Information Now: A Graphic Guide To Student Research
Every day researchers face an onslaught of irrelevant, inaccurate, and sometimes insidious information. While new technologies provide powerful tools for accessing knowledge, not all information is created equal. Valuable information may be tucked away on a shelf, buried on the hundredth page of search results, or hidden behind digital barriers. With so many obstacles to effective research, it is vital that higher education students master the art of inquiry. Information Now is an innovative approach to information literacy that will reinvent the way college students think about research. Instead of the typical textbook format, it uses illustrations, humor, and reflective exercises to teach students how to become savvy researchers. Students will learn how to evaluate information, to incorporate it into their existing knowledge base, to wield it effectively, and to understand the ethical issues surrounding its use. Written by two library professionals, it incorporates concepts and skills drawn from the Association of College and Research Libraries' Information Literacy Competency Standards for Higher Education and their Framework for Information Literacy for Higher Education. Thoroughly researched and highly engaging, Information Now offers the tools that students need to become powerful consumers and creators of information. Whether used by a high school student tackling a big paper, an undergrad facing the newness of a university library, or a writer wanting to go beyond Google, Information Now is a powerful tool for any researcher's arsenal.

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I love it for two reasons: It’s graphic, cute, and trendy ... It’s accurate, thorough, and humorous. The librarian uses chairs to illustrate why subject headings can be helpful -- adding that chairs are also seats, and are within the category of “furniture.” She illustrates Boolean operators with Venn diagrams, by talking about a search for Pirates (no, not the Pittsburgh Pirates), ships (no, not a UPS truck), and history. There’s a whole chapter devoted to journals & databases, and I’ve used the 7-page discussion of popular, trade, and scholarly journals in classes with good results. The chapter on searching the web (including Wikipedia) is followed by a chapter on evaluating sources. The librarian offers the usual (to librarians) questions about authority, purpose, accuracy, relevance, and objectivity. The book concludes with a chapter on Using Information Ethically, which covers plagiarism and citations, as well as how to quote or paraphrase what you’ve read. I’ve used it with undergraduates in one-shot sessions -- asking them to read a chapter or two before class, and then discussing the content in class. I’ve also taught the book in an introductory reference class at UNC’s School of Information and Library Science. Finally, I’ve had my student workers read chapters of the book as part of their training on what a library does -- so they can better help their fellow students from behind the reference desk. I will definitely continue all of these.

If you teach anyone to search for information, I recommend using this book as a supplement to instruction. It’s terrific!

Bonus: the book succeeds at being relatively inclusive in its graphics (although the librarian does reflect the majority of U.S. librarians in her look and gender). (It is a little wordy, but it’s way less wordy than most librarians when describing information literacy!)

Great way to teach with humor

Purchased for a class.