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Columns

Features

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Flipping Library Information Literacy Sessions to Maximize Student Active Learning

Toward Articulating Effective Design and Implementation Principles

Ladislava Khailova

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Information literacy remains a topic of interest to *RUSQ* readers and library practitioners. Here, Ladislava Khailova looks at using a "flipped-classroom" model for teaching information literacy in academic libraries, offering some recommended practices for those interested in pursuing this model.—*Editor*

In comparison with the ACRL Standards,[1] the ACRL Framework has significantly radicalized the way information literacy is conceptualized and presented for application through instruction in higher education settings.[2] Influenced by critical theory,[3] the Framework repeatedly draws attention to the power dynamics of the information universe, making clear that information is inherently political and pointing out that while certain voices are perceived as more authoritative/privileged, other voices tend to be pushed to the margins.[4] Within that conceptual structure emphasis is on empowering the information literacy students by helping them understand these dynamics so that they can become active participants and leading agents in the information universe who simultaneously actively challenge the very system that privileges some at the expense of others.[5] Such reconceptualization of information literacy and the information-literate student calls for instruction librarians' adopting revised pedagogical models with theoretical underpinnings matching the desired result of student active, self-reflective engagement in the critical conversation. The flipped classroom teaching method, explicitly endorsed in the Framework's guidelines for faculty,[6] represents such a model.

The flipped classroom's focus on student-centered, engaged learning is reflected in its description, origin, and history of implementation. Defined as an inversion of the established lecture-followed-by-homework formula,[7] the flip asks for students to complete the lecture before a face-to-face class meeting by utilizing digital technologies, with the majority of the class time devoted to the practice of the material through carefully planned interactive activities.[8] Correspondingly, students are directly engaged in class as opposed to passively taking notes or listening to a lecturer.[9] As for its origin, the method is most frequently attributed to Jonathan Bergmann and Aaron Sams, two high school teachers who used recorded lectures in their 2006–7 chemistry classes to make more time available for hands-on lab work and to assist students who missed classes. With the innovative idea quickly gained prominence across education settings.[10] Librarians involved in information literacy instruction have not lagged behind on this educational trend. The growing literature on the subject shows that the flip has been successfully applied to one-shot library instruction sessions as well as to semester-long undergraduate and graduate information literacy classes, with studies discussing the method's positive reception and promising learning outcomes as these directly relate to its active-learning based character.[11]

While the discussions of the method's use in library information literacy instruction sessions help the professional community understand the multiple benefits of the flip and outline possibilities for assessment, systematic, or detailed propositions regarding the method's most effective design and implementation principles in library settings are currently not available. Suggestions of this kind, when present, are often brief and limited to closing sections or scattered throughout the narrative and implied rather than stated.[12] Focusing on this gap, I attempt to outline a more coherent set of recommendations for the use of the flip in library sessions. Triggered by the challenges I experienced when teaching a one-credit undergraduate blended information literacy course at Northern Illinois University Libraries, these recommendations are both research-review-based and practice-based.

INSTITUTIONAL BACKGROUND

Northern Illinois University, classified as a *Research University with a high level of research activity* by the Carnegie Foundation for the Advancement of Teaching, currently enrolls 20,130 students. Its Libraries have established a solid cooperative relationship with the teaching colleges, delivering curriculum-related information literacy instruction to them. Until recently, these instructional efforts occurred primarily through one-shot sessions. This situation changed in the fall of 2012 with the launch of a one-credit ACRL Standards-based undergraduate pass/fail course titled Introduction to Library and Information Research (UNIV 105).[13] Staffed by the Libraries' Reference and Research department faculty, UNIV 105 originally consisted of twelve seventy-five-minute face-to-face weekly meetings. In efforts to increase enrollment, the Libraries' Administration approached me in the fall of 2013 with the request to offer the course in a blended format instead, with the weekly face-to-face instruction shortened to fifty minutes and followed by twenty-five minutes of asynchronous learning online. Turning to scholarship for viable models of such relatively unusual online/face-to-face weekly ratio, I became intrigued by the flipped classroom method: its focus on student active engagement also seemed to address colleagues' warning that the class often entailed low levels of student participation. Based on the method's rationale, I proposed a plan of preceding (instead of following) the weekly face-to-face sessions with e-lecture materials, and, on approval, first offered the flipped UNIV 105 in the spring of 2014.

TOWARD RECOMMENDED PRACTICES FOR IMPLEMENTING THE FLIP IN LIBRARY INFORMATION LITERACY CLASSES

My experience with the flipped UNIV 105 class prompted me to draft seven practical, easy-to-follow suggestions for librarians wishing to implement the model as well. They arose organically from my attempts to find research-review-based and practice-based solutions for the challenges I encountered and found mirrored in professional literature. Where available, the recommendations are linked to received student feedback (both solicited and unsolicited) regarding the flip. The small class size of five contributed to the level of comfort with which students communicated their views and allowed time for all to be heard. Presented in detail below, the suggested practices focus on securing student and faculty buy-in, the development and/or locating of high-quality digital learning objects, the instructor's changing role in the flipped method, designing feedback mechanism(s) for pre- and in-class work, valuing equally the pre- and in-class components of instruction, fostering a sense of a learning community, and assessing the level of instructional success.

Recommended Practice 1: Securing Student and Faculty Buy-In

The first recommendation revolves around the possibility of initial student and teaching faculty resentment to the method's implementation in information literacy library sessions. According to Educause Learning Initiative, some students may feel that their tuition dollars are not wisely spent if they are assigned e-lectures potentially available to anyone. They may also not fully understand the value of the hands-on, workshop-like portion of the flipped class and not show up for it.[14] Along the same lines, in one-shot and embedded classes, teaching faculty may not always fully cooperate with the librarians' efforts to flip the information literacy sessions, especially if the librarian had previously implemented a more traditional paradigm of instructional content delivery. After all, the logistics of assigning the pre-class work to one-shot and embedded library sessions can be complicated. As Datig and Ruswick observe, while the teaching faculty they interacted with provided positive feedback on the flipped library sessions overall, it was difficult to have them distribute the e-materials to students before class.[15]

Given these recognized challenges, instruction librarians need to secure participant buy-in for the flip. This goal is more likely to be accomplished if the librarian takes the time to explain the method's theoretical underpinnings and evidence-based benefits.[16] For example, in UNIV 105 I acquainted students with the rationale for the format of the class in the opening session of the semester, making sure they understood the logic behind them being repeatedly assigned to groups during the face-to-face meetings. In settings where the librarian does not have the administrative authority over the class, literature recommends similar discussions with the teaching faculty. The librarian needs to secure enough buy-in from the teaching faculty to have them require their students to view the e-materials and/or complete the e-activities before the information literacy session, while helping select the most feasible method of the e-material delivery.[17] The extra effort and time such lobbying for the pedagogical model entails is likely to find its reward in a more receptive flipped session audience.

Recommended Practice 2: Offering High-Quality Digital Learning Objects While Utilizing Available E-Materials

Another documented challenge concerns the instruction librarian preparing digital learning objects for the pre-class portion of the flipped session. As multiple scholars mention, the process of screen casting, editing, adding sound, compiling, and updating the e-material often seems intimidating because of the initially large amount of time it requires.[18] Correspondingly, it seems wise for a librarian to first scan the online educational world for quality e-lectures that are already available. I was very fortunate in this regard: at the time of my flipping UNIV 105, two colleagues and a graduate student assistant were simultaneously converting the course into a fully online entity, creating mini-lectures on various aspects of information literacy in the process. In addition, an NIU Libraries' tutorials taskforce I participated in a few years before teaching UNIV 105 generated a series of Camtasia and Adobe Presenter tutorials targeting the most commonly asked library research-related questions, with sample topics including locating full text, selecting an article database, using subject headings, and utilizing the online catalog. Given these institutional efforts, many e-lectures I needed for UNIV 105 already existed. As Benjes-Small and Tucker point out, there is always also the opportunity for librarians to turn to reputable open source repositories of library instructional materials, such as PRIMO, a peer-reviewed instructional materials online database (primodb.org), or ANTS, an animated tutorial sharing project (www.screencast.com/users/ants).[19] YouTube (www.youtube.com) represents another excellent resource. Students in the flipped UNIV 105 did not seem to mind when the selected e-materials made occasional references to a non-NIU institution as long as the instructional content applied to their needs. Consequently, I only had to create a handful of online digital learning objects from scratch during the entire semester, utilizing primarily PowerPoint with embedded flash-based tutorials for that purpose.

Whether created from scratch or selected from existing resources, the online tutorials and lectures used in flipped classes should follow established guidelines for effective digital learning objects to maximize student learning outcomes. More specifically, it is preferable for the objects to be interactive and short, with longer lectures broken up into modules with a table of contents when needed.[20] They should also provide equal access to all learners.[21] In addition, I would recommend diversifying the types of objects used to avoid learner fatigue, especially in semester-long flipped courses. Indeed, the UNIV 105 students mentioned around midterm that they were growing weary of the same narrative voice and organizational pattern being used across the lectures. To comply with their feedback, I began adding TED talks and e-lectures developed at other institutions to the mix. Should the instructional librarian face the necessity of having to single-handedly develop not a few, but most of the online lectures, it is important to remember that it is not required to flip all one-shots or all sessions in a given course at once. As Raths puts it, "start small."[22] There will most likely be another chance to implement the method on a wider scale later.

Recommended Practice 3: Accepting the Instructor's New In-Class Role of a Coach/Guide on the Side

Apart from creating or adopting varied and engaging digital learning objects, the instruction librarian should also be prepared to embrace his or her changing role in the classroom. The method's emphasis on active learning techniques requires the transformation of any potential sage on the stage into a guide on the side.[23] In other words, rather than attempting to control the flip's instructional narrative through lecturing, the librarian is to focus on crafting interactive exercises that prompt students to apply, evaluate, and build upon the concepts presented in the online lectures. During the actual face-to-face session, the librarian can then circulate through the classroom and observe, guide, and provide constructive feedback to students as needed.

Some may have difficulty with such seeming "relinquish[ing] [of] control and authority over the classroom."[24] Initially, I experienced that very feeling due to students taking the lead through peer activities. I was alarmed by how chaotic and noisy the classroom would suddenly become, with multiple students speaking at a given moment. However, through close observations, I realized that as long as the peer discussions stayed on task, the seeming disorganization was to be interpreted as productive. Students—especially the more introverted ones—were quick to discern the positives of such collaborative commotion as well. They repeatedly mentioned that the increased noise levels of the group setting made them feel less self-conscious, enabling them to share their views more freely. As a bonus, they never seemed to question my instructional competence based on me controlling the class less rigidly. In fact, the new role of a coach or guide is to contribute to a librarian's instructional confidence as it supports the *Framework*'s disposition of student active participation in the information universe more directly than the role of a sage, with its focus on knowledge transmission, ever could.[25]

Recommended Practice 4: Designing Incentives and Feedback Mechanism(s) for Pre-Class Work

While embracing his or her changing role in the flipped classroom environment contributes to the likelihood of an instructional librarian's successful instructional delivery, designing appropriate incentives and feedback mechanisms is also of high importance. This rule applies especially to the pre-library component of instruction where students are asked to complete the assigned work independently. In the opening weeks of teaching the flipped UNIV 105 class, I relied primarily on student self-motivation in this area, assuming that since the digital learning objects were relatively short (not exceeding twenty minutes total), students would diligently engage with them. This practice worked for approximately the first two weeks of the semester. When informally polled in week 3 of the class, three out of the five enrolled students (60 percent) admitted they have stopped viewing all or some of the assigned learning objects upon realizing there were no explicit accountability measures in place. This choice obviously lowered their ability to participate fully in the designed group activities. Similar challenges are reported in professional literature. As Rivera mentions, "A concern about the flipped model is how one can be sure that students are watching the videos before class."[26] On a related note, Arnold-Garza cautions that some students may not want to complete work assigned outside of class.[27]

Fortunately, the issue can be resolved relatively easily by providing specific incentives for students to prepare for class. In one-shot or embedded library sessions, the instruction librarian may again need to solicit the assistance of the teaching faculty to complete this step. There are multiple options for developing built-in incentives or feedback mechanisms for assigned e-work. For instance, Kim et al., writing outside of the library instruction context, discuss the use of quizzes, mandatory annotations for viewed lectures, and graded e-discussions.[28] Bishop and Verleger confirm that instituting such measures as a required pre-class quiz on the online lecture content is "touted as a highly successful practice."[29] Indeed, once I troubleshot by assigning low-stake pop-quizzes and/or short Blackboard discussion forum responses to the e-material, student preparation rates increased substantially. For example, in week 4, 80 percent of students passed such a pop-quiz; in week 7, the number rose to 100 percent. The employed measures carried the important added benefit of helping me gather additional information on how well the students understood the e-lectures. In fact, especially as far as the discussion forums are concerned, I generally designed the prompts with the goal of learning which concepts they found particularly challenging—a practice endorsed by Johnson et al.[30] The value of developing meaningful incentives and feedback mechanisms for the pre-class portion of the flipped information literacy sessions is thus multifaceted.

Recommended Practice 5: Assigning Equal Importance to In-Class and Pre-Class Components of the Flipped Session

Given the level of commitment the pre-class component of the flipped class requires, with its time-consuming e-lectures and built-in incentive and feedback mechanism, it may be tempting for the instruction librarian to underestimate the significance of thoroughly preparing for the in-class meeting as well. As Raths mentions, focusing too much on the online lecture tends to be a "big misconception" of the flip.[31] The instructor's revised role of a coach/guide on the side can contribute to that misconception. Occasionally, after struggling considerably with developing an online lecture from scratch for the upcoming week, I thought of perhaps not spending as much time on designing the face-to-face session since I did not have to stand on the podium lecturing. However, as Bishop and Verleger remind us, for the flip to really work, the in-class activities cannot be underestimated and need to be carefully based on student-centered learning theories. In their words, "the pedagogical theory used to design the in-class experience may ultimately be the determining factor in the success (or failure) of the flipped classroom."[32] In addition, according to Kim et al., it is imperative to clearly link what is happening in class to what students viewed before class and to provide students with feedback on how they are doing.[33]

With these recommendations in mind, I designed the in-class exercises so that they would prompt the UNIV 105 students to directly and actively build on the digital lectures. For instance, students were asked to apply the information from a tutorial on the difference between keyword-based and subject headings–based searching to their group's topic search in Academic Search Complete. By listening to the group conversations, I would formatively assess students' progress and immediately provide feedback as needed. Each peer activity was also followed by a formal debriefing with the entire class, with the students and me commenting on the findings of the individual groups. The need to pay as close an attention to the design of the in-class component as to the pre-class component can initially make flipping seem like a daunting task. As I mentioned earlier, should an instruction librarian experience that feeling, it is probably better to flip on a smaller scale than to underplay the importance of either element.

Recommended Practice 6: Building a Strong Sense of a Learning Community

Since much of the in-class portion of the flipped information literacy sessions is structured around peer or group activities, librarians also need to help students build a supportive and balanced community that encourages them to learn effectively together. As Kim et al. document, working in groups seems to pose a challenge to many students, given the complexity of group dynamics, codependence regarding grades, and varied levels of participation. As they add, instructors thus need to be prepared to facilitate and guide student collaboration.[34] In the flipped UNIV 105 class, the challenges generally associated with group work were further intensified by two specific factors. First, the small class size of five students translated into the necessity to divide students into two groups only. Second, since three of the enrolled students were close friends and displayed a strong preference for always forming a group together, they potentially shunned other classmates. To address these issues, I insisted on students varying the composition of their groups from week to week, using "icebreaker" activities throughout the semester to encourage their bonding with peers less familiar to them. In addition, I had the class collectively establish an unwritten protocol for ethical group work, including such guidelines as encouraging everyone to speak, respecting each other's opinion, and dividing work equally. In my role of a guide on the side, I then carefully monitored the independent group work for any breaches of the agreed-upon code of conduct, prompting students to remediate the situation as needed. By the semester's midterm, students appeared comfortable with one other, sharing opinions relatively freely. In one-shot and/or embedded sessions where the instruction librarian does not have the luxury of spending an extensive amount of time with the students to get to know them well, troubleshooting the potentially dysfunctional group dynamics may prove more challenging, but should still be attempted, perhaps with the help of the teaching faculty. The intellectual success of the flipped sessions depends on such interventions as it is largely connected to the students' bonding and collaborating well.

Recommended Practice 7: Assessing the Overall Level of Instructional Success

Last, but not least, it is advisable to assess the flipped information literacy session/class to determine what worked and what should be modified in the future. Multiple evaluative models, both quantitative and qualitative, are available for the instruction librarian to choose from. When flipping the UNIV 105, I used two formal assessment instruments: course evaluations and a rubric for a semester-long annotated bibliography assignment, designed in cooperation with the NIU Libraries' Reference and Research department. These instruments demonstrated that the flipped information literacy class was generally positively received and resulted in students possessing a Passing command of the material covered. More specifically, the course evaluation questions asking students to rate their satisfaction with the course and with me as the instructor on a Likert scale ranging from strongly agree to strongly disagree never dropped below the level of "mildly agree," except for a question asking if the class was assigned the right number of credit hours—two out of five students strongly disagreed. Likewise, the annotated bibliography rubric confirmed that, at the semester's end, all five students could locate enough diversified materials on their topic, cite them accurately (with minor errors), and evaluate them in terms of currency, authority, and relevance.

Unfortunately, since the formal assessment tools I used were designed for general departmental use before the UNIV 105 class being flipped, they did not relate to the method per se. In that regard I relied primarily on gathering spontaneous oral feedback from students throughout the semester, trying to determine what they perceived as contributing to their learning and what they saw as benefiting from revision in terms of the flip. Library scholarship provides multiple examples of formalizing such assessment of student perceptions as a factor in learning. Researchers report on successfully using satisfaction surveys, often distributed to students as well as to the teaching faculty when relevant, for that purpose.[35] Other studies move beyond the level of student and faculty satisfaction to quantitatively assess student performance as a direct result of the flip. For example, Brooks compares student learning outcomes of a flipped one-shot undergraduate information literacy session with those of a non-flipped session.[36] Rivera applies the same method of comparison to two versions (flipped and traditional) of a seven-week undergraduate Library Competency Workshop course.[37] As librarians continue to experiment with implementing the flip in their information literacy classes, the instruments for the method's assessment will undoubtedly further evolve. After all, as Arnold-Garza observes, the area of direct measurement of student learning outcomes in library instruction sessions is still in need of growth.[38]

LIMITATIONS

While the presented set of recommendations arose directly from my attempts to find solutions for the perceived and documented challenges I encountered while implementing the flip in a library information literacy course, a more systematic investigation is necessary to establish an authoritative set of best practices for the field. For instance, the offered recommendations present the opportunity for a follow-up research study analyzing the extent to which the librarians' acceptance or non-acceptance of their revised instructional role of a guide on the side possibly influences the instructional success of the flipped session(s). Furthermore, the small class size in the UNIV 105 flipped class limits the general applicability of the proposed recommendations. Replications on a wider scale are necessary.

CONCLUSION

As librarians continue to experiment with the flipped method as a pedagogical model that significantly departs from established practice by directly upholding the theoretical underpinnings of the new ACRL Framework,[39] they are likely to encounter challenges. The presented set of recommendations is intended to make such innovation easier, with specific attention given to securing student and teaching faculty buy-in, developing or adopting high-quality digital learning objects, embracing instructor new role of the guide on the side, valuing equally the pre- and in-class components of instruction, fostering a sense of a learning community, and assessing the level of instructional success of the flipped session. Moving forward, further research is necessary to systematically test the provided recommendations and to articulate the finer differences in desired practices for applying the flip in one-shots, embedded sessions, and semester-long information literacy classes.

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What's in a Name Revisited

Alesia M. McManus

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Do you refer to yourself as reference librarian? If so, what does the word reference mean to you?"[1] This was the lead on RUSA Past-President Anne Houston's column in the spring 2016 issue of *RUSQ*. Shortly thereafter she formed the RUSA Name Change Task Force to examine possibilities for changing the name of RUSA in the context of larger re-branding efforts within RUSA and "library public services generally." In the fall, the task force submitted their report which will be discussed by RUSA board to determine next steps. The report should be published to the RUSA website by the time this issue appears.

The task force undertook a survey of library professionals in June 2016 and 618 completed surveys were collected. The respondents included both RUSA members and non-RUSA members. The number of RUSA members who responded was 426, representing approximately 13 percent of the RUSA membership. From the results, the task force was not able to determine a definitive response to changing the name of RUSA. RUSA members' opinions are mixed. The task force ultimately recommended that either we change the name of the association and remove the term "reference," which would be more inclusive of RUSA's diverse membership, or to use a tag line after the acronym RUSA to transition to a new name eventually.

