The next section deals with operational planning. Responsibilities need to be given to members of the intranet team, and a project plan should be devised. This needs to be carefully managed to deliver a robust product. Issues such as risk management, records retention, data protection and copyright, need to be addressed at the start. It is better to clear about the practicalities at the start of the project, otherwise it could veer off track.

Marketing is essential to publicise the intranet and to encourage people to use it. Once the intranet is in use, then feedback and user satisfaction should be sought to see if it meets the needs of stakeholders. In the final part of the book, White deals with governance and strategy, and the importance of knowing who owns the intranet and manages its future. These are core issues in ensuring the continued relevance of the resource.

The book gives useful advice, clear diagrams and guidelines, and takes the reader through the process of intranet managing in a structured and logical way and provides resources at the end of each chapter for further reading, should readers want to explore the issues dealt with, in greater detail.

The intranet management handbook is a good starting point for those new to intranet management, those who are thinking about setting one up and those who maybe need some help in getting a tired and unruly intranet back on track. It is a book that I will be dipping into from time to time to find inspiration. It has given me some things to think about and has reinvigorated my enthusiasm to develop a plan for the future of our library intranet, and its proper management. I think it will prove to be very useful tool for those who are keen to develop and improve the structure and usefulness of intranets.

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Improving Students' Web Use and Information Literacy: A Guide for Teachers and Teacher Librarians. James Herring

Facet Publishing, 2011

Reviewed by Janet Morton

This latest addition from Herring's body of publications for teachers and teacher librarians on the internet has many benefits. The web is established as an information source, so it is only befitting to have an update of his practical tips based on sound pedagogical theory.

The style layout is clear making it a joy to dip into. Each well structured chapter follows the same format stating clearly its scope with individual introductions followed by helpful headings, and completed with conclusions re-emphasising the coverage, and supported by lists of references. There is of course a comprehensive index, and the chapter references are compiled together to form the bibliography, which in itself makes for an interesting read.

Increasingly the Web is seen as the first tool for information, so it's imperative that all students are information literate. It is commonly recognised that Google is the most popular search engine, although not necessarily the best, so professionals need to raise awareness of specialist search engines. However, the advanced search facility of Google can be exploited much more. Another gem for schools suggested by the author is the use of copyright-free images. We are also reminded that metasearch engines are better than single search engines, and are advised to try Dogpile or Ixquick. He flags up the emergence of visual search engines – a positive development for visual learners.

The author includes references to guides on effective searching on the web, such as the Berkeley Library guide[1] and an easily digestible catalogue of other guides for those wanting to focus on Web searching in schools. Most information professionals will want to hone their information literacy skills and use the tips in this book to enhance their quality of teaching. Herring helpfully provides outlined staff in-service training sessions with detailed timings.

The growth of Web 2.0 is covered in a chapter about blogs, wikis, social bookmarking, podcasting, photo sharing (Flickr's Creative Commons) and social networking. There is a nice comparison between blogs and wikis, with wikis coming out as the better tool for learning. Anyone not yet familiar with social bookmarking can read briefly about Sqworl, Diigo and the better known Delicious. It's always useful to be reminded of freely available tools.

The chapter on information literacy attempts to define this term, although I suspect it will be changing again before too long. Those wanting to read about a different model of information literacy to the UK's Seven Pillars[2] will find Herring's definition enlightening, as it includes the Big 6 model, the ISP model, NSW DET and the PLUS model, with examples from schools in Australia, UK and the USA. He makes the point that there needs to be a whole school culture, and he provides some bulleted suggestions of how to achieve this collaboration. Herring asserts that there is little evidence to support the premise that if students are web users they will be effective web learners. Even university students can falsely believe that Web searching is easy and

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[1] http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html

[2] http://www.sconul.ac.uk/groups/information_literacy/papers/sp/model.html

intuitive, yet to be effective, search strategies have to be learned/taught.

Towards the end of the book the author goes on to clearly describe some of the emerging terminology such as learning objects (another term for learning websites), so that the reader can feel in touch with new developments. It's also reassuring for some to read that website development is not such a technical challenge these days. Very practical advice is offered on the different stages of website design and tips about format, templates and use of colour. In addition, advice is given about navigation with tabs and windows, links to specific parts of websites, enhancements with graphics, sound and video, and lastly accessibility considerations. The author admits that ICT changes are made swiftly, and one of the biggest difficulties being that information is easily accessed and will be more so with new mobile devices, but students' abilities to search effectively, evaluate and reflect, still needs to be developed through information literacy. This affords a great opportunity for collaborative work between teachers and teacher librarians.

My only criticism was a slight irritation at the repeated use of the full phrase "teachers and teacher librarians" throughout the text, but here is a book that should be passed around the staffroom to various members whether they are practitioners and teachers or those deciding on the curriculum content.

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