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Book review
Graham, N. 2008. Book review of Godwin, P. & Parker, J. 2008. Library 2.0 meets Information Literacy. London: Facet Publishing. *Journal of Information Literacy*, 2 (2), *http://jil.lboro.ac.uk/ojs/index.php/JIL/article/view/BR-V2-I2-2008-2*

Godwin, P. and Parker, J. (2008) *Information Literacy meets Library 2.0*. London: Facet Publishing. 188 pp. ISBN 9781856046374. £39.95.

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In the introduction to this practical and well laid out book Peter Godwin issues a challenge to all librarians and entreats us to embrace the brave new world of Web 2.0 technologies to help us deliver information literacy (IL) training. He argues that we must respond to the technological and cultural shift created by Web 2.0 and think of new ways to deliver IL instead of relying on traditional methods. Using these new technologies, whether it be blogs or podcasts, in a library setting is how the concept of Library 2.0 is defined, with this book looking at how Library 2.0 then impacts on IL.

Setting the scene in Part 1 Godwin explains the term Web 2.0 and how this is more than just a set of innovative tools but also a change of culture and attitude amongst library users. This section also includes a chapter giving an overview of the specific Web 2.0 tools that are available and how they can be applied in different settings. The author of this chapter, Brian Kelly, argues that however much we embrace these tools we must remember their limitations and their changing nature.

Part 2 explores how Library 2.0 impacts on IL with Sheila Webber arguing that IL can easily absorb or utilise Web 2.0 tools as many IL definitions sit alongside concepts illustrated by Web 2.0 use (information management, evaluation of information). The impact of Library 2.0 in the school and public library sectors is also explored.

Nine case studies make up Part 3 with each chapter exploring the use of a specific technology within a library context. Case studies range from using Flickr tags to illustrate the concept of subject headings through to a credit bearing module on use of Web 2.0 tools and Google. These chapters are particularly helpful to those thinking of using Web 2.0 in their library as they highlight the benefits and challenges to using each type of technology and in some cases suggest further uses. Not only are these chapters highly practical but the authors also explain how their experiences relate to the wider IL context.

Part 4 of the book looks to the future, focusing on the possible uses of digital gaming in IL instruction and how the attributes of game playing (looking up FAQs, using guides and exchanging information with peers and fellow game players) can be utilised in IL instruction. In the conclusion Peter Godwin advocates that librarians should keep an eye on Web trends, including the development of the semantic web, and on how these trends might impact on IL instruction.

Even though the case studies are all from a university library perspective I would recommend this book to librarians from all sectors. The key concepts are explained thoroughly and the case studies provide good examples of practical applications of the tools. There is also mindfulness on the part of the editors that a book about Web 2.0 may become out of date very quickly so they also provide a link to their blog *Information Literacy meets Library 2.0*, at http://infolitlib20.blogspot.com.