

SOURCES

of evidence-based practice that is both more realistic and more tailored to library and information professionals' work.

Originating in medicine in the early 1990s, evidence-based practice was first conceived as a new approach to clinical decision making in which clinicians consulted the research literature and integrated this knowledge into their professional judgments. As a reflective and methodical approach, it quickly caught on and has since expanded to other professions, including dentistry, social work, and librarianship. The term "evidence-based librarianship" first appeared in the late 1990s, but it has since evolved to evidence-based library and information practice (EBLIP) so as to include the wide range of information professionals whose work takes place outside of libraries.

In this book, Koufogiannakis and Brettle expand upon Booth and Brice's model rather than replacing it. Because it embraces other types of evidence as relevant for librarianship and takes into deeper consideration the specific local library contexts in which evidence is used, their model evolves naturally and is more accommodating. Librarians who are limited by busy schedules or a work environment un conducive to research will still find it possible to apply this model.

The book's first part provides the theoretical grounding for the new framework, describing each of its core elements chapter by chapter. The second part is a series of chapters written by librarian practitioners from academic, public, health, school, and special libraries. Here, each author highlights how EBLIP has developed in their sector and how it has impacted their work. In providing these case studies, the editors also fill in the gap left by Booth and Brice, whose book, while being foundational and well-researched, is not very practical as a "handbook."

Those already familiar with evidence-based practice will appreciate having a real reference to consult, and those new to EBLIP, or to research altogether, will immediately see the value and possibility that EBLIP can offer. The authors succeed in inspiring their readers and empowering them to put their framework to use.—*Meagan Lacy, Information Literacy Librarian, Guttman Community College, CUNY, New York, New York*

Bridging Worlds: Emerging Models and Practices of U.S. Academic Libraries around the Globe. Edited by Raymond Pun, Scott Collard, and Justin Parrott. Chicago: ACRL, 2016. 210 p. Paper \$50 (ISBN: 978-0-8389-8842-8).

In recent years, American colleges and universities have increased their emphasis on international engagement, emphasizing global awareness, interconnectedness, and student and community diversity. As a result, universities are establishing campuses, branches, and enhanced programs outside of the United States, particularly in the Middle East and East Asia, where they introduce Western higher education practices and philosophies. These collaborative partnerships focus on blending cultural, social, political, and economic communities, while exploring new territories in

research, teaching, and learning. *Bridging Worlds* presents examples of academic libraries taking part in shaping these collaborations by acting as partners in the development of campus community, student life, and research from a global perspective.

The book is divided into five thematic sections, each of which is comprised of chapters, case studies, and practical tips focusing on how libraries are working in global communities to build campus collections. The contributors present a variety of approaches, and the result is a comprehensive resource covering the design, development, and management of library collections abroad.

In the first section, the contributing authors share their perspectives on the challenges, rewards, and successes encountered in designing the two international campus libraries for New York University. This provides helpful insight regarding the big picture for activities and developments found in subsequent chapters. In section two, the contributors explore various phases of developing library access, technological services, programs, and policies at the international campus, with particular focus on implementing interlibrary loan and integrating academic technology support in an international context. Also covered are the rewards and challenges of working with colleagues dispersed around the globe, collecting usage statistics, and managing staffing needs. At international campuses, practical concerns over shipping must be considered when dealing with censored books, delays in customs facilities, and unanticipated technical difficulties. Differences in time zones, standard workweeks, and academic calendars are additional factors that can pose challenges to establishing global delivery systems, services, and processes. The lessons presented here are likely to be useful for others who wish to pursue similar endeavors.

Section three examines the processes of building print, digital, multimedia, and special collections in global settings. The major topics covered are licensing electronic resources across a global network, building print collections over long distances, and managing different intellectual property regulations in different countries. This section also addresses the need for local collections to meet local teaching and research needs, with attention paid to the unique histories and cultures of the host country. Librarians involved in collection development, copyright law, and archives and special collections will find this section of particular interest.

The fourth section discusses global and virtual reference, research, instruction, and outreach through collaborative models and best practices. The authors share helpful tips about considering student and faculty diversity when planning and developing library services. One especially informative piece presents the results of an exploratory study at an American-style institution. The contributors shared effective ways of developing information literacy, library instruction, and assessment plans in an international context. The survey used in this exploratory study is included in an appendix, so it can be replicated at other institutions.

The final section offers methods and best practices

regarding technical services in both local and international contexts. Major areas of discussion here include the challenges that materials processing procedures and RDA cataloging rules can create for global partners. This section is especially beneficial for those whose work involves library automation, library management systems, acquisitions, and cataloging. Recommendations regarding standardization of data structures and language scripts through International Cataloging Principles are just some of the helpful tips discussed by authors in this section. Coordinating global technical services effectively will offer students and professors access to resources and services that cannot be readily provided by home libraries.

