

SOURCES

an idea for how to accomplish this goal, describes in detail how other libraries in the United States have carried out projects along these lines, and points out where their successes and challenges lie. These examples provide some wonderful ideas about how libraries can take on projects of their own as well as how well they might work in different communities. Because each community library has its own challenges and strengths, it is important that the reader keep these in mind while looking at how some other libraries have created these access points.

As one example of creating shared access, Davis covers library membership at the start of the book, claiming that access to the library creates a sense of belonging in a community and is therefore an excellent place to start. He discusses examples of how libraries have expanded on membership, such as tying library loaning privileges to other community access points via a single card. New York City public libraries use this approach with the city's municipal ID cards, which also serve as official identification and discount cards to various city venues. Using library membership to provide access to transportation is another idea explored in this chapter. Other chapters address programs in which the library checks out passes to local attractions, museums, and historical sites; develops guides and community-event information for patrons; creates safe and welcoming spaces around the library; and connects patrons and community members to the natural world around them through park passes, nature programs, and inviting natural spaces around the library.

This book is strongly recommended for public libraries with an interest in and time for exploring opportunities outside of the branch and working on ways to provide access to them. It is an excellent source of ideas and resources for providing your patrons with better access to your community.—*Teralee ElBasri, Librarian, La Prade Branch Library, North Chesterfield, Virginia*

Creating and Sharing Online Library Instruction. By Joelle Pitts, Sara K. Kearns, and Heather Collins. Chicago, IL: Neal-Schuman, 2017. 160 p. Paper \$54.00 (ISBN 978-0-8389-1562-2).

Online instruction over the last decade has proliferated in many academic areas, and library instruction is no exception. The ability to teach important topics such as critical thinking and research skills to a large number of students at once has created demand for more online library instruction. In the past, bibliographic instruction differed from library to library, even as online instruction became commonplace at many institutions. But recently, many libraries have begun collaborating, sharing their online instruction content and assessment as a time-saving (and budget-saving) alternative to conducting their instruction on their own.

One such consortium is the New Literacies Alliance (NLA), consisting of the Kansas State University Libraries and the University of Kansas Medical Center Dykes Library. Created in 2012, the NLA maximizes the two institutions'

resources to provide improved instruction content and assessment. The consortium received the 2016 ACRL IS Innovation Award, and three of its librarians have followed up on this success by writing a timely and valuable manual on how academic libraries can create and assess similar collaborative online instruction programs. *Creating and Sharing Online Library Instruction*, the newest publication in ALA's How-to-Do-It series, guides the reader through the entire process of developing shared online instruction, from conception to design, implementation, and assessment. Each chapter includes a checklist of tasks to accomplish for each step, including relevant terms and critical questions about how to complete each step successfully. The numerous and useful appendixes include helpful rubrics, a storyboard template, and response forms for assessments.

Creating and Sharing Online Library Instruction is a welcome addition to the How-to-Do-It series, enabling academic libraries to create, share, and assess online library instruction for their students. Highly recommended.—*Larry Cooperman, University of Central Florida Libraries, Orlando*

Creative Instructional Design: Practical Applications for Librarians. Edited by Brandon K. West, Kimberly D. Hoffman, and Michelle Costello. Chicago: ACRL, 2017. 384 p. Paper \$72.00 (ISBN 978-0-83898-929-6).

The title of this book might lead readers to expect a manual filled with examples of jazzy learning objects; however, the content goes far beyond that, broadly defining instructional design as “intentional, sound instructional or programmatic creation, delivery, and assessment that takes into account the audience, course, or program context, and shared learning goals” (p. ix). Why does instructional design in this larger sense matter for librarians? The way that libraries define themselves has shifted from materials to services, so the quality and relevance of instruction classes, online content, programs, and outreach initiatives are increasingly critical to their success.

This book's stated purpose is to present real-life examples showing “how librarians are applying the theoretical perspectives of instructional design in practical ways” (p. xi), and it does so admirably. Written by librarians responsible for instruction, outreach, instructional design, and related specialties, the twenty-five chapters are generally brief but thorough and include notes and bibliographies.

In the first section, librarians describe how they have used instructional design principles to inform, construct, or evaluate information literacy initiatives. For example, Meggan Press of Paul Smith's College, in “Perfect Pairings: Instructional Design Meets Required Library Instruction,” and Kathleen A. Langan and Dianna E. Sachs of Western Michigan University, in “Mapping Information Literacy to a First-Year Writing Curriculum,” provide accounts of successful transformations of instruction programs. Kimberley Davies Hoffman of the University of Rochester presents similar successes in the book's concluding chapter, “Leading