The book is very well organized with a clear structure. It begins by presenting overarching trends in higher education and characteristics of today's diverse student populations, followed by chapters on digital literacies and current learning theories. The first several chapters focus on learning and teaching activities, design principles, and the creation of face-to-face, blended, and online courses. Following is a chapter covering evaluation of activities and courses, and the book concludes with a discussion of lifelong professional development.

The book delivers on its claim to be a practical guide, with concise chapters, text broken up with lots of white space and bullets, and examples set off in boxes. The reader can easily dip into single chapters, which stand on their own as well as contributing to the larger whole. Each chapter includes notes in the text that are easy to locate in the brief bibliographies. URLs accompany all examples and cases, so interested readers will be able to find more extensive information on the originating website.

The brief topic overviews and references to the literature will benefit new and aspiring library educators, as well as practitioners wishing to brush up on current issues. For example, the straightforward introduction to the ACRL's *Framework for Information Literacy for Higher Education* in the "Digital Literacies" chapter (38–39) will be useful for those desiring a high-level treatment of this important but complicated topic. The accompanying case study on redeveloping a course using the new ACRL framework will likewise help those seeking practical tips. The "Assessment of Learning" section in the "Learning and Teaching Activities" chapter provides a good explanation of formative vs. summative assessment (90–93), concepts that can sometimes be confusing in more academic works. The "Approaches to Learning and Teaching" chapter summarizes several major learning theories, which is beneficial for teaching librarians who have little background or formal education in pedagogy.

The chapters on learning and teaching activities, designing sessions for various formats, and delivering learning experiences provide a wealth of sound practical techniques, examples, and ideas, many of which could be (and have been) written about at much greater length in the scholarly literature. Cited are not only books and articles but also conference presentations and posters, giving an additional freshness to this material.

One minor criticism: The authors mix examples of activities used in hours- or weeks-long courses with those more appropriate for one-shot sessions, and this is sometimes confusing. More problematic, but still relatively minor, are the British spellings and word choices sprinkled throughout the text (e.g., "induction" for "orientation," A1 and A4 paper sizes, "tutor" for "instructor," "referencing" for "citing"). A short glossary might have been helpful for readers outside the United Kingdom. However, the author has done an excellent job of including examples from US and Canadian as well as British universities.

Highly recommended for those seeking a concise and practical, yet thorough, overview of important trends and issues relevant to library instruction practice.—*Joan Plungis, Reference and Instruction Librarian, University of Dayton, Dayton, Ohio*

Exploring Discovery: The Front Door to Your Library's Licensed and Digitized Content. Edited by Kenneth J. Varnum. Chicago: ALA, 2016. 304 p. Paper $95 (ISBN: 978-0-8389-1414-4).

Consistently providing users with a reliable and thorough way to search the library's resources is a daunting and exhausting process. Every system and solution has its own perks and pitfalls, but determining how a system will integrate at your library can seem impossible. *Exploring Discovery: The Front Door to Your Library's Licensed and Digitized Content* attempts to provide a window into how other libraries have approached their own problems with discovery and exposes both the successes and the challenges they have encountered.

The book is divided into four parts, each covering a major topic in the world of discovery tools—vended discovery systems, custom discovery systems, interfaces, and content and metadata. The nineteen chapters are each written by different contributors from varying institutions. The majority of libraries are academic, although several public libraries and even the Rock and Roll Hall of Fame Archives make appearances. No matter the library or solution, each chapter emphasizes the notion that library discovery is often cobbled together through a multitude of disparate systems, many of which do not "play nice" with one another. Even with the addition of a web-scale discovery system, there are still systems that will lag behind or that simply are unable to be integrated. Although some libraries do their best to alleviate that problem with one solution or another, the book underscores the fact that there is no silver bullet. Instead, each institution identifies and addresses a core problem, including creating a "magical" item-requesting experience, using bento-box design to demystify search results, exposing "hidden" resources within the library, and using system APIs to create a custom tool or application that fits the library's needs exactly.

This book would be a great resource to anyone who is in the weeds of evaluating and selecting a discovery solution for their library. Although it covers the broad strokes of understanding how to evaluate discovery systems, it also dives into complex issues for both users and administrators, and it shares how other professionals have addressed those problems with real-world solutions (or, as is sometimes the case, workarounds). This would be an ideal book to share across a library team, with those in library information technology and technical services reading the more specialized chapters regarding metadata and software development for customized solutions. For a smaller library where much of the IT work is outsourced, the book may feel too technical in

spots. There is value in the discussions on usability testing, common issues among vended solutions, and user experience; and reading about the deeper technical issues can be beneficial even for the reader who does not fully grasp them. As with any book with multiple authors, the reader will discover that the book contains both gems and a few duds, but it will be the reader's expertise and project investments that will determine which is which.—*Jennifer Tatum, Reference and Instruction Librarian, Oklahoma State University Institute of Technology, Okmulgee, Oklahoma*

The Innovative School Librarian, 2nd edition. By Sharon Markless, Elizabeth Bentley, Sarah Pavey, Sue Shaper, Sally Todd, and Carol Webb. London: Facet, 2016. 224 p. Paper $85 (ISBN 978-1-78330-055-6).

The Innovative School Librarian offers an in-depth analysis of the factors that create and perpetuate school environments conducive to library learning. The authors allow readers to consider ideas about enhancing their professional image, acquiring community support, relying on evidence, and seeking inspiration from an array of sources.

The book includes vignettes of librarians in a variety of environments, including both public and private schools at the elementary, middle, and high school levels. The main message throughout the book is that the role of the librarian ought to be one of "management of change and leadership of learning" (53). However, it acknowledges from the beginning the frequent conflict between theory and practice and offers examples of solutions for frustrated professionals. Suggestions include cultivating a positive image through professionalism, making library learning visible throughout the school, evaluating methods formally and informally, and using quantitative and qualitative facts to support practice. Additional advice includes collecting information from as many groups of stakeholders as possible and thoroughly understanding the community of learners. It doesn't ignore the important issue of funding; rather, it encourages the collection of data supporting the library's essential role in the educational environment. Again recognizing that each school librarian's experiences is unique, the volume shares information on how to succeed both with and without the support of teachers and administrators.

The text is a valuable source of advice on practical topics like evaluation. But it also remembers that inspiration is part of doing a job well, and advises seeking it through connection, action, and planning. The book could easily serve as a source of discussion in a course designed for future librarians. Appendixes include sample self-evaluations, SWOT analyses, and several tools for planning and managing change. Confusion may arise from the British terms used, such as "head teacher" (for "principal") and "governor" (for "school board member"), but overall, the value of the text outshines potential pitfalls for American readers. No matter what a school librarian's current or future situation, he or she will find encouragement in these pages.—*Deidre Winterhalter, Program Coordinator for Kids and Teens, Niles Public Library, Niles, Illinois*