
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 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 appendices 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


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. xii), 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