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 Feerar 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

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"trying to buy a sandwich with a pile of Monopoly money" (p. xiii). Instead, the authors focus on grounded theory that "can deliver successful results in practice," and they use their own platform as instructors to demonstrate these results (p. xiv). The core theory presented by Klipfel and Cook, stitching together all six chapters, is the principle that "who we are as people matters in the context of learning" (p. xv).

Branching from this center, each chapter focuses on a particular learner-centered perspective, beginning with chapter 1's exploration of the use of empathy to facilitate significant learning or "learning that matters to the student from her own point of view" (p. 7). Chapter 2 builds from significant learning theory to investigate motivational theory, seeking to discover what makes a learner want to learn something and how to provide the autonomy learners need to discover their motivation. Chapter 3 also examines the application of empathy, specifically through the lens of cognitive science, exploring librarians' roles in the process of learning. Chapter 4 borrows from counseling psychology to help librarians build "a secure emotional foundation for fostering true classroom rapport" (p. 113). Chapter 5 combines theories of motivation (chapter 2) and cognition (chapter 3) to encourage librarians to champion a "growth mind-set" in every interaction with students, helping "learners focus on process as a natural part of their approach to research" (p. 137). Finally, chapter 6 asks librarians to examine the relationship between learners and classroom technology, inquiring whether each piece of technology enhances or impedes the process of learning.

Klipfel and Cook conclude by arguing that learner-centered pedagogy represents more than merely a trend in library instruction, being applicable to all areas of the library profession. As an instructional services librarian, I agree that who learners are as people is central to my work as an educator. This book's strength is that it makes this foundational insight explicit.—*Calantha Tillotson, Instructional Services Librarian, East Central University, Ada, Oklahoma*

Providing Reference Services: A Practical Guide for Librarians. By John Gottfried and Katherine Pennavaria. Lanham, MD: Rowman and Littlefield, 2017. 166 p. Paper $65.00 (ISBN 978-1-4422-7911-7).

Providing Reference Services is number 32 in the Practical Guides for Libraries series. Beginning with a brief history of library reference service and a discussion of library stereotypes, the authors quickly move on to identifying criteria for building and maintaining a reference collection, as well as key points to consider when providing reference service, with particular emphasis on the reference interview. The authors note the need to incorporate emotional intelligence into reference work. Emotional intelligence is a topic that has recently garnered increasing interest in the business world, and it is good to see it addressed here in the context of libraries and reference services. This guide does not give detailed plans for implementing reference services but instead highlights key points and concerns to consider when developing reference services. The authors' approach is broadly based, and the key points can be adapted by small public libraries as well large academic institutions. Each chapter ends with a helpful bibliography of sources and additional reading, and the authors also refer to another guide in the series for readers seeking more detailed help; this kind of continuity within the Practical Guides for Libraries series is useful and appreciated.

This guide includes a brief index and could be used by any library staff member, but it will be especially valuable for managers, as it includes numerous tips regarding the planning, training, supervising, and staffing needed for evolving reference services. The importance of communication from the supervisor to staff is emphasized, as is finding the best communication style and method for each employee. The authors also note the importance of development opportunities for staff and the need for timely intervention when personnel issues arise. It is refreshing to see these simple managerial tips incorporated into the development of reference services, along with traditional focus on identifying community needs.

This guide also addresses the need for reference services to be a strong part of library budget planning, as reference services often play a key role in outreach to the community. There is a frank look at the trend toward more collaborative projects and services and a discussion of their impacts and benefits. The authors conclude by pointing out that libraries will need to compete with other services to keep their patrons in the future; this requires a greater focus on networking and outreach to the community. All in all, this guide provides significant food for thought and covers some of the basic concerns libraries should address when developing their reference services.—*Laura Graveline, Visual Arts Librarian, Dartmouth College, Hanover, New Hampshire*

So You Want to Be an Academic Library Director. Edited by Colleen S. Harris. Chicago, IL: ALA, 2017. 272 p. Paper $59.00 (ISBN 978-0-8389-1496-0).

This volume comprises thirteen reflective essays by library leaders offering perspectives on their personal experiences and lessons learned regarding academic library management. Editor Colleen S. Harris notes in the very brief preface: "To complement the formal research on academic library director characteristics, I have recruited library directors to write essays reflecting on various aspects of their work as library directors." Although she alludes to research studies regarding the knowledge, skills, and characteristics of successful managers and leaders, none of the chapters cite any such studies, and the book unfortunately lacks a substantive introductory chapter to complement and provide context for the essays by presenting relevant research findings. It almost seems as though the intent was to provide a more thorough introduction to this literature and the studies, but somehow that introductory chapter did not make it into the volume.