

## 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*

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***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*

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***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

Change: Using Instructional Design to Refocus an Information Literacy Program.”

The second section details ways that librarians have used design in online library instruction and services. Chapters such as “Employing the ADDIE Model to Produce Instructional Videos and Support the Development of a New Partnership” by Christina Heady and Joshua Vossler of Southern Illinois University Carbondale and “Designing Stories: A Storytelling Approach to Tutorial Videos” by Julia Fearar of the University of North Carolina at Chapel Hill are good examples from this section.

The final section offers descriptions of innovative programming and outreach efforts. A few examples are “Recalling Liminality: Adapting Instructional Design for New Faculty Orientation” by Kelly J. Grossmann and Michelle Guittar of Northeastern Illinois University; “Film for Four: Teaching the Libraries through Film Production and Instructional Design” by Michelle H. Brannen and Ingrid J. Ruffin of the University of Tennessee, Knoxville; and “Structuring the Unstructured: Plan Your Library Makerspace with Instructional Design,” by Sharonna Ginsberg of the State University of New York at Oswego.

The editors have assembled a solid collection of case studies that will inspire readers of varying experience with instructional design to adopt similar ideas at their own institutions.—*Joan Plungis, Reference and Instruction Librarian, University of Dayton, Dayton, Ohio*

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***International Librarianship at Home and Abroad.*** By Karen Bordonaro. Cambridge, MA: Chandos Publishing, 2017. 196 p. Paper \$89.95 (ISBN 978-0-08-101896-5).

What is meant by “international librarianship”? The term can be difficult to define, potentially encompassing a vast array of library activities, including collecting materials published abroad, participating in librarian exchanges, and attending international library conferences.

J. S. Parker’s classic 1974 definition of international librarianship, which author Karen Bordonaro includes in her book *International Librarianship at Home and Abroad*, is this: “International librarianship consists of activities carried out among or between governmental or non-governmental institutions, organizations, groups or individuals of two or more nations, to promote, establish, develop, maintain and evaluate library, documentation and allied services, and librarianship and the library profession generally, in any part of the world” (p. 4).

Bordonaro’s work springs from her own vastly more general definition, which is “one professional, many communities, connecting to each other to promote learning globally and locally” (p. 12). Bordonaro seeks to explore the views on international librarianship from practicing librarians worldwide, drawing on a 2016 online questionnaire and series of professional interviews she conducted with 320 participants worldwide.

The book includes an extensive literature review on the

topic, including a useful list of core journals. Bordonaro then delves into a discussion of sources of current practices in the field, including standards and guidelines, professional associations, conferences, workshops, professional and educational programs, and so forth. Examples of an international focus in library collection development, preservation, and cataloging are also a focus, as well as partnership arrangements with libraries abroad.

The remainder of the book consists of a lengthy discussion and analysis of the results of Bordonaro’s research study. She identifies three major findings arising from the study: international librarianship can take many forms, international librarianship can be practiced at home, and reframing attitudes is an important part of international librarianship.

In summary, *International Librarianship at Home and Abroad* is an interesting, well-researched overview of current literature and perceptions, but it serves as more of an armchair perspective of the landscape rather than a firsthand account. Librarians interested in perspectives from the field might consult recent works such as Constantia Constantinou, Michael J. Miller, and Kenneth Schlesinger’s *International Librarianship: Developing Professional, Intercultural, and Educational Leadership* (SUNY Press, 2017) and Peter Johan Lor’s *International and Comparative Librarianship: A Thematic Approach* (de Gruyter, 2014).—*Jennifer A. Bartlett, Interim Associate Dean of Teaching, Learning, and Research, University of Kentucky Libraries, Lexington*

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***Learner-Centered Pedagogy: Principles and Practice.*** By Kevin Michael Klipfel and Dani Brecher Cook. Chicago: ACRL, 2017. 208 p. Paper \$60.00 (ISBN: 978-0-8389-1557-8).

In *Learner-Centered Pedagogy*, Klipfel and Cook fuse philosophy and learner theory to provide the instruction librarian community with the pedagogical foundation it requires. This foundation is especially vital given that many employers today require applicants for even entry-level reference and instruction positions to be well versed in both theoretical and practical educational methodologies, and the “library school curriculum has been slow to catch up” (p. xii). As Klipfel and Cook point out, despite the “professional transition toward librarians as educators,” most ALA-accredited library programs do not require or even provide adequate “courses in instructional pedagogy or user education” (xii). Although this curricular inadequacy can be debilitating to recent graduates seeking employment as instruction librarian, books such as this one can provide the theoretical base necessary for applicants to gain a foothold in the profession and for current instructional librarians to improve and expand their information literacy programs.

Although *Learner-Centered Pedagogy* heavily focuses on theoretical knowledge, Klipfel and Cook do not neglect practice, peppering each chapter with personal and entertaining tales of how these theories have been put into action. In fact, the authors begin by discussing theory that sounds good but proves itself unable to “facilitate learning,” likening it to