
This collection of information literacy studies is distinguished by its international scope and includes work from the Americas, Europe, Africa, Asia, Australia and New Zealand. It offers strategic views, studies from higher education, analysis of the information capabilities required by people moving from higher education to the workplace, and the role of information literacy in developing and empowering communities.

An early chapter by Sheila Webber and Bill Johnston, Transforming Information Literacy for Higher Education in the 21st Century: A Lifelong Learning Approach, sets the scene. Its authors argue for an extension of information literacy beyond formal education settings and recommend that academics and librarians take the lead in planning for these needs in the coming century. Moving back to higher education, Li Wang (University of Auckland Library) examines the nature of the university curriculum and introduces a model for the integration of information literacy teaching.

Other chapters follow the theme of information literacy in higher education. There is a general consensus that information literacy learning is more effective when embedded in the formal curriculum, and the sticky old problem of cooperation with teaching faculty is often mentioned.

Writing about information literacy teaching in a business school, Heidi Julien, Brian Detlor and Alexander Serenko suggest information literacy as a component of future career success, and Evans Wema describes an information literacy programme in Tanzania which helped workers in the agricultural and health sectors to do their jobs better. This is an inspiring example of the power of practical training in the workplace.

I had thought that the word ‘community’ in the book’s title might suggest a role for public libraries, but it doesn’t. Two articles with strong community focus, however, interested me. The first of these, by Christine Bruce et al., examines the value of information literacy in communities distinguished by age, faith or ethnicity. The other article by Rosemeire Barbosa Tavares, Sely Maria de Souza Costa and Mark Hepworth, describes a programme of participatory research which enabled the inhabitants of a Brasilia community to work constructively and effectively on a chosen social problem.

The book’s strengths are its international outlook, a strong theoretical emphasis in the early chapters, and the examination of the value of information literacy at the interface between higher education and the workplace, in the workplace itself, and in community settings completely unconnected to formal education. If any of these aspects is important to your collection, the book is worth consideration.