Sources

Professional Materials

Karen Antell, Editor

Better Library and Learning Space

Data Management for Libraries

Delivering Research Data Management Services: 
Fundamentals of Good Practice

Implementing an Inclusive Staffing Model for Today’s 
Reference Services: A Practical Guide for Librarians

Including Families of Children with Special Needs: 
A How-To-Do-It Manual for Librarians

Let’s Start the Music: Programming for Primary Grades

Mastering Digital Librarianship: Strategy, Networking and 
Discovery in Academic Libraries

Poetry Aloud Here 2: Sharing Poetry with Children

Programming for Children and Teens with Autism Spectrum 
Disorder

The Quality Infrastructure: Measuring, Analyzing, 
and Improving Library Services

The Reference Interview Today: Negotiating and Answering 
Questions Face to Face, on the Phone, and Virtually

Virtually Embedded: The Librarian in an Online Environment

A Year in the Story Room


How can libraries best plan, create, and maintain spaces that foster learning? Although many library buildings have 
classrooms for formal instruction, more and more libraries 
are developing and supporting informal spaces where learn-
ing takes place outside of the classroom, whether for groups 
of students or for individuals. This collection takes it as a 
given that libraries have always been learning spaces, but it 
specifically examines how two changes—our understand-
ing of learning processes and the impact of technology on 
learning—have transformed the planning, organization, and 
management of academic library buildings.

The collection’s scope is global; its first section focuses on 
case studies from six libraries in the United Kingdom, the 
United States, China, and Australia. Several commonalities 
emerge: These libraries all focus on situating the library as the 
geographic and symbolic center of learning on campus and 
connecting the library to its educational, environmental, and 
cultural contexts. They also offer a variety of spaces within 
the library—places for private study and public interaction, 
1-85604-763-0).

A theoretical section addresses wider, more universal 
concepts, such as technology and learning theory, as they 
pertain to the space planning and renovation process. A final 
section on the futures of library planning operates as a toolkit 
to help readers think about library learning spaces. Chapters 
not only address the actions and needs of the people—stu-
dents, faculty, researchers, staff, and visitors—in libraries, 
but also address the objects and services in libraries, especially 
how the first consideration of any project should be how the 
interactions of users, objects, and services support learning. 
Overall, this collection, in particular the case studies and the 
practical information in the last section, will be invaluable for 
administrators, librarians, architects, and others embarking 
on a library building or renovation project.—Laura Brau-
stein, Librarian for English and Writing, Dartmouth College, 
Hanover, New Hampshire

Data Management for Libraries. A LITA Guide. By Laura 
Krier and Carly A. Strasser. Chicago: ALA TechSource, 

This volume in the LITA Guide series adds to a number of 
recent publications about data management. Writing pri-
marily for an academic audience, authors Krier and Strasser 
provide a succinct but thorough introduction to help librar-
i ans learn fundamentals of data management and to guide 
them in assessing their institutions’ needs so that they can