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Review of Teaching Information Literacy: 50 Standards-Based Exercises for College Students by Joanna M. Burkhardt

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Teaching Information Literacy: 50 Standards-Based Exercises for College Students, Second Edition. Joanna M. Burkhardt and Mary C. MacDonald with Andrée J. Rathemacher. Chicago, IL. American Library Association, 2010. 152 p. \$50.00. (ISBN: 978-0-8389-1053-5.)

Students may be computer literate, but not research literate. Given that there are many non-traditional students, as well as those raised on the internet, it can be difficult to reach all of them through one information literacy session. The second edition of *Teaching Information Literacy* supports this notion and offers instructors a collection of 50 different exercises to use or customize for students at higher educational levels. This workbook is designed with many types of exercises to choose from which can be copied from the book, used as a starting point to adapt and personalize, or used en masse for an entire course. Some are simple and short and while others are more involved, potentially even covering multiple class periods. The activities are research and discussion-based; no “right” answers are given. Each exercise relates to a standard from the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education, which are printed in the Appendix.

The Introduction provides a thorough overview of information literacy. Each chapter contains background information about the topic for discussion followed by exercises. As an example, Chapter 2, “What is Information?” contains Exercise 11, “The Wikipedia Challenge”. Students are asked to find a Wikipedia article and evaluate it based on Wikipedia’s own standards and compare it to an article about a college’s policy on the use of Wikipedia for research. The students are then asked to write an essay that answers questions such as, “Does the Wikipedia article have any value or serve any purpose for your research?”, “Does the article meet Wikipedia’s own evaluation criteria?”, and asks the student to determine who edited the site and when.

Chapter 8 addresses “The Web and Scholarly Research” and Exercise 40, “Should I Use a Library Database, or Should I Just Search the Web?” compares the use of different search

engines versus a library general periodical database. This search helps students understand that librarians pre-evaluate library resources. The concept of deep web resources and “Website Worthiness” are also discussed.

Pertinent print resources are covered as well along with secondary and tertiary resources and types of periodicals. Several exercises help students understand library catalogs, call numbers and key words. Chapter 9, “Other Tools for Research” helps students discover the best sources for statistics and data about organizations.

Many types of educators, not just academic librarians would find value in this book. The stated audience is college students but because of the variety of designs many of the exercises could easily be used as early as high school. This practical text is easy to read. Although illustrated entirely in black and white including figures and tables, the content is presented in a fresh modern design. The very reasonable price is appreciated. Perhaps with the next edition the publisher could include a CD with the exercises or issue an online equivalent? Highly recommended.

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