I found one of the more interesting survey questions to be the request to provide terms that respondents thought best represented RUSA's values such as users, ability to research, innovation, outreach, adult services (in our old name RASD), assistance, responsiveness, instruction, and authority. RUSA's core purpose as stated in our strategic plan is that we are a member community "engaged in the practices of connecting people to resources, information services, and collections." Instruction and authority, mentioned as key terms, are a means of connecting people to *reliable* resources. The recent presidential election brought to light the issue of fake news and media literacy. In November 2016, researchers Sam Wineburg and Sarah Drew from Stanford University published a commentary in *Education Week* titled "Why Students Can't Google Their Way to the Truth." They discussed results from a study they had done with students (middle school through college) to evaluate online information: "At every level, we were taken aback by students' lack of preparation: middle school students unable to tell the difference between an advertisement and a news story; high school students taking at face value a cooked-up chart from the Minnesota Gun Owners Political Action Committee; college students credulously accepting a .org top-level domain name as if it were a Good Housekeeping seal."[2]

As library practitioners who help people every day to locate reliable sources of information, I think this is something to discuss further with RUSA members to see if we can develop tools and resources to help us promote an informed and engaged citizenry. One way we do this is by supporting access to sources with a variety of points of view that are supported by credible information. This is yet another aspect of library practice that will need ongoing encouragement and support. ALA members are reflecting on our core professional values and these values can provide us with the strength and guidance to navigate a very different political climate. The ALA Equity, Diversity, and Inclusion Implementation Working Group made a statement on ALA's post-election communications that notes that "our utmost priorities during this current time of rampant misinformation and propaganda should be honoring diversity and ensuring the ethical use and critical evaluation of information."[3]

I read many of the post-election threads and posts about ALA's position and direction moving forward into 2017. A post by Rory Litwin talked about the role of the ALA Washington Office and the policy-setting role of the Committee on Legislation (under the direction of ALA Council).[4] The Committee on Legislation (COL) is a complicated structure because it has many subcommittees for different areas of policy. I formerly served as the RUSA representative to the Legislative Assembly, which provides a way for ALA constituent groups such as divisions to advise on the direction of policy set by the COL. Referring to the post above, I did find in my experience that we received information from the ALA Washington Office but we representatives didn't usually have much to offer in the way of feedback on policy ideas. Joe Thompson, another former RUSA president, wrote about "positioning RUSA to actively support advocacy"[5] in the *RUSQ* 2015 summer issue. I think we need to build on Joe's leadership on this issue and include advocacy goals in our strategic plan. We revised the charge of RUSA's Access to Information Committee so it serves the role of "coordinating RUSA's efforts at promoting access to information in reference and user services and serve as a conduit to advocate for legislative concerns." I hope we can work together to determine and advocate for our legislative concerns as an association.

I welcome your comments and thoughts on this column. Please send an email message to alemcmanus@ucdavis.edu.

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If We Charge Them, Will They Come?

Fostering Positive Relationships with Students by Remaining Fine-Free

Emma Wood and Jessica Almeida

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In the introduction to their column, co-authors Emma Wood and Jessica Almeida aptly note that libraries and fines have long been synonymous. The notion of librarians as punitive avengers, be it for enforcing silence or demanding payback for overdue items, is commonly held and has been widely caricatured. The image is one that, more and more, many of us don't embody or wish to embrace. Against a backdrop of social theory, and with an emphasis on customer service and relationship building, Wood and Almeida present an appealing, practical alternative in the form of a fine-free framework. While not necessarily adaptable to all library environments, the model—along with its broader impacts—is well worth considering.—*Editor*

Have you ever lent something to a friend with the expectation that they would return it promptly, only to find yourself in the role of repo man? Sometimes the best intentions give rise to counterintuitive behavior, responses that generally muddle the relationship. Such is the plight of libraries. Historically, this dilemma has been addressed by the institution of fines, but this solution is increasingly misaligned with the mission of service. The question of why we charge fines in the first place has already been asked, and the answer is resoundingly: penalty and revenue.[1] The reality of uncertain or diminishing budgets may seem to favor late fees, but what of declining usage and the current instability of libraries? What of fee efficacy? What of the dwindling demand for print material?

UMass Dartmouth School of Law Library is a small library in Southeastern Massachusetts that does not attach monetary penalty to overdue materials. Even without the threat of hourly or daily fees, something compels students to turn in their books on time. The conscientiousness of these students may seem miraculous, particularly to those whose experiences, personal or professional, have been with fee-charging institutions. Explanation for this phenomenon can be found in social repercussions.[2] In an environment where everyone is known by name, it is a simple process to determine who has kept a reserve textbook past time. No one wants to be known for monopolizing the Contracts text only hours before the midterm. It is also daunting for students to return a late book and make eye contact with the librarian whom they have come to know or will inevitably come to know over the course of their career at a small school. Despite all the privacy protections that librarians strive to preserve, anonymity is sometimes impossible.

Libraries have long been associated with the term "fine." The two are sadly synonymous. This is clear in the expressions of our patrons when they are first informed that we do not charge late fees. Their responses are typically relief or raised-eye-brow skepticism, and are often followed by emphatic offers to just pay anyway. Clearly fines have come to be accepted as a necessary evil by both patrons and librarians.[3]

The hard-dying fee policy of our profession may be hindering progress. Negative associations often take generations to correct. The episode of Seinfeld comes to mind where a library cop torments Jerry for a book that was not returned twenty years earlier.[4] The image of a library relentlessly pursuing restitution decades beyond a due date is certainly unbecoming, but it's not too far-fetched.[5] The stereotype of the unfriendly, tightly wound librarian may never fully dissipate, but we might be able to speed up the process by rejecting some of her legacy.

The purpose of this article is to explore what we consider the successes of a fine-free policy for a small academic library. This discussion is by no means a recommended model for libraries of all sizes and types. Rather, we hope that our experience, in part or in whole, may have merit for other librarians who are considering a departure from fines. Through this narrative, we consider the social implications of fines for both patrons and librarians. We intend to draw connections between service-forward policies and student sense of community. By considering the themes of social theory, we hope to elaborate on the factors that constitute an effective fine-free approach.

APPLIED THEORY

The deterrence hypothesis would suggest that tying a price tag to book tardiness should curb the unwanted behavior. It's simple enough. If one does not wish to pay a fee, he or she will strictly adhere to due dates. Crime continues despite prisons, and late library books still appear in return bins as the screeching tires of the getaway car are heard for miles. Those who have worked in public libraries know that often these books have apologetic notes pinned to their jackets. There is great significance in the apology notes and in the burned rubber. We regularly use the word "appear" for late books that have made a sudden return. The more overdue the book, the more likely it is to turn up in an outdoor bin or be slipped discretely onto the circulation desk while no one is looking. There is a certain Big Foot quality to the mysterious arrival of these overdue materials, and there is explicit shame in the delivery. That shame is a weightier theme of the late book dilemma than the money.

A study was conducted in a daycare center by imposing a fine on parents for picking up their children after 4 p.m.[6] Over time, an increasing number of parents began to arrive late. They saw the fine as a price for additional care, and they felt no social debt for traipsing in past four o'clock. Before fines, parents felt obligation, possibly gratitude, to the caregiver who had to stay behind and tend to their children. They also wished to avoid any "uncertain" consequences by way of not having a contract of penalty. A structured fee schedule alleviates the unknowns. It's plausible that social stigma also kept them on schedule. After the fine structure was put into place, higher bills simply became a social norm, and the payment felt like compensation for the extended hours. This same justification works for library patrons. They knowingly keep books past their due date and throw up their hands to say "I'll just pay the fine."[7] In a fine-less environment, a price to soothe the shame of being late does not exist.

Students who approach the main desk ready to fess up and hand over their money represent the fine-as-price theory.[8] Juxtaposed to the book drop-and-run model, these guilt-conscious patrons want to pay up and be forgiven. Even after being informed that we do not charge fines, they often insist, pulling out their wallets to repeatedly ask "are you sure?" This is admittedly a highly satisfying exchange for a librarian. The exoneration is more feel-good than any John Hughes film you've ever seen. This is a heroic moment, and a guarantee for repeat patronage.

Reciprocity is the crux of our case for a successful fine-free model. By virtue of being a small community, our library has an innate ability to impose social repercussion. In an article exploring the psychological relationship to incentive, the author states that "social approval means that we are the objects of others' admiration while disapproval means that we are the objects of others' disgust and contempt."[9] In an overdue book scenario, a student could meet social disapproval from two sources: their peers and the librarians. Fehr concludes that "while social approval may be valued positively because it sometimes generates material benefits, we believe that most of us also value social approval positively (and disapproval negatively) for its own sake."[10] Ultimately, even without fines in place, an effective dissuasive system exists in the form of social incentive. Free resources are exchanged for respect of policy and nothing more. This is not to say that a breach would lead to revocation of the use of those resources, but patrons choose not to betray social norms by disappointing their classmates and library staff.[11]

Kindness is also a critical motivator in a reciprocal relationship. As Fehr states, "refraining from the explicit threat of punishment may be perceived as kind."[12] This concept relates to fines as an inescapable library theme. By simply not imposing fines, we as librarians appear kind and accommodating. Penalty is so pervasive in the traditional notion of libraries, that its absence is deemed merciful, even when it is merely policy. If we also outwardly exhibit the characteristics of kindness, students are more likely to reciprocate. A cooperative, friendly atmosphere is more likely to deter actions that would warrant social disapproval. This is the age-old "you scratch my back I'll scratch yours" idiom without all the negative financial connotations. Rather, we assert that backscratching just for the sake of being nice fosters the same sort of mutual consideration.

Michael Yeung explores the concept of reciprocity in libraries using trust games and concludes that trust can "provide a valid basis of explanation for many different observed social phenomena, and this explanation, in turn, can be applied to the design of many public policies to yield a collective outcome that may improve the welfare of the society."[13] Yeung designed circulation games that incited "every man for himself" strategies as well as cooperation.[14] Students with greater levels of trust have a tendency to follow loan policies out of consideration for their peers. Trust is an essential element of cooperation between strangers. The absence of fines is implied trust. In place of monetary penalty is the implication that the system will work based only on patron compliance, thus establishing that the library trusts its patrons. When students have established trust among themselves and librarians, the fine-free system thrives.

Libraries can strengthen trust in a community as a whole.[15] The availability of library space and infrastructure "creates interaction[s] that users think are socially helpful and thereby generates social trust."[16] By providing space to collaborate, libraries encourage trust-building among community members. Similarly, trust is established through access. The goal of lending resources is to further social progress. This intent, unobscured by penalty, evokes trust because it is supportive of the collective.

NUTS AND BOLTS

By definition, the concept of "not" doing something is passive, but there are behind-the-scenes procedures in our inaction. We do not un-participate in fine collection by sitting on the sidelines; rather we actively waive balances and follow procedures when the rare occasion arises that a book is never coming back. Despite the apparent conscientiousness of our students, fines sometimes accrue when books are not promptly checked in by staff (i.e., a reserve item sits on the circulation desk for fifteen minutes while a staff member converses with a student) or due to genuine late return. The description to follow outlines the actions behind our fine exemption.

UMass Law Library serves approximately two hundred law students and fifty full time and adjunct faculty members as well as staff, public patrons, and the UMass Dartmouth community. As part of that community, we share access services functionality and modules with the main campus library. Alma, our Integrated Library System (ILS), applies the same policies to both populations. Although there is a marriage of rules within the Alma environment, the shared fine policy does not extend to practice.

The main campus library does charge late fees,[17] following a model that is typical for a large institution. This policy is well-suited to their population of nearly ten thousand,[18] and the revenue has a positive impact on the library operations budget. Notices are overseen in the Alma system by the main campus library and delivered via email to patrons with overdue materials. These notices serve as due date reminders for law students and faculty, but the fees noted in these standardized emails can sometimes cause alarm. This can temporarily shift the friendly paradigm when a patron knows they returned an item and now expects to owe money. Often law students or faculty in receipt of these emails will contact the law library staff, and fees are manually waived by librarians. Although overdue balances are regularly discharged, books remain on patron accounts or are moved to a "missing book" account until they can be located. If a patron claims that he or she returned a book, librarians check the shelves. If the book isn't found, a librarian files a missing item form. Missing books undergo several searches until they are located, replaced, or removed from the system. For the past three years, we have logged missing or claimed returned items, and at present, only nine are still unresolved. In the last year, the library purchased approximately five books as replacement copies while we tracked 2,250 circulations for barcoded material.

Institutional holds are placed on graduating students who have outstanding library books. Just like a hold from the bursar's office for tuition owed, this prevents a diploma from being released. In the last three years, one student had such a hold placed that did not result in the quick return of the book. That book is still at large.

LIMITATIONS AND CONSIDERATIONS

Concern for our staff is a motivating factor in opting out of fine collection. As with most academic libraries, we are open late at night. Our law library is in a small building, three miles from main campus and subsequently from public safety. We are open to the community, and have one security guard that works a few nights a week. Security is always a concern. Having extra money breeds worry about theft, which can become a burden to staff. Fines are a responsibility that must be weighed against outcomes. If fines were to be adopted, librarians could define policies to enhance safety such as only collecting fines during the day or restricting public use, but rules such as these are a hindrance to access and threaten patron satisfaction by exclusion. Book delinquency is not a problem we are seeking to remedy, and although added revenue would be welcome, the probable strike to satisfaction would not be worth the equally probable low-dollar gain. Even for those libraries that take in a significant sum of money, the amount still tends to be small relative to overall budget.

The paucity of our staff dissuades us from exerting energy on processing fees. The law library staff are composed of four librarians, one staff assistant, and ten student circulation workers. Time saved by not collecting fines is allocated to developing programs, assisting with faculty research, and managing the day-to-day. Although we do devote time to waiving fees as described in the preceding section, fine collection would undoubtedly augment those duties to include interactions with patrons who owe money, making change, and transferring funds to the bursar. Collecting fines could ultimately add cost to our library through time spent establishing policies and pursuing debtors. Some libraries have turned to collection agencies to lessen their own workloads.[19]

"Problem patrons," or those with a tendency to make a scene, are well known to the library profession. Overdue fees are often a cause of disgruntlement. We have encountered our fair share of difficult situations, but by not collecting money, we reduce confrontation, and consequently librarian stress. This leads to greater job satisfaction for both librarians and student staff. By removing the debt factor or the threat of cutting off access to resources, we reduce uncomfortable exchanges.[20] Instead, we can work in an environment where we make the needs of patrons a priority. This customer service strategy is measurable in the feedback we get from student surveys every year and the lengthy waitlist of students hoping to work in the library.

It should be noted that our fine-free policy is unadvertised. Aside from this article, we have not made a public statement about it. It is unknown whether this would influence return rates, but we suspect that our in-person communication about our policy may contribute to our sense of community. With library fines so implicit in our culture, their existence is assumed, so informing patrons that this isn't the case is relayed during a personal interaction. Students are appreciative that we waive fees, and most students work hard to return items on time. There are occasions when a student or two will take advantage of the system, but have found a way to compromise in these exceptional situations.

We are fortunate that this policy existed before we joined the library staff. We did not need to make our case to the administration to waive fees. The administration was on board from day one. The view that a fine-free library enables a better work environment for library staff and a better learning environment for our patrons is shared by all.

CONCLUSION

We are not the most altruistic librarians in the profession. We still want our books back. The fine-free approach works best for our population and staff because we rely on a positive model of service to stay viable. In 2000, Eastern Kentucky University Libraries went fine free and found that it increased student satisfaction.[21] Our annual surveys indicate that students and faculty view the library favorably. We work hard to have good relationships with patrons, including knowing their names and their stories. One can see how a dispute over a book being an hour late and demanding a two-dollar fine can put a damper on a positive relationship. What if this two-dollar fee accrued each time they came into the library? Why would they want to come back?

Our recipe for an effective, *really* free library is one that is small in size, has a community-driven atmosphere, and upholds a strong service orientation. The mission of UMass Law is to provide an "excellent, affordable, and accessible legal education."[22] We assert that added library fees would be inconsistent with these tenets. Prevailing wisdom suggests that if we give an inch (by not punishing overdues), patrons will take a mile. However, it has been our experience that in giving an inch, students generally stay within bounds. At one time we might have envisioned post-apocalyptic chaos in a fine-free environment, with patrons looting the shelves with no intention of bringing their books back. Instead, we have found that they respond in kind to what they perceive as trust and kindness. Fine exemption also relieves librarians of the undesirable duty of fine collection, and allows our professional focus to be on service-oriented activities. Our policy allows a sigh of relief on both sides of the desk. It is our nod to Open Access, and a display of empathy toward student debt. When we are no longer disciplinary, we can only be called helpful, the holy grail of compliments in the library profession.

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LibGuides for Instruction

A Service Design Point of View from an Academic Library

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Whether you work in a school library or a public library, a large university library or small community college library, you probably use LibGuides or an open-source alternative. Research and class guides are so common and easy to create that they proliferate widely, leading to quality-control challenges in maintaining and updating guides. Elizabeth German provides insights as to how you can transform your LibGuides from a collection of guides to an instruction-oriented service using two different but complementary lenses: service design thinking and e-learning project planning. She takes a step-by-step approach to each lens, using concrete, easily comprehensible examples and references to additional sources of information to help librarians identify the important elements and principles of each lens. Ultimately, she encourages you to think about your research and class guides as a service that is intended to support a specific type of library user: the learner.—*Sarah LeMire, editor*

LibGuides is a common tool in libraries. LibGuides is a fee-based, licensed tool that enables libraries to easily create small websites called "guides." These guides are typically created for a subject area, a type of user, a tool, or a class and contain links, videos, and handouts that are intended to help a user access a resource or learn something. As of this writing there are 5,250 institutions using LibGuides and 120,840 LibGuide account holders. The breakdown of types of institutions is not equal: academic libraries make up 43 percent of all LibGuide institutions, K–12 represents 22 percent of institutions, and public and special libraries account for 10 percent each, with the final 15 percent of institutions comprising law libraries, medical libraries, and various partner groups (such as professional associations or vendors).[1] With such a high percentage of institutions within the education system, this breakdown might indicate the usefulness of LibGuides in formal instruction. Furthermore, the literature abounds with articles, chapters, and books dedicated to LibGuides best practices. One oft-cited recommendation for usefullness is to design the guide specifically to a class.[2] However, what does it mean for a LibGuide to be useful in instruction? To find a fresh perspective, this column takes a look at LibGuides from a service design point of view.

LIBGUIDES AS A SERVICE

As an instructional design librarian at Texas A&M University, a large research institution, I provide training and one-on-one consultations and create best practices for more than sixty librarians who develop their LibGuides for both subject-based discovery and for specific courses and workshops. Throughout this work, one challenge has been changing the way that we, as an organization, think about LibGuides as a service.

LibGuides was implemented at Texas A&M University in 2010 and steadily grew to include 95 different account holders and more than 1,500 guides. These guides were created as subject and class guides but were also used for professional presentations, research websites, internal documentation, and events. The large number of guides and their varied use made it difficult for users to find a relevant guide. In 2014, to address a new release of the LibGuides software, the library took the opportunity to reassess LibGuides. Through a large representational committee, the group decided to abandon the service model where a single person creates an individual guide for a particular purpose in favor of a service model where guides are created to contribute to a shared library service for users. In particular, it was determined that the "user" would always be a "learner" and that we would treat LibGuides as an e-learning tool. This flip in thinking has enabled the library to plan for greater access to guides and develop a better experience for all learners. This column describes two lenses through which we view our individual guides so that they contribute positively to the overall LibGuides service: (1) service design thinking and (2) e-learning project planning.

SERVICE DESIGN THINKING

While libraries have a long history of designing services, the terms "service design," "design thinking," and "service design thinking" are relatively new. In a recent blog post, Steven Bell suggested that libraries might be at a design thinking tipping point, which might be evidenced by a new LITA guide by Joe Marquez and Annie Downey, *Library Service Design: A LITA Guide to Holistic Assessment, Insight, and Improvement*.[3] Service design thinking can help change the way that guides are approached for instruction beyond what we have already seen in the library and LibGuides literature about user experience, participatory design, or assessment.

There are many definitions for "service design." Marquez and Downey define service design as "a holistic, co-creative, and user-centered approach to understanding customer behavior for the creation or refining of services." But to understand how service design fits into your guides for instruction (also called "class guides"), we will turn outside library literature to the book *This Is Service Design Thinking*.[4] Rather than try to define service design, it describes service design thinking with five core principles: user-centered, co-creative, sequencing, evidencing, and holistic. Taking each in turn we can see how service design will help you conceptualize the way that your class guide is designed to fit into your instruction process.

User-Centered

User-centered design is a concept that can be thought of as putting oneself in the user's shoes. This is often hard for people with domain expertise in a particular area. A common phrase in web design is "the user is not like me."[5] It is only through empathy, user feedback, and data that we can design search services that meet user needs and not our own. User-centered design is not new to libraries nor to LibGuides. The literature has plenty of evidence for making your LibGuides user-centric.[6] A particularly strong article that illustrates the importance of user-centered design, "Guiding Design: Exposing Librarian and Student Mental Models of Research Guides," describes a card sort comparison between undergraduate students, graduate students, and librarians.[7] The authors found clear differences in the way that librarians approach guides in comparison to the students.

For LibGuides used in instruction, a way to approach guide design is to think about the learning outcomes you created for your instruction session and consider how your instructional material (i.e., the class guide) supports those learning outcomes.[8] By doing this, you flip the question from "What do I need to put on my guide?" to "How does the guide help the student be successful?" One of the most common issues I encounter is that a librarian will feel the need to create a guide that is too comprehensive. The guide has too much content that was not limited by the instructional learning objective, which causes the content to be inappropriate for the learner's domain knowledge, information literacy skills, and task. By examining your learning outcomes, you can translate those objectives into the goals and content for your guide.

Co-Creative

The co-creative principle is concerned with including all stakeholders in the process. Stakeholders will vary by instruction program and learning objectives. Stakeholder involvement will vary by time, resources, and scope. From a programmatic point of view, stakeholders would include positions (as they exist in your organization) such as an information literacy coordinator, a web team, and other librarians. Including these stakeholders will build a better guide. For example, by including your web team, you can innovate the look and feel of LibGuides and ensure Americans with Disabilities Act (ADA) accessibility. From a learning objective point of view for your individual guide, stakeholders would include faculty partners and students. Guides that include faculty partners in development tend to have more specific resources that the student will use. Keeping your guide smaller and more targeted will make it easier to meet the learning objective. Faculty involvement can vary from simply asking them for feedback to adding them as an editor to your guide. Student stakeholders are often engaged with feedback surveys after a guide is used in a course. In the literature, there are also examples of student focus groups or usability studies.[9] An area to explore is the inclusion of students in the creation process of an individual guide.

