Book Review

Curtis, J. 2009. Book Review of Devine, J. and Egger-Sider, F. (2009). Going beyond Google: the invisible web in learning and teaching. London: Facet Publishing. *Journal of Information Literacy*. **3(1), p. 75.** *http://ojs.lboro.ac.uk/ojs/index.php/JIL/article/view/BR-V3-I1-2009-1*

Devine, J. and Egger-Sider, F. (2009). *Going beyond Google: the invisible web in learning and teaching.* **London: Facet Publishing. 156pp ISBN: 9781856046589. £44.95. Pbk.**

Reviewed by Jason Curtis, Electronic Resources Librarian, Shrewsbury and Telford Hospital NHS Trust. Email: jason.curtis@sath.nhs.uk

This is a book for anyone interested in how and why 'general purpose search engines' (including, but not limited to Google) fail to search the vast majority of information available on the web, and for anyone with an interest in teaching students and others how and why they need to search the invisible or 'deep' web.

Part 1 looks at some of the characteristics of the invisible, deep or hidden web, and it's relationship to search engines.

It then goes on to usefully summarise some of the recent research into use of the Internet and e-resources generally, here mainly concerned with students. Convenience ranks high on the list of reasons why general search engines are so heavily relied upon, but a more worrying conclusion is that, effectively, results that lie beyond the first 10 items in a search are also part of the 'invisible' web.

Part 2 goes into more detail on how we might teach students how to make better use of the invisible web. This is done through breaking the teaching into concepts that can be presented at different stages. These concepts are, as far as is possible, mapped to information literacy standards from the Association of College and Research Libraries and the American Association of School Librarians.

The book is heavily biased toward academic library users, and some of the suggested activities are only suitable for formal teaching opportunities, but it does recognise that these opportunities don't always exist and makes suggestions for introducing some of the concepts in other situations (such as at the reference desk, or in a library induction), but disappointingly doesn't go into much detail on these.

There is also a look at some of the tools that can be used to search the invisible web, including subject directories, databases and specialist search engines of various types (such as vertical and semantic). The authors acknowledge that this information will become outdated quite quickly, but it serves as an introduction to some of the types of tools available. A link to a web page with updated links would be useful.

Part 3 takes a look at how general purpose search engines are attempting to expand their coverage of the invisible web, with varying success, including work by OCLC, Google Book Search, and specialist deep web search engines. It then looks at work to make the invisible web more easily searchable (but not necessarily through general purpose search engines) including work by the Open Content Alliance, and federated searching.

Overall, for anybody with an interest in teaching information literacy, this is a useful, well referenced book for ideas about how to steer users away from a reliance on Google and other general purpose search engines, but it is also an interesting insight into why general purpose search engines struggle to search the invisible web, and what is being done to try and change that situation.