formats. Because of the intrinsic differences between electronic and print materials, librarians must rethink the way they do things. Included in the chapter on "working across organizational units to acquire and manage e-resources" is a flowchart illustrating the many steps involved in deciding whether to purchase a given electronic item. Let's use the example of a database. Step one: A reference librarian with expertise in the relevant subject area will conduct a trial of the database. Two: Another staff member, perhaps from technical services, will negotiate the license with the vendor. Three: A systems librarian may be involved in evaluating the product from a technical standpoint. You get the idea: An entire team of staff members, culled from several departments, is required. Ultimately, this means that anyone currently involved in any facet of collection development must start gearing up for what's ahead. For instance, media selectors face decisions about whether their libraries will continue to offer movies in DVD format, or whether streaming media will soon make DVDs obsolete.

Unfortunately, the softcover edition of this book is an inferior product from a physical standpoint. The 10-point type is too small to be comfortable for most people. To make matters worse, because the book was printed on lightweight bond, the opacity is very poor. Although the softcover edition is not recommended because of these readability problems, libraries should consider adding the e-book to their reference collections—*Dana M. Lucisano, Reference Librarian, Silas Bronson Library, Waterbury, Connecticut*

Going Beyond Google Again: Strategies for Using and Teaching the Invisible Web. By Jane Devine and Francine Egger-Sider. Chicago: ALA, 2014. 192 p. Paper $70 (ISBN: 1555708986).

Devine and Egger-Sider open this brief monograph on the invisible web with a two-part definition. The first part is a "traditional technology-based definition" designating the invisible web as "the part of the World Wide web that is omitted from the results presented by general-purpose search engines" (4). The second definition refers to what the authors call "the cognitive Invisible web," which is related to what "people know and do not know" about research (12). The focus falls heavily on the former here, but the latter probably deserves more scrutiny.

This book covers the trends that are affecting the invisible web—for instance, increasingly personalized search results and students' reliance on social media, to name just two. In addition, one of the author's main points is that librarians and information users should seek out resources that go beyond the first page of Google search results.

Chapters 2 and 3 in particular belabor this point. Is it an argument that needs to be made? Of course. Is it an argument that needs to be made to the intended audience for this book, practicing instruction librarians? Not really. Before most instructions librarians read this, they will have taught library databases to many classrooms of students. And given that library databases are part of the invisible web (as defined by these authors), few instruction librarians will need to be convinced that it should be taught. A more productive argument might be made for making "the invisible web" a ubiquitous metaphor in one-shot library instruction curriculum. Doing so would provide a succinct way for librarians to explain what they teach to their stakeholders.

Chapters 4, 5, and 6 hit closer to the target. The authors provide useful examples of how to teach the invisible web, links to specific resources, and an insightful look forward. Particularly helpful is a ready-to-implement exercise in which students compare search results from an invisible web resource to results from a general search engine. Also helpful are the series of diagrams and images that represent the metaphor of the invisible web visually. And last but not least, the annotated links to specialized databases and search engines are extremely helpful.

Going Beyond Google isn't terribly fresh, but it is a practical guide and has much to offer the aspiring instruction librarian.—*Paul Stenis, Librarian for Instructional Design, Outreach, and Training, Pepperdine University, Malibu, California*

Information Literacy Instruction That Works: A Guide to Teaching by Discipline and Student Population. Edited by Patrick Ragains. Chicago: Neal-Schuman, 2013. 342 p. Paper $85 (ISBN: 978-1-55570-860-3).

Newly minted academic librarians, unaccustomed to teaching or unfamiliar with the language of information literacy, will immediately recognize the value of Ragain's newest edition of *Information Literacy Instruction that Works*. By identifying the major challenges that teaching librarians face, this book acculturates readers to the field of information literacy. Moreover, by offering strategies and resources to overcome these challenges, it gives them the means to become more effective teachers.

The opening chapters provide a succinct history of the development of information literacy in academic libraries, an overview of current research and researchers in the field, and an outline of best practices for instructional design. The remaining chapters offer advice on how to tailor instruction to specific student populations (e.g., first-year students, community college students) and academic disciplines.

These practice-oriented, discipline-specific chapters are authored by experienced liaison librarians. Each chapter is intended to be a "road map" to the discipline, describing these users' information needs, their information-seeking behavior, and the resources most important to their research and work. A bibliography accompanies every chapter, and supplemental material—related lesson plans, handouts, and examples—are available online at ala.org/webextras.

Originally published in 2006, this second edition is revised, updated, and expanded. New discipline-specific chapters cover music, anthropology, scientific literacy, engineering, and business. In total, fourteen disciplines are represented, although more still would have been welcomed by this