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## Book Review: The New Information Literacy Instruction: Best Practices

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## THE NEW INFORMATION LITERACY INSTRUCTION: BEST PRACTICES

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*The New Information Literacy Instruction: Best Practices* comes at a time when many academic librarians are working to adapt their instruction in light of the new *Framework for Information Literacy for Higher Education* (Association of College & Research Libraries, 2015). Divided into three parts (Supporting Specific Academic Programs, Innovative Models for Information Literacy Instruction, and Branching Out: Teaching Special Literacies), the book addresses diverse topics with connections to instruction for general undergraduates, honors courses, and students in the health sciences, as well as to instruction that concerns visual literacy, spatial literacy, and primary sources, for example. The book's collection of edited chapters can be read and enjoyed individually or as a whole. The editors have done an excellent job of highlighting instruction examples and case studies that should appeal to librarians with interest in ideas, approaches, and models for

instructional engagement that may span one-shot sessions through complete academic courses.

In Part I, Supporting Specific Academic Programs, contributing chapter authors describe the ways in which they have incorporated research and information literacy instruction at their different institutions. This section includes chapters that address familiar and widespread concerns, such as instruction to first-year composition courses, but it also branches out to include chapters about information literacy efforts within a college of medicine and the development of a semester-long, credit-bearing course, for example. The book is so effective in part because of the varied instructional contexts and efforts that are discussed throughout.

Part II, Innovative Models for Information Literacy Instruction, should appeal most to newer instruction librarians and those interested in flipping their classrooms. In Chapter 6, for example, authors Heidi Buchanan and Beth McDonough share best practices for the often-maligned, one-shot instruction session. While it may be true in theory that students would learn more from information literacy instruction that is closely integrated into the larger curricula at their institutions, the reality for many librarians is that one-shots are here for the foreseeable future. While much of this chapter, "Right on Time: Best Practices in One-Shot Instruction,"

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is focused on advice for new librarians who haven't taught before, the authors also describe how they mapped their instruction to the new *Framework*, which should be helpful to any instruction librarian and perhaps especially to those of us who cling to our *Information Literacy Competency Standards for Higher Education* (Association of College and Research Libraries, 2000) and who aren't sure where to start with the *Framework*. Buchanan and McDonough show us how the *Framework* and *Standards* actually complement each other.

A focus on alternative literacies—those that are not always discussed in an integrated way in the library and information science literature—is the thread that connects the chapters in Part III, Branching Out: Teaching Special Literacies. Of particular note is Chapter 10, in which authors Scott Martin and Jo Angela Oehrli delve into the teaching of data fluency to librarians, instead of to students. Given the importance of data in today's society, and the fact that many librarians were not trained to teach in this area, this contribution is timely.

In some chapters, it is clear that the contributing authors used early versions of the new *Framework* to envision and plan their described instructional programs. Other authors reference the *Framework* briefly, while a few make no mention of it at all. This very valuable and informative book reflects this interesting time of transition in library information literacy instruction, where within different timeframes, and to varying degrees, many librarians are engaging and experimenting with the *Framework* in their current instructional programs. Like the *Framework*, this book

will challenge librarians to give fresh consideration to many of their current instructional practices.

## REFERENCES

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