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Citation: Secker, J. (2010). Book Review Secker, J. 2010. Book Review of Welsh, T.S., and Wright, M. 2010. Information Literacy in the Digital Age: an evidence based approach. Cambridge: Chandos. Journal of Information Literacy, 4(2), pp. 103-104.

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Journal of Information Literacy

ISSN 1750-5968

Volume 4 Issue 2

December 2010

Book Review

Secker, J. 2010. Book Review of Welsh, T.S., and Wright, M. 2010. ***Information Literacy in the Digital Age: an evidence based approach*****. Cambridge: Chandos.** ***Journal of information literacy*****, 4(2), pp 103-104.** ***http://ojs.lboro.ac.uk/ojs/index.php/JIL/article/view/BR-V4-I2-2010-5***

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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].

Welsh, T.S., and Wright, M. 2010. *Information Literacy in the Digital Age: an evidence based approach*. Cambridge: Chandos. Xvii, 218pp. ISBN 9781843345152. £47. Pbk.

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This book examines both familiar literacies (computer, media, and network literacy) and less familiar literacies (ethical, government and financial literacy). Nicely illustrated and containing practical exercises, the book also contains four appendices, three of which take the form of research papers on information literacy.

Chapter one introduces the authors' model of information literacy, a definition using the DIKW (data, information, knowledge and wisdom) hierarchy, and explores what recent research tells us about information literacy and the importance of being information literate in the digital age.

Chapter two examines cultural literacy, defined as understanding one's history and background. It covers the development of an oral tradition, early language and alphabets. Though interesting in itself, it isn't made explicit how cultural literacy relates to information literacy.

Chapters three and four look at library literacy. I was surprised to find a brief history of libraries through the ages, from Babylonian libraries, though the Middle Ages to modern libraries. Chapter four, subtitled "information sources, classification systems", looks at types of information sources (primary and secondary sources, reference sources, etc.) before discussing classification systems such as the Dewey Decimal System. At this point I began questioning who might read this book other than librarians.

Chapter five looks at ethical literacy, including scholarly communication and publication, the academic code of conduct, copyright and plagiarism issues. The exercises in this chapter might be useful examples to use in teaching students about academic writing and plagiarism as they show how original paragraphs have been paraphrased.

Until now the "digital age" aspect hadn't featured; however, chapters six, seven and eight look at database searching, the internet, and computer literacy. The chapter on database searching provides definitions of bibliographic and full text databases, and covers basic principles of choosing and searching databases (Boolean logic, phrase searching, etc.). It also looks at evaluating information sources and provides useful example exercises. The computer literacy chapter is a historical overview of the development of computers, hardware and software and binary code. Chapter eight examines the internet and is again historical and descriptive in its approach. For those who like to pepper their information literacy sessions with anecdotes this book is a mine of information and also covers Web 2.0 and the semantic web.

Chapter nine examines media and visual literacy, and is something of a hotch-potch of topics. While the concept of media literacy is fairly well established, this chapter barely scratches the surface. It concentrates on old and new media (termed "e-media"), before discussing computer-mediated communication and providing guidance on how to write effective emails. The chapter goes on to examine visual literacy, giving us an overview of good and bad design, spatial analysis, digital multimedia collections and free online books. The exercises here range from using email to creating a blog using Blogger to basic HTML coding. It also covers how to find and save images from the web and how to create a podcast.

Chapter ten examines what it terms “government literacy”. As a chapter of five pages (including exercises and references) it can only offer an extremely broad examination of governments around the world, starting with Mesopotamia before racing through the origins of democracy in ancient Greece, the Roman Republic, the influence of the Magna Carta and (somewhat bizarrely) the Freemasons. The two examples of governments presented are a constitutional monarchy (Great Britain) and a constitutional federal republic (USA).

Chapter eleven addresses financial literacy. It defines this term and discusses some recent research findings that show levels of financial literacy amongst high school seniors are low. Two further issues are then discussed – credit reports and compound interest. It concludes with a list of additional resources and three exercises but is another very short chapter.

The final chapter stands alone and describes how to write a research paper. Although it is short, it provides useful guidance on topics like selecting your topic, grammar, and the format of a research paper. The chapter concludes with one page of top tips on evaluating information from the web which, while useful, might have been better suited to chapter eight.

Overall I was disappointed with this book, despite finding it readable, as I wasn’t sure who it was aimed at. Librarians will find some of the information fairly basic, yet for someone new to information literacy it lacks the required depth. I also wasn’t convinced it represented an evidence-based approach, despite the exercises in each chapter and the research papers in the appendices. One of my biggest criticisms is the lack of signposting – I was often left wondering where the book was going next, and was unsure how the appendices fitted into the book. I also thought that both the introduction and conclusion could have been expanded.