

## SOURCES

management concepts with examples from real-life projects and organizations, such as EuropeAid and UNESCO. Another useful section of the book involves the use of information and communication technology tools in projects, for example, Microsoft Project, Serena Openproj, and GanttProject.

Well researched and logically presented, *Project Management in Libraries, Archives and Museums* serves as a good conceptual overview of the project management landscape.—Jennifer A. Bartlett, *Head of Reference Services, University of Kentucky, Lexington, Kentucky*

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***Staff Development on a Shoestring: A How-To-Do-It Manual for Librarians.*** Marcia Trotta. How-To-Do-It Series. New York: Neal-Schuman, 2011. 117 p. paper \$65 (ISBN 978-1-5557-0730-9).

Number 175 of the Neal-Schuman How-To-Do-It series, *Staff Development on a Shoestring* delivers on the promise of its title. With a clear and effective writing style, Trotta presents a compelling case for staff development built around the concept of “better service through staff development” (1). After exploring the direct connection between customer service and staff development at some depth, she asks: “why not utilize our own skills for the provision of development?” (6).

According to Trotta, it is fundamentally important that library directors and managers take the lead with active involvement in staff development. Included throughout the text are numerous well constructed supporting worksheets and handouts that will prove useful to those who fear that their teaching skills have acquired a bit of rust; the author encourages readers to duplicate and modify the forms as needed. The model training programs provided are sufficiently developed to be taught as-is. Programs on effective communication, teamwork, time management, and customer service are each outlined and supplemented with talking points, helpful tips, and suggestions for evaluation. Although not fully developed as a program, an entire chapter is devoted to staff development and technology.

Significant attention is given to the active role that staff evaluation and self-evaluation can play in completing the feedback loop of ongoing staff development, with chapters devoted to the use of evaluation itself as a development tool. Particularly useful are several pages devoted to the manager’s task of overcoming employee resistance to change. Throughout, the bulk of the text is focused toward accomplishing the author’s goal of convincing and empowering the reader to shape and manage change in the library—harnessing it as a positive force rather than something to be feared and opposed. Trotta, who has served as Director of the Meriden, Connecticut, Public Library and has twice been named the Connecticut Library Association’s Outstanding Librarian of the year, notes simply that “learning is an act of change” (31).

In this book, the author has provided librarians with an eminently practicable roadmap to achieving staff engagement and grass-roots frontline advocacy driven by the commitment

and active involvement of library management in ongoing staff development. In concise and measured tones, Trotta embraces the reality of the ever-increasing speed of change in today’s library and delivers the tools needed to achieve results that are not only cost-effective but arguably superior to the typical one-off training workshop—with the potential for realizing significant peripheral benefits. This book is highly recommended for any in library management.—Tod Colegrove, *Head of DeLaMare Science & Engineering Library, University of Nevada, Reno, Nevada*

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***Teaching Information Literacy Online.*** Edited by Thomas P. Mackey and Trudi E. Jacobson. New York: Neal-Schuman, 2011. 200 p. paper \$75 (ISBN 978-1-5557-0735-4).

With the recent rise in demand for online learning, academic librarians are exploring new approaches to teaching information literacy online. This collection of eight case studies focuses on the value of collaboration between academic librarians and teaching faculty in designing and implementing effective online information literacy programs. The editors, Thomas Mackey (Center for Distance Learning, SUNY Empire State College) and Trudi Jacobson (Head of Information Literacy, University of Albany, SUNY) skillfully weave together recent examples of librarian/teaching faculty partnerships from universities across the United States and the United Kingdom.

For librarians looking for inspiration on new strategies for teaching information literacy online, this book may be helpful. It covers a wide range of techniques, such as using Wikis, Second Life, reusable learning objects, and role-playing. Included with each case study are practical tips on assessment of online learning and samples of activities, learning objectives, and survey questions. Four of the studies describe hybrid learning courses, in which online instruction is blended with face-to-face instruction, while the other four cover open and fully online courses. Both undergraduate and graduate level courses in the humanities and social sciences are included. One drawback in the coverage is that no examples of teaching information literacy in the sciences or engineering are used.

Although some of the techniques described may not fit every library’s needs or may become outdated fairly quickly, the authors offer useful general recommendations for online instructional design. They discuss ways to embed information literacy activities within courses and address some of the challenges posed by online instruction. This volume is similar to Alice Daugherty and Michael Russo’s *Information Literacy Programs in the Digital Age: Educating College and University Students Online* (ACRL, 2007), and there is also some overlap with the editors’ previous books on information literacy. However, the in-depth discussions on collaborations between librarians and teaching faculty to integrate information literacy into online courses set this book apart and will make it a useful addition to academic library collections.—Nancy Sprague, *Reference & Instruction Librarian, University of Idaho, Moscow, Idaho*