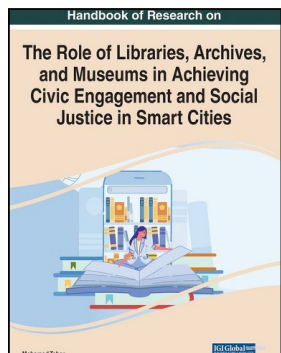


The strength of these essays is the applicability across libraries, from rural to academic. Each essay has something to offer, a question to ponder, a library to imagine, and a sustainable future at which to aim.—*Lindsey Jackson, University of Texas at Austin*

Handbook of Research on the Role of Libraries, Archives, and Museums in Achieving Civic Engagement and Social Justice in Smart Cities. Mohamed Taher, ed. Hershey, PA: IGI Global, 2022. 565p. \$295.00 (ISBN: 978-1799883630).



Organizations such as Libraries, Archives, and Museums (LAM) impact social justice (SJ) and civic engagement (CE) all over the world. This handbook explores these topics from different perspectives, uncovering the relationships between the LAM institutions and the communities they serve. The authors aim “to fill the gap with a sufficiently comprehensive critical overview of the role played by LAM in achieving SJ and CE,” examining the subject in a novel way, and on an impressive scale. The book is broken into four sections: the workplace, participation in the community, theory in the community, and smart cities. Each section includes chapters that look at how these institutions contribute to the life of the city from the perspectives of educators, archivists, curators, and librarians.

A strength of this collection is the diversity of international authors, all of whom examine shared problems and offer broad solutions that will be useful to a range of practitioners and will inspire further research. The book emphasizes the global nature of the problems we face, offering ways for information professionals to search for solutions together. Too often, LAM professionals work on the same problems in isolation, reinventing the wheel repeatedly. Additionally, the authors present a broad range of methodologies, such as interviews, literature reviews, case studies, and analysis. This will be valuable for LAM students as they are introduced to the many types of research they could perform in their careers.

Any contemporary title meant to explore the impact of LAM institutions on cities must attend to the impacts of the Covid-19 pandemic. Taher handles that well here. The introduction discusses global surveys on Covid-19, and the survey instruments appear in the appendices. Separating the survey from the rest of the book ensures its relevance past the pandemic era while maintaining the ability to address it. While some chapters discuss the pandemic’s impact, it is not the primary focus. Chapter 20 looks at technology and civic engagement through case studies of Barrie and Toronto, Canada. While the authors mention the role of Covid-19, the focus is on popup sidewalk labs and an entrepreneur-in-residence program at the Toronto Public Library. Covid-19 has impacted everyone and, in turn, has impacted how we handle service in LAM. While some doors were physically closed, others were virtually opened as the pandemic led to a greater focus on digital access to services. However, virtual service does not solve everything, as this has exacerbated the digital divide. Chapter 6 explores the importance of community engagement, while chapter 7 delineates the repercussions of Covid-19 on traditional approaches to community engagement work. This is just one example of Taher’s clever editing, positioning chapters such that they directly address each other. The concluding survey about LAM responses to Covid-19 offers strategies for a “new normal” that emphasizes digital literacy and media activism.

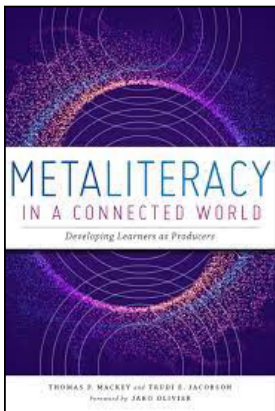
Several chapters focus specifically on libraries, archives, and museums in Canada. Chapter 11 is a standout example, looking at missed opportunities in the Toronto Public Library’s

approach to the Kutchi Cultural Association of Canada, a diaspora organization that aids newcomers in integrating into Canada. Several chapters offer excellent background on LAM community engagement and social justice work in India, South Africa, and online. The international scope will appeal to students, researchers, and practitioners who will appreciate the broad scope of research topics.

The authors use a range of writing styles, from highly accessible to more scholarly and complex. This means the book will be most at home in academic collections, though a general audience will also find it of interest. The book deploys keywords and definitions at the end of many chapters, making concepts accessible to a wider range of readers. For instance, one author defines the digital divide as “the gulf between those who can access digital information and those who could not access digital information” (140). Such definitions make the handbook more useful for the lay reader.

The book is a wellspring of international knowledge. Handbooks like this one highlight and explain the work going on worldwide. LAM workers who want to avoid reinvestigating problems that have been solved elsewhere will find much of value here. —*Kaia MacLeod, University of Calgary*

Metaliteracy in a Connected World: Developing Learners as Producers. Thomas P. Mackey and Trudi E. Jacobson, eds. Chicago, IL: ALA Neal-Schuman, 2022. 232p. \$64.99 (ISBN: 978-0-8389-4944-3).



Is the term “information literacy” a valuable descriptor of what we try to teach as librarians? In *Metaliteracy in a Connected World*, Thomas Mackey and Trudi Jacobson make a strong case for the adoption of the metaliteracy framework, a pedagogical model that seeks to empower learners to be reflective and informed consumers and producers of information in an increasingly connected (digital) world. This monograph builds on Mackey and Jacobson’s previous efforts, spanning two decades, to normalize metaliteracy as *the* framework for teaching and learning in libraries.

You may have used the term “metaliteracy” to describe information literacy. In the first two chapters, Mackey and Jacobson describe the metaliteracy framework as a model informed by other pedagogical approaches, such as critical thinking, self-directed learning, and metacognition, as well as influential learning theories, including Paulo Freire’s problem-posing education, among others. In brief, the metaliteracy model is constituted by four components: domains, characteristics, roles, and goals and learning objectives. The metaliterate learner is trained in four domains: cognitive, metacognitive, affective, and behavioral. Each domain fosters one or more key characteristics of a metaliterate learner, such as being adaptable, open, collaborative, reflective, and civic minded, among others. Finally, each characteristic is associated with a specific role, such as that of a teacher, collaborator, communicator, or researcher. Metaliteracy goals and learning objectives serve as learning principles for educators looking to apply the model in practice. Chapter 2 explores the relationship between metaliteracy and multimodality. This is crucial, given that a metaliterate learner is at once a consumer and producer of information. Mackey and Jacobson point to the digital environment in which learners are operating—an environment constituted by text, hypertext, audio, video, and AR/VR—and encourage educators to