

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*

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*

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