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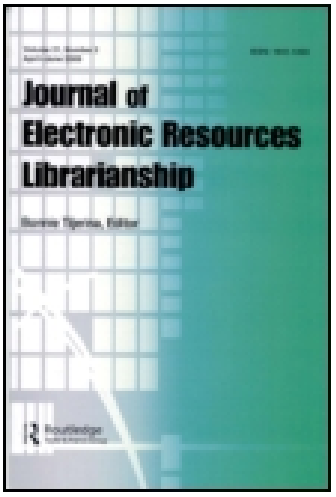

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REVIEWS

Mary Mallery, Reviews Editor

Jane Devine and Francine Egger-Sider. 2014. *Going Beyond Google Again: Strategies for Using and Teaching the Invisible Web.* Chicago, IL: Neal-Schuman Publishers, 192 pp. ISBN: 978-1-55570-898-6.

When confronted with the task of writing a research paper, many students begin the process by using general purpose search engines like Google. It may come as no surprise to professional librarians that commercial search engines are not the most effective tools to use when conducting research for reliable and quality information. Despite continued pronouncements about the availability of information on the Web and misguided comments about the irrelevancy, demise, and obsolescence of libraries because "everything is online now," the fact remains that because of the surfeit of information on the Web and the lack of proper instruction, many students do not know how to search well.

In their latest book *Going Beyond Google Again: Strategies for Using and Teaching the Invisible Web*, Jane Devine and Francine Egger-Sider argue that the "Invisible Web" should be taught to all students. They believe it will make students better researchers and that teaching it should be a requirement for information literacy education in the twenty-first century.

Buttressed by the results of a sizable survey and an extensive review of the literature, the authors contend that commercial search engines only retrieve a limited representation of information that can be found on the World Wide Web. The authors maintain that valuable information is going undiscovered since students are not aware of the wealth of information that can be accessed using the Invisible Web.

The book is presented in three parts and divided into seven chapters. In the first chapter of part one entitled "What is the Invisible Web Now?" the authors review the characteristics of the Invisible Web and offer two definitions of the term, which they call the traditional and cognitive definitions, respectively. Also, included in this chapter are comments from noted researchers who have closely studied and published articles about the Invisible Web.

In chapter two, "Studies of Information-Seeking Behavior," the authors provide a literature review of nationwide and single institution studies, which address the impact of Google and the limited research skills and knowledge of the untrained researcher. The authors also address the issue of personalization, the process by which search engines narrow and limit results by tracking the user's previous research queries, thus creating what they term "information silos."

Part two of the book addresses the question "How will the Invisible Web make students better researchers?" followed by a discussion of the theory and practice of teaching the Invisible Web in the third chapter. In chapters four and five, the authors deal with the issue of how to make students better researchers and offer a sampling of resources to introduce students to the Invisible Web. In the third part the book, "Tools for Mining the Invisible Web and a Look into Its Future," the authors compile a list of public and proprietary tools to assist students in conducting research. The authors further address the question "What does the future hold for the Invisible Web?" by offering their thoughts on the possible directions that search technology may take and how these changes could affect users in the sixth and seventh chapters.

The book is well written and persuasively argued, and the authors make a compelling case for why teaching the Invisible Web will make students better researchers, while also addressing the importance of the Invisible Web to academic research and everyday life research. The book suggests that teaching and using the Invisible Web will also make librarians more knowledgeable practitioners. This book is a must read and an invaluable resource for librarians with reference and instructional services duties.

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Frederick Stielow. 2014. *Reinventing the Library for Online Education*. Chicago, IL: ALA Editions, 306 pp. ISBN: 978-0-8389-1208-9. List price: $75.00.

Many precepts of the academic library can be traced back to the thirteenth century, and in his new book, *Reinventing the Library for Online Education*, Frederick Stielow challenges librarians to deconstruct these familiar orthodoxies to redefine the library as a central collaborator in online education.

The discourse begins with a compact, yet inclusive, examination of both the historical evolution of the library as a bureaucratic, educational, religious, and cultural institution; and a delineation of the impact of external technological advances, like the codex and printing press, on libraries. A brief history of the Internet and World Wide Web, along with explanations of the underlying framework and fundamental structural features of both, combine with an overview of publishing industry economics, to form a comprehensive picture of the current technological and economic landscape within which libraries operate today.

Dr. Stielow's retrospective sets the stage for discussion of current communication revolution challenges faced by librarians. He examines future viability of many fundamental library practices and concepts, noting which can be retooled for support of virtual education and some that simply need to be eliminated. He also provides cursory explanation of many Web-related terms that are quickly being incorporated into the standard library lexicon.

Professional training for librarians is not left out of the discussion. Dr. Stielow notes that many librarians have little or no background working in a virtual library. Instead, they rely on experiential learning on the job. He advocates for "background tuning and indoctrination" for librarians and then proceeds to highlight salient ideologies, topics, and training opportunities. He encourages professionals to seek collaboration within the library, institution, and profession' cultivate transparency; and counter complexity with simplicity.