

Similarly, since Stueart has endeavored to "provide basic background information" for students and researchers, a bibliography or suggested background reading list for such topics would have been an appropriate inclusion. Indeed, Stueart insists, "The primary purpose of this guide is to identify basic background sources, in whatever format, for the study and teaching of international librarianship." Yet no such summary or literature review is included in the book.

A second edition of *International Librarianship* could, with some imagination, look quite different. Librarians are among the first to recognize that reference books reach their fullest potential when they migrate online; dictionaries and encyclopedias and biographical sources have all attained a greater breadth, greater flexibility for updates, and greater usefulness in their move from paper to pixel. While Stueart may have fallen short in properly contextualizing the information found in *International Librarianship*, it remains an important reference resource for those among us who recognize that information (and, by extension, librarianship) has become increasingly borderless. To maximize the impact of this collected information, Stueart should allow *International Librarianship* to evolve by placing it online. Only then will it be truly international in its utility; only then will it be the perfect "guide" for contemporary and future information professionals. —David Pavelich, University of Chicago.

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*Teaching Information Literacy Skills to Social Sciences Students & Practitioners: A Casebook of Applications.* Eds. Douglas Cook and Natasha Cooper. Chicago: ACRL, 2006. 289p. alk. paper, \$39 (ISBN 0838983898). LC 2006-19905.

This collection of articles is a guidebook, consisting of twenty-four case studies based on the ACRL *Information Literacy Competency Standards for Higher Education*. With suggestions and outlines of teaching scenarios, most of the lesson plans are assignment driven, with goals and objectives coordinated with one or more of ACRL's *Standards*. The *Information Literacy Competency Standards*, first published in 1992, needed a practical, tested set of applications for teaching librarians; this casebook illustrates ways to incorporate the standards into basic lesson plans and reports on the results experienced, demonstrating that information literacy standards are applicable to all disciplines. Each narrative includes a lesson plan and a description of what happened in the instruction session, followed by a reflective paragraph about lessons learned during the classroom experience. Additional pertinent information follows in a "Notes" section.

Patricia O'Brien Libutti, who wrote the "Foreword" for this book, edited its predecessor, *Teaching Information Retrieval and Evaluation Skills to Education Students and Practitioners*, published in the mid-1990s. The editors of the current volume propose that this newer version has a wider scope, covering the disciplines of communications, management, political science, psychology, and international law, as well as the other social sciences. The ACRL *Standards* are widely accepted in academia as skills for lifelong learning, and each chapter outlines desired student outcomes, some in original ways, suggesting that critical thinking about images or visual literacy and numerical or data literacy is indicative of information literacy.

Basic themes pervade the book. Collaboration and team teaching is

foremost in many scenarios—between faculty and librarians, librarians and librarians, and faculty and students. Also emphasized is the notion that the research process is complicated. At times, multiple sessions are suggested, with the class addressing one issue in each, such as choosing a topic and/or finding primary documents. The framework of every lesson is unique, with librarians and faculty bringing their individual expertise and experience to the classroom. There are different approaches presented—active learning, group exercises, workshops, and some lectures and demonstrations. Technology is utilized in many instances, such as content management software, Web pages, or PowerPoint presentations. The authors of all chapters were asked to indicate which ACRL *Standards* were used, what resources were needed, and to give illustrations of the handouts and

exercises. Online resources were enumerated in the “Notes” section.

This casebook will be useful to teachers of information literacy and critical thinking as a resource for suggested lesson plans and desired learning outcomes. Each chapter stands alone and presents a specific plan for a specific topic, although each is definitely applicable to disciplines outside of the social sciences. Primarily directed at instruction for undergraduates, this practical collection offers new ideas for all instruction librarians, covering such topics as contextual learning, digital resources for distance students, and developmental research skills. Impossible to read all the way through in one sitting, *Teaching Information Literacy to Social Sciences Students & Practitioners* is a well-designed and well-written reference resource for all teaching librarians. —Elizabeth M. Williams, *Appalachian State University*.



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