

***Not Just Where to Click: Teaching Students How to Think about Information.* Edited by Troy A. Swanson and Heather Jagman. Chicago: Association of College and Research Libraries, 2015. ISBN 9780838987162.**

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Published almost concurrently with the release of the final draft of the *ACRL Framework for Information Literacy for Higher Education*, this edited volume explores how librarians can move beyond the “point and click” database demonstration to help students engage deeply with issues relating to information production, evaluation, and discovery. The nineteen contributed chapters in *Not Just Where to Click* include theoretical analyses, empirical research studies, and informal case studies. Part 1 considers differences in librarian, faculty, and student epistemologies and beliefs about information, and what these differences mean for the way we should approach information literacy instruction. Part 2 offers a number of practical discussions about teaching students about information, particularly around issues of expertise, authority, and bias. It also considers how to help students see themselves as authors and engage more authentically in the research process.

Most of the case studies in *Not Just Where to Click* describe either credit-bearing information literacy courses in which librarians were the instructors or worked collaboratively with the instructor or one-shot sessions without research assignments, where librarians had the freedom to create their learning goals from scratch. Of course, librarians commonly find themselves somewhere in the middle, with a single session to cover concepts prescribed by the course instructor’s research assignment. Although the fact that this instructional scenario is not given much consideration in this work might be interpreted as a limitation, it could also be seen as evidence that teaching more deeply about information will need to involve other types of instructional scenarios and more extensive collaboration between librarians and course faculty.

Not Just Where to Click contributes to an active conversation currently underway among librarians in the scholarly literature as well as at conferences, on blogs, and in social media about critical information literacy, with several chapters proposing approaches to library instruction that draw on critical theory and social constructionism. However, the first chapter offers a critique of critical theory and social constructionism in its discussion of competing theories of knowledge in LIS. This sets up a theoretical dissonance with later, pro-critical information literacy chapters. Although it is certainly to be expected that different authors will have different theoretical viewpoints, it would have been interesting to see the critique addressed in a chapter advocating a critical information literacy approach.

On the whole, *Not Just Where to Click* is a rich collection of essays offering theoretical and practical perspectives on teaching students to engage reflectively with information. Although the chapters are connected by theme, they are not written under the assumption that readers have read previous chapters, and librarians may want to select specific chapters that are most relevant to their professional interests and contexts. It will likely have something to inspire both new



instruction librarians and more experienced ones seeking new ways to teach information literacy in the post-Framework world.