Sequencing

While instructors often think about sequencing through lesson planning, service design challenges you to think about the overall instruction service. Sequencing in service design states that the service should be visualized as interconnected actions. Sequencing can be thought of as having three stages: pre-service, service period, and post-service. When lesson planning, define your service period. Is it solely the instruction session or does it follow through the completion of an assignment? Consider how your guide fits into your instruction plan. For example, a guide designed for a flipped instruction model might look different from a guide designed to be used as students work on an assignment after an instruction session. In the case of the flipped instruction, the guide will need to have a clear user-task and any extraneous information will confuse students. If the guide is being used for assignment support, you can assume more about the prior experience of the students since they all went through the instruction session.

Evidencing

The evidencing principle is defined as visualizing intangible services in terms of physical artifacts. A classic example is when hospitality staff folds toilet paper into a triangular tip in a hotel room to indicate that the bathroom has been cleaned. For a library example, putting library branding within a database lets users know that the resource has been paid for by the library. In instruction, learning objects are often the physical artifact of teaching. Learning objects can be "any digital resource that can be used to support learning"[10] and therefore a guide used for instruction is a learning object. By asking yourself how your guide reflects my instruction, you can prioritize content and only include content that supports the learning objective. Additionally, treating your guide as a reflection of your instruction might encourage you to create a process for quality assurance. Texas A&M's best practices for LibGuides suggestion to setting a date every six months to reassess your guide and check for broken links. Broken links are a known problem within LibGuides and they will reduce not only the usefulness of the guide but also the credibility of the guide.[11]

Holistic

The holistic principle states that the entire environment of the service should be considered. A class guide will fit into many environments: the library learning objective for the class, the course, the library guide service, library services, and the student as an individual. As described above, the other four principles can identify factors to consider when using a class guide within the context of your library instruction. When considering the guide within the context of the course, it is important to consider how the library learning objective matches the objectives of the course as a whole, as determined by the instructor.

Thinking holistically about the library guide service might not be something that an individual librarian has considered when creating their individual class guides. However, how one librarian creates a guide may impact the student's future perception of guides and library instruction as a whole. Some have taken this as a call for consistency within guides but each library needs to consider its own environment.[12] For one library, mandatory review and standardized navigation might be the solution, whereas another library might approach this through training and best practices documentation. Whatever the solution, considering your guide in the scope of the entire guide service is important.

Lastly, it is important to consider the student as a whole person and the library as a whole. You should consider how the guides fit into other library services with which the student interacts. For example, perhaps the student studies in the library between their class and their job at the student recreation center, and when they have a question, they go to a service point. The service point staff looks at your guide to help answer their question. This scenario has a few assumptions: the staff member knows how to find the guide, the student feels comfortable enough to ask the question, and the guide has the information needed. Holistically you can contribute to the success of the scenario by having a well-composed and easy-to-find guide and conducting a supportive and useful instruction session. Furthermore, thinking holistically about the students as individuals will help generate the empathy needed to create a user-centered design.

E-LEARNING PROJECT PLANNING

While service design thinking is useful for providing a shared mindset for all LibGuide creators, project planning is useful for translating that mindset into practice. LibGuides often gets overlooked as an e-learning authoring tool. We typically think about e-learning authoring tools such as media creation tools (e.g., Camtasia) or module creation tools (e.g., Articulate Storyline or iSpring). However, LibGuides is specialized software intended to create a learning experience for a student; in other words, an e-learning authoring tool. By looking at LibGuides as an e-learning project, we might start perceiving the creation process differently. For e-learning projects the most common project management model that is discussed in instructional design is called ADDIE: Analyze, Design, Develop, Implement and Evaluate. However, the ADDIE process is just one stage in a robust project plan. Much has already been written on many facets of planning LibGuides, including general planning, instruction integration, and case studies. This section will take a more generalized view of e-learning project planning. For any e-learning project, you will need to take into consideration project plans, user experience, content, access, assessment, and accessibility.

Project Plans

Many instructors and instructional designers turn to ADDIE to help guide e-learning projects. A major drawback to ADDIE is that it does not explicitly call for a project plan. A project plan will include items such as stakeholder identification, goals, deliverables, roles and responsibilities, and a timeline. Stakeholder identification is a useful tool to determine different ways creating your guide can be co-creative. The learning outcomes for your instruction session should inform the goals of your guide, and the primary goal of your guide should be to support your learning outcomes, but you can also think about other goals for your guide. Perhaps you want to reduce the number of individual consultations or want to increase usage of a low-use databases. These types of goals are thought of as "business needs" and it is important to take your business needs into account as well as the learning objectives. Developing a list of deliverables is extremely useful. It seems obvious that your LibGuide is the main deliverable but there are others to take into consideration as well. In terms of learning objects, other deliverables could be resources added to a guide, such as an embedded tutorial or a PDF of a handout. Within your deliverable list, you can also include additional tasks you wish to accomplish within your project, such as creating plans for assessment, communication, or maintenance. Within a project plan, roles and responsibilities identify who is responsible for which deliverable. If others are brought in on the project, consideration will need to be given to their time commitments. Furthermore, a good project plan will have a timeline. The timeline should take into consideration how much time is needed to complete each deliverable, added time for feedback and modifications, any known time conflict such as holidays or travel commitments, and the deadline for the class. If you find that your timeline is compressed on the basis of your deadline, readjust what you are trying to accomplish rather than attempting to try to do the same thing in a shorter amount of time. It is important to note that not all project plans are the same. A guide created to be used as a handout will require less planning than a guide intended for in flipped instruction. Additionally, once you find a format that you like, you might often reuse the same format for other guides. Yet no matter the purpose of the guide or how many guides you have created, you should always be clear and mindful of your intent for each individual guide.

User Experience

User Experience (UX) has many definitions but can be thought of as how you want your users to feel when they use your service. One way to gauge the UX of your guide is to do a thought experiment. Think about your guide and describe, using three words, how you want your learner to feel while using your guide. The do the same for how you think your learner will feel when using your guide. Do your words match? To have a guide that generates a positive user experience, it is beneficial to consider UX in terms of usefulness and usability. If a guide is not useful, it does not matter if the guide is useable. To make a guide useful, make sure the learning objectives align with the learners' expectations and their task. A usable guide will minimize the learner's cognitive load. Cognitive load refers to the mental effort needed to process information while accounting for the limitations of human memory. A guide that minimizes cognitive load will make the guide easier to use and will not make the learner feel confused. Considerations for usable guides and reducing cognitive load include ensuring that your guide is written for the web, avoiding the use of jargon, chunking content appropriately, and avoiding long lists.[13]

Content

Within a guide there are many content items and developing a content plan might be overwhelming. It often feels easier to just start creating a guide from a blank template or to base it off another guide than to use pre-planning. However, as with most things, a little pre-planning can go a long way. A content outline where the main headings are pages, and the sub-points are boxes is an easy way to determine what content should be on your guide. Describe how each page and box contributes to meeting the goal of the guide. Be sure to consider the principles presented in the previous section on service design thinking. For example, the order of the content in the guide should match where in your service sequencing the guide is being presented. In the appendix, the first page of the guide contains content that the student should view before the instruction session. Placing this content on the first page will make it more likely tha the student will see the content. Another facet of content planning is content maintenance. Content maintenance includes ensuring all links work, screenshots and videos are up to date, and terminology is current, as is mention of dates and words such as "now" or "recently." You should also make sure that all widgets and RSS feeds work. Our library has a motto: "Don't have more content than you can curate." By developing a content plan that includes content maintenance, such as reviewing your guides every six months, you will ensure that guides are built to your capacity while safeguarding their quality.

Access

An important facet of e-learning project management is determining the access points for the learning object. It is useful for understanding the context in which learning will take place and for understanding the complexity of delivering an e-learning object. Unlike other learning objects, which require finding a hosting platform, LibGuides is simplified by being a hosting platform unto itself. However, determining and planning for user access is critical. It has been documented that access through a learning management system, online software commonly used in higher education to deliver course content (e.g., Canvas or Blackboard), will cause guide usage to increase.[14] Other methods for providing access include emailing the link to the learners, providing it on an in-class handout, or demonstrating in class how to find the guide. Whatever method is used, the project plan and timeline should reflect the access goal as well as the time needed to provide the access method. Additionally, from a programmatic point of view, if the LibGuide administrators are different from the library's web team, care should be given to work together to guarantee ease of access on the library's website.

Assessment

Assessment of LibGuides is one of the most common themes in the literature. It is important to consider that how you assess your guide will vary by instructional learning outcomes and the goals for you guide. Thus, from a project management point of view, it is not important what method you chose to assess your guide, as long as choosing the method or methods is part of your planning process through creating an assessment plan. One way to think about an assessment plan is by imagining you have a toolbox of different assessment methods that you can mix and match to build the most effective plan for assessing your outcomes and goals. Methodologies within your toolbox can include usage statistics, pre- and post-quizzes, focus groups, usability studies, and user satisfaction surveys. The scope of an assessment plan is limited by resources and time, and the methods chosen will be constrained by these factors. To help prioritize which methods to choose, consider how the information will be used. For example, you may want to collect data via a focus group only if have the capacity and authority to implement the suggestions, and are using the focus group as part of a research study. Even an assessment with a low time commitment, such as viewing page statistics, might not be the most useful if time is not allotted to update the guide. Within a project plan, a maintenance plan should also be developed. This will assist in factoring the time commitment available to contribute to assessment. Developing an assessment plan also helps identify individuals who may be needed to assist in the assessment, such as a Google Analytics manager, user experience expert, or assessment coordinator.

Accessibility

Accessibility is a critical factor when planning a class guide. It is a legal requirement that all material used in a course be accessible to all users regardless of ability. This will include ensuring that the guide can be read by a screen reader, but also that any PDFs are accessible and videos are captioned. While course instructors might be aware of specific accommodation needs in their course, library instructors often do not know what, if any, accommodation requests have been filed for an individual in a class. Additionally, accommodation requests may not fully indicate if there is an individual who could benefit from accessible material. In a study of online learners, 69.7 percent of individuals who self-identify with a disability did not disclose the disability to their instructor.[15] By including accessibility considerations in all parts of your project plan and using universal design learning principles, any learner will be able to use a guide.[16]

CONCLUSION

A LibGuide service is a complex network, integrated within instruction programs, curricular models, and a larger learning ecosystem. For an effective LibGuides service, each individual guide needs to be effective. Class guides are a good way to accomplish this through their narrow scope, content that is framed in the context of the learner, and the delivery of information and resources with learners at their point of need. Framing a class guide through a service design thinking lens allows librarians to picture their guides within a larger scope of both their instruction and the library's LibGuides service. Framing a class guide through the lens of an e-learning project planning provides a method to implement service design thinking into your LibGuides. Taking these two lenses together provides a strategy for creating useful and usable guides for all learners.

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APPENDIX. CLASS GUIDE CONTENT OUTLINE

- Page 1: Home
  - Box 1 (standard): Welcome
  - Box 2 (tabbed): Before Class—Types of Sources (give instructions)
    - Tab 1: Primary Resources (content: video tutorial)
    - Tab 2: Secondary Resources (content: video tutorial)
    - Tab 3: Pre-class Quiz (content: embed google form pre-test)
- Page 2: Top Resources
  - Box 1: Primary Resources (content: links)
  - Box 2 Newspapers (content: links)
  - Box 3: Digital Collections (content: links)
- Page 3: Your Assignment
  - Box 1: Part 1—Research (content: developing keywords)
  - Box 2: Part 2—Annotated Bibliography (content: how-to)
  - Box 3: Part 3—Academic Integrity (content: video tutorial and handout)
- Page 4: Creating a Bibliography
  - Box 1: Citation Style Chicago (content: reuse from citation guide)
  - Box 2: Citation Management Software (content: reuse from citation guide)

Throwing a Research Party, Deconstructing the Reference Desk

Bringing a Social Component to Research

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In an era of declining reference statistics it is refreshing to read about creative ways libraries are encouraging students to use their services. Librarians at Penn State University's Abington campus provide an example of a low-cost, high-impact event they piloted.—*Editors*

As the traditional reference desk model evolves, and in some cases disappears,[1] librarians continue to seek new ways to engage students with the library's services and resources beyond the physical space of the building. Academic librarians are innovating ways to get students comfortable using the human, physical, and digital resources in the library with events such as Open House Tailgate Parties,[2] FYE Scavenger Hunts,[3] and even overnight anti-procrastination events.[4] At Penn State Abington, we are no different in our efforts to forge connections. Our Research Party events have been successful in engaging students with research assistance while also encouraging them to see themselves as members of a community of scholars.

Penn State Abington is an undergraduate commuter campus in the Philadelphia suburbs with roughly four thousand students. The library is often bustling and crowded with students working individually and collaboratively, or gathering with friends—a good problem to have. At the same time, our reference desk model, like that at many other universities, is undergoing reevaluation due to a decline in use, leaving librarians less visible in the library. In addition, the majority of our research consultations take place in individual librarian offices and instruction mainly occurs outside the library, which has prompted us to look for additional ways to engage students with library resources and introduce them to the services that librarians provide. Moreover, we want to capitalize on the social aspects of the library and steer students toward a more academic context in which they would come to view each other not only as peers, but also as a community of scholars.

From this desire to connect, the Research Party was born. Based on an idea started at the University of Pennsylvania,[5] we sought to combine the social nature of our library with the research assistance provided at the reference desk. In this context we hoped to tap into the increasing move toward collaborative working styles and bring students together in the spirit of the social nature of research—one in which professional academic colleagues consult each other, bounce ideas off each other, and seek each other's thoughts and opinions. At the same time, by providing librarian assistance and moving away from the one-patron-at-a-time service point, we hoped to deconstruct and recontextualize the reference desk and the model for providing research consultations.

Conversations with faculty indicated that final paper and project assignments would be handed out just after spring break. With that in mind we planned a three-hour mid-day party staffed with two librarians for the middle of March, and a second party a few weeks later in April, hoping the events would be strategically timed to match students' points of need. Attendance for the two parties totaled sixteen students. Although some initially came just for the party perks or to support a friend, we ended up helping fifteen of the sixteen with various aspects of their projects or research process. For a party, those attendance numbers are not high, but considering our goal was to create a relaxed social context for research assistance, fifteen involved reference transactions over the course of six hours tells a different story.

Though organizing a Research Party does not require a great deal of time, it will be successful when it combines well-coordinated logistics, marketing to key stakeholders, and having a host mindset during the event. It has the added benefit of requiring a relatively small budget and can be done with as few as two librarians.

Figure 1. Set up of the food and giveaway table.

LOGISTICS

Space. Because our primary means of interacting with students through campus instruction often doesn't happen in the library, we felt it was crucial to host the party in our library classroom and to make it research friendly by borrowing campus laptops and having them fired up and ready to go. Using the library as the party venue also afforded some additional benefits: it gave students access to printing and to our physical materials in addition to the digital resources they can access online anywhere. Keeping it in a classroom, rather than in a higher-traffic area, allowed those who attended to talk a little louder than normal without disturbing students who might be studying.

Food. As with most college events, food is a must. Our budget was small for this event; therefore, we kept it simple with chips, granola bars, cookies, water, and iced tea. We also used some paper goods such as plates and napkins from the general library supply that we keep on hand.

Decorations. We advertised a party and so we wanted it to look like a party. We decorated the space with a tablecloth and one of our librarians made a reusable "Research Party" banner (figure 1). For the second research party we also added a few balloons near the library entrance and event space to highlight our directional signage.

Music. We played music through an iPad at both parties using Penn State's streaming music service. The music was soft and instrumental so as not to be distracting.

Timing. In addition to selecting strategic dates for the party, we also chose a three-hour block of time during the day when the library is busiest. We held both parties midweek from 11 a.m. to 2 p.m., and made sure that at least two librarians were available to staff the events so we could juggle multiple research consultations at once.

Party Favors. At both parties we handed out water bottles with the libraries' web address on them. For future parties, we plan to turn our giveaways into a meaningful party favor that will also include our business card and hours, and promote future programming along with the library-themed swag.

Research Supplies. In addition to providing any technology that students might need to do research, we had a notepad with which we could gather some informal data on which classes students were coming from, what their assignments were, and what kind of assistance they required. We also kept notepads and pens handy if students needed to jot down some notes. For future parties, we are working on a mobile ready reference collection that we can easily make available after realizing that some of the students, in addition to needing help with research, also needed help with citations.

MARKETING

To Students. A library full of students does not guarantee a turnout. To market our event directly to students we used Canva to create flyers (figure 2) with playful, student-centered language, told students about it and passed out flyers at the circulation desk, promoted the event through digital signage throughout campus, and posted it to our library's Facebook page.

To Faculty. Our most successful advertising came from marketing directly to faculty via the faculty listserv. The immediate responses to our email from faculty, and even the chancellor, were enthusiastic, and through informal conversations with students at the parties, we learned that most were there because of a professor's prompting. One faculty member used it as a makeup session for students who had missed the librarian's one-shot instruction earlier in the semester. Another professor offered extra credit for students who came. A third professor even asked if she could bring her whole class to the party. Ultimately, the language and medium of our direct student marketing mattered less than the marketing that came through the faculty who had bought in to the idea and encouraged their students to attend.

Figure 2. Design for the flyer and digital sign for the first Research Party

HOSTING THE PARTY

It was a party and we were hosts. Just like any party, there was some anxiety around being adequately prepared. Since we did not request RSVPs and we had advertised it to faculty, we were uncertain about how many students would show up. We felt like hosts throughout the party, encouraging students to get comfortable, help themselves to some snacks, and get settled to chat with us about what they were working on.

Just like at the reference desk, we were ready for the unknown nature of the consultations. Similar to the hands-on portion of information literacy instruction we were working with multiple students at once, listening to their needs, getting them started on a path, and then floating to the next student.

Of the sixteen students who attended, we helped fifteen with their various research questions. Some already had chosen their topics for their papers and needed to learn more about the issues about which they'd chosen to write. One student wanted to know more about integrating secondary sources into her writing. Another needed assistance turning a topic into a research question. Some of our help was in the form of academic support, particularly for those students whose motivation was extra credit but who didn't necessarily need help with their assignment for that class. With these students we had conversations about their majors and general resources Penn State offers that can support them in their academic pursuits. Three students were "repeat customers" who had already interacted with us at various stages of their research during the academic year, which demonstrated to us that the first interaction we had was of a high enough quality that they wanted to seek out another useful interaction.

OUTCOMES AND OBSERVATIONS

While we anticipated that the atmosphere of our Research Parties would be more party-like, they actually took on quite an academic air. Students didn't come to party; they came because they had a genuine need for research help. While we had music and food, the moniker "Research Party" turned out to be a bit of clever naming to draw students in and provide faculty with a different way of communicating library services and resources to their students.

That being said, the parties did indeed hit on the social aspects of research as we had hoped. Whereas the reference desk is a one-patron-at-a-time model, the Research Party serves many students at once. Though some students arrived alone, others brought friends, and at times there were upwards of seven students in the room at once. While this model may diminish the privacy of the consultations, the close quarters and small group table arrangements allowed for more serendipitous interdisciplinary connections between student scholars who did not know each other, but who offered richer context to each other's scholarly conversations. Librarians did not facilitate the cross talk. Rather, the students, in overhearing each other's ideas and challenges, began to interact as a community of scholars, drawing each other into their scholarly inquiry and research processes. For example, one student who brought two friends wanted to talk through her research and writing process. After describing her challenges, her friends and the librarian shared their own. From this discussion the students decided to form a group in support of each other's academic and creative writing.

Using a library classroom as a Research Party venue carried a few important advantages. The small, separate space away from the reference desk allowed the students to ask questions, do librarian-by-side searching, and then work independently or with a friend while we assisted other students. The three-hour period allowed greater flexibility in the nature, depth, and frequency of student-librarian interactions, and there was less pressure to encapsulate the research-help process into the tidy transactional structure so common at many reference desks: Ask question, get answer, leave. It also seemed to relax perceived stress that students might feel from being in "our space" at the reference desk. Perhaps just as importantly, giving students an opportunity to work apart from the professors and classmates who would be present in a more typical instruction session removed class-time restraints and potential professor pressure.

FUTURE DIRECTIONS

Our first iterations of the Research Party were done with an entrepreneurial spirit, where we had an idea and made it happen quickly. Now that we have had more time to reflect, we are planning the dates further in advance, which will allow us to dial up our promotion to faculty, and propose the Research Party as the second shot of library instruction. We are placing less emphasis on direct-to-student marketing through print materials, and instead are promoting the parties to students more heavily during our instruction sessions as another opportunity to consult with a librarian in a fun and social context.

As librarians, we recognize that students need our research assistance, and as professionals, we know that scholarship is social. Though we are aware that students can drop in anytime to work with a librarian, students, for a variety of reasons, may not realize that we are a resource available to them. With minimal budget and librarian power the Research Party deconstructed the reference desk model, creating an approachable, student-centered consultation environment rich with the collaborative interdisciplinary social conversations that enrich scholars and scholarship.

