SOURCES

The Craft of Librarian Instruction: Using Acting Techniques to Create Your Teaching Presence. By Julie Artman, Jeff Sundquist, and Douglas R. Dechow. Chicago: ACRL, 2016. 100 p. Paper $38 (ISBN 978-083898821-3).

The idea of teaching classes is understandably intimidating to many new library professionals. The prospect of bombing a presentation in front of a room full of familiar classmates is bad enough, never mind the possibility of failure before an audience of strangers when one's job performance is at stake. Fortunately, *The Craft of Librarian Instruction: Using Acting Techniques to Create Your Teaching Presence* offers support and real-world advice for new teaching librarians. In a short one hundred pages, the book sidesteps long, heavy-handed chapters, and instead offers up tips that can be immediately practiced and incorporated into one's teaching.

As the title suggests, most of the book's content focuses on using theater techniques to improve one's classroom presence. The first chapter describes simple physical and vocal warm up exercises that, if practiced before teaching a class, could significantly improve the experience for both teacher and students. The book also offers advice on how to deal with common but stressful situations such as facing technology failures or being unable to answer a student's question. (Spoiler: handle the situation calmly, preferably with some humor, and don't sweat it too much.) Most importantly, the book clearly demonstrates how acting principles are relevant to library instruction. For example, the book offers sound advice on how to develop an appealing teaching style by tapping into one's best personality traits. It also reminds its readers of the important but often overlooked skill of coming to class fully prepared, including having a clearly defined set of learning objectives in-hand before class starts.

The Craft of Librarian Instruction's conversational tone and "you can do it" approach should appeal to anyone new to teaching. Graduate assistants and new librarians in reference departments will find the couple of hours required to read this book well worth the short time investment. Even experienced teaching librarians will find advice here that can be used to improve their classroom presence quickly and noticeably. This reviewer certainly would have liked to have had this book before teaching her first instruction session as a graduate assistant.—*Allison Embry, Research and Learning Librarian, University of Central Oklahoma, Edmond, Oklahoma*

Critical Literacy for Information Professionals. Edited by Sarah McNicol. London: Facet, 2016. 172 p. Paper $95 (ISBN 978-1-78330-082-2)

"Liberating education consists in acts of cognition, not transferrals of information," wrote Paulo Freire in the *Pedagogy of the Oppressed* (Herder and Herder 1970, 79). Freire argued that rather than viewing students as empty vessels to be filled with knowledge—termed the "banking model" of education—teachers should recognize and value students' individual perspectives and life experiences. Today's critical literacy movement has its roots in Freire's philosophy. When taught critical literacy methods, students begin from the viewpoint that there can be no single "correct" way to interpret information. Instead, texts should be questioned and read with an eye to the cultural forces that shaped them and the sociopolitical agendas they advance. Critical literacy also incorporates an element of social justice, calling students to actively promote the human rights of all marginalized communities.

Critical literacy presents librarians with a broad agenda, so the essays that make up *Critical Literacy for Information Professionals* are divided into theory and practice. The first seven chapters discuss how critical literacy principles can reframe the way librarians approach communities as varied as people with disabilities, international students, and patients within the healthcare system. The remainder of the book is devoted to case studies of critical literacy in action in school, college, and university classrooms.

Librarians are often responding to rather than designing class assignments, but these case studies demonstrate that it is possible to teach students the "role that interpretation plays in research" (26) within such constraints. Three case studies focus on how school librarians incorporate critical literacy approaches into a variety of assignments, including how to evaluate websites and analyze advertising messages. One example of critical literacy in action explores how a student's library-supported research into the Ebola outbreak in Africa caused her to organize a fundraising event for victims of the disease (109). Case studies are also given for critical literacy activities designed for juvenile offenders; for university undergraduates; and for community college students. *Critical Literacy for Information Professionals* ends with a bibliography of teaching resources and sources for further study.

With chapters written by school, university, and public librarians, this book's broad scope—ranging across several theoretical interpretations of critical literacy and almost every level of education—can be viewed as either a weakness or a strength, depending on the perspective of the reader. And that, of course, is critical literacy in a nutshell.—*Ann Agee, School of Information Librarian, San Jose State University, San Jose, California*

Emerging Strategies for Supporting Student Learning: A Practical Guide for Librarians and Educators. By Barbara Allan. London: Facet, 2016. 178 p. Paper $75 (ISBN 978-1-78330-070-9).

Supporting student learning is the name of the game for academic librarians, but what that means in the dynamic arena of higher education is constantly evolving. Barbara Allan's *Emerging Strategies for Supporting Student Learning: A Practical Guide for Librarians and Educators* presents a helpful overview of the many facets of the topic, with plenty of real-life examples and case studies, plus theoretical underpinnings and references to the literature for those wanting more depth.