

SOURCES

of effective ways for the school librarian to coteach with the classroom teacher and provides a “Co-planning and Co-teaching Assessment” worksheet to help teachers and school librarians measure their success. As a coteacher, the school librarian is able to share their knowledge of resources available for research, assist in curation of information, and play a role in the assessment of learning outcomes. By actively participating in a coteaching role, the school librarian is able to emphasize their role as a central part of the school leadership team.

This book provides a nice tie-in between the 2018 AASL standards and inquiry learning, helping school librarians easily see the correlation between the two. Each chapter of *Maximizing School Librarian Leadership* includes discussion questions, activities, and reflection prompts so that school librarians, teachers, and administrators can easily use the book for collaborative learning. Moreillon also provides a link to her website, which hosts a book study of this work and a blog for further learning.—*Elaine Warner, Technology Engagement Coordinator, Norman Public Schools, Norman, Oklahoma*

The No-Nonsense Guide to Born-Digital Content. By Heather Ryan and Walker Sampson. London, UK: Facet Publishing, 2018. 240 p. Paper \$75.99 (ISBN 978-1-78330-195-9).

Libraries and archives contain increasing amounts of born-digital content in many forms. The *No-Nonsense Guide to Born-Digital Content* is a comprehensive guide to help manage this content, written by Heather Ryan, director of Special Collections, Archives, and Preservation and assistant professor at University of Colorado Boulder Libraries, and Walker Sampson, digital archivist at University of Colorado Boulder Libraries. The authors have produced a detailed guide that offers an introduction to various forms of digital content and a wide range of related topics. For example, this work covers such varied subjects as digital information basics, acquisitions, digital preservation, and workflows.

Helpful information for readers includes a list of abbreviations and a glossary of relevant terms in appendix A. Appendix B offers UNIX command line prompts. Further readings, listed at the end of each chapter, provide the reader with the opportunity to explore more details about the information covered.

The chapters follow a logical order to help librarians and archivists learn types of content, as well as to help in preparing and presenting digital information for their users. Examples include case studies from different types of libraries. Chapter 7 wraps the preceding content into explanations of workflows. Chapter 8, the last chapter, discusses new and emerging technologies and types of born-digital content, including data found in the cloud and on smartphones. The guide also discusses ways for library practitioners to continue to develop the knowledge and skills necessary to work with existing and future forms of born-digital content.

The *No-Nonsense Guide to Born-Digital Content* is full of practical advice for varied audiences including new librarians, archivists, library school students, and educators. The book presents complex information in a clear manner aimed to ease its readers into the world of managing digital content.—*Paula Barnett-Ellis, Health and Sciences Librarian, Jacksonville State University, Jacksonville, Alabama*

The Readers' Advisory Guide to Teen Literature. By Angela Carstensen. Chicago: ALA, 2018. 176 p. Paper \$54.99 (ISBN 978-0-8389-1726-8).

Finding the right book for the right reader at the right time is a perennial goal for librarians, particularly those who serve adolescents. Even the most seasoned teen services librarians will tell you that being a literary matchmaker is incredibly challenging. Teens can be a fickle bunch, and they are not always great at communicating their needs. Furthermore, young adult (YA) literature is a booming field, and keeping up with it can be daunting. Successful readers' advisory for teen patrons requires knowing about teens and YA literature, as well as how to talk to teens about books. In *The Readers' Advisory Guide to Teen Literature*, Angela Carstensen aims to teach librarians—both those who work directly with teens or teen materials and those who do not—the necessary knowledge to become teen readers' advisory masters.

The *Readers' Advisory Guide to Teen Literature*, part of the ALA's Readers' Advisory Series, is divided into two parts. In the first half of the book, Carstensen defines YA literature, discusses teen reading habits, and outlines best practices for marketing teen books and conducting readers' advisory interviews with teens. She takes care to distinguish how teen book seeking differs from that of adults and offers concrete strategies to help librarians determine exactly the types of materials a teen may want or need.

In the second half, Carstensen (along with a few guest writers) offers an incredibly thorough, practical guide to teen literature. Each chapter focuses on one genre of YA literature (realistic fiction, science fiction, historical fiction, etc.), offering a definition of the genre and an explanation of its appeal for teen fans. Carstensen breaks each genre down by subgenre, capturing all the different types of stories that one genre may contain. For example, subgenres of science fiction that Carstensen includes are space opera, virtual reality, military sci-fi, steampunk, time travel, humor, dystopian works, and apocalyptic and post-apocalyptic fiction. Next, within each subgenre, Carstensen offers a core title and three “next step” titles. These recommendations exemplify how and why the subgenre appeals to teens. Helpfully, one adult title with crossover appeal is included in each section to help librarians serving older teens or adults interested in YA literature.

