

Information Literacy and the Digitalisation of the Workplace, edited by Gunilla Widen, Jose Teixeira

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The book is edited by Gunilla Widen and Jose Teixeira. Widen is a Senior Lecturer in the Department of Information Studies at Åbo Akademi University, Finland, and an established researcher with close to 100 publications since 2004, primarily on information literacy, workplace information, and digitalisation. Teixeira is a Senior Lecturer at the Department of Information Studies, Åbo Akademi University, Finland, and is a newer professional with seven publications since 2019 mainly on information literacy and digitalisation. The authors of each chapter are predominantly educators

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and scholars from Åbo Akademi University, where the editors teach, along with a research team from Scotland and a few researchers from Sweden.

Within the chapters, the studies and information referenced are overwhelmingly European. Canada is explicitly mentioned on one page of the body text (234), which leaves ample opportunity for Canadian researchers to consider information literacy in their workplaces for future research endeavours. Researchers will find the first chapter has a very detailed and easy-to-follow methodology that can be replicated for other projects.

Chapter 6, “Information Literacy Competencies for Career Transitions in the Digital Age,” most prominently acknowledges the role of academic librarians in initiating information literacy skills. It also recognizes that information literacy education is often provided by academic librarians and later used in the workplace (199). Nonetheless, the multidisciplinary nature of the rest of *Information Literacy and the Digitalisation of the Workplace* can be a valuable reference for exploring new methods to promote information literacy in a library setting.

Previous publications such as *Developing People’s Information Capabilities: Fostering Information Literacy in Educational, Workplace and Community Contexts*, edited by Mark Hepworth and Geoff Walton in 2013, have focused more directly on information literacy and its roots in the library and educational contexts. Similarly, the Association of College and Research Libraries and International Federation of Library Associations and Institutions have also released numerous resources on information literacy. One such resource by the Association of College and Research Libraries is used as a theoretical orientation for *Information Literacy and the Digitalisation of the Workplace* to define “information literacy” (47-48).

What makes *Information Literacy and the Digitalisation of the Workplace* unique from previous works is that it considers the current digitalisation stage as a “post-digital world.” There is also a focus on information literacy beyond the library, providing new insights into how people's understanding of information literacy evolves after they leave higher education. This perspective highlights how the skills and knowledge gained during college or university may need to adapt in response to changing information availability and sharing capabilities in a workplace.

The book rightfully argues that “future research needs to take a more inclusive stance towards the concept of information literacy in the workplace context” (315). *Information Literacy and the Digitalisation of the Workplace*, also successfully introduces a multitude of perspectives and approaches on information literacy, its role in the workplace, and how a post-digital world impacts individuals and organisations. After reading the book, librarians may reflect on how students, staff, and faculty apply

information literacy skills in the workplace and consider the impact of their teachings beyond higher education.

Information Literacy and the Digitalisation of the Workplace is recommended for librarians seeking inspiration for new approaches to information literacy assessment (29-44), for gaining further insights into the impact of academic librarians on information literacy skills when transitioning to a workplace (71-100), and for ways in which information professionals can rethink what literacy is in a post-digital world for use and re-use beyond higher education.

REFERENCES

Hepworth, Mark, and Geoff Walton. 2013. *Developing People's Information Capabilities: Fostering Information Literacy in Educational, Workplace and Community Contexts*. Library and Information Science. Emerald.