
GODWIN, Peter and PARKER, Jo. (eds.) *Information literacy meets Library 2.0*. London: Facet Publishing. 2008. 200 pages. ISBN: 978 1 85604 637 4. £44.95.

This book brings together two topical subjects: Library 2.0 and information literacy (IL). It is organised in four sections: The basics, Library 2.0 and the implications for IL learning, Library 2.0 and IL in practice, and The future.

The first section comprises an introduction and a chapter on the tools of Library 2.0 and IL. In the latter, Brian Kelly describes the main characteristics of Web 2.0. He discusses such tools as blogs, wikis, RSS (Really Simple Syndication), communications technologies (such as instant messaging and Skype), social networking and social bookmarking applications, podcasts and videocasts, tagging and folksonomies, mashups and virtual worlds.

The section on IL learning covers higher education, school libraries and public libraries. Sheila Webber focuses on educating Web 2.0 LIS students for IL. While she sees no need for every LIS graduate to become a Web 2.0 guru, she does think that all LIS professionals should be able to engage critically with new online tools in order to identify their potential in their own LIS specialism.

Judy O'Connell provides examples of Web 2.0 tools that a school librarian can adopt to support IL in schools. She maintains that school librarians should embrace a 'Web 2.0 mindset', which accepts a transition from formal to informal learning spaces and which has flexibility and personalisation at its core.

Michelle McLean looks at public libraries and Web 2.0. Her examples are from the US, where many public libraries have their own blogs and some use wikis for readers to post book reviews.

Chapters in the section 'Library 2.0 and IL in practice' describe case studies showing how Web 2.0 tools may be applied in the teaching of IL.

Georgina Payne discusses the blog as an assessment tool. Library staff at the University of Northampton asked students to write a minimum of ten blogs over 13 weeks on the quality of information they encountered on a daily basis.

Anne-Marie Detiering uses Wikipedia to teach students to 'eavesdrop' on the scholarly conversation, and thereby have a richer understanding of how knowledge is created. Rather than seeing knowledge as something that is revealed, staff at Oregon State University seek to help their students research like scholars and to introduce them to academic writing. Detiering maintains that Wikipedia makes the construction of knowledge transparent because it is possible to use its history pages to trace the discourse about a topic.

Christopher Fryer and Jane Seck consider IL and RSS feeds. They describe using RSS to republish information on training sessions at LSE and give examples of US libraries using RSS feeds to make their information more accessible.

Jennifer Zimmer and Sally Ziph report on podcasting at the Kresge Library at the University of Michigan. The library staff experimented with audio podcasts and vodcasts (podcasts with video) for their library instruction sessions. At the time of writing they were planning to move the project out of the pilot phase and fully incorporate the podcasting in the existing instruction programme.

Jo Parker describes *Beyond Google*, an IL course at the Open University. The course covers making the best use of Google features as well as using tools to retrieve information that search engines are unable to find. It includes evaluating information, organising and finding it (e.g. social bookmarks), user-generated content (e.g. blogs and Flickr) and keeping up to date (e.g. RSS feeds).

Other case studies include: Laurie Allen and Marcella Barnhart on Penntags, a social bookmarking tool for locating, organising and sharing online resources developed by librarians at the University of Pennsylvania; Cameron Hoffman and Sarah Polkinghorne on how the tagging capacity of Flickr helps students learn the distinctions between natural and controlled vocabularies; Susan Ariew on a project at the University of Florida's Tampa Library to create a pilot video for instructional purposes using YouTube; and Julie Adams, Alison Pope and Geoff Watson on using Web 2.0 to enhance the Staffordshire University Assignment Survival Kit (ASK), a web-based tool designed to support undergraduate students encountering their first assignment.

The final section has two chapters: one on the teaching of IL through digital games and a conclusion by Peter Godwin. John Kirriemuir discusses the pedagogic benefits of digital games, and gives examples of initiatives at US universities.

The book will certainly provide inspiration to people teaching IL. However, there may be a limit to the use of Web 2.0. Godwin cautions: 'It may be ... that students do not want us in "their" spaces' (p172). Considering the pros and cons of using RSS or SMS to keep students updated, Adams *et al.* note that students might prefer to compartmentalise their communication – using SMS for their social life and RSS for academic purposes.

The issue of keeping up to date is a thorny one. Adams *et al.* quote Czarnecki's statement that: "we are always in a state of [constant] beta" when using Web 2.0' (p139). Parker points to the problem of keeping her IL course up to date when new tools and services are emerging all the time. One of her solutions is to provide a forum for students to post interesting links they have found. Godwin reflects on the wisdom of bringing out a book on this fast-changing world. He justifies it on the grounds of the convenience of print for browsing, review and reference, and addresses the currency question by creating a blog (<http://infolitlib20.blogspot.com/>) to record new developments.

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