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From Farm to Pantry

Canning and Food Preservation Resources

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"Foodways" generally refers to the "study of what, how, and why we eat with emphasis on food events as much as the food itself," according to Lexicon of Food.[1] Canning is definitely a "food event." I recall watching my mother spend hours in the kitchen, tending large enameled pots full of Mason jars containing beets, tomatoes, dill pickles, and more. With that, I am pleased to introduce "From Farm to Pantry: Canning and Food Preservation Resources" by Deborah Lee. She has gathered a great list of items for any selector seeking to support both the budding home canner and academic programs in food science and foodways. This is obviously a topic that Lee is passionate about and she has helpfully broken the resources down into comprehensive guides to canning, "small batch" canning, specialized guides, and web resources. As this is my first column as editor of the Alert Collector, I would be remiss in not explaining what I hope to accomplish. I daresay it is not that different from past editors: to select topics that are useful to libraries of all types and which are timed to align with current events. I also hope to offer a wide range of topics. My first call for columns, sent out to several different email lists and posted online, exceeded my expectations with more than twenty topic ideas. I am grateful that my library colleagues are willing to contribute to a popular column.—*Editor*

It is July and you are at the local farmer's market. You see the bounty of summer tomatoes and wish you could somehow preserve that wonderful flavor for a meal next January. You are not alone. Home canning and preservation, once the domain of rural farm wives, has become a major part of the "do-it-yourself" movement. A recent study commissioned by Jarden Homes, parent company of the line of canning products known as Ball and Kerr in the United States, found that 49 percent of millennials were interested in canning.[2] Canners may be recapturing a lost culinary art practiced by older family members, "locavores" looking to extend their local eating options, or concerned consumers trying to more carefully manage the content of their food.

There are a host of resources hitting the market to assist these new canners. Cookbook content ranges from the tried and true (including the ubiquitous blueberry jam) to new recipes that incorporate innovative flavors or an international flair. Old cookbooks can be a treasure trove of culinary and cultural history, but they are not an asset for a contemporary canning collection. Resources published before 1990 may have out-of-date instructions for home food processing, especially for tomatoes. The wealth of new resources, based on accepted United States Department of Agriculture

(USDA) home food preservation practices, makes building a safe and useful canning collection easy and fun. This guide introduces just a few of the resources published since 1990. A cross section of resources has been chosen to illustrate both general canning guides and more specialized resources.

COMPREHENSIVE CANNING GUIDES

Comprehensive canning guides usually provide step-by-step instructions for both water-bath and pressure canning. Most also provide basic recipes for jams, jellies, and tomato products. Some provide additional information about other preservation techniques and this has been noted in their descriptions.

The All New Ball Book of Canning and Preserving: Over 350 of the Best Canned, Jammed, Pickled, and Preserved Recipes. New York: Oxmoor House, 2016 (ISBN: 978-0-8487-4678-0).

This updated classic, edited by the leading canning company in the United States, includes more than 350 recipes. Major topics include both water-bath and pressure canning, fermenting, dehydrating, curing, and smoking. Extensive advice for the novice canner is provided but this new classic also provides new interpretations of traditional recipes that would be of interest to more advanced cooks. While most recipes focus on food preservation, a subset focuses on using the preserved item to prepare a dish. For example, "Citrus-Glazed Roast Chicken" uses "Blood Orange-Marmalade." The "Ball Book," as this edition is often known as, augments the 2006 edition but does not completely replace it. A strong collection would keep both editions.

Ball Blue Book Guide to Preserving, 37th ed. Daleville, IN: Hearthmark, 2014 (ISBN: 0-9727537-4-5).

Published since 1909, this classic work is often simply referred to as the "Blue Book." Providing more than five hundred recipes and detailed canning instructions, it is often the first introduction to canning for many cooks. While other guides push the boundaries of conventional canning with new combinations or unique flavors, the recipes provided in the Blue Book represent the traditional foundation of canning. Detailed instructions, rivaled only by other Ball publications, guide the cook through every step of both water-bath and pressure canning. Quantities tend to be larger than newer recipes: some relish recipes yield six to eight pint jars. Ball's focus on USDA-approved methods and detailed instructions make this inexpensive guide a good introduction for the home canner.

Hood, Sarah B. *We Sure Can! How Jams and Pickles Are Reviving the Lure and Lore of Local Food.* Vancouver: Arsenal Pulp, 2011 (ISBN: 978-1-55152-402-3).

Sarah Hood is an award-winning Canadian food writer who has written extensively about food preservation and canning. Her guide focuses solely on water-bath canning and she eschews the use of commercial pectin. This makes her collection of canning recipes different from others in this section. Many of the recipes presented are used (with permission) from the extensive community of food bloggers and writers that contribute to the discussion of contemporary canning. While there are some of the traditional recipes you would expect (really, everyone has a blueberry jam recipe), her unique collection contains some surprising combinations, such as "Pickled Fiddlehead Ferns" or "Rose-Petal Jam with Cardamom." Her unique take on canning and discussion of the role of canning in building a local food culture make it a useful addition to a canning collection.

Kingry, Judi and Lauren Devine, eds. *The Ball Complete Book of Home Preserving.* Toronto: Robert Rose, 2006 (ISBN: 978-0-7788-0131-3).

Often referred to as the "bible" of home canning, this classic guide has taught the newest generation of home canners the basics of both water-bath and pressure canning. While the 2016 edition updates and duplicates a portion of this work, there is enough unique content to warrant keeping both editions in a contemporary canning collection. Unlike other guides that broaden their focus to include a range of preservation techniques, this guide focuses solely on canning. It includes more than four hundred recipes and detailed, step-by-step instructions for both types of canning. One useful addition to this work is the home canning problem solver, which is a large table of common canning problems and possible solutions.

Krissoff, Liana. *Canning for a New Generation: Bold, Fresh Flavors for the Modern Pantry.* New York: Stewart, Tabori, and Chang, 2010 (ISBN: 978-1-58479-864-4).

Krissoff presents 150 canning recipes plus 50 recipes that use the canned goods. She uses water-bath canning for these recipes; there are no pressure canning recipes included. While the basics are well covered, the collection presents some fresh, unique recipes that are arranged by season. The combination of canning and main dish recipes helps cooks incorporate their canned goods into their meals. Krissoff is one of the canners who does not use commercial pectin. Her jams and jellies rely mostly on cooking and the natural pectin in fruit for the gel. This approach allows for recipes that use less sugar than traditional recipes.

Lindamood, Rebecca. *Not Your Mama's Canning Book: Modern Canned Goods and What to Make with Them.* Salem, MA: Page Street, 2016. (ISBN: 978-1-62414-261-1).

Lindamood writes the blog "Foodie with Family" and has made numerous appearances on cooking shows. She provides simple and complex recipes for water-bath and pressure canning. She does not provide the extensive introduction to the techniques of canning found in the other guides in this section, nor does she provide the traditional recipes found in most comprehensive canning guides. For this reason, Lindamood's work serves as a good supplement to other guides that provide this type of information. Lindamood's strength is in the unique nature of the recipes provided, such as "Maple Bourbon Pecan Pie in a Jar," and "Tikka Masala Sauce." Approximately half of the book is dedicated to recipes that utilize the canned goods created in the first half of the collection.

West, Kevin. *Saving the Season: A Cook's Guide to Home Canning, Pickling, and Preserving.* New York: Knopf, 2013 (ISBN: 978-0-307-59948-3).

This large guide (more than five hundred pages) to canning is an example of how a cookbook can be more than merely a collection of recipes. West draws on his Tennessee childhood and current west-coast life to build a fascinating perusal of culinary history and culture. Arranged by seasons, the 220 recipes are accompanied by 300 photographs and stories that relate the history of food and food preservation. Most of his recipes are built on the water-bath method of canning but he does provide a few recipes that use pressure canning. Like most comprehensive guides, he provides instruction on both methods. West places an emphasis on eating, cooking, and canning seasonal, local produce and provides a handy guide to the peak season for produce by region.

SMALL BATCH CANNING

Small batch canning generally refers to traditional and new recipes that have been sized to produce a smaller quantity. As interest in canning has shifted from storing food for the winter to providing unique flavors and local ingredients, the interest in small batch canning has grown. Typically, these recipes focus on half-pint or pint jars.

Foolproof Preserving: A Guide to Small Batch Jams, Jellies, Pickles, Condiments, and More. Brookline, MA: America's Test Kitchen, 2016 (ISBN: 978-1-940352-51-0).

Formatted like many other publications from America's Test Kitchen, this guide focuses on water-bath canning preservation recipes. A surprisingly high percentage of the recipes are not shelf stable and rely on refrigerator or freezer storage. However, the more than one hundred recipes each have step-by-step instructions (often with accompanying photographs). The work would be especially beneficial for beginning canners.

McClellan, Marisa. *Food in Jars: Preserving in Small Batches Year-Round.* Philadelphia: Running, 2011 (ISBN: 978-0-7624-4143-3).

McClellan is a food writer and maintains a blog by the same name (see below). Her focus on small-batch urban canning has helped to popularize canning with new audiences. While many of the recipes in her book can also be found on her blog, the work is a handy compilation of basic small-batch recipes. The recipes primarily use water-bath canning as a preservation technique; there is a brief discussion of pressure canning but the work does not provide in-depth instruction or recipes for this preservation technique. The work provides a basic introduction to jams, jellies, and pickles but there are some modern interpretations, such as "Mimosa Jelly." A section that extends the use of jars to mixes suitable for gift giving distinguishes this work from others in the field. This is the first of three cookbooks authored by McClellan, all of which focus on small batch canning. The other two titles are *Preserving by the Pint* and *Naturally Sweet Food in Jars*.

Southern Living: Little Jars, Big Flavors: Small Batch Jams, Jellies, Pickles, and Preserves from the South's Most Trusted Kitchen. Birmingham, AL: Oxmoor House, 2013 (ISBN: 978-0-8487-3952-2).

From the test kitchen at *Southern Living* comes this guide to small batch jams, jellies, and pickles. The focus is on water-bath canning and the recipes are often accompanied by photographs. An extensive introduction to water-bath canning and the art of jelly making is provided. One chapter is devoted to freezer recipes. Both traditional recipes and fresh adaptations are included. There are also recipes that use the canned items. For example, the "Fiery Peach Salsa" is used in the "Seared Duck Tacos."

Vinton, Sherri Brooks. *Put 'Em Up! A Comprehensive Home Preserving Guide for the Creative Cook, from Drying and Freezing to Canning and Pickling.* North Adams, MA: Storey, 2010 (ISBN: 978-1-60342-546-9).

Vinton provides step-by-step instructions for 175 recipes. Her focus is on small batch processing and focuses on water-bath canning, along with refrigerator and freezer recipes. She does not provide recipes or information about pressure canning. Chapters are arranged by ingredient and recipes that can be preserved multiple ways are identified. For example, "Classic Strawberry Jam" includes both refrigerator and canning instructions, as well as a variation with vanilla. Other recipes, such as "Ginger-Carrot Slaw," are suitable only for refrigerator storage.

SPECIALIZED GUIDES

The interest in canning has led to specialized resources that focus on just one aspect, such as jellies or pickles. The application of these types of preparations (especially fermenting or pickling) to international cuisines can also be of interest to a new generation of canners.

Better Homes and Gardens Jams and Jellies. Boston: Houghton Mifflin Harcourt, 2016 (ISBN: 978-0-544-71555-4).

From the Better Homes and Gardens test kitchen, this collection of more than one hundred jam and jelly recipes provides a specialized collection for the canner looking exclusively for water-bath jam and jelly recipes. Every recipe includes a color photograph but readers are cautioned that not all food illustrated in the photographs can be found in the recipe collection. All the classic jam and jelly recipes are here but the work also includes some unique and innovative combinations that will challenge even more experienced canners. For example, the "Carrot Fennel-Fig Chutney" offers a fresh take on chutney and the freezer-only recipe "Cowboy Bacon-Shallot Jam" is a unique approach to savory jams.

Duffy, Allison Carroll. *Preserving with Pomona's Pectin: The Revolutionary Low-Sugar, High-Flavor Method for Crafting and Canning Jams, Jellies, Conserves, and More*. Beverly, MA: Fair Winds, 2013 (ISBN: 978-592-33559-6).

The pectin utilized in jam and jelly recipes is not interchangeable, making different resources necessary to meet the needs of canners who have a pectin preference. This official book, produced for the Pomona Pectin company, uses their product exclusively. Pomona pectin is calcium activated and uses less sugar than traditional commercial pectin. The collection also provides recipes that allow for honey and maple syrup substitutions. With more than seventy recipes that provide step-by-step illustrations, the collection will be of use to both the novice canner and the more experienced canner looking for a low-sugar canning option.

Marchetti, Domenica. *Preserving Italy: Canning, Curing, Infusing, and Bottling Italian Flavors and Traditions*. Boston: Houghton Mifflin Harcourt, 2016 (ISBN: 978-0-544-61162-7).

While not dedicated solely to canning, Marchettis's work has many canning options with an Italian twist. In addition to the expected recipes like giardiniera (a mixed-vegetable pickle), the author includes a nice mix of tomato and jam recipes. Each section also includes additional recipes that incorporate the preserved food. Unique among regional canning books, Marchetti ends the work with a section on syrups, liqueurs, and fruits preserved in alcohol. Most are used immediately but a few recipes, such as "Three-Citrus Liqueur" or "Crema di Limoncello" lend themselves to longer-term storage in the refrigerator or freezer.

Shockey, Kirsten K. and Christopher Shockey. *Fermented Vegetables*. North Adams, MA: Storey, 2014 (ISBN: 978-1-61212-425-4).

While not a canning guide, this work extends any food preservation and cooking collection. The focus is on fermented foods, prepared primarily with crocks. The authors provide detailed instructions for the basics of fermenting. They subdivide the recipes by vegetable, herb, and fruit. Additional recipes provide guidance on using the fermented foods in meals. For example, "Smokey Kraut Quiche" illustrates an unusual way to use the "Smokey Kraut" (made with cabbage and smoked salt).

Solomon, Karen. *Asian Pickles*. Berkeley, CA: Ten Speed, 2014– (ISBN: 978-1-60774-476-4).

Providing recipes from Japan, Korea, China, India, and of Southeast Asia, Solomon's innovative work provides a fresh and new perspective on pickles. Most of the recipes are not appropriate for long term storage (Solomon clearly identifies this in each chapter) but cooks interested in expanding their pickle repertoire will find the work of interest.

Ziedrich, Linda. *The Joy of Pickling*, 3rd ed. Beverly, MA: Harvard Common, 2016 (ISBN: 978-1-558-32860-0).

Now in its third edition, this is considered one of the classic guides to pickling. Linda Ziedrich is a certified Master Food Preserver and Gardner as well as a noted teacher of food preservation techniques. The three hundred recipes introduce all types of pickling and fermentation. Topics include fermented pickles, chutneys, kimchi, and other fermented cabbage products. While most canning guides provide pickle recipes, Ziedrich goes into much greater depth, discussing every aspect of the process: vinegars, salts, and types of cucumbers. This work also includes unique content often not found in other pickling guides, such as the pickling of meat, fish, and eggs.

WEB RESOURCES

National Center for Home Food Preservation (http://nchfp.uga.edu)

The National Center for Home Food Preservation (NCHFP) is a joint project of the United States Department of Agriculture and the University of Georgia. It supports the cooperative extension program throughout the United States and home canners through the provision of information and research related to home preservation techniques. The website is a gold mine of information, including lesson plans, a self-paced online course, and numerous instructional publications. Information provided by the NCHFP and the USDA represent the benchmark for safety in home canning. All other resources should be compared to their recommended methods.

USDA Complete Guide to Home Canning (http://nchfp.uga.edu/publications/publications_usda.html)

This large, complete guide to home canning is produced by the United States Department of Agriculture. The online file is divided into seven parts plus the introduction and is available for free download in PDF format. Print copies may also be purchased. The guide provides the latest canning recommendations on the basis of USDA research. The guide includes step-by-step instructions and numerous recipes for both water-bath and pressure canned methods. It is available from the National Center for Home Food Preservation and through most state cooperative extension websites.

Food in Jars (http://foodinjars.com/)

Marisa McClellan, food writer and canning teacher, runs the popular Food in Jars blog. McClellan regularly highlights products of interest to canners and tests out recipes that often appear later in a cookbook. McClellan helped to popularize the concept of small batch canning and canning in an urban setting. Many of her recipes are for four or five half-pints, a considerably smaller quantity than more traditional, comprehensive canning guides. McClellan is the author of three canning cookbooks.

Punk Domestics (http://www.punkdomestics.com/)

Originally founded by professional writer and amateur foodie Sean Timberlake, this site is now populated by community members and includes information on recipes, techniques, and tools. The site often connects readers to other blogs and web pages maintained by community members. The eclectic mix of personalities involved in the site lead to some new and innovative recipes (for example, Yam Chutney with Mustard) but readers are cautioned that not all canning recipes strictly follow USDA guidelines.

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Personal Service in an Impersonal World

David A. Tyckoson

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One aspect of library service—and especially reference service—that often gets overlooked is its personal nature. Reference service is designed to provide one-on-one support to members of the community that the library serves. Whether in person, online, or over the phone, the library deals with each request independently. Assistance is designed to meet the needs of each person at their time and place of need, providing information and resources at a level that they will understand. This type of service is rare in today's world.

The reference interview, which is the core of the reference process, works best when the user and the librarian can communicate directly one-on-one about the user's need. The librarian uses questioning techniques to identify and expand on what the user initially asks. Whether that user is a mother looking for books for her elementary school children, a businessperson seeking information on local parking regulations, a recent immigrant learning English, a college student needing APA citation formats, or the tenth high school student of the afternoon writing a paper on climate change, librarians treat each request separately and uniquely. What may start out sounding like a dozen other requests ends up going in a totally different direction due to the librarian's ability to figure out the user's unique interest and take on the topic. This is the skill that differentiates us as librarians from many other professionals.

Joan Durrance, retired professor at the School of Information at the University of Michigan, developed the Willingness to Return model for reference success.[1] In her studies, she found that people who get the wrong answer still will be willing to ask the librarian a future question if they felt that the librarian was personable and made an effort to help. Her studies clearly demonstrated that the librarian's attitude was more important than the answer to whatever question was being asked. They also indicate that it was personal service that users valued, not the subject content of their query.

Very few—and perhaps no—other institutions provide the same level of personal service that libraries offer. We provide access to information, technology, music, videos, newspapers, journals, and yes, books to everyone and anyone who comes through our doors or who visit our websites. We suggest search strategies and offer help in evaluating what those searches retrieve. We also provide physical spaces for our community, ranging from meeting rooms and exhibit spaces to tables and chairs, restrooms, and warmth (or cooling, depending on location and the time of year). Libraries are places where our users can work, play, read, recharge, or just hang out.

In addition, we do all of this at no direct cost to the user. Anyone in the community—and even people outside that community—can use our computers, read our books, watch our films, listen to our music, and get expert research assistance without being charged for the right to do so. Yes, there is a cost to libraries. Members of the community pay taxes or tuition to support the library. But anyone can come in and get help whenever it is needed without having to pay for the direct cost of that help. Reference service and libraries are open to all. Libraries mean the most to those who have the least.

And in the light of the recent election, when public discourse in the United States reached the lowest level in our lifetime, this is what gives me hope. Libraries will continue to be here, helping anyone and everyone who asks. We help Republicans and Democrats, anarchists and fascists. We help without judgement and without cost. Reference service is personal and that is how I hope it will remain. We will continue to work with our community members one person at a time. Service such as that not only helps the individual, it builds a better community at the same time. Libraries will continue to be places where everyone in the community will feel welcomed. And that is exactly what this nation needs right now.

"A REACTION," NICOLETTE WARISSE SOSULSKI

As Dave has stated, this personal and personalized service, customizable and able to turn on a dime, is central to what keeps people coming back to libraries. Community members and members of library staff get to know each other through direct experience and through mutual observation (yes, they are always watching us—especially the "regulars" on the public computers!).

We on the desks think of collection items or services that might be welcome or useful to a patron—I have several patrons for whom I have an open request to "just put something on hold for me if you think I will like it, because I probably will!" So, sometimes they get notifications that a CD or a book is waiting for them that they were not expecting—"it's like Christmas!" One police officer has a standing request for "whatever you think is good" on leadership, social justice, or jazz; a bar manager and social events planner looks for novels in the art world, true crime, and historical and forensic mysteries; a soccer mom loves surprises of "excellent rubbish"; or a deceptively demure grandma who "needs heat!"

Sometimes the reference interaction gets customized a different way—a way that no machine or even a real librarian distance transaction can match. The person looking for the solution to a tricky Microsoft Word formatting issue gets that—and résumé assistance for the résumé she was formatting. The person in an unsuccessful search for a particular German cookbook gets a recipe for rotkohl that is characteristic of the region of Germany that his grandmother came from, along with a discussion of what the addition of currant jelly adds to the final product (for those of you out there who have not made rotkohl, I am here to tell you that the currant jelly is *sehr wichtig*!).

If you are working with a patron with health or financial issues—and I order for both of those collections—they may have been eyeing the desk for hours or days to waiting for the exact right time to ask their question. They wait for the right librarian, whom they have seen behave in a nonjudgmental, compassionate manner, and who seems knowledgeable on the subject, judging from interactions with other patrons; when the patron does not have a line or when there is a backup at the desk so the patron can take time with the following question:

- How can I learn more about how to support my son as he goes through the transgender process to become my daughter? Or
- My son, who lives out of state, is having a really rough time with anxiety issues and called me for help to find a therapist who will do the therapy sessions while hiking (fortunately this was in Colorado, where this is not completely uncommon). I have been hoping that I would see you on the desk!

Sometimes the patron is in crisis, and the situation is one in which information finding may take second place to taking care of the patron first.

- I need to find the text of this poem from my grandson's friend's Facebook page so that I can blow it up in large enough print to read at my grandson's funeral tomorrow or I need a computer to transcribe it from my phone. I am scared that if I try to read it from my phone when I am upset I will mess it up.
- My husband's Alzheimer's is getting worse and I do not think I can take it anymore.
- I just got served with divorce papers. I have not worked for twenty-five years—he did not want me to work—and now he is leaving. I can't afford a lawyer, so I am going to have to handle this myself. I am scared.
- I can't get through on the fax to the state aid office and unless I do, I cannot get the aid money to feed my kids. I could only listen to this patron, give her advice about food pantries, and find crayons, bookmarks, and coloring pages for her two toddlers—the fax for this office does not meet capacity, so people may have to wait hours for their faxes to go through. My own attempts over two hours to find an alternative fax number resulted in my being repeatedly transferred into queues which I had already informed the person to whom I was speaking went directly to a full voicemail.
- Do you all have a grief and loss section?

