacy's role in workplace competence, 'best practice' and the ethics of professional obligation," in which he emphasizes that professionals are ethically required to use the best evidence they can in making their decisions since "[n]ot to be information-literate may result in harmful outcomes" (p.86).

Obviously not all professionals will have librarians at the ready in their workplaces to help them find the information needed to do their jobs well. This means that as future workers attend university and college, librarians who teach have a special responsibility to create information literates who can manage not only within their courses or programs but in future employment. This is a huge challenge—and each of these books, in their own ways, can better position library instructors not only to appreciate the significance of their work, but to pick up valuable ideas on how to do it even better.

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