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*

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*

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.

SOURCES

Library instruction sessions often teach a linear strategy of finding, evaluating, and using information, but this is far from the true process of writing from sources, which is "frustrating and iterative" (26). Two chapters devoted to writing address ways to reduce students' frustration as they draft their assignments. The first of these chapters presents the strategy of "low-stakes writing." Outlines, annotated bibliographies, and concept maps are examples of how faculty can divide research and writing into segments that are more manageable for students. The second of these chapters examines high-stakes writing, focusing on the research assignment itself and presenting ways that librarians can work with faculty to redesign assignments. Sample assignments that support information synthesis and writing are also provided.

An especially interesting chapter focuses on an ability that students are often assumed to possess: reading. When it comes to scholarly articles, however, this is often a faulty assumption. Reading academic writing is a talent that few students learn in high school, and poor reading inevitably leads to poor writing. This chapter provides several reading comprehension strategies that can be taught within a library session and that will enhance students' understanding and evaluation of academic articles.

Reading, Research, and Writing provides a range of solid alternatives to remedy the weaknesses inherent in traditional forms of information literacy instruction. These strategies help academic librarians "go beyond helping students *find* information to helping them *use* information" (89). Readers will recognize parallels to the ACRL's Framework for Information Literacy for Higher Education, and the author references the Framework throughout. However, a strength of this book is that it draws from research outside of library science and provides a vocabulary that can improve communication between librarians and faculty. Each chapter also comes with a substantial bibliography enabling readers to investigate the theories more thoroughly. With its succinct menu of research, techniques, and assignments, this compact book is an excellent guide for librarians who want to make the transition to process-based instruction.—*Ann Agee, Librarian, School of Information, San Jose State University, San Jose, California*

Sex, Brains & Video Games: Information and Inspiration for Youth Services Librarians, 2nd ed. By Jennifer Burek Pierce. Chicago: ALA, 2017. 240 p. $57 (ISBN: 978-0-8389-1548-6).

In this book, Jennifer Burek Pierce focuses on many aspects of young adult development, from their mental and emotional processes to the many influences that affect them in their day-to-day lives. She asserts the importance of making a place for this unique group in libraries' spaces, programs, and staff, noting that adolescence is an incredibly difficult transitional period and that, in the words of Sari Feldman, libraries "are a lifeline for people at every key transition in their lives" (xii). This book does not contain step-by-step guides for serving this age group, but it presents clear reasoning for how to approach this age group and describes what a librarian might experience while working with today's teens.

In this timely update and expansion of her first edition (2008), Pierce begins by debunking myths about teens. The subsequent chapters address important topics that face teens as well as current library initiatives that serve them. The chapter "Sex and Sexualities" is an example of the revisions made for this new edition; the first edition mentions homosexuality, but the current edition discusses recent social and political shifts in the LGBTQ community, their relevance to teens, and their importance in young adult literature.

Extensive bibliographies at the end of each chapter and an appendix of essential reading for young adult librarians offer a wide variety of resources for young adult librarians and those managing youth services. This book is a great way for young adult librarians to catch up on the latest research and familiarize themselves with current teen culture.—*Leanne Cheek, Selector/Teen Coordinator, Pioneer Library System, Norman, Oklahoma*