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Data Information Literacy: Librarians, Data, and the Education of a New Generation of Researchers

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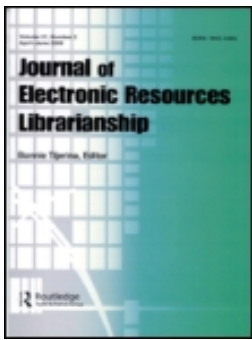*Montclair State University*, sweeperd@montclair.edu

Data Information Literacy: Librarians, Data, and the Education of a New Generation of Researchers

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Data Information Literacy: Librarians, Data, and the Education of a New Generation of Researchers, edited by Jake Carlson and Lisa R. Johnston, West Lafayette, IN, Purdue University Press, 2015, 263 pp., $29.95, ISBN: 9781557536969.

The main objective of the DIL (Data Information Literacy) Project and hence the book, *Data Information Literacy: Librarians, Data and the Education of a New Generation of Researchers*, was to answer two central questions: What data management and curation skills are needed by future scientists? and How can academic librarians apply their expertise in information retrieval, organization, dissemination, and preservation to teaching DIL competencies to students? Both questions are important ones for librarians as we "reimage our existing role teaching information literacy skills." The development of DIL competencies and the creation of a DIL curricula and programming were also essential aspects of the overall DIL Project. The book is written in three parts, consisting of 11 chapters in all, written by librarians from primarily the hard sciences. More than just a how-to manual, the book is a well-written collection of essays that serves as a roadmap to learning, teaching, exploring, and advancing the important concept of DIL.

In the first part of the book, "Making the Case for Data Information Literacy," Chapters 1 through 3 include articles entitled, "Determining Data Information Literacy Need," "Developing the Data Information Literacy Project," and "An Exploration of the Data Information Literacy Competencies," respectively. In these opening chapters, the authors make a persuasive argument for the need for DIL instruction. In the first chapter, they address the issue of faculty and student assessment by discussing the results of a study to gather information about the knowledge gap from interviews with researchers and students from the authors' course entitled "Geoinformatics." They follow up in the second chapter with an interesting review of how the DIL Project came together and how each institution in the project approached delivering the DIL program at their respective school. In the third chapter, the authors share the findings from five case studies conducted to measure DIL competency of faculty and students.

In the second part of the book, "Data Information Literacy Disciplinary Case Studies," the authors discuss "Developing a For-Credit Course to Teach Data Information Literacy Skills" in Chapter 4. Then in the fifth chapter, the focus turns to "Addressing Software Code as Data" and "Teaching Data Information Literacy skills in a Library Workshop Setting," "Teaching Civil Engineering Data Information Literacy," and "Teaching Ecology Data Information Literacy" are covered in Chapters 6, 7, and 8, respectively.

In the third and final part, "Moving Forward," beginning with Chapter 9, "Developing Data Information Literacy Programs," the authors discuss the pros and cons of the DIL approaches used, as well as offer suggestions on how to develop a sustainable DIL program. In the tenth chapter, entitled "Where Do We Go from Here?," the author focuses on exploring the faculty-proposed changes to the DIL competencies. And in the eleventh and final chapter, "Future Directions for Data Information Literacy," the main editor of the volume makes a rather compelling argument for raising DIL awareness, forming communities of practice, developing materials to share, while promoting professional development as a vital aspect to the success of our endeavors in meeting a pressing need within the profession.

The book falls short in addressing the role of the social sciences in data information literacy, but with that said, I would argue that the book is a must read and should be used to teach DIL to future librarians. As a concept, DIL enhances what we already do as librarians. The book will advance our knowledge and serve as an essential text in helping librarians acquire new and useful skills to assist our faculty members and students in their data needs. Finally, this book is urgently needed, educative, and timely.

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