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## Book Review

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Chan, L. et al 2002. *Budapest Open Access Initiative*. New York: Open Society Institute. Available at: <http://www.soros.org/openaccess/read.shtml> [Retrieved 22 January 2007].

**Wilkinson, Carroll Wetzel, and Courtney Bruch, eds. 2012. *Transforming information literacy programs: Intersecting frontiers of self, library culture, and campus community*. Chicago: Association of College and Research Libraries. 272 pp. ISBN 9780838986035. £39.43. Pbk.**

**Monica Twork, information literacy and learning services librarian, Cleveland (Tennessee) State Community College.  
Email: [mtwork@clevelandstatecc.edu](mailto:mtwork@clevelandstatecc.edu)**

Reading *Transforming information literacy programs: Intersecting frontiers of self, library culture, and campus community* offers readers a sense of just how individualistic conceptions of information literacy (IL) can be in the United States. Even within the profession of librarianship and in the context of the current standard definition of IL as the ability to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association (ALA) 2006), IL can often represent very different things to different librarians.

This collection of nine essays is divided into four sections. Each section approaches a particular aspect of conceptualising, implementing, developing, and planning information literacy programmes. In the introduction, the editors frame the goal for their book as “deep and sustainable social change in academic libraries” (Wilkinson and Bruch 2012). By making readers aware of the issues and barriers in “transforming” IL programmes, the authors aim to illuminate the importance of collaborative efforts to achieve this transformation.

In the introductory section, the editors frame IL as a social and psychological concept, offering an overview of current challenges and opportunities for librarians developing IL programmes.

In reporting the results of an ethnographic study of IL instruction librarians in two states, Celene Seymour describes the current role of IL in American academic libraries. For many of these instructional librarians, navigating the paradigm shift between customer service provider and library instructor has been both rewarding and challenging. As a means of overcoming barriers in the librarian identity paradigm, Seymour recommends developing a shared culture of instructional librarians.

The following section, “Frontiers of Self,” explores the multiple definitions and socio-cultural background of IL. Deliberately focusing on the theoretical rather than the practical implications of IL, James Elmborg approaches IL from the nuanced perspective of a former English literature professor. Elmborg aims to tweak readers’ belief that the concept of IL can be easily defined. For readers hoping to take away practical information from Elmborg, he ultimately identifies his ideal IL librarian as one who moves beyond the standard definitions of IL to help students develop knowledge.

In the next section, taking a self-described feminist perspective, Noel Kopriva argues that IL has been marginalised, at least in part, as a result of librarianship’s historical feminisation and the discipline’s search for professional legitimisation in the academic institution. While Kopriva’s insistence on connecting feminisation with marginalisation may be debatable, her historical anecdotes provide a fresh perspective on IL’s transformations in the past.

Section III, "Fortifying Institutional Partnerships," examines the relationship between the academic institution and librarians in developing IL programmes. Anne E. Zald and Michelle Millet discuss intra-institution collaborations, particularly the need for institution-wide support, rather than course-level or individual buy-in, for IL programmes. Recommendations include using institution-wide goals and mandates, such as the campus accreditation process, as opportunities to emphasise the library's contributions to the campus.

In a particularly thought-provoking chapter, Robert Schroeder examines the relationship between IL and critical thinking. Schroeder notes that IL and critical thinking are often portrayed as interchangeable in library literature. Schroeder speculates that many academic librarians use the phrases interchangeably to communicate and promote IL more easily with other academic departments and administration, both constituencies more likely to be familiar with the term critical thinking than IL (a primarily library and information science-based term). Ultimately Schroeder argues that while critical thinking should not be seen as an exact synonym for IL, the concept of critical thinking can act as a "strategic partner" in gaining campus-wide support for IL programmes.

Jo Ann Carr investigates the challenges and opportunity for developing collaboration between school librarians and academic librarians. After describing several successful examples of local initiatives aimed to encourage collaboration, Carr argues that on a national level the American Library Association (ALA) should advocate more forcefully in favour of school and academic librarian collaborations. On a local level, Carr recommends that academic librarians become more aware of students' pre-college educational experiences, and that school librarians build collaborations with other local librarians, both academic and public.

The final section, "Charting Next Steps," examines the future role of librarians in developing IL programmes. April D. Cunningham and Carrie Donovan argue for developing and recognising the librarian's teaching role and identity as a means of encouraging the development of IL programmes. They recommend including the evaluation of librarian teaching in determining tenure decisions.

Nancy Seamans, on the other hand, argues that libraries have not yet made a compelling case for why librarians need to be leading the IL charge on campus. Seamans points out that the most recognised examples of successful IL programmes are defined by the institution rather than a single department or person. When read in conjunction with Zald and Millet's chapter on establishing successful institution-wide programmes, Seamans' argument certainly makes sense.

Ultimately, the contributing authors provide an interesting and approachable range of perspectives on the issues related to implementing IL programmes within higher education. This collection offers useful theoretical, practical, and historical background for academic librarians interested in implementing or developing IL programmes at their institutions.

## References

American Library Association. 2006. *Information Literacy Competency Standards for Higher Education* [Online]. Available at: <http://www.ala.org/acrl/standards/informationliteracycompetency> [Accessed August 6, 2012].