
SOURCES

ANCIL comprises ten elements that map to the chronological development of the undergraduate researcher. The editors insist that these strands are represented best visually, but the written list is compelling too:

1. Transitioning from school to higher education.
2. Becoming an independent learner.
3. Developing academic literacies.
4. Mapping and evaluating the information landscape.
5. Discovering resources in one's discipline.
6. Managing information.
7. Engaging with the ethical dimension of information.
8. Presenting and communicating knowledge.
9. Synthesizing information and creating new knowledge.
10. Engaging with the social dimension of information.

Coupled with this process is the crucial mandate to “seek out partnerships and to work interprofessionally in our schools, colleges and universities.” What better way to involve librarians in the careers of undergraduates than to embed information literacy every step of the way?

The ten strands serve as titles for ten of the twelve chapters, which leads the reader to expect that chapter authors will ground their ideas firmly in the ANCIL model in general and the strand titling their chapters in particular. Some do and some don't. One chapter focuses on teaching graduate students to conduct literature reviews, whereas ANCIL itself focuses on undergraduates. Perhaps this is a minor quibble—librarians could adapt the methods described for undergraduates—but these slight disconnects occur in several chapters, and often led this reviewer to glance at the running headers for a reminder of which strand was under discussion. Despite this occasional lack of focus, however, the volume delivers on its promise to provide a holistic view of the ANCIL model. You'll less often find innovations as useful explications of what has worked for each author and how it proves the efficacy of ANCIL.

An excellent companion to this title would be the Godwin and Parker edited volume, *Information Literacy Beyond Library 2.0*, which provides a wealth of practical examples with an eye toward the future.—Paul Stenis, *Librarian for Instructional Design, Outreach, and Training*, Pepperdine University, Malibu, California

Using LibGuides to Enhance Library Services. Edited by Aaron W. Dobbs, Ryan L. Sittler, and Douglas Cook. Chicago: ALA, 2013. 307 p. Paper \$65 (ISBN 978-1-55570-880-1).

LibGuides has become an indispensable tool to librarians and other information professionals. Since Springshare first introduced the product in 2007, LibGuides has aided more than five million library users worldwide, and its popularity continues to grow. Dobbs, Sittler, and Cook's volume is a timely, well-organized collection of articles addressing the most important question: How can librarians best implement and use LibGuides to serve their patron communities?

The book is organized into five sections that cover the history of library guides, administration of LibGuides, basic use of the LibGuides product, guide design, and examples of exceptional guides. Both library staff and administrators will find this book to be very informative; all articles in this volume are authored by librarians who have used LibGuides, and real-world examples are cited to show how this tool has been used to enhance library services.

The topics covered range from very basic to intermediate. The book includes a chapter on how to create a simple LibGuide that will be useful to new librarians or those unfamiliar with the LibGuides platform. More experienced LibGuides authors will find information on how to apply web design principles and learning theories to guide design. Administrative issues are covered in depth, making this book an excellent guide for managers as well. Some of the topics discussed include how to make a convincing case to university stakeholders for the purchase of LibGuides; how to develop LibGuides training for library staff; how to manage usage statistics; and how to decipher administrator vs. author privileges. The book also includes chapters on how to use LibGuides to better serve distance education students and how to optimize LibGuides for mobile technology. Anyone interested in LibGuides, regardless of skill or experience level, will find this volume accessible and helpful.—Allison Embry, *Access Services and Distance Learning Librarian*, Rogers State University, Claremore, Oklahoma