These examples, so far, have been ones that might be immediately identifiable as public library interactions, but student patrons, be they from grade school or master's programs, online programs or brick-and-mortar institutions, often need their own kind of relationship building before getting to the nuts and bolts of the reference transaction, as insecurity, worry, and outright panic are not uncommon.

- I have been looking for six days on Google and on the library database [the whole distinction between library web page, database, search engine, and catalog, though self-evident to us, is far from so to many students] and my paper is due tomorrow and I need three more sources and I am going to fail.
- I just started school again so that I can move from an LPN to a BSN, but the last time I was in school there were catalog cards. I am a good nurse but I am afraid will never get there because I just do not know how to find things on the computer and I need all these articles and books on globalism and I don't know how to find this kind of stuff.
- This is my very first online class and I do not know how to get the kinds of articles my professor is saying are there. I might not be ready to go back to school.
- Help! I need more stuff on ligers. I picked ligers because they are cool but I can't find anything for my PowerPoint. My teacher says I have to learn to be responsible about picking topics. Can you please find me something?????

This relationship building as part of the personal reference interaction is central to our vocation and avocation as service professionals and librarians. Remember that in these times of uncertainty, the relationship we are forming with the members of our communities—that personal relationship—may make us key stalwart allies to many in our patron base who are insecure and anxious about all areas of their lives, information-related and otherwise. It's not just the info—it's you!

Reference

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Extending Our Reach
Automatic Integration of Course and Subject Guides

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Librarians at the Utah State University (USU) Merrill-Cazier Library started working with LibGuides in 2007, and USU subject librarians quickly adopted the system. USU is a land-grant institution with a main campus of 14,000 students and several smaller regional campuses and centers throughout the state, many of which rely heavily on online resources. After seven years of working with LibGuides, a product of Springshare, approximately seven hundred research guides had been published. The guides varied in purpose and design, and we did not have a consistent or clear view of how students found or used them. We also did not have a template or a structured design, beyond some general best practices. Over time, we started to consider questions around the visibility of LibGuides, more effective ways to integrate LibGuides into courses, and possibilities of using emerging technologies to reach students where they study and conduct research. While the library had already begun manually integrating guides into Canvas, USU's learning management system (LMS), as a way to extend our online presence, we sought a more automated integration with course and subject guides.

Several factors influenced our integration between LibGuides and the LMS. In particular, we learned of other libraries' successful integration with their LMSs, we read about librarians' thought-provoking usability testing of their LibGuides and subsequent recommendations, and we benefitted from the USU Library's very strong relationship with the University's Center for Innovative Design and Instruction (CIDI) (the campus group managing the LMS). Transitioning to version 2 of LibGuides also provided us with an ideal moment to approach issues relating to a lack of structure and best practices for design across all guides. We also recognized Springshare's responsiveness to institution-specific requests and the existence of an open Application Programming Interface (API).

Given these factors, we investigated the usability and design of the library's subject guides. We focused on the following research questions:

- How can we maximize the effectiveness of LibGuides, both in design and reach?

- How can we assess the design and the reach of LibGuides?
- What role should the subject librarians play in the redesign and automation process, and how can we develop effective workflows?

LITERATURE REVIEW

In exploring our research questions, we relied on literature in various areas, including LibGuides' usability studies and resulting best practices, the purpose and use of subject guides in general, and integrating LibGuides within LMSs.

Numerous examples of LibGuide usability studies exist in the literature. Most often, they include focus groups or student surveys, followed by a redesign of LibGuides at the institution and a recommendation for best practices. Librarians at Metropolitan State University asked students to complete tasks and observed confusion related to search boxes, inconsistent or confusing language, multiple/complicated tabs, and contact information.[1] Some of their recommendations include meeting users' needs instead of emphasizing types of information whenever possible, clearing up jargon relating to databases, journals, and articles to help lessen confusion, adding a table of contents, using specific names for tabs, and sorting sources by usefulness or by relevance. Similarly, Gonzalez and Westbrock recommended best practices such as collaborating with faculty on the design and content of the guide, monitoring use, soliciting feedback, and creating a consistent look and feel.[2] Hintz et al. piloted a project where students compiled a list of top ten recommendations that was shared with faculty and subject liaisons.[3] Likewise, Little created a list of ten practical suggestions for LibGuide design aimed at decreasing cognitive overload.[4] Similar issues and recommendations arose in another study,[5] mainly emphasizing the importance of using clear language, employing navigational signals that place the most important content at the top center or top left of the web page, and tailoring content to the assignment or intended need as much as possible.

Librarians continue to debate the use and purpose of subject guides. Hintz, et al. concluded that "students come to subject guides expecting to be firmly guided towards the materials and conventions of accepted scholarly practice."[6] A similar usability study was conducted on subject guides at the University of Alberta and Grant MacEwan University,[7] again focusing on issues such as search box visibility, search box confusion, language inconsistency, and poor navigation; the authors compiled best practices and revisions. Another study analyzing twenty-one libraries' subject guides determined they weren't using Web 2.0 technologies to their full capability, noting that once created, guides were typically left for the user to find on their own and were infrequently updated, if ever.[8] A more recent pilot study explored the impact of a redesign of an institution's subject guides, emphasizing more standardized design, creation and management elements across guides, which they found "were generally viewed favorably by both staff and students."[9] This approach is particularly relevant in that many institutions find themselves in need of a more holistic approach after many variations of guides have proliferated.

The most current research on embedding libraries within learning management systems includes integrating eReserves and using LibGuides as an instructional tool.[10] Bowen and Miller found no pedagogical advantage to putting instructional content in LibGuides versus other web platforms "neo-liberal enterprise."[11] Despite these concerns, LibGuides continue to be a preferred platform for many libraries for pedagogical content and curated access to resources. Their continued prevalence has led to more discussion and research in the literature regarding extending the reach of LibGuides, including integrating them into learning management systems.

Some research exists about how to integrate LibGuides effectively into LMSs and how to assess the value of automatically including them into course pages. A few small-scale studies explored uses of manual linking to LibGuides.[12] In 2012, Duke University began manually linking relevant guides, but librarians found this unsustainable and worked with a library programmer and a Blackboard support team to automate the integration.[13] Similarly, USU librarians have manually linked to LibGuides within Canvas and course syllabi for some time but not in any structured or automated way. The transition to version 2, combined with our connections with CIDI and their programmers, provided an opportune time to develop better-designed, more unified subject and course LibGuides, while simultaneously building an automated integration within Canvas.

AUTOMATIC LIBGUIDE INTEGRATION WITHIN CANVAS

Over the past five years, the USU Library developed a collaborative relationship with the University Center for Innovative Design and Instruction. Librarians attend CIDI's monthly meetings and the groups keep each other abreast of potential collaborative opportunities. The automatic integration of LibGuides into Canvas became a team effort, with multiple librarians and CIDI staff working on solutions.

These collaborations resulted in a CIDI programmer building a Learning Tools Interoperability (LTI) tool within Canvas to pull in the most relevant LibGuide for each course or subject. The tool is activated when someone selects the "Research Help" link within a course page's left-hand navigation menu, which is now a default navigation option in Canvas (see figure 1).

The LTI tool looks at the Canvas data about that course and retrieves the subject or course guide that appears to be most relevant. For Canvas to identify which guide to pull in for each course, librarians coded each published LibGuide related to instruction using the description field.

Within this field we provided information on the department, course prefix, and instructor name if applicable. We used the computer keyboard pipe key (a vertical bar) to separate elements and placed the complete syntax within square brackets. Because we had many different instructors teaching first- and second-year English composition courses, it was necessary to add a first and last name component to differentiate guides for particular sections and instructors. Most course LibGuides only required coding at the course prefix and course number level. All subject guides are coded with the most relevant academic department. We are also able to apply multiple subject codes for guides that apply to several departments:

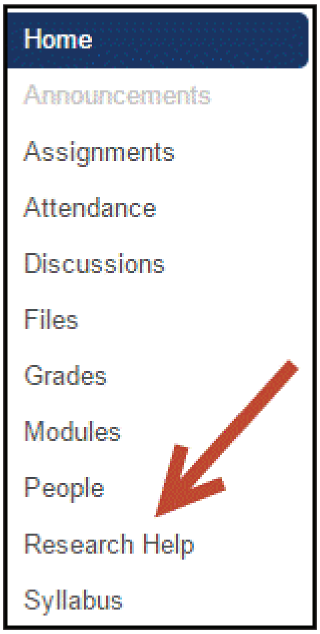

Figure 1. Research help link in Canvas

- Example 1: [Course Prefix | Course Number | First Name Last Name]
- Example 2: [ENGL | 2010 | Russell Beck]
- Example 3: [FCHD | 4830]
- Example 4: [HIST]

Once the guide is coded with the correct information (which librarians do each time they create a new guide), the LTI tool scans the coding in the description field for available guides using Springshare's open API and compares it to Canvas course information. Then it loads the most specific match and opens the guide within an inline frame element (iFrame) in Canvas, rather than linking out to another window. If the LTI tool cannot find a LibGuide coded for the instructor or course, it will load a subject-specific LibGuide most relevant to the course (the LibGuide coded to the department in which the course is offered). For most Canvas courses, the Research Help link opens a subject guide because there are far fewer course-specific guides. Finally, if neither a course or subject guide exists that matches the Canvas course, a general library research guide is selected.

LIBGUIDES REDESIGN

As we worked with CIDI to develop coding options for integrating LibGuides automatically with Canvas pages, an upgrade to "LibGuides Version 2" became available. We

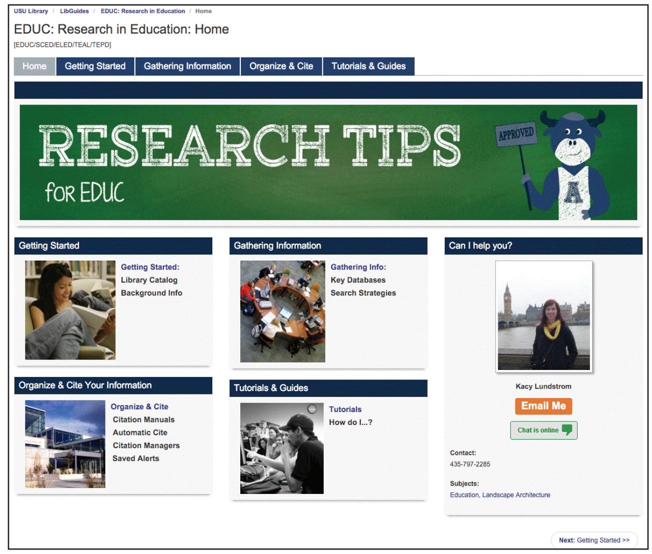

Figure 2. Subject guide redesign

capitalized on this as an opportune moment to improve LibGuides' design and to address the need to create subject guides for all disciplines. Until this point, only about half of the subject areas had a relevant subject guide, and many of those had not been revised or maintained for some time.

Subject librarians initially had full control over the design and general layout of their subject and course LibGuides. Periodically, subject librarians devoted time during meetings to edit guides and review best practices, but adhering to standards was never enforced. Given this informal process, we created a more structured and informed approach to the library's use and creation of library guides. Since LibGuides were now going to be automatically linked in each Canvas page, we felt it was important to provide a consistent appearance to facilitate students' use of the guides. In May 2014, we initiated a LibGuides' redesign project initially focused on subject guides. Expanding on data from a study conducted at the University of Texas Arlington on LibGuides and web design best practices, the Coordinator of Library Instruction, a member of the research group, created a template that employed more graphics, featuring minimal text and four central boxes on the front page, that led to the major content of the guide (see figure 2).

Usability Test Method

In an effort to bring student input into the project, gain feedback on the usability of the new subject guide template, and identify students' familiarity with the Research Help link in Canvas, the librarian team conducted two focus groups with USU undergraduate students. The focus group participants responded to an advertisement posted on the library website with the understanding that participation was voluntary, but that incentives would be provided. The first sixteen students who responded to the advertisement received an invitation

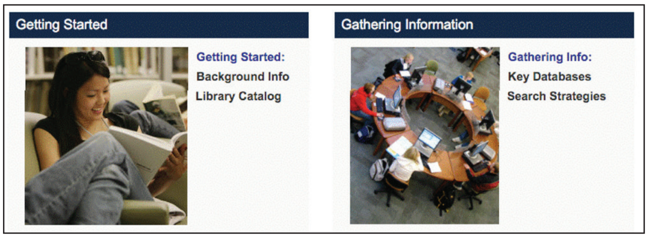

Figure 3. Getting started and gathering information

to one of two focus groups, which were conducted in mid-February 2015 in the Merrill-Cazier Library. The goal was to interview five to eight students in each focus group, and we met this in both sessions. The sessions were held during lunchtime and participants received pizza and a $15 gift certificate to the Utah State University bookstore.

The same librarian moderated each hour-long session, and an additional team member observed the session, took notes, and recorded the discussion on a handheld recorder. Participants were given consent forms and nametags, and the moderator reviewed the purpose of the discussion and emphasized that there were no wrong answers. We asked each group of students the same questions, except for a few prompts requesting further detail or explanation of an answer. All interview participants were asked to evaluate specific aspects of a revised subject guide as well as the guide as a whole. Using a sociology subject guide, the moderator asked a series of questions relating to the automation and design of the guide (see appendix).

Since the Canvas LibGuide automation was new, the team wanted to find out if students knew what it was, and if they didn't, what they thought it might include. We first asked the students what they would expect to find under the "Research Help" link in Canvas. All participants were then asked how they typically work through a research project and what they considered to be the most difficult part of such a project.

Following this discussion, the moderator showed the subject guide homepage on the projector and asked all participants a series of questions about the guides, specifically calling upon elements that were redesigned in the guide. The first question stated, "What stands out as most important on this page?" The moderator asked additional open-ended questions to get at content such as what students saw as the focus of the LibGuide homepage, whether or not students knew where to get help from a librarian, and what kinds of information students would expect to find in the specific boxes on the guide homepage.

Question five was a two-part question about what kind of information they hoped to find within the first two tabs of the LibGuide titled "Getting Started" and "Gathering Information" (see figure 3). The moderator then clicked on each of the tabs and showed them what each of the pages contained. The sixth and seventh questions then asked students if the information presented on each of the pages made sense and if too much information was present. The final interview question focused on the LibGuide and asked students what was missing from the guides that would be useful to them. The moderator finished the interview by opening up the Canvas page and showing them the "Research Help" link again, asking whether the name of the tab accurately reflected the LibGuide content.

FOCUS GROUP ANALYSIS

The recordings from both focus groups were transcribed by undergraduate student library employees, and then two librarians involved with the study read through each transcript multiple times. In coding the transcriptions, we individually grouped the content by theme for each session's transcript and later combined their themes to represent a more cohesive understanding of the content. The themes identified were: LibGuide features, categories, sections, and suggestions for improvement. Given that the coders initially analyzed the data with the intention of providing feedback to subject librarians, we completed the analysis with the goal of identifying information that would help subject librarians to improve the design and implementation of library guides.

When asked about what they saw as the purpose of the Research Help link, students' responses were grouped into three codes:

- research information for a specific class
- search tools for research
- help options

Students' responses to how they typically start a research project were divided into two categories: library resources and nonlibrary resources. Many students mentioned specific sources for research that they use in the library such as books or databases; some used specific terminology like JSTOR and Academic Search Premier. Despite these specific instances, the majority of students said that they start with Google or the references listed in Wikipedia. The primary struggles with the research process that both groups described were the following:

- topic exploration
- search related
- time
- citations

Focus group participants offered many specific ideas about what they would change and not change about the LibGuides. Students commented that they liked the headings such as "getting started" and "gathering information" and appreciated the clean and simplified layout. Students also praised the multiple ways they could get help, including contact information for the subject librarian, chat features, and self-directed learning opportunities. The strongest points of criticism were the following:

College	Dept	Course	Number of Times Accessed	Number of Unique Users
EEJ Education & Human Services	Comm Disorders & Deaf Ed	Sp15 COMD-4450-NO1	363.0	82
		Sp15 COMD-2500-LO1	76.0	40
		Sp15 COMD-5900-LO2	75.0	17
		Sp15 COMD-5900-LO1	68.0	27
		Sp15 COMD-3120-LO1	64.0	26
		Sp15 COMD-3400-LO1	61.0	24

Figure 4. Unique Users and Times Accessed

- consistency in design
- guide personalization
- visual creativity in the guide

Students noted that similar types of information were not consistently placed on every single tab or page. They suggested librarians create guides that had more conformity across each page of the guide in terms of content location. They also asked for more guide personalization, focusing on two major aspects. First, the students argued they needed an incentive to explore and use the guide for a class. Second, they commented that the language used should be less scholarly, and include more second person pronouns and witty language. Finally, students wanted a more visually creative layout that included non-academic style graphics.

DEVELOPING QUANTITATIVE ASSESSMENT TOOLS

In addition to re-designing the subject guides, the other major aspect of the integration involved developing mechanisms to gather ongoing metrics on usage of the guides. We anticipated being able to gather statistics from a range of electronic sources to address some of our major research questions. The specific questions we wanted to address with the quantitative data, developed from our research questions, were the following:

- How many students are discovering a LibGuide through the automated Research Help link in Canvas?
- Are students finding the subject guide using the Research Help link in classes that are unmediated by librarians?
- Are instructors choosing to hide the Research Help link?
- Which resources within the guides are being used most often? Are any trends developing?

To gather LibGuide data from within Canvas that addressed our research questions, we ultimately needed custom programming. CIDI initially was able to provide a very high-level overview through Canvalytics, a statistics system we accessed within our password-protected Canvas site. These data included the number of times a guide was used within a particular course and the number of unique users for an individual course or subject guide (see figure 4).

These data were organized by college and then department. We could sort the data by the course, but there were still aspects of our research questions that remained unanswered (see figure 5).

Fortunately, a programmer in CIDI developed a tool to record and track the information we needed. The web-based interface enabled us to filter by a range of criteria and export the data to Excel. We could filter by the following:

- term (semester)
- guide level (course, subject, or the general guide)
- statistics for a specific guide, organized alphabetically by title
- delivery method of the course (online, traditional, broadcast)
- department
- college
- campus where the course originated (main campus in Logan or a regional campuses or center)

This site was a key breakthrough for gathering usable data, enabling us to begin assessing use of the Research Help link. At the moment, we do not have a way of tracking "Number of Times Used" within the tool created by CIDI, but we are able to pull this information from the more general data within Canvalytics. To learn more about student usage of the guides, we also added Google Analytics to our LibGuides site to measure the amount of time students spend on the LibGuide homepage.

DATA SHARING

Our main audience for the data was the many subject librarians who develop course and subject guides and teach library instruction classes in the disciplines. We decided what data would be useful for subject librarians and then commissioned an undergraduate student library employee to help organize the data for each academic department. We then provided a spreadsheet to subject librarians for each of their subject areas.

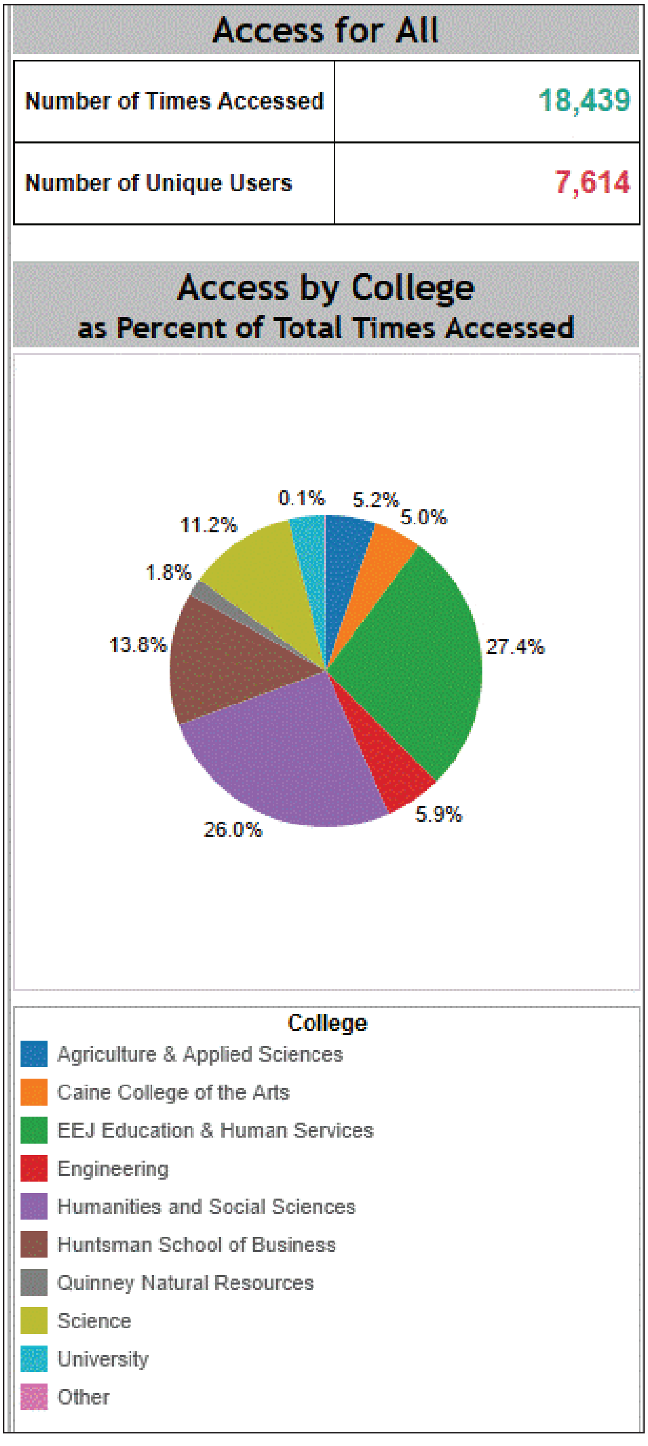

Figure 5. Breakdown by College

When we provided the spreadsheets to subject librarians, we included both the raw data and also tips about what to look for and how the data might be useful. Each spreadsheet had four tabs. For the first tab, we listed which classes had at least one unique user for the guide in Canvas (see figure 6). We were interested in the use of subject guides because these would most likely be accessed within classes that weren't interacting with a librarian. In the past, if a librarian met with a face-to-face or broadcast class or worked directly with an online class, the librarian usually created a course-specific guide and used the guide in class or otherwise actively marketed the guide to the students. Since students would find and use subject guides on their own, we were particularly interested in finding out in which of these courses students in fact used LibGuides. Courses with high subject guide usage might indicate an opportunity for subject librarians to target for library instruction.