Notably, Carstensen takes what she calls a “whole collection” advisory approach, including suggestions for movies and television shows that will also appeal to a genre's fans. While this is a fantastic concept for offering readers' advisory

to teens, unfortunately, often the movies and TV shows are simply adaptations of novels suggested previously. However, Carstensen counteracts this small misstep by providing a list of additional resources at the end of each chapter (including journals, websites, blogs, and award lists) that readers can use to keep up with current and upcoming titles in the field.

Overall, *The Readers' Advisory Guide to Teen Literature* is an invaluable resource for librarians looking to expand their knowledge of young adult literature and better serve their teen patrons. Full of concrete tips for booktalking and interacting with teens alongside a wealth of specific materials suggestions, there is something to offer for both novices and experienced youth librarians alike. This is a highly recommended purchase for both public and academic libraries serving teens.—*Jessica Hilbun Schwartz, Teen Services and Reference Librarian, Newburyport Public Library, Newburyport, Massachusetts*

Shaping the Campus Conversation on Student Learning and Experience: Activating the Results of Assessment in Action. Edited by Karen Brown, Debra Gilchrist, Sara Goek, Lisa Janicke Hinchliffe, Kara Malenfant, Chase Ollis, and Allison Payne. Chicago: ACRL, 2018. 378 p. Paper \$70.00 (ISBN 0-8389-8994-4).

From 2013–2016, over 200 campuses participated in ACRL's Assessment in Action (AiA) program. *Shaping the Campus Conversation* is a compilation of AiA resources, including reports, reflections, and published articles. For individuals at academic institutions who are (or beginning to be) immersed in assessment efforts, this could be a valuable resource. This includes assessment leaders outside the library, as all of the AiA participants were required to have multiple partners on campus. In addition, most of the projects concerned information literacy instruction, so they could apply in a broader university environment.

The descriptions of hundreds of assessment projects in varied contexts can supply ideas for those beginning their own projects. The honest reflections from some of the leaders of those projects provides wisdom that would be difficult to conveniently find elsewhere. The reflections include discussions on the lessons learned from completing an in-depth assessment project for the first time and working with several partners on campus. They also discuss how their AiA project had a lasting effect on their library, which could be highly motivating to someone considering beginning an assessment project.

For individuals looking for information on how to do assessment, this is not a recommended resource. The chapters stand alone, and there is no synthesis of the material presented. Some may find this beneficial, as it is similar to working with primary sources and allows the reader to form their own knowledge without influence from someone else's lens. Others who are looking for a quick read to improve their assessment knowledge may be disappointed. I would compare the book to attending a conference and having

many conversations with librarians about assessment. In comparison, this book is a convenient collection of wisdom for those willing to dive deeply into the collective knowledge of their assessment-focused colleagues.—*Marla Lobley, Public Services Librarian, East Central University, Ada, Oklahoma*

Transform and Thrive: Ideas to Invigorate Your Library and Your Community. By Dorothy Stolz, Gail Griffith, James Kelly, Muffie Smith, and Lynn Wheeler. Chicago: ALA Editions, 2018. 168 p. Paper \$60.00 (ISBN 978-08389-1622-3).

Transform and Thrive is a rather eclectic short volume written by five librarians from the Carrol County (MD) Public Library. It is part aspirational cheerleader for change agents and part historical humanities lesson, coupled with a dash of program and service ideas.

The book's four chapters wend through the authors' perspectives on risk taking, customer service, library leadership and creativity. Each chapter is a blend of philosophical underpinnings of the social contract and examples of potentially responsive library projects and processes. In addition, each chapter includes "call and response" rhetorical questions and answers, such as "Can we be resilient, daring and unruffled no matter what the situation—like the Ford Motor team? Yes! . . . Can we strive for the ideal to help libraries work toward the future and not get stuck in the past? Of course!" (p. 120).

Each chapter serves to answer the question posed to librarians by engineer Andrew Trexler, "Since people can now hold the information world literally in their hand with a small device, what are libraries doing to survive and thrive?" (p. ix). In response, the authors stress that the overarching purpose of libraries is to enlighten humanity. Later, the reader is challenged to seek inspiration beyond merely increasing circulation and attendance statistics, as libraries will not likely succeed in the long run with such a strategy. Admirable and relevant, yet there is a considerable lack of pragmatic implementation ideas while the authors call us to the rather intuitive thing most libraries do, which is to "celebrate all that's good in the community and connect it with the library" (p. 25). While the book's title purports change proponents to best serve communities, suggested ideas run to the more "tried and true," such as programs featuring Shakespeare themes, local business features, and variations of maker spaces. Acknowledgement is given that "a specific formula that will guarantee success (for all libraries) does not exist" (p. 97). Rather than prescription for innovative ideas, several pages ruminate on the thoughts of Plato, Ben Franklin, Henry Ford, Abraham Lincoln, and other historical figures in mini civics lessons.

The photographs used to illustrate the book are small and dark. Some also do not align with the text. While the authors convey that the theme of the song "Respect," sung by Aretha Franklin, provides guidance in how to best serve library patrons, the photo that accompanies the text is of her