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## Book Review

**Ellis-Barrett, L. 2011. Book Review of Improving Students' Web Use and Information Literacy: a Guide for Teachers and Teacher Librarians. London: Facet. *Journal of Information Literacy*, 5(2), p 101**
***http://ojs.lboro.ac.uk/ojs/index.php/JIL/article/view/BR-V5-I2-2011-3***

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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].

# James E Herring. 2011. *Improving Students' Web Use and Information Literacy: a Guide for Teachers and T Librarians*. London: Facet Publishing. 192pp. ISBN 9781856047432. £39.95. Pbk.

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*Improving Students' Web Use* is a guide to best practice in creating learning websites and helping school pupils become effective users of the web. A learning website, as defined by the author, is one that combines subject learning, mediated resources for students, information literacy guidance and student assignments. The nine succinct chapters are fully referenced with further reading suggestions, complemented by a full bibliography and index. Herring covers the state of information literacy, its impact on schools and the learning environment, introduces current developments, and provides advice on creating learning resources for students. The book is aimed at both teachers and teacher librarians, and its concise, straightforward nature makes it a useful tool for anyone wanting to develop their own skills and improve information literacy levels among their students.

Each chapter clearly defines its aims and explains what the reader will be able to do once that section has been read. For example, Herring explains that by the end of Chapter 1, which looks at current learning and teaching practice, the reader will be able to link knowledge of teaching and learning to web use and information literacy. His approach is reassuring for those readers wary of using more technology and helps them understand how these resources can be seamlessly integrated into children's teaching and learning, and with their own teaching practice. He extols the benefits of collaborative working, and emphasises the need for appropriate environments to be created within the school, including areas fully dedicated to supporting the use of ICT within lessons.

Herring discusses techniques that teachers may find appropriate for locating information, using search results and integrating Web 2.0 into schools before looking at the skill of information literacy itself. Referring to information literacy as a "critical and reflective ability" (p. 63), he examines the need for students to be taught these skills and how to transfer them between learning environments. Having explained various models librarians and teachers can use in order to teach these skills Herring then presents brief paragraphs on putting each skill into action. He then returns to using the web, developing sites for students to use, and looks forward to the next phase of future developments, with the semantic web 3.0 as an excellent example of what's on the horizon.

This book is packed with brief but enlightening case studies; the perfect learning tool for any busy teacher or teacher librarian. It is visually attractive with plenty of screen shots enabling the reader to see at a glance the layout or appearance of a lesson plan, a web page and other useful materials.

Herring outlines for the librarian and the teacher the continuing importance of strengthening the information literacy skills of students whilst at the same time strengthening their own. He includes useful suggestions for in-service training but does not expect teachers to implement changes all at once. He encourages and persuades, providing help via plenty of excellent references, resources and ideas. Herring's book is an ideal resource for teachers and teacher librarians, a useful and accessible tool, a quick guide to the best use of emerging technologies in a school environment.