Journal of Information Literacy

Book review

Godbey, S., Wainscott, S. B. & Goodman, X. (eds) (2017). *Disciplinary applications of information literacy threshold concepts*. Chicago, IL: Association of College and Research Libraries. 378pp. 978-0838989708 $72. Pbk.

Rebecca K. Miller, Head, Library Learning Services, The Pennsylvania State University. Email: rkm17@psu.edu Twitter: @rebeccakmiller

If you are looking for a robust, critical analysis of the Association of College & Research Library (ACRL) Framework for Information Literacy (IL) for Higher Education, this is not the book for you. However, if you are interested in a thoughtful exploration of the many ways in which the IL threshold concepts defined by the Framework can be applied in practice, then read on!

In their introduction, editors Samantha Godbey, Susan Beth Wainscott, and Xan Goodman, all of the University of Nevada, Las Vegas Libraries, acknowledge the controversy and debate surrounding the adoption of the ACRL Framework in early 2016. They, however, also state that their perspective, which guided the development of this book, is that the Framework has 'inspired dialogue about our teaching' and that threshold concepts can be 'one way of approaching information literacy among others' (p.5). The 25 chapters that comprise this edited volume absolutely achieve the editors' goal of emphasizing 'threshold concepts themselves over the precise language' in the current version of the ACRL Framework (p.6). This focus on the threshold concepts themselves is clear from the Foreword, where Ray Land, one of the pioneers of threshold concepts, writes that this volume's strength is that it provides examples of how practitioners are applying overarching concepts to curriculum analysis and design in order to intentionally integrate IL into courses, programs, and the student experience.

The book is organised into six sections, each of which align with the frames of the ACRL Framework. Each section includes four to five chapters illustrating how IL practitioners working within various disciplines have grappled with and applied a specific frame, or threshold concept. Disciplines addressed in the book include art, humanities, geoscience, health sciences, and social sciences. Chapters include variety beyond disciplines, though, as they also demonstrate different strategies for and methods of applying threshold concepts. Several chapters, such as Callie Wiygul Branstiter and Rebecca Halpern's chapter, 'Chapter 2: But how do I know it's a good source? Authority is constructed in Social Work practice,' focus on designing lesson plans for a one-shot instruction model, while others, such as Kimberly J. Whalen and Suzanne E. Zentz's chapter, 'Chapter 15: Integrating the ACRL threshold concept Research as Inquiry into Baccalaureate Nursing Education,' discuss curriculum mapping and integrating IL into entire programs. The diversity of disciplines, institutions, programs, and goals included in this volume illustrates the importance of context and community for library professionals applying threshold concepts, and gives readers many examples of ways to consider student needs, program goals, and faculty collaborations throughout the design process.

Chapters also range from the heavily theoretical to the more practical. For example, in Juliann Couture and Sharon Ladenson's chapter, 'Chapter 13: Empowering, enlightening, and energizing: Research as Inquiry in Women's and Gender Studies,' the authors heavily emphasised feminist pedagogy, critical IL, and threshold concepts as they reflected on shaping inquiry-based activities. Other chapters, such as Elizabeth Moreton and Jamie Conklin's 'Chapter 21: From novice to nurse: Searching for patient care information as strategic

exploration,' feels much more practical, as it ends with seven very specific and easily achievable recommendations that readers can immediately apply as they collaborate with staff, work with students, and continue to grow as an instructor.

As the editors mention in their introduction, this book will be particularly valuable to library professionals serving in subject liaison roles that include responsibilities surrounding IL, teaching, and learning. While readers who pick up this book may be tempted to only read chapters that address disciplines with which they work, I would urge them to look beyond their own discipline(s). One of this book's major strengths is that it provides so many different examples from so many different perspectives and institutions, and readers will likely find inspiration in unlikely places. Ultimately, that's exactly what this book offers: inspiration. This volume feels like the start of a long, exciting, and complex conversation about threshold concepts and rethinking IL integration into courses, programs, and institutions. This volume helps make this conversation open and accessible, and I would recommend it to anyone interested in learning from and actively participating in it.