

the Center for e-Research at King's College London, and as the e-Research in the name suggests, he covers more than just the traditional science research data sets that many people think of when they think of data. Museum artifact data, library catalog data, population data, even personal data, such as contact information, are all considered in this book.

The book begins with a discussion of open data, such as government data and science and commercial data that have been made available to all users. Stuart notes that libraries can play a role in the promotion of local government data sets that are of interest to a limited number of users. His chapter on the semantic web is a great introduction to the topic; it distinguishes between metadata for documents and additional semantic information for data to make it more findable and usable. Resource description framework (RDF) and Simple Protocol and RDF Query Language (SPARQL) are introduced as semantic web tools. Stuart also includes a discussion of the ontologies and new vocabularies that are being developed for the Semantic Web. The suggestion and development of ontologies is a task especially suited to librarians. In fact, according to Stuart, "Unless library and information professionals become more involved with the semantic web, they risk users reinventing the wheel" (86).

This book is filled with clear explanations of the many technologies and software types that may be encountered when one is searching for data. Stuart addresses various ways to collect and organize data to make it usable for patrons who need the data, including the use of Application Programming Interfaces (APIs) and some computer codes that will help. In addition, he provides some data analysis solutions for users who don't have the skills to analyze the data on their own.

This book is ideal for practicing librarians who want learn about this new service area. But it also pays homage to the underlying philosophies of librarianship, which broadens its appeal and makes it suitable for LIS students as well as practicing professionals. For instance, Stuart looks at data through the lens of Ranganathan's Five Laws of Librarianship, paraphrasing the first law ("Books are for use") as "Data is for use, whatever its format." Looking at data in this way makes it clear why librarians need to learn the basics about data and how to access and use it. Stuart also notes that while information technology services may have more experience with data than librarians do, librarians have the interpersonal skills and subject specialization that will help get users to the data they need (122).—*Margaret Henderson, Research Services Librarian, Virginia Commonwealth University, Richmond, Virginia*

A Guide to Teaching Information Literacy: 101 Practical Tips. By Helen Blanchett, Chris Powis, and Jo Webb. Chicago: Neal-Schuman, 2012. 262 p. Paper \$71 (ISBN: 9781856046596).

Recognizing the increasingly crucial role librarians play in information literacy education using a range of teaching methods, the authors provide practical hints and tips

grounded in learning theory, together with specific tried-and-tested best practice guidelines to use when designing teaching or training events.

Rather than offering a theoretical treatise on effective information literacy instruction with accompanying case studies, the authors create an easy-to-understand sourcebook for library instructors involved in the library and information environment. This is a practical reference tool for information literacy librarians, whether they are new to the teaching role or experienced practitioners. One of the book's most helpful aspects is the overall structure of its three sections—planning, delivery, and activities—which presents a useful framework for approaching information literacy instruction.

In the "Planning" section, the authors provide grounding in planning, design, and theory by introducing fifteen concise tips that guide the reader through pre-session instruction preparations. These cover such essential topics as training needs analysis, learning styles, learning outcomes, assessment, reflection, evaluation, and lesson planning.

In the "Delivery" section, the authors adopt an alphabetical arrangement of more than thirty delivery tips, which facilitates the book's ease of use as a reference source. As the authors note, the book's content is not presented in a strictly linear fashion intended to be read straight through, but rather in such a way that it can be dipped into as needed when planning teaching and training. Each tip has an overview and details, guidance on suitable scenarios, and concerns to watch out for. One of the more helpful parts of each tip is the "More" section, where the authors give further ideas and suggestions to adapt and extend the technique. These ideas serve as an impetus for further reflection on innovative ways to adapt to one's own teaching situation. Helpful examples and templates are also provided, along with sources for further reading. In this section, the authors offer practical advice, written from personal experience, on how to develop skills as a teacher. They also provide guidance on how to avoid some of the major difficulties inherent in instruction delivery and how to effectively deal with issues if they do occur.

Section 3, "Activities," provides an array of fifty-one specific activities to use in teaching. For each activity, the authors provide either a full description of how to use the activity to enable active learning (for activities such as "brainstorming" and "mind maps") or general guidance on how to implement the activity in the classroom (for more mainstream instructional methods like discussions, lectures, and podcasts). The descriptions include an outline of the activity and provide some useful suggestions. Tips come with a checklist of suitable scenarios for implementation, additional ideas for how to use the tip most effectively, issues to watch out for, further readings, and guidance on adapting ideas for different levels and contexts.

Whether the reader is a novice or an experienced librarian instructor, this well-written, well-organized, and easy-to-use sourcebook provides valuable guidance and strategies that can be immediately applied in practice.—*Pamela Louderback, Assistant Professor/Information Services Librarian, Northeastern State University, Broken Arrow, Oklahoma*