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***Mobile Technology and Academic Libraries: Innovative Services for Research & Learning.*** Edited by Robin Canuel and Chad Crichton. Chicago: ACRL, 2017. 269 p. Paper \$68 (ISBN: 978-0-8389-8879-4).

Mobile technologies' application in libraries is an area still ripe in potential. Despite mobile technologies' prevalence in the lives of most libraries' users, libraries often remain reactive, at best, to the implementation of mobile technologies to provide library services. As many of the chapters in this edited volume underscore, mobile technologies reach people from a wider range of socioeconomic levels than traditional web-enabled technologies. Thus, there are both logistical and moral motivations for libraries to adopt mobile technologies.

This book's chapters span both theoretical and practical considerations, and a range of case studies highlight applications used in academic libraries. Despite having cast a broad net, the editors do a commendable job of arranging the chapters into a loose thematic progression. This results in a volume that is ambitious in scope, yet still manages to achieve a satisfying coherence.

Edward Bilodeau's opening chapter is well worth reading as a substantive, yet concise overview of how mobile technology shapes user engagement and decisions governing implementation. Subsequent chapters include case studies on mobile website design as well as several examples involving the use of tablets for outreach via library tours, roaming reference services, and instruction. Other chapters address the use of mobile technology to augment collections access. Among the case studies, Wayne Johnston's chapter on supporting field researchers stands out as one of the more robust and innovative interventions for mobile technology. The final chapters move into more forward-looking possibilities for growth and development of mobile technology in general, but they also speak to library-specific opportunities.

This may not be a title that every librarian needs in their personal toolkit. Public services librarians will find the most to work with here. Those looking for idea templates for their own applications of mobile technology will find the case studies useful. Additionally, visionary innovators will appreciate this volume as an inspirational springboard into unexplored vistas for exciting new service models.—George Gottschalk, *Acquisitions Specialist, University of Illinois, Urbana, Illinois*

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***Practical Tips for Developing Your Staff.*** By Tracy Pratchett and Gil Young. London: Facet, 2016. 277 p. Paper \$65 (ISBN: 978-1-78330-018-1).

Libraries whose staff are engaged with outcomes stemming from professional development are poised to do great things. This seems to be the intention captured in *Practical Tips for Developing Your Staff*, a handbook that readers can consult to find suitable development opportunities for themselves or for people they supervise. The book draws upon

various existing tools and resources and ties them together with practical ideas for developing or strengthening one's skills and abilities.

The book is divided into three main sections. Section 1, "Theories," describes ten theory-based models and provides a "Best For" section for each one. For example, both the Myers-Briggs and the DiSC personality tests are covered. For each model, the authors include a brief history, an explanation of how the tool works, and a list of additional sources of information. In section 2, "Infrastructure," the focus is on practical items that individuals can use to hone their own skills or to develop an organization's staff. This section covers topics such as how to enhance exit interviews, conduct team meetings effectively, and provide productive feedback, among many others. The items in this section are all arranged in the same format, which includes tables, a "Best For" section, a list of issues to consider, and suggestions for further reading. The last section, "Activities and Tools," encompasses almost seventy items, including attending conferences, engaging in communities of practice, coaching, working collaboratively, and so forth. As in the previous sections, the items are formatted identically to aid the reader. Although the book contains many acronyms, a convenient glossary is provided at the beginning of the book. A helpful index is also included.

Most examples used in this book feature libraries in the United Kingdom. However, there are a few elements of American library culture throughout. This resource will be useful to librarians wishing to try something new in developing their own careers or their employees' skills and abilities. The book is likely to be most beneficial for middle managers and those who work in human resources or organizational development. This volume's organizational structure lends itself to use as a reference book or on an a-la-carte basis.—Hector Escobar, *Director of Education and Information Delivery, University of Dayton, Dayton, Ohio*

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***Reading, Research, and Writing: Teaching Information Literacy with Process-Based Research Assignments.*** By Mary Snyder Broussard. Chicago: ACRL, 2017. 140 p. Paper. \$40 (ISBN: 978-0-8389-8875-6).

Research papers are ubiquitous in college, as common for freshmen as they are for seniors. To support these assignments, librarians typically have been limited to "go-here-click-that" one-shot sessions. Frequently, the results are faculty who are unhappy with the quality of student papers and librarians who are frustrated that they cannot contribute more to student learning and success. *Reading, Research, and Writing* takes scholarship from psychology, education, library science, and rhetoric and communication and, in six concise chapters, demonstrates that focusing on the messy process of research, rather than its product, leads to better learning outcomes. To keep the spotlight firmly on this untidy process, the phrase "writing from sources" rather than "research paper" is used throughout the book.