This page of the spreadsheet also indicated the delivery method of the course. With the rapid evolution and expansion of online and broadcast courses that Utah State University offers, we are still developing methods and practices to become integrated into online and interactive broadcast courses, in particular the courses originating at regional campuses and centers across the state of Utah. We were therefore interested in usage and trends for the online and broadcast classes, hoping to pinpoint which classes might include research projects, identify instructors to collaborate with, rank the guides we might want to focus on by usage, and look for trends particular to the regional campuses and centers.

The second page of the spreadsheet provided to subject librarians showed how many times each guide had been used for a class for those guides that had at least one use (see figure 7). We sorted the spreadsheet by highest use and asked librarians to note which classes had the greatest number of views. Subject librarians could then gauge which course guides were heavily used, including perhaps after a class session, and which subject guides were frequently used, which could indicate an opportunity for integrating with a class.

For the forty-one subject-based guides within our LibGuide system, we collected a range of statistics for each disciplinary guide from Springshare's statistics (see figure 8). We collected the total views for the subject guide, whether these views came from within Canvas or not. This would help the librarians gauge overall usage of their subject guides. We also noted the number of views each individual page had received, data that we could not collect from any other sources. Since we had recently redesigned the subject guides with a four-box layout on the homepage, leading to four main pages (several guides have additional pages, depending on the needs of the specific subject guide), it was important to try to assess which pages of the guide were being used the most and which were not used at all. We also highlighted the three most-used links within each guide, to help librarians assess which links students were using most often.

Finally, we wanted to know how many instructors were hiding the Research Help link (see figure 9). The link appears by default in the Canvas menu, but faculty members or instructors can choose to hide the link. We suspected that faculty members or instructors might hide it accidentally. Anecdotal evidence of this came from classes with whom librarians had met, where instructors had hidden the link because they didn't realize it was a link to the library

Subject Librarians: This data is based on how many students clicked on the "Research Help" link within Canvas (either a subjectr or course guide). No need to look at every entry. Quickly scan for courses that have a lot of hits. Only courses that have one or more views will appear. Is there a course using the guide a lot that you aren't integrated with? (might be a place to target) Pay particular attention to highlighted headings.

Dept	Course Long Name	Term Name	Times Viewed	Unique Users	Delivery Method
Family, Consumer & Human Dev	Fa15 FCHD-3350-001	Fall 2015	103	45	Traditional
Family, Consumer & Human Dev	Fa15 FCHD-1010-001	Fall 2015	61	16	Online
Family, Consumer & Human Dev	Fa15 FCHD-3130-001	Fall 2015	59	12	Traditional
Family, Consumer & Human Dev	Fa15 FCHD-3500-LO1	Fall 2015	56	15	Traditional
Family, Consumer & Human Dev	Fa15 FCHD-1500-KC1	Fall 2015	43	6	Broadcast
Family, Consumer & Human Dev	Fa15 FCHD-2400-001	Fall 2015	33	4	Traditional
Family, Consumer & Human Dev	Fa15 FCHD-3350-LO1	Fall 2015	28	2	Traditional

Figure 6. Times Viewed

Subject Librarians: This spreadsheet tells you which guides have been used (NOT how many times). Again, look for usage of subject guides that might signal a good place to target for instruction/more online resources. Pay particular attention to highlighted headings.

Course	Guide Typ	Last Accesse	Guide	Delivery Meth	Department	College	Location	Student Count
Su15 FCHD-4220-LO1	Subject	6/26/2015 13:29	FCHD: Researcl	Online	Family, Consumer	EEJ Education & H	Logan	36
Su15 FCHD-3540-LO1	Subject	5/29/2015 1:46	FCHD: Researcl	Online	Family, Consumer	EEJ Education & H	Logan	13
Su15 FCHD-3450-LO1	Subject	6/4/2015 8:42	FCHD: Researcl	Online	Family, Consumer	EEJ Education & H	Logan	30
Su15 FCHD-3350-LO1	Subject	6/21/2015 22:45	FCHD: Researcl	Online	Family, Consumer	EEJ Education & H	Logan	162
Su15 FCHD-3350-001	Subject	6/2/2015 17:11	FCHD: Researcl	Traditional	Family, Consumer	EEJ Education & H	Logan	33
Su15 FCHD-3210-LO1	Subject	6/20/2015 17:34	FCHD: Researcl	Online	Family, Consumer	EEJ Education & H	Logan	39
Su15 FCHD-3130-LO1	Course	6/28/2015 0:35	FCHD 3130 Tula	Online	Family, Consumer	EEJ Education & H	Logan	40
Su15 FCHD-2400-LO1	Subject	6/25/2015 13:57	FCHD: Researcl	Online	Family, Consumer	EEJ Education & H	Logan	51
Su15 FCHD-1500-UB1	Subject	6/24/2015 12:09	FCHD: Researcl	Broadcast	Family, Consumer	EEJ Education & H	Uintah Basin	42
Su15 FCHD-1500-LO1	Subject	6/29/2015 11:03	FCHD: Researcl	Online	Family, Consumer	EEJ Education & H	Logan	33
Su15 FCHD-1500-001	Subject	6/28/2015 13:51	FCHD: Researcl	Traditional	Family, Consumer	EEJ Education & H	Logan	18
Sp15 FCHD-1500-UC1	Subject	5/19/2015 15:51	FCHD: Researcl	Concurrent Enrollr	Family, Consumer	EEJ Education & H	Uintah Basin	17
Sp15 FCHD-1500-KC1	Subject	5/20/2015 9:04	FCHD: Researcl	Concurrent Enrollr	Family, Consumer	EEJ Education & H	Kaysville	9
Sp13 FCHD-1010-001	Subject	6/17/2015 16:41	FCHD: Researcl	Traditional	Family, Consumer	EEJ Education & H	Logan	238
Fa12 FCHD-3350-LO1	Subject	5/19/2015 12:36	FCHD: Researcl	Online	Family, Consumer	EEJ Education & H	Logan	143

Figure 7. Guides Used and Course Delivery Method

research guide for the class. If we knew in which courses the link was hidden, we could investigate each course and see if there appeared to be few or no research assignments, or if the course did require research and the instructor had perhaps hidden the link without knowing its purpose. We also wanted to check the USU campus or center where the classes originated to monitor if there were any trends among the regional campuses and to explore ways we might focus our marketing.

DISCUSSION

Guide Redesign

The qualitative data we gathered from the subject guide usability studies highlighted problems students encountered with research projects in general as well as suggestions for improving the proposed subject guide layout. Students noted issues similar to those raised in studies conducted by librarians at other institutions, with their comments focusing on topic exploration, searching, time, and citations. Students noted a lack of consistency in the placement of information within each page, expressed a desire for more ties between the guide and their course research, more informal, inviting language, and an increased graphical presence.

Subject librarian feedback was essential throughout the design and revision process. After initial design changes and the creation of the subject guide, subject librarians requested similar changes be made for course guides based on the focus group feedback from students. The result was a new style guide template for course guides in addition to the subject guides template, which subject librarians could easily adapt. While these findings and discussions did lead to a new template with suggestions for design and best practice, we avoided requiring all course guides be moved to the new designs. The template does not meet all needs and librarians are encouraged to consider the goals of the guide as it relates to the assignment and course to determine whether it fits best within the new template. Even if they opt out of using the template, they are still encouraged to follow the suggested guidelines regarding placing most important boxes at the top left and center, limiting the number of databases listed to

Subject Librarians: This spreadsheet tells you which guides have been used (NOT how many times). Again, look for usage of subject guides that might signal a good place to target for instruction/more online resources. Pay particular attention to highlighted headings.

Course	Guide Type	Guide	Delivery Methoc	Department	College	Location	Student Co
Sp16 FCHD-3350-001	Subject	FCHD: Research in Fami	Traditional	Family, Consumer & H	EEJ Education & Human Services	Logan	485
Sp16 FCHD-3350-LO1	Subject	FCHD: Research in Fami	Online	Family, Consumer & H	EEJ Education & Human Services	Logan	297
Sp16 FCHD-1500-002	Subject	FCHD: Research in Fami	Traditional	Family, Consumer & H	EEJ Education & Human Services	Logan	204
Sp16 FCHD-2400-002	Subject	FCHD: Research in Fami	Traditional	Family, Consumer & H	EEJ Education & Human Services	Logan	150
Sp16 FCHD-2660-LO1	Subject	FCHD: Research in Fami	Online	Family, Consumer & H	EEJ Education & Human Services	Logan	147
Sp16 FCHD-1010-LO1	Subject	FCHD: Research in Fami	Online	Family, Consumer & H	EEJ Education & Human Services	Logan	144
Sp16 FCHD-1010-001	Subject	FCHD: Research in Fami	Traditional	Family, Consumer & H	EEJ Education & Human Services	Logan	142
Sp16 FCHD-1500-LO1	Subject	FCHD: Research in Fami	Online	Family, Consumer & H	EEJ Education & Human Services	Logan	133
Sp16 FCHD-1500-004	Subject	FCHD: Research in Fami	Traditional	Family, Consumer & H	EEJ Education & Human Services	Logan	132

Figure 8. LibGuides Usage Statistics

Subject Librarians: This data shows which instructors have chosen NOT to use the Research Help button in Canvas (it appears by default unless they hide it). If a course you work with has hidden the guide, it might be an accident and you could check with the instructor to see if they know what kind of

Term	Course	Delivery Method	Department	College	Campus
Su15 FCHI	Subject	Online	FCHD: Research in Family, Con:	Family, Consumer & Human Dev	Logan
Su15 FCHI	Subject	Online	FCHD: Research in Family, Con:	Family, Consumer & Human Dev	Logan
Su15 FCHI	Subject	Online	FCHD: Research in Family, Con:	Family, Consumer & Human Dev	Logan
Su15 FCHI	Subject	Online	FCHD: Research in Family, Con:	Family, Consumer & Human Dev	Logan
Su15 FCHI	Subject	Traditional	FCHD: Research in Family, Con:	Family, Consumer & Human Dev	Logan
Su15 FCHI	Subject	Online	FCHD: Research in Family, Con:	Family, Consumer & Human Dev	Logan
Su15 FCHI	Teacher	Online	FCHD 3130 Tulane Sarah	Family, Consumer & Human Dev	Logan
Su15 FCHI	Subject	Online	FCHD: Research in Family, Con:	Family, Consumer & Human Dev	Logan
Su15 FCHI	Subject	Broadcast	FCHD: Research in Family, Con:	Family, Consumer & Human Dev	Uintah Basin
Su15 FCHI	Subject	Online	FCHD: Research in Family, Con:	Family, Consumer & Human Dev	Logan
Su15 FCHI	Subject	Traditional	FCHD: Research in Family, Con:	Family, Consumer & Human Dev	Logan

Figure 9. Hidden Guides

the three or four most important, and inclusion of graphics instead of large amounts of text.

Assessing Use

The early quantitative data on LibGuide usage within Canvas will illuminate our research questions over the long term as we gather data over multiple semesters. Preliminary data show the heaviest uses of research guides overall corresponds to the colleges with the greatest library instruction activity, including the College of Education and Human Services and the College of Humanities and Social Sciences. The College of Education and Human Services constitutes almost half of all online usage of research guides, which corresponds to the high number of online courses in the College. As an increasing number of colleges offer more online education, we will track LibGuide use within courses taught using less-traditional delivery methods.

Lacking comprehensive subject LibGuide coverage for all academic departments before the guide design revisions, we do not have a baseline for comparison with current subject guide usage. We will, however, continue to track the usage within academic departments to identify courses with particular research needs and target courses that could potentially benefit from more specific information literacy instruction.

Current data related to most-used pages within the subject guides show that after the homepage, the page with the highest use among almost all subject guides is the "Gathering Information" page, followed by a range of usage among the "Getting Started," "Tutorials & Guides," and "Organize and Cite pages."

We will continue to collect and analyze the usage data for the guides in Canvas, in particular analyzing usage trends within academic departments, course versus subject guides, and usage by delivery method (face-to-face class, online, or interactive broadcast). We also plan to identify the classes where the Research Help link is hidden and determine whether the classes have a research component. We will also work with subject librarians to interpret and use all this data to improve their ability to reach students and identify unmediated classes that might benefit from closer collaboration.

Both the focus group assessment and redesign, and the quantitative data retrieved on the reach and use of LibGuides, have provided welcome opportunities for us to consider our practices carefully, to discuss our goals for the creation of these guides, and to reevaluate if we are meeting students' research needs in these online spaces.

CONCLUSION

This study contributes important considerations and ideas for improving the way librarians use and think about LibGuides or other research guides, including expanding their overall reach, creating effective workflows, improving design, and collecting and using assessment data.

One limitation of our study is the necessity of a relatively high level of computer programming expertise, which we were fortunate to be able to outsource to CIDI. However, the recent release of Springshare's new CMS LTI Tool should make automating LibGuides into a campus CMS much more accessible to libraries with smaller staff or limited resources. LibGuides CMS customers can directly embed a guide, a specific content box within a guide, or a page into a course.[14] Libraries will still need an LMS administrator, but this new tool will not require as much coding, if any.

Future directions include a marketing campaign targeted at faculty and instructors to promote LibGuides. Initially, we chose not to market the Research Help link in Canvas actively until we were certain the program was stable and the coding functioned consistently. In winter 2016, the library's graphic designer created a print postcard to send to all teaching faculty and instructors at the USU main campus as well as the University's regional campuses. Before we mailed the cards, we gathered feedback from a small group of faculty members and edited the postcards based on their responses. This marketing will help with general awareness and will hopefully help faculty identify LibGuides as a resource. We will encourage subject librarians to follow up with their faculty members, answer any questions about customizing guides, and continue to collect statistics on LibGuide usage and requests for specific course guides from faculty members.

Understanding the impact of our online presence and reach with students via LibGuides provides a more comprehensive picture of how libraries support student research. A combination of usability testing with students, robust data gathering on research guide usage, and a list of best practices can make LibGuide design easier and more intuitive for subject librarians and more accessible to students. Collaborations with subject or disciplinary librarians who design guides can help libraries implement and assess an automated integration of LibGuides into the LMS, putting guides in students' hands at their point of need.

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APPENDIX. FOCUS GROUP QUESTIONS

1. [Moderator opens Canvas to show "research help" link] What do you think you'll find in this link?
2. How do you typically work through a research project?
3. What is typically the most difficult part of a research project for you?
4. What stands out as most important on this page? (subject guide homepage)
   a. What do students see as the focus of the homepage?
   b. Do they know where to get help from a librarian?
   c. Do students differentiate the four specific boxes that would lead to specific information?
5. What kind of information (resources or help or information) would you hope to find within this box: Getting started? What kind of information (resources or help or information) would you hope to find within this box: Gathering information?
6. Getting started page: Does the information presented here make sense? Why or why not?
7. Gathering information page: Does the information presented here make sense? Why or why not? Is there too much information?
8. What is missing from this guide that would be useful to you?
9. [Moderator opens Canvas to show "research help" link] Does the name of this link reflect the LibGuide content?

Repurposing RDA's Descriptive Standards to Facilitate Humanities Research

Making a Case for Howard University's "Portal to the Black Experience" and Similar Neotraditional Research Tools

Research institutions are challenging academic librarians and archivists to develop new tools and services that aid in the traditional, essential tasks of research. Prototypical tools combining structured biographical information with modern cyber-infrastructure have been developed to help humanities researchers identify relationships between individuals and connections between individuals and their institutional affiliations, race, gender, and published works. Such tools promote the research task of "chaining" and support prosopography. They also advance the notion that an integral activity of academic librarians and archivists should be to develop innovative discovery platforms that support traditional research methodologies conducted in new digital environments.

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> *Great abilities are not requisite for an historian; for in historical composition, all the greatest powers of the human mind are quiescent. He has facts ready to his hand; so there is no exercise of invention. Imagination is not required in any high degree; only about as much as is used in the lower kinds of poetry. Some penetration, accuracy, and coloring will fit a man for the task, if he can give the application which is necessary.*
>
> —Dr. Samuel Johnson, July 6, 1763

Dr. Johnson's quip that the historians' task required no more imagination or invention than the writing of cheap poetry may have been true in his day; at that time, it was possible for historians to possess encyclopedic knowledge of their subject.[1] This made it possible for historians to "merely" write historical narrations of facts. However, the explosion of printed matter in the past quarter-millennium, and of information technology in the past quarter-century, has made it all but impossible for the modern historian to have his "facts ready to his hand." Today's

Reference & User Services Quarterly, vol. 56, no. 3, pp. 189–197

historians need a great deal of imagination, invention, and time to devise research strategies, cull large repositories of digital and print resources, and locate the materials needed to substantiate their work. It is the job of librarians and archivists to demonstrate imagination and invention as they design, develop, and upgrade ancillary research tools that assist scholars; for humanities' research methodologies are not static (as some may think) but dynamic, and in need of being ceaselessly adapted to serve changing needs.

Modern historians, and scholars from other humanities disciplines, conduct research, and then analyze, interpret, and describe aspects of past and present society. The most time-consuming but essential of these functions involves researching and analyzing data. Although the recent explosion of digital humanities resources has made some aspects of research easier, the resultant analysis and (at times) access have become unmanageable for scholars who now heavily rely on the growing number of databases and other digital materials.[2]

In 2005, Carole Palmer observed that humanities researchers view Internet and local digital collections "as one big digital blur of information, quite separate from personal or physical library collections."[3] The situation has only grown far blurrier for those humanities researchers who depend upon electronic resources to support their research.

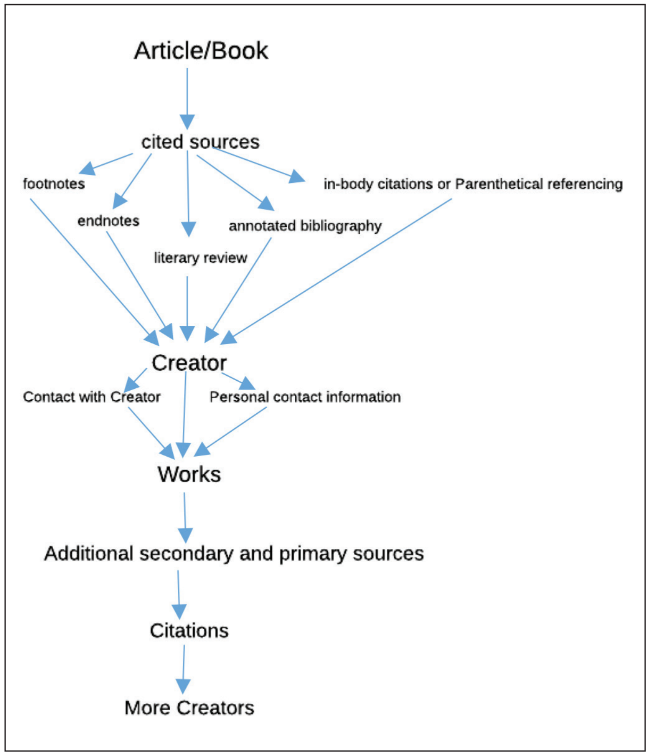

Figure 1. Traditional (Vertical) Chaining

CHAINING AND THE GROUNDED THEORY APPROACH

Although different subjects within the humanities require different research methodologies, most humanities researchers (for the purposes of this article we are primarily discussing PhD-level students and faculty researchers) continue to follow a well-trod path of steps.[4] In his grounded theory approach, David Ellis reduced this path to six tasks.[5] In deriving this theory he surveyed "academic staff [researchers] from the departments of psychology, economics, economic and social history, geography, sociology, education and continuing education, and prehistory and archaeology" at the University of Sheffield.[6] The tasks described in Ellis's theory have not changed over time, although the approach of researchers to each task has shifted in light of the new digital research environment. The task of "chaining" merits our attention here.

Chaining, as defined by Ellis, involves "following chains of citations or other forms of referential connection between material[s]."[7] Typically, researchers follow a paper trail to the leading authorities on the subject and their documented contributions. The next step is to review all the authorities that those scholars cited, read their works, and plod one's way back until the chain of relevant sources is exhausted. This focus on the leading authorities on a subject decreases the time and effort a researcher must spend on preliminary research. The review of secondary materials also often rewards the researcher's effort by revealing new primary materials, a growing amount of which now reside in digital repositories.

