SOURCES

how technology changes the way people understand and use information. For academic librarians, information literacy has been the approach of choice. In one-shot sessions and semester-long courses, we teach students how to determine what information is needed and how to find it, evaluate it, and use it ethically. In *Metaliteracy*, the authors argue that information literacy as a concept needs to be updated because it does not reflect the effects that social media and open learning have had on students and their interactions with information. Students no longer are mere consumers of information, and metaliteracy recognizes this. It reaches beyond information literacy to encompass the skills students demonstrate when actively participating in online communities, such as collaborating with others, producing information, and sharing the results.

The opening chapters provide the theoretical context for metaliteracy. These sections are meticulously researched, and the authors' scholarship in this area is evident. These chapters might not be easily accessible to the general reader, but they provide a thorough background for subsequent chapters. The authors follow the transformation of the information environment by social media and open learning and explain how this transformation led them to articulate the metaliteracy concept. They explore how metaliteracy relates to its antecedent literacies, such as transliteracy and digital literacy, and they compare the characteristics of each to the scope of this new form of literacy. Most importantly, the authors define learning goals for the metaliterate learner. These goals are designed to help students become lifelong learners prepared to adapt to technology's frenetic pace of change and its effects on how information is created and used.

The latter part of the book demonstrates how metaliteracy can be applied in the classroom. Case studies follow the evolution of traditional information literacy courses as they incorporate the participatory possibilities of social media and media-creation tools, such as Prezi and Animoto. Having students create media in the classroom and interact online are not new ideas, but some creative approaches—such as having students investigate the rationale behind removing a YouTube video for copyright violations—provide some interesting twists.

Author Trudi Jacobson is co-chair on the task force currently working on the new *Framework for Information Literacy for Higher Education* being created by the Association of College and Research Libraries (ACRL), and for those following the process, *Metaliteracy* will provide a solid grounding in some of the principles incorporated in the framework. As a whole, the book could have benefitted from using more accessible language to clarify this new approach to thinking about information, but the exhaustive research that went into its writing allows it to serve as a reference resource for this reimagining of what literacy means. —*Ann Agee, School of Library and Information Science Librarian, San Jose State University, San Jose, California*

Mind-Bending Mysteries and Thrillers for Teens: A Programming and Readers' Advisory Guide. By Amy J. Alessio. Chicago: ALA, 2014. 152 p. Paper $50 (ISBN: 978-0-8389-1204-1).

Teen librarian and lifelong mystery lover Amy J. Alessio draws upon her years of experience with teens to create this themed guide for readers' advisory and programming. This books lists 179 different titles from both YA and adult literature, and although the majority of the titles are fiction, nine nonfiction and true crime books are also cited. The author notes that this book should not be considered "a comprehensive overview of all teen mysteries" (viii); instead, she crosses genre boundaries to seek out less rigidly defined works with similar elements and appeal.

The first part of the book focuses on readers' advisory, and entries are coded into six main subgenres: "Realistic Mysteries," "High-Tech Whodunits," "Thrillers," "Fantastic and Paranormal Mysteries," "Mysteries in Time and Place," and "Romantic Suspense." These subgenres are then further divided into more specific topics, under which many titles are cross-referenced. Entries contain grade level, awards received, and a descriptive annotation. Each subgenre category also includes two book-talking examples, suggestions for covert marketing, and interviews with prominent authors. The three appendixes list "Titles and Series by Subgenre," "Titles and Series by Author," and "Mysteries in Graphic and Illustrated Novel Formats." However, the appendixes' usefulness is limited, as they merely relist the titles from the first part of the book, and no page numbers are included for quick reference to the full annotations.

The guide's second part details a variety of "mysterious" programming ideas, ranging from a simple classic movie series to a fully scripted murder mystery. One chapter details how to start a teen mystery club and describes many different issues that the club can investigate, such as secret codes or FBI profiling. Book discussion questions are also listed for ten different titles, and Alessio suggests creative marketing ideas, such as hiding puzzle pieces or bookmarks throughout the library. In total, more than 40 different programming ideas are described, and librarians looking for inspiration will definitely find it here.

Additional indexing would have made the book slightly more user-friendly, and further editing would have prevented minor errors, such as *Michael Vey: The Prisoner of Cell 25* being cross-referenced under a nonexistent subsection. But these small issues are greatly outweighed by the wealth of content contained within this deceptively slim volume. Although the guide's very specific theme may limit it to merely a supplemental purchase for some libraries, it is a must-read for teen librarians working with mystery lovers (or hoping to create some).—*Jackie Thornton, Children's Librarian, East Baton Rouge Parish Library, Baton Rouge, Louisiana*