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**TRANSFORMING INFORMATION LITERACY THROUGH
EXPERIMENTATION AND PLAY**

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At the University of Technology, Sydney Library, web 2.0 technologies are being implemented across a range of areas to enhance the information literacy program with the type of dynamic content that clients now expect. This paper will discuss how UTS Library is implementing web 2.0 to transform the traditional program into an entertaining and dynamic set of learning tasks that support teaching, learning and research. The use of social networking, QR codes, YouTube and advanced Google training will be considered in the context of our new approach to making information literacy increasingly engaging and client-centric.

Universities continue to emphasise the importance of research. Since the beginning of 2009, the Library has offered advanced Google training to researchers as a way to develop their search skills and maintain current awareness. These sessions were well attended and we now offer a wide range of Google classes to all students and staff. This helps us to engage with clients in their favourite online information spaces and to encourage them to make better use of tools like Google. We are also experimenting with QR codes to connect physical and digital information literacy programs through the use of mobile devices. QR codes provide contextual digital content via our website and YouTube to enable just-in-time learning. This year UTS Library held its inaugural Library Fun Day. QR codes were used to deliver clues in the treasure hunt, and Facebook, Twitter and Google were used for the game of trivia. The Fun Day gave new and 'old' students an opportunity to explore the Library and to get involved with our dynamic new learning environment.

Using web 2.0 to engage with clients in new ways has led us to take the information literacy program in a different direction. Gone is the traditional sit, look and listen model and in its place is one of engagement, fun and participatory learning. We look forward to continuing to experiment with new and dynamic ways of developing information literacy in the future.