Burkhardt, Joanna M., and Mary C. MacDonald, with Andrée J. Rathemacher. *Teaching Information Literacy: 50 Standards-Based Exercises for College Students*. **2nd edition. Chicago: American Library Association, 2010. xi+138 pp. ISBN: 9780838910535. This edition is available from ALA in print and/or electronic format ($40 for the PDF alone, $50 for the print, and $59 for the print/PDF bundle).**

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As indicated by the title, *Teaching Information Literacy: 50 Standards-Based Exercises for College Students*, this second edition of Burkhardt and MacDonald's text includes more exercises and chapters than the first. In addition to the three original authors, this edition also includes several other contributors. Overall, it consists of eleven chapters, compared to the original nine, one appendix, rather than the two of the original (discarding Appendix B: Additional Resources). The one appendix remaining is ACRL's "Information Literacy Competency Standards for Higher Education." As in the first edition, included with each exercise are the standards which they address, the goals of each exercise, and tips on how to conduct them.

In addition, chapters are revised from the first edition, some more than others. The Preface acknowledges the changes in the information landscape, particularly the proliferation of wikis, blogs, twitter, et cetera; while they bemoan the ongoing need for information literacy for tech-savvy traditional students, the authors also mention that same need for the increasing non-traditional (and in some cases less technologically adept) student population. The Preface also claims that this edition is substantially

changed from the first edition, claiming to "have added several chapters to generally explain how new technology can be incorporated into teaching information literacy. Most chapters have new or updated exercises or both" (viii).

At first blush, this claim does not appear entirely accurate. This second edition lists only two more chapters, one of which was created by dividing the first chapter into two, the first bearing the original chapter title, "Information Explosion." The second chapter is titled "What Is Information." The new edition also includes fourteen more exercises than the first. This difference in the number of exercises is due to the inclusion of the final (and re-numbered) exercise, The Paper Trail Project. A definite improvement over the first edition is the inclusion of a list of the exercises following the table of contents, which was lacking from the first, providing a quick reference to the exercises. There has also been some updating of terminology: One chapter, "Periodicals and Indexes," is now more aptly titled "Periodicals and Databases." This chapter has been revised and expanded, with more lead-in to each exercise (this is true for all exercises throughout the book). Contributor Kate Cheromcha's "What is a Database?" (with her exercise "Professor C. Needs a Car," one of the two new exercises, along with "Did You Hear about That Study? Team Exercises for Understanding Periodical Types"). These are designed to give students another way to distinguish between periodical types.

The first chapter has been expanded to include a brief discussion of changes in teaching methods and learning styles, particularly problem-based and active learning styles, and it includes the first new exercise, "Finding the Best Information: Your Job May Depend on It," adapted from one of the contributors to the new edition. This new exercise stresses the importance of being information literate beyond academia, and can

easily be adapted to fit any discipline of study or profession. Other than being set off as a new chapter, the materials in "What Is Information" remain largely unchanged. The other new chapter is titled "Assessment," and it is truly new. Although a short chapter, it is an important addition, discussing what assessment is and its importance in determining whether students are actually learning.

Additions from other new contributors range from articles to exercises. The first offering is a discussion of "Technology in the Classroom," by Amanda K. Izenstark, at the end of chapter one. "Evaluating Information Sources" is contributed by Kate Cheromcha, and includes a new exercise, "The Wikipedia Challenge," embedded in Chapter 3, titled "Getting Ready for Research." Jim Kinnie offers "Information Literacy Forums," in chapter five, titled "Issues of the Information Age," in which he discusses the importance of information literacy as a lifelong skill and offers "Expert Input on Information Issues." This exercise involves a considerable investment in time, but could be well worth it in getting experts, including some from outside the library, and students together to discuss the importance that information literacy plays in all areas. Peter Larsen addresses "Subject-Specific Information Literacy Instruction" in his article, which includes another new exercise, "Subject-Specific Library Skills," which can be tailored to any discipline. "Searching Savvy on the Internet," by Amanda Izenstark, includes three new exercises, "Search Engine Extravaganza," "Finding and Following Blogs on a Topic," and "Following Blogs Using Feed Readers," all three intended to provide students with opportunities to use other Internet tools to find information. Another new exercise, "Some Basic Statistics," comes from Peter Larsen, in his section, "Visual Literacy and Statistics." Here he discusses the uses of statistics and their graphic

presentations in conducting research. The final contribution is student Samantha Cummings' Paper Trail Project, as an outstanding example of the comprehensive project.

Other new exercises include:

- Developing Essential Questions for Information Seeking

- Marketing, Security, Inventory, or Invasion of Privacy

- How Plagiarism Changed a Life

- Website Worthiness

Of the original 35 exercises, seven have been re-named, but only two of these have had any revisions. Those that have been renamed (if only slightly) but remain unchanged include:

- Do You Know What Information Is? (formerly What is Information?)

- Determine the Quality of Information (formerly The Quality of Information)

- Create a Concept Map (formerly Concept Mapping)

- Types of Periodicals—Can You Tell Them Apart? (formerly The Taxonomy of Periodicals)

- Access Tools for Fun and Profit (formerly Creating an Access Tool)

The first of the remaining two exercises that have been revised and renamed, "Using Encyclopedias in Research," has undergone considerable revision with emphasis on comparing general with subject-specific encyclopedias. "Using Statistical Sources" has been revised only slightly, using the same format, but a different source and relevant questions for the first half of the exercise. Four of the original exercises retain their original names, but have been revised. "Creating a Research Question" has added new

criteria for developing a research question. "Privacy and the Internet" has been updated to reflect new media forums, such as social networks. "Should I Use a Library Database, or Should I Just Search the Web?" has been revised to reflect the changing search engine landscape. The "Paper Trail Project" has also undergone some revisions and refinement, particularly in the guidelines for formatting and completing the project. The remaining original exercises have had no changes in content, only being renumbered in the new edition.

Overall, this revised and expanded edition offers practical and adaptable exercises that can be used separately or in any number of combinations, whether modified for a one-shot session or for a credit course. It can be particularly helpful for those new to information literacy instruction providing tools with which to get started, and would be a welcome and inexpensive addition to the professional collection.