Researchers also participate in chaining by contacting authorities in their field through the social network of learned and professional societies. This can lead to additional contacts and referrals to other authorities in the field. For example, a researcher may be investigating the degree to which Samuel Johnson's *Dictionary* was a creative work or a mere compilation of earlier works. There are two potential starting points to this investigation. The researcher may begin with an article that outlines the question, or may identify a Johnsonian scholar. An article such as "Johnson's 'Dictionary' and Dictionary Johnson" provides a good overview of this topic and citations to other relevant works.[8] More to the point, the article provides the names of leading scholars who might provide more information.[9] These names can also lead to multiple works of these authors.

Chaining relies primarily on the individuals who have written about a particular subject or witnessed historical events. Both are important to researchers, although the artifact—whether an article, book, or a primary document—is secondary to the process. The authority of the work derives from the individual who produced the work. It has never been a practice of the library profession to utilize this traditional approach of discovering the most authoritative sources when creating library catalogs, but instead it has built its descriptive metadata standards around three galvanized areas: subject, title, and author.

The Internet has become a transformative research tool that has changed the search for authorities and their works.

In the two decades since Ellis defined chaining that task has largely been replaced by netchaining. As termed by Suzana Sukovic, netchaining "combines aspects of networking, chaining, browsing, and Web surfing in a new pattern. [It] is about establishing and shaping online information chains that link sources and people."[10] Not only can netchaining lead to cited works with just a click of a mouse, but, according to Sukovic, "online chaining can widen to include communication with the author, whose contact details appear as part of the reference or the linked e-text."[11] As Sukovic concluded, "Netchaining is an important way of gathering information by following broad and unpredictable information paths."[12]

The Internet is a superior tool for chaining, one that is far better at the task than online library catalogs. To more fully understand netchaining as a research task, however, it is important to review how changes in the Internet are giving researchers ever greater access to information on persons through hyperlinks and other data related to those persons.

THE SYMBIOSIS OF LIBRARIES, ARCHIVES, AND SOCIAL NETWORKS

The cultural phenomenon of social networking via the Internet has altered expectations of users, including scholarly researchers. Online social networking allows the Internet user to find persons, and to identify their interests, institutional affiliations, circle of friends, and place of residence and employment. The impact of social networking and its emphasis on connecting persons and relators to those persons has not been lost on librarians, archivists, authors or their publishers. In libraries, this heightened awareness is evident in the adoption of a new descriptive metadata standard: Resource Description and Access (RDA). In archives, there is a corresponding metadata standard in the Encoded Archival Context—Corporate Bodies, Persons and Families (EAC-CPF).[13] Only a few of these prototype research tools are utilizing these standards on the Internet. One research project, the Social Networks and Archival Context (SNAC) project, "has developed a social network web application that has helped the project earn the nickname 'Facebook for the dead.' The comparison with the ubiquitous social networking site is not without some utility. Social networking sites like Facebook enable users to articulate and make visible their social networks."[14]

Artists, authors, and their publishers have collaborated on creating descriptive metadata standards for persons. Organizations such as Open Researcher and Contributor Identification (ORCID) and the International Standard Name Identifier (ISNI) create disambiguated data about persons; in combination with unique, persistent identifiers, such data authoritatively relate the individuals to their works.[15] Thus the cultural phenomenon of social networking, with its emphasis on persons and on relators to persons and their creations, has heightened user awareness and expectations

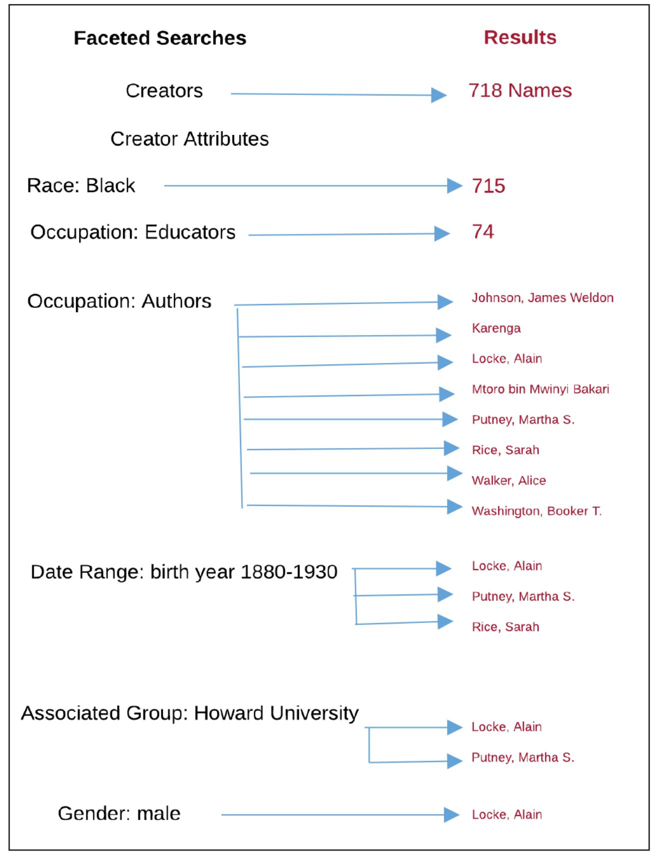

Figure 2. Lateral Chaining using Portal to the Black Experience

of the benefits to be derived from person-centered searches.

While traditional humanities research was dependent on subject and bibliographic searches through the use of subject headings in catalogs and printed subject area indexes, contemporary researchers may now begin their research by identifying a key individual and then directly viewing works by or about him, related online archival finding aids, and relevant digital archival collections (i.e., netchaining). This process requires accurate, authoritative, and disambiguated data that allow researchers to effectively and rapidly identify the chain of authors/creators and their related creations of books, articles, and archival collections.

THE IMPORTANCE OF PROSOPOGRAPHY AND LATERAL CHAINING

We have thus far concentrated on research chains moving in primarily a "vertical" direction toward individuals with greater authority in a subject area (see figure 1). In emerging online research environments, the power to link related persons "laterally" is becoming more fully realized in web-based tools that are useful for many research methodologies, such as prosopography. Prosopography, the study of related groups of individuals, is "about what the analysis of the sum of data about many individuals can tell us about the different

Figure 3. Individuals affiliated with Harvard University

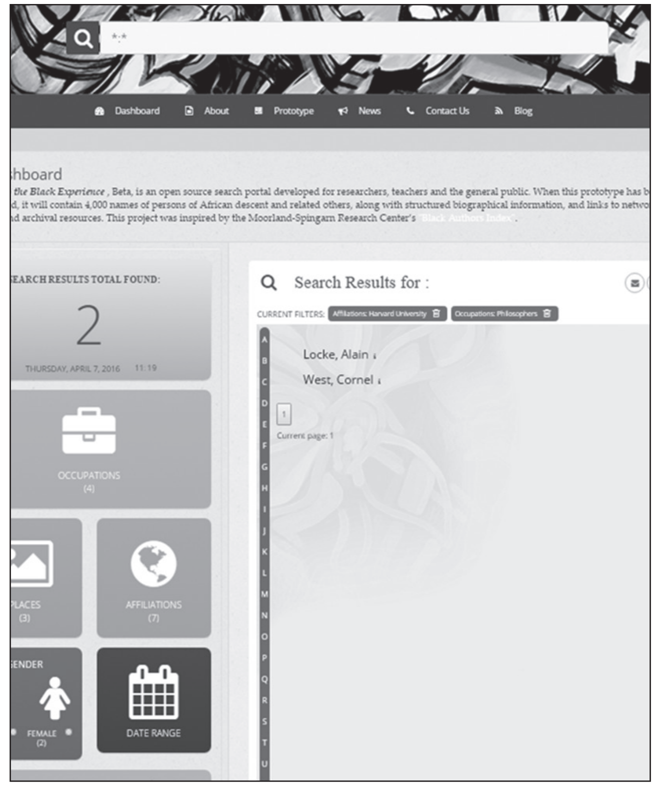

Figure 4. Philosophers affiliated with Harvard University

types of connections between them, and hence about how they operated within and upon the institutions . . . of their time."[16] As K. S. B. Keats-Rohan noted in 2000, while in "the 1970s and 1980s it was still possible to get a history degree in Great Britain without having heard of prosopography, nowadays, it would be would be unpardonable for a graduate student to be unaware of the work of prosopographers."[17]

Keats-Rohan suggested that the growing importance of prosopography may be due in part to new technologies such as "the relational database [which] is ideally suited to prosopographical research, and has provided an invaluable stimulus to such research."[18] The adoption and application of RDA and EAC-CPF standards have stimulated the development of web-based tools that promote and exploit prosopography. It is important to note that relational databases can facilitate lateral chaining through faceted searching. (See figure 2 for a visualization of the operation of lateral chaining in a web-based research tool.)

RDA AND NAME AUTHORITY

RDA emerged from an international conference in 1997 on the future of the Anglo-American Cataloging Rules (AACR2).[19] Attributes and relationships in the Functional Requirements for Bibliographic Records (FRBR) model were the foundation for this metadata standard, which the Library of Congress adopted and implemented in March 2013. The

Figure 5. Landing page for Alain Locke

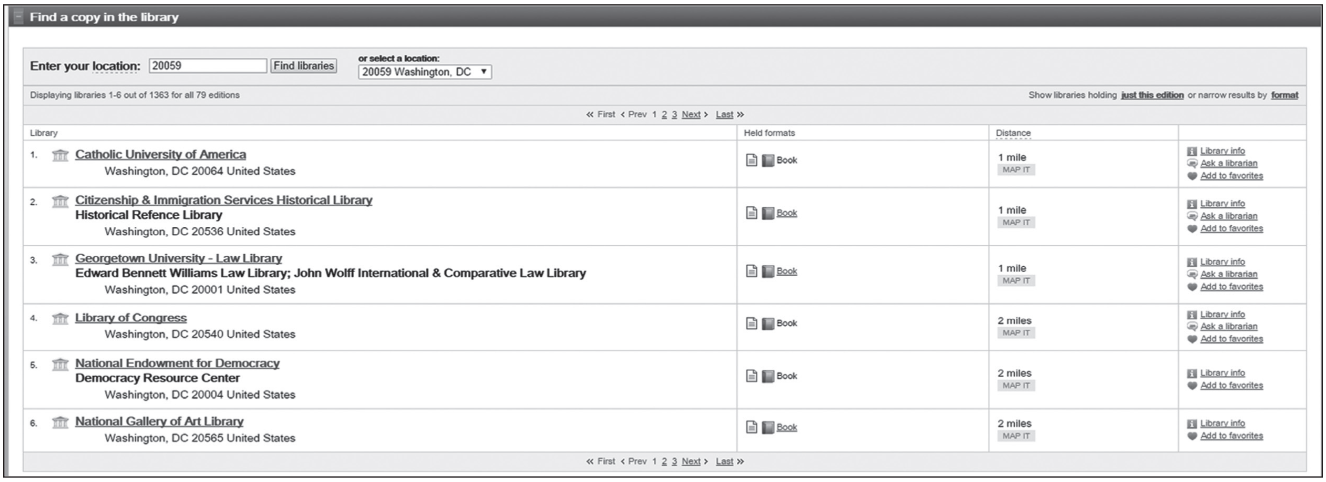

Figure 6. List of local libraries holding copies of *The New Negro*, generated by WorldCat Identities

standards provided instructions and guidelines for formulating and amending name authority records (NARs) within the MARC format. The descriptive authority data in these records differs from the preceding AACR2 standard through the addition of 3XX fields, identifying relationships or attributes about the authority (person). Examples include the following:

Associated Place (370)
Field of activity (372)
Associated Group (373)
Occupation (374)
Gender (375)
Creator/Contributor Characteristics (386)[20]

The authority data in these fields is authoritative because all information emanates from published sources, and is cited in a specific field provided for that purpose (i.e., field 670, "Source Data Found"). In addition, each field may be populated with controlled terms, which provide additional value for collating faceted searches.[21] These new fields provide the structured authority data that have potential applications for prosopographical research and the development of new relational database tools that can be created for that purpose.

WHAT ARE NARS?

There are many, varied name authority records.[22] The focus here is the structure and description of personal names in a name authority record. A MARC 21 formatted name authority record contains descriptive metadata, governed by RDA standards that regulate their use. Librarians create and edit these records under the auspices of the Library of Congress's Name Authority Cooperative Program (NACO). The Library of Congress staff and other members of NACO also review and curate the records. Under AACR2 rules, name authority records for personal names required the minimal amount of information necessary for disambiguation. However, RDA guidelines added additional descriptive fields that went well beyond what was truly required for mere disambiguation; these included relators that anticipate the growth of linked data and use of the records within web-based environments.

Here is an example of recently populated RDA personal name authority record in the MARC 21 format:

1001 Locke, Alain, ǂd 1885–1954
370 Philadelphia (Pa.) ǂb New York (N.Y.) ǂc U.S.
373 Howard University ǂa Harvard University ǂa Hertford College
374 Educators ǂa Philosophers ǂa Authors ǂ2 lcsh
375 male
377 eng
386 African Americans ǂ2 lcdgt
4001 Locke, Alain LeRoy ǂd 1885–1954
670 Britannica online, May 9, 2012 (Alain Locke; b. Sept. 13,1886 Philadelphia; d. June 9, 1954, New York City; American educator, writer, and philosopher, best remembered as the leader and chief interpreter of the Harlem Renaissance. Graduated from Harvard University (1907), Locke was the first black Rhodes Scholar, studying at Oxford and the University of Berlin. He received his Ph.D. in philosophy from Harvard (1918). For almost 40 years, until retirement in 1953 as head of the department of philosophy, Locke taught at Howard University, Washington, D.C.)
670 Alain Locke, 2005: p. 11–12 (Alain LeRoy Locke was born on 13 September 1885 in Philadelphia, Pennsylvania, not in 1886, as commonly thought. For reasons that have eluded historians, Locke always represented his year of birth as 1886)
670 Alain L. Locke, 2008 p. 5 (Alain Leroy Locke was born in Philadelphia on September 3, 1885)
670 African American National Biography, accessed via The Oxford African American Studies Center online database, July 27, 2014: (Locke, Alain Leroy; literary

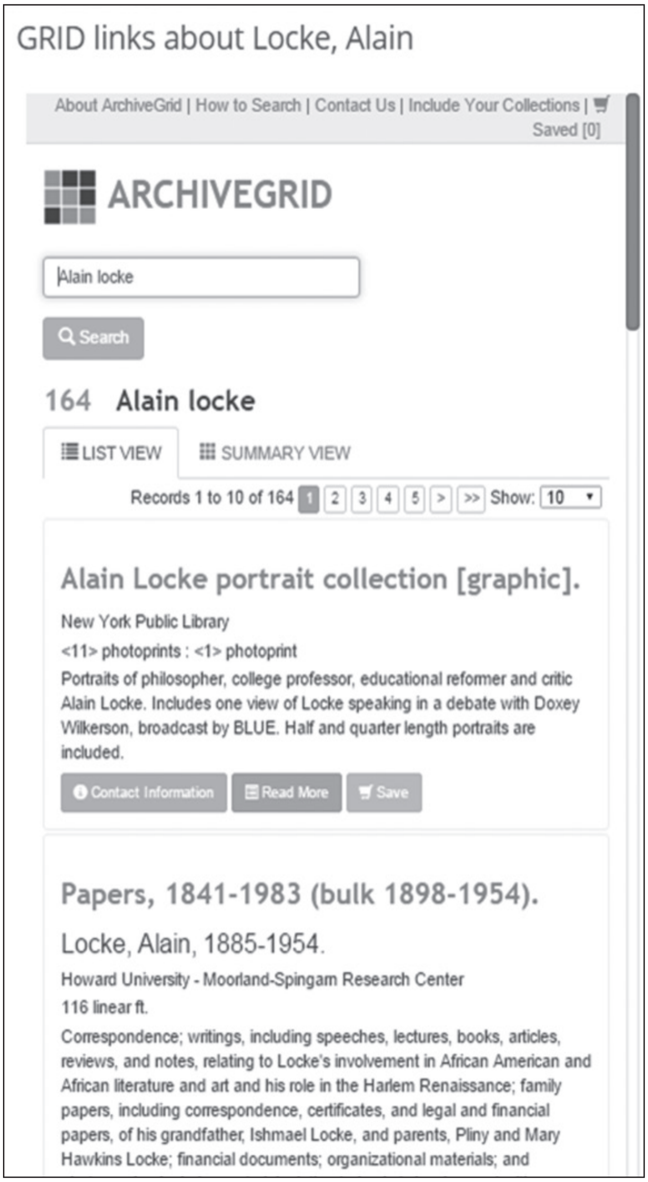

Figure 7. ArchiveGrid search results for Alain Locke

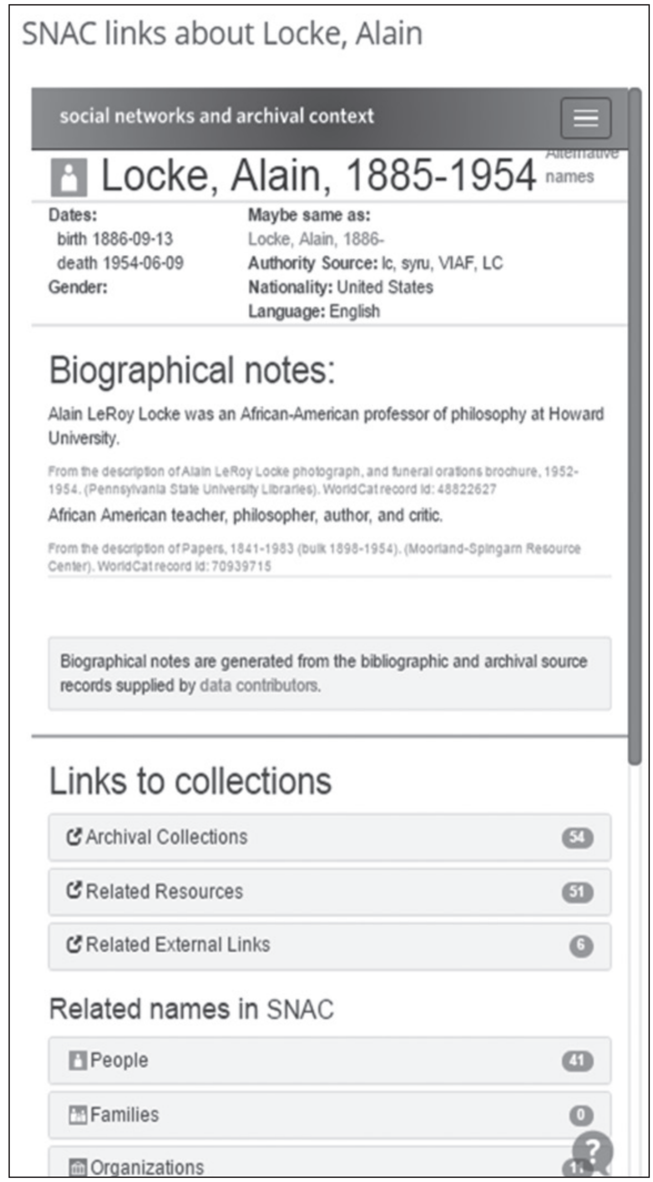

Figure 8. SNAC page for Alain Locke

> critic, philosopher; born 13 September 1885 in Philadelphia, Pennsylvania, United States; graduated from Harvard University (1907); attended lectures at Hertford College, Oxford and at the University of Berlin (1910–1911); joined the Howard University faculty in 1912; received his doctorate in Philosophy from Harvard in 1918; edited a special edition of the magazine Survey titled the Survey Graphic; died 09 June 1954 in New York, New York, United States)

Currently, NARs reside in siloed library catalogs where the new 3XX fields are typically not indexed nor searchable.[23] It is not clear how the next generation of library systems will utilize these records. However, in the next section, we describe a prototype that can make these records fully usable and accessible to humanities researchers: Howard University's Portal to the Black Experience.[24]

PORTAL TO THE BLACK EXPERIENCE: BUILDING A RELATIONAL DATABASE WITH NARS

In December 2012, Howard University received a grant from The Institute of Museum and Library Services (IMLS) to build a proof of concept relational database that used name authority records with RDA descriptive metadata.[25] The Howard University prototype is an open source, ancillary research tool that will contain more than two thousand individual names, structured biographical information about

Figure 9. People of the Founding Era topic page on slavery

each individual, and links to networked library and archival services that can lead users quickly to materials by or about a selected person, and where those materials may be obtained.

The salient features of this prototype promote both lateral and vertical chaining, and provide users with lateral faceted searches that incrementally tighten or broaden the scope of names on the results list. The prototype facilitates multi-faceted searching of the personal attributes in the 3XX fields of each NAR. For example, a researcher can move laterally from a person affiliated with a particular institution to a list of all persons indexed in the prototype who are affiliated with that institution. As an example, figure 3 shows all individuals in the database affiliated with Harvard University. Researchers can then narrow the search by using more specific search terms such as searching for all philosophers affiliated with Harvard University (see figure 4).

Perhaps the most recognizable prosopographical feature of this portal is that the database includes primarily men and women of African descent; the minority of persons not belonging to this category are found in the "Other" category.[26] As the number of NARs in this prototype grows it has the potential to become an ever more valuable tool.

The prototype also facilitates vertical chaining of a particular individual and his works. After a researcher identifies a person of interest, the portal provides a landing page that contains links to that individual's works located in libraries and archives. The link to the WorldCat Identities page informs the researchers about what library materials (books, articles, music, and movies) exist either by or about this person in nearby libraries. As the example in figure 5 illustrates, the WorldCat Identities page lists works in libraries by and about Alain Locke. The WorldCat Identities page also allows the user to locate the closest library that holds a particular item via geospatial technology. Thus, a search conducted in Washington, DC on February 8, 2016, for *The New Negro: An Interpretation*, resulted in the list shown in figure 6. For those who want to locate archival materials related to Alain Locke, the prototype offers two resources, either ArchiveGrid as seen in figure 7, or SNAC as seen in figure 8.[27] It is important to note that the vertical and lateral functionalities of the portal were based on two research tools, both devised at the University of Virginia, that were the antecedents to this prototype.

