

Brown, N.E., Bussert, K., Hattwig, D., & Medaille, A. (2016). *Visual literacy for libraries: a practical, standards-based guide*. London: Facet Publishing. 208pp. ISBN-13: 9781783301447. £54.95.

Having had a brief trawl of the main online book sellers there are a couple of other titles on visual literacy, but not many. This book is timely and incredibly practical for information professionals, packed full of useful ideas and resources. Indeed, it should be a staple in any educators teaching arsenal. At a time when it seems to be incredibly easy to find images online and professionals are aware that there is copyright guidance they should be following, it still feels like a daunting and unknown area. However, help is at hand: in easily digestible chapters with plenty of activities and worksheets to practice with and use in teaching this book navigates the entire field of creating and using images with ease and clarity. As it states on the tin, the book also aligns everything in it against the Association of College Research Libraries' Visual Literacy Standards and provides them in an appendix to avoid the reader even having to look them up. The ACRL is part of the American Library Association and therefore the book is, as one would expect, slightly US focused but not to the detriment of a more international audience.

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Received 21 September 2017

Accepted 30 January 2018

The preface explains how the four authors worked in collaboration to write this book and they have achieved their outcome very successfully. The book speaks as one cohesive voice and although it can be dipped into for specific parts of visual literacy as necessary, it is recommended that to gain a valuable overview of the subject it is read cover to cover. Each chapter follows the same outline containing topical discussion followed with helpful 'Next Step' tips then again by the worksheets and activities at end of each chapter. These are referred to throughout their chapter which may mean some page flicking to see them in context; however this arrangement also means that the reader is left with a decent library of useful worksheets to hand. There is a slight irony in the chapter on creating images where the examples and illustrations on how to successfully use colour are depicted in black and white, but given the cost of printing in colour this is forgiven and will merely raise eyebrows rather than create any difficulty for the reader.

Covering visual literacy from the creation of images, to searching for and using those produced by others, this book also explores the ethics and copyright around the use of images and how they can be used to improve research and teaching. All of this is done in the most practical manner. Smaller activities described as 'Coffee Breaks' are used to give the reader an opportunity to practice what is being discussed as well as the worksheets and activity sheets previously mentioned. Useful resources are peppered throughout the text guiding readers towards sites offering high quality, free images which can be used legitimately as well as apps and tools for producing one's own content. Even the chapters 'Ethical Use of Images' and 'Cite and Credit Images' are written in a manner which diffuse the initial wariness of the reader and contain real

life applications to bring this theoretical topic to life. This book not only guides the reader through teaching about the use of images in assignments and research but also illustrates how to use them to create discussion around search skills, source evaluation and copyright in general information literacy instruction; proving this book fulfils its remit and takes the discussion much further than originally expected.

The lasting effect of the book is to have a greater understanding and confidence when using images not only within documents and presentations but in the ability to create them and share them under the appropriate Creative Commons licenses. After reading this the individual is empowered to hold a confident and informed discussion on all areas of image use within an educational setting. So successful is this book that my copy is littered with turned down pages, attached post-it notes and scribbled pencil annotations and I have already started to incorporate some of the activities into my inductions and will refer to it for all teaching sessions from now on.