Each chapter provides fresh ideas, experimental models, and new approaches to developing an international campus library in collaboration with the home campus. This easy-to-read guide provides valuable advice, models, and approaches for effective partnerships with international branch campus libraries.—*Pamela Louderback, Assistant Professor/Library Director, Northeastern State University, Broken Arrow, Oklahoma*

Critical Library Pedagogy Handbook, Volume 1: Essays and Workbook Activities. Edited by Nicole Pagowsky and Kelly McElroy. Chicago: ACRL, 2016. 280 p. Paper \$56 (ISBN: 978-0-8389-8846-6). ***Critical Library Pedagogy Handbook, Volume 2: Lesson Plans.*** Edited by Nicole Pagowsky and Kelly McElroy. Chicago: ACRL, 2016. 272 p. Paper \$56 (ISBN: 978-0-8389-8850-3)

As a librarian whose primary passion and daily job duties center on information literacy instruction, I find myself constantly searching for new techniques and resources to engage my students. To combat the dreaded vacant expressions and deafening silence brought to required library sessions by uninterested students, I do my research and plan, plan, plan. I talk about Beyoncé and *Game of Thrones* and Donald Trump. I wrap critical discussions in goofy jokes and friendly smiles, and I fervently hope that students leave my classroom with enjoyable memories and a smattering of knowledge about the power of information literacy. To convey this knowledge, I strive to use the most thought-provoking, discussion-based activities possible, and I am delighted to announce that Pagowsky and McElroy's *Critical Library Pedagogy Handbook(s)* (2016) provide exactly the type of high-quality, thoughtful, progressive resources that every instruction librarian needs.

Volume 1 begins with a discussion about the critical pedagogy's place in library science, especially in library instruction. Springing from the social sciences, critical theory asks participants to examine the surrounding world in the context of social structures and to seek methods of progress. In the realm of library science, critical theory creates space for librarians and patrons alike to reflect on the social reality created by every library's environment and to create solutions that promote justice at the individual and community level. The nineteen essays put forth in the first

half of volume 1 hold just such a discussion with extremely diverse perspectives, such as Hinchliffe's (chapter 8) call for academic librarians to incorporate human rights education into information literacy and Shanley and Chance's (chapter 16) use of the "Girls Rock" method to promote female voices. The second half of volume 1 builds from theory to practice, giving readers eleven examples of activities to apply in their own classrooms.

Volume 2, to my nerdy delight, consists solely of lesson plans, chapter upon chapter of gloriously detailed lesson plans. Each plan offers every element an instructor might need to enact the lesson for herself or himself, including rationale, outcomes, materials, step-by-step instructions, assessment, reflections, and final questions. My one (slightly) negative observation is that the lesson plans of one-shot sessions and multi-lesson activities are intermingled, without labelling at the chapter level to help the reader differentiate between them.

Aside from this small suggestion for improvement, I highly recommend these handbooks to every academic librarian seeking to strengthen their instruction with authentic discussion.—*Calantha Tillotson, Instructional Services Librarian, East Central University, Ada, Oklahoma*

Digital Rights Management: The Librarian's Guide. Edited by Catherine A. Lemmer and Carla P. Wale. Lanham, MD: Rowman & Littlefield, 2016. 224 p. Paper \$55 (ISBN 978-1-4422-6375-8).

As libraries continue to increase their digital offerings, librarians find themselves "at the intersection where the rights and demands of users and content owners often collide" (vii). With this in mind, the purpose of this book is to provide librarians with the knowledge to "influence ever-evolving DRM (digital rights management) in ways that enable them to best serve their users" (vii). Although several books have dealt with the concept of DRM, most address either the broad aspects or the side of the producer (for example, *Digital Rights Management: Technological, Economic, Legal and Political Aspects*, by Eberhard Becker et al. [Springer 2008] and *Digital Rights Management: Protecting and Monetizing Content*, by Joan Van Tassel [Focal 2001]). Even an earlier work focused on the librarian perspective, *Digital Rights Management: A Librarian's Guide to Technology and Practise* by Grace Agnew (Chandos 2008), looked at DRM primarily through the lens of copyright protection.

However, as this book's final chapter demonstrates, DRM has become less about copyright and more about protecting owners' profits, which ultimately creates an information divide. Therefore, a deeper understanding of this technology and ways to advocate for our patrons is essential. Although some of the earlier chapters are densely technical, they provide a foundation for understanding the later applications. While issues of copyright and access have been discussed extensively in library circles, this work addresses newer aspects of DRM. Several chapters (3, 5, and 7) explore the