NEOTRADITIONAL HUMANITIES RESEARCH TOOLS

As shown in figure 8, Portal to the Black Experience received its inspiration from SNAC, which the designers integrated into the portal's search results, and is part of its vertical chaining functionality.[28] However, unlike Portal to the Black Experience, which derives its content from RDA name authority records, SNAC is informed by EAC-CPF records. The SNAC web prototype includes a much more sophisticated cyber-infrastructure that provides radial graphs (showing a visualization of the links between individuals included in SNAC), biographical data, associated resources, and associations with other individuals. The other notable project from the University of Virginia is the People of the Founding Era (PFE), an Internet ancillary research tool with extensive documentary and visual information on persons who lived at the time of the founding of the United States. The self-described goal of PFE was twofold: "one is biographical; the other is prosopographical. These important and complementary approaches allow the user to discover a complex and rich set of offerings."[29] Figure 9 illustrates the tool's prosopographical approach.

CONCLUSION

Research universities are challenging academic librarians and archivists to develop tools and services that help them realize their mission. Academic librarians must develop innovative discovery platforms that improve searching and location, and also anticipate future research needs. In the field of humanities, prototypes are helping researchers work their way through essential, traditional methodological research tasks.

Developing such ancillary research tools is a daunting task, since it not only requires a knowledge of library services in the digital era, but also requires competencies, or collaboration with those who have competencies, in website design, database development, and knowledge management. Moreover, until metadata librarians and archivists start regularly creating the more robust sort of records envisioned in the adaption of RDA and EAD-CPF, populating the record fields needed by these tools will take a large investment of time. However, as more open-source tools, such as the Portal to the Black Experience become available, and more robust records become the norm, the potential of repurposing the code of existing tools, and utilizing already robust records, should somewhat mitigate the amount of effort necessary to create this sort of neotraditional research tool.

It is our contention that the humanities research tools described in this article are both at once new and traditional; thus, they are "neotraditional." What are new are the tools that contain controlled terms and sets of authoritative, structured biographical information. When combined with a modern cyber-infrastructure, these tools allow researchers, for the first time, to rapidly identify relationships between persons, their institutional affiliations, race, gender, and works. Innovative tools such as these have stimulated the adoption of and overall approach to prosopographical research. What are *traditional* are the essential tasks that humanities researchers must still perform; most notable is chaining. These new research tools incorporate chaining and netchaining in their functionality to a degree unimaginable five years ago. Further progress of the linked data movement on the Internet will have a profound effect on these tools and will extend them well beyond their self-contained current limits. Indeed, netchaining may likely morph into what might someday be called "linked-chaining."

If we recall Dr. Johnson's comment that the writer of history "has facts ready to his hand; so there is no exercise of invention . . . some penetration, accuracy, and coloring will fit a man for the task, if he can give the application which is necessary," we suggest that historians and other humanities researchers must continue to give application (a narrative or interpretation) to the facts.[29] However, the emerging research tools begin to make those facts, even in this age of abundant data, truly ready to hand in great quantity, and with penetration and accuracy.

References and Notes

Epigraph: James Boswell, *The Life of Samuel Johnson, LL.D.*, vol. 1 (London: Charles Dilly, 1791), 231.

1. See also *Rambler no. 122*, where he writes "that no writer has a more easy task than the historian." Samuel Johnson, *The Rambler*, vol. 3 (London: J. Parsons, 1793), 83.
2. Analysis is complicated by the volume of information available in digital sources that must now be shifted and weighed, not only for relevance but also for authenticity. Access to many digital humanities materials is often only available to researchers who have use rights for balkanized and exorbitantly priced subscription databases.
3. Carole L. Palmer, "Scholarly Work and the Shaping of Digital Access," *Journal of the American Society for Information Science and Technology* 56, no. 11 (2005): 1144.
4. Since the digital humanities research environment is broad and can accommodate many levels of users and a wide range of humanities disciplines, it useful to more narrowly define which categories of researchers we refer to herein. Andy Barrett's study of humanities students at the PhD level is useful here. It shows that PhD-level researchers are largely already comfortable with the "detective-like approach to information seeking, involving browsing [and] citation chasing," i.e., chaining (Andy Barrett, "The Information-Seeking Habits of Graduate Student Researchers in the Humanities," *Journal of Academic Librarianship* 31 no. 4 (2005): 330). So for the purposes of this article, all references to "researchers" primarily refers to PhD-level students and academic faculty conducting research in the liberal arts and social sciences.
5. David Ellis, "Modeling the Information-seeking Patterns of Academic Researchers: A Grounded Theory Approach," *Library Quarterly: Information, Community, Policy* 63, no. 4 (1993): 482. The six tasks are "*starting*—activities characteristic of the initial search for information; *chaining*—following chains of citations or other forms of referential connection between material[s]; *browsing*—semi-directed searching in an area of potential interest; *differentiating*—using differences between sources as a filter on the nature and quality of the material examined; *monitoring*—maintaining awareness of developments in a field through the monitoring of particular sources; and *extracting*—systematically working through a particular source to locate material of interest."
6. Ibid., 474
7. Ibid., 482.
8. Robert Demaria, Jr. and Gwin J. Kolb, "Johnson's 'Dictionary' and Dictionary Johnson," *The Yearbook of English Studies* 28 (1998): 19–43.
9. For example, Demaria and Kolb followed standard scholarly practices and placed the deeper scholarship in annotated footnotes directing their readers to best accounts and sources, such as in footnote 28, where they state, "For the best accounts of the amanuenses see Allen Reddick, *The Making of Johnson's Dictionary*, and Eugene J. Thomas, 'A Bibliographical and Critical Analysis of Johnson's Dictionary with Special Reference to Twentieth-Century Scholarship' (unpublished doctoral thesis, University of Aberystwyth, 1974); we are indebted to both studies" ("Johnson's 'Dictionary,'" 33) The reader now has two names, Allen Reddick and Eugene J. Thomas, from which to continue chaining. Indeed Allen Reddick, in addition to his book, has published many articles on Johnson's *Dictionary*.
10. Suzana Sukovic, "Convergent Flows: Humanities Scholars and Their Interactions with Electronic Texts," *Library Quarterly: Information, Community, Policy* 78 no. 3 (2008): 274.
11. Ibid.
12. Ibid., 278.
13. "The EAC-CPF Schema is a standard for encoding contextual information about persons, corporate bodies, and families related to archival materials using Extensible Markup Language (XML). The standard is maintained by the Society of American Archivists in partnership with the Berlin State Library." "Encoded Archival Context—Corporate bodies, Persons, and Families," Society of American Archivists, accessed February 25, 2016, http://www2.archivists.org/groups/technical-subcommittee-on-eac-cpf/encoded-archival-context-corporate-bodies-persons-and-families-eac-cpf.
14. Tom J. Lynch, "Social Networks and Archival Context Project: A Case Study of Emerging Cyberinfrastructure," *DHQ: Digital Humanities Quarterly* 8, no. 3 (2014): paragraph 5, http://www.digitalhumanities.org/dhq/vol/8/3/000184/000184.html.
15. Both ORCID and ISNI not only disambiguate names, but more importantly they provide valuable relators to the persons, such

as the titles of their works, their publishers, etc.

16. K. S. B. Keats-Rohan, "Prosopography and Computing: a Marriage Made in Heaven?," *History and Computing* 12, no. 1 (2000): 2.
17. Ibid.
18. Ibid., 6.
19. RDA emerged from the International Conference on the Principles and Future Development of AACR held in Toronto in 1997. "Resource Description and Access," Wikipedia, accessed February 25, 2016, https://en.wikipedia.org/wiki/Resource_Description_and_Access.
20. The 386 field is the newest relator field in a NACO record, appearing in autumn 2015. "The Library of Congress is developing a new vocabulary, entitled *Library of Congress Demographic Group Terms* (LCDGT). This vocabulary is to be used to describe the creators of, and contributors to, resources, and also the intended audiences of resources." These terms are applicable for recording a person's nationality or ethnic group. "Library of Congress Accepts Demographic Group Term Proposals, Publishes Draft Demographic Group Terms Manual," Library of Congress, accessed February 1, 2016, www.loc.gov/catdir/cpso/lcdgt-acceptance-manual.html.
21. "RDA has many controlled vocabularies. Only a few of the vocabularies are closed (e.g., content type; media type; carrier type; mode of issuance). Most of the vocabularies are open; you can either supply your own term as needed, or suggest a term be added to the vocabulary (or do both)." Salman Hader, "RDA FAQ," *RDA Blog*, section 7, accessed February 25, 2016, http://resourcedescriptionandaccess.blogspot.com/p/rda.html#.Vo1LifkrKUk.
22. The following list contains all recognized types of name authority records: Personal names, Corporate names, Meeting names, Uniform titles, Chronological terms, Topical terms, Geographic names, Genre/form terms. "Introduction to MARC 21 Authority," Library of Congress, accessed February 25, 2016, https://www.loc.gov/marc/authority/adintro.html.
23. All Library of Congress name authority records are available in the public domain. See "Library of Congress Names," Library of Congress, access February 25, 2016, http://id.loc.gov/authorities/names.html.
24. The authors of this article conceived of and directed the project that developed this prototype. The project was made possible through an Institute of Museum and Library Services National Leadership Grant for Libraries (grant number LG-07-13-0294-13). A developmental version of the portal is available at "Portal to the Black Experience," Howard University, accessed May 9, 2016, hugo.wrlc.org.
25. The prototype was in part inspired by the "Black Authors Index," a unique research tool created by Dorothy Porter, the first curator of Howard University's Moorland-Spingarn Research Center. During her forty-three-year tenure (1928–71), Porter began an in-house practice that continued until the 1990s of recording racial, ethnic, and national information about black authors in the Research Center's Card Catalog. As a result, Moorland-Spingarn's catalog includes information on black authored or edited works printed on 14, 122 catalog cards, listing 6,921 authors, editors, and composers, along with the titles to their works. The practice of creating black authors cards appears to have ended during the early 1990s. Many of the names contained in these cards may be found in the portal.
26. In this portal, the term "black" has been used to describe the peoples native to sub-Saharan Africa, and of the African diaspora including African Americans, Afro-Brazilians and other peoples formerly of sub-Saharan Africa. Those that are not a part of the aforementioned groups are categorized under the term "other."
27. "ArchiveGrid includes over four million records describing archival materials, bringing together information about historical documents, personal papers, family histories, and more. With over 1,000 different archival institutions represented, ArchiveGrid helps researchers looking for primary source materials held in archives, libraries, museums and historical societies." "ArchiveGrid," WorldCat, accessed February 25, 2016, https://beta.worldcat.org/archivegrid/.
28. To view the SNAC prototype, see "The Prototype History Research Tool," Social Networks and Archival Context, accessed February 1, 2016, http://socialarchive.iath.virginia.edu/home_prototype.html.
29. "Introduction," *People of the Founding Era: A Biographical Resource*, Rotunda, accessed February 16, 2016, http://pfe.rotunda.upress.virginia.edu/content/intro.
30. Boswell, *Life of Johnson*, 231.

Exploration of Library Outreach to Nontraditional Students

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In 1976, Malcolm Knowles, known for his research on adult education and learning, predicted that the library would become, "the most rapidly expanding educational institution of all in [the United States],"[1] regarding working with nontraditional students. His prediction has not come to fruition. In fact, there was little published regarding librarians supporting adult students from the mid-1980s until 2000, when librarian Dorothy S. Ingram published "The Andragogical Librarian," and 2010, with the publication of researcher Nicole Cooke's article, "Becoming an Andragogical Librarian: Using Library Instruction to Combat Library Anxiety and Empower Adult Learners," published in 2010. The literature consulted includes research focused on adult education in academia, library anxiety, and library literacy for nontraditional students, spanning from the mid-1970s through the present day. Nontraditional students at Providence College range in age from their twenties through eighties; therefore we did not include research that exclusively looks at library instruction for students who are age fifty-five and older returning to higher education. Providence College's School for Continuing Education works with students who meet in a traditional classroom or blended online and classroom settings, and the library currently works exclusively with face-to-face classes, so research that focuses on online students or distance students was not included in the literature scan. We also excluded research that focuses on outreach to graduate students as they have different needs and experiences than students seeking bachelor's degrees.

Adult education researcher, Gordon Darkenwald defines nontraditional students by sociocultural responsibilities instead of age. In Darkenwald's definition, a nontraditional college student is an individual returning to formal education after a break in education to take on roles typical of an adult in society.[2] These responsibilities include, but are not limited to, full-time employment, parenthood, and other financial responsibilities. Often times these responsibilities take priority over academics.[3] Due to the break from formal education and added responsibilities not characteristic of traditional college students, the research focusing on library instruction and outreach for the traditional student is not relevant. Rather, the focus for instructors and librarians needs to be on research regarding how to most effectively reach nontraditional students. Cooke points out that while the number of nontraditional students working to complete bachelor's degrees is increasing, most of the research focuses on traditional college students and, "the specific needs and characteristics of adult learners are often overlooked."[4] Librarians are key in easing the anxiety often faced by this population.

LITERATURE REVIEW

Literature on Andragogy

Malcolm Knowles is credited for developing the theory of andragogy, the teaching style specific to adult students, although the theory first appeared in education literature in 1933.[5] The research surrounding how adult students learn finds that they prefer a more informal and collaborative approach to education, and "benefit from different institutional services and teaching styles than those offered to traditional students."[6] Knowles created a andragogical model that outlines the specific learning styles and needs of the nontraditional student. This model is based on several principles that make it distinct from pedagogy, which include: the need to know, self-concept, prior experiences, readiness to learn, the orientation to learning, and motivation.[7]

- Need to know: Adult students need to know why they are learning something, and are much more likely to put forth considerable effort into the learning process once they see the benefits. Knowles argues that instructors first need to communicate the purpose for learning an objective before presenting it. The most effective way to do this is to facilitate a learning experience in which the adult students, "discover for themselves the gaps between where they are now and where they want to be."[8]
- Self-Concept: The second principle focuses on self-concept. Most adults have the self-concept that they are responsible for their own decisions, and this principle of self-concept focuses on teaching in a way that empowers this aspect of the student. Adult students struggle with learning activities that represent the teacher bestowing knowledge, or that mimic a model in which the student is completely dependent on the instructor. Knowles argues that this type of teaching-learning dynamic denies adult students of their self-concept and therefore prevents buy-in. Attempting to teach adult students as one would teach children creates internal conflict with the psychological need to be self-directing. Instructors who work with adults will find more success in facilitating a learning environment that helps adults to become self-directing learners.
- Prior Experiences: Most nontraditional classes have a wide age range, and therefore a wide range of life experiences. Adults tend to self-identify based on life experiences, whereas children identify based on external factors. Knowles argues that classrooms that ignore or devalue an adult student's life experience results in the student feeling ignored or devalued. The best educational techniques for adult students require that they bring their unique life experiences to the classroom and also challenge them to expand their preconceived ideas.
- Readiness to Learn: An adult student's readiness to learn centers around the ability to address real-life situations. Knowles recommends simulation or problem-based learning to engage students' readiness to learn something. He explains that this teaching style is effective because it bases learning on "developmental tasks associated with moving from one developmental stage to the next. The critical implication of this assumption is the importance of timing learning experiences to coincide with those developmental tasks."[9]
- Orientation to Learning: Adult students tend to be problem-centered or life-centered in their orientation to learning, whereas children are subject-centered: "Adults are motivated to learn to the extent that they perceive that learning will help them perform tasks or deal with problems that they confront in their life."[10] This orientation is why most adults return to the traditional classroom, and is what keeps them motivated through the process.
- Motivation: Most adults have a desire for personal growth and development, and respond to both external motivation, such as a better job or promotion, and internal motivation, such as self-esteem or job satisfaction. The primary block to this motivation is their own low self-esteem or negative self-concept as students.

Literature on Library Anxiety

The majority of the research on library anxiety focuses on undergraduate students, international students, or other specific demographics that do not include nontraditional students. The library anxiety research that addresses the nontraditional student population is primarily from librarian Constance A. Mellon's work in the 1980s. There are some scholarly articles regarding library anxiety published since her work, but they are predominantly literature reviews. The digital divide and the migration of library resources from the physical world to online creates another level of library anxiety. The research regarding the digital divide and libraries in the United States, however, focuses on public libraries.

Mellon's research resulted in the term, "library anxiety," which is characterized by, "feeling that one's library skills are inadequate compared to those of one's peers."[11] Mellon was originally hired at the University of Tennessee at Chattanooga in 1981 to develop a library instruction program to reach all student levels. The gra duate nursing school students were the ones who tipped her off that something was getting missed in the library instruction. She explained at a Library Orientation Exchange (LOEX) conference that these students all had the same story: "'I've been out of schools so long. . . . I hate to bother the people at the reference desk with all these dumb questions, but I just don't know where to begin."[12] This sparked a two-year qualitative study of six thousand students on campus regarding their perceptions of the library and library research. Instructors had their students keep journals regarding their feelings in the research process, which were then reported back to Mellon. She found that the majority of all students felt that they were the only one who did not understand how to use the library." "I was scared to ask questions. I didn't want to bother anyone. I also didn't want to them to think I was stupid."[13] The library anxiety stemmed from four causes: "the size of the library; a lack of knowledge about where things were located; how to begin; and what to do."[14] This anxiety interferes with students' ability to do research, and therefore their overall learning.

Mellon believes that because librarians are so familiar with the resources, they forget what it's like to be overwhelmed by them. She and her colleagues agreed that the typical fifty-minute library instruction sessions do not provide enough time to develop a real working grasp of using library resources, but the research suggested that these sessions made the librarians seem more approachable to students. This resulted in Mellon redesigning the library instruction session as a "warmth seminar" where librarians still teach library tools,[15] but also include a component about library anxiety in an effort to help students feel more comfortable with the library and asking for help when they don't know how to do something.

Technostress, the fear and anxiety around using technology, is closely related to library anxiety, especially as library resources move to digital formats. Brian Quinn found that many nontraditional students have the added stress of learning how to use a computer in addition to the pressures of completing their assignments. Quinn points out that technostress is a subjective reaction to a social situation. Consequences of this anxiety regarding technology are real and may become a self-fulfilling prophecy. Nontraditional students who suffer from technostress often have difficulty mastering the online catalog and the databases. OPACs don't adjust or fix spelling errors, and many students use a search string of words instead of keywords. Both of these habits often result in few or no search results, which may reinforce feelings of technostress, anxiety, and inadequacy.[16] These negative feelings and technostress can become cyclical and inhibit students' ability to learn.

Librarians who work with nontraditional students need to be able to identify symptoms of technostress. This is vital because a student will not succeed with just the information on how to conduct a proper research strategy. Also, librarian and researcher Charlotte Diana Moslander found that many adult students perceive their technostress and library anxiety as unique to them, and "will avoid asking for help ('being exposed') at all costs."[17] This means the librarian must not only explain how to use the technology when teaching library instruction, but also avoid jargon and not show-off with the technology.[18] Similar to Mellon's previously mentioned warming seminars, Quinn recommends that librarians focus on how they convey information to the students. "The overall tone and manner of the librarian, the physical and verbal cues that he or she uses, can play a vital role in reducing the stress level of the adult learner."[19] Quinn recommends that the students perform various tasks during the instruction session so the librarian can gauge if students need additional support or not. The same task may need to be repeated several times by both the librarian and student to ensure the information is grasped.

LITERATURE ON LIBRARY INSTRUCTION AND NONTRADITIONAL STUDENTS

There is a gap in the research regarding librarians' work with nontraditional students after Knowles's support of librarianship and andragogy and Mellon's research on library anxiety. This was not discussed until the early 2000s, and was not given prominent focus until Cooke's 2010 article focusing on andragogy and librarianship. There is some research from the critical librarianship movement that touches on nontraditional aged students, but most of this research looks at populations such as adult students whose native language is not English or other underserved groups within nontraditional students. It is also important to note that the research on library instruction designed for nontraditional students focuses on in-classroom instruction. There are arguments that instruction is the gateway to curbing library anxiety and ultimately the tool to get nontraditional students into the library and to ask for help.

Library instruction ranges from tours to one-time instruction sessions to to formal, credit-bearing library instruction courses and research classes. This section of the literature review will only focus on formal instruction in the classroom as our current effort in reaching nontraditional students is based in formal instruction. Nicole Cooke explored thirty-five years of research in both adult education and library science in an effort to find ways to specifically reach nontraditional students with library instruction in her article "Becoming an Andragogical Librarian: Using Instruction as a Tool to Combat Library Anxiety and Empower Adult Learners." She points out that much of the adult education literature discusses the different campus resources available to students; it typically does not mention libraries as one of these resources. Much of the library literature that deals with adult learners focuses on the topic from the perspective of public libraries, which offer different services and serve different needs than academic libraries. Cooke argues that the majority of academic instruction librarians do not utilize andragogical methods when teaching, but, due to trends in librarianship, their role is shifting from information provider to learning facilitator, which aligns with the tenets of adult education.

Nontraditional students typically have competing priorities such as a full-time job, family, and school; therefore, they do not have the free time to experiment and explore resources available to them as more traditional students do. Cooke says, "Instruction librarians should strive to make the learning meaningful, immediate and relevant to their needs and should strive to address broader information needs,"[20] when working with nontraditional students. While relevancy is important when teaching all students, it is particularly important to nontraditional students due to their competing demands. To address this, Cooke argues that the elements of successful library instruction include, "praxis, immediacy, and engagement," so that students actively participate and practice working with library tools, and see the immediate and long-term with the idea of creating relevant content and strive to have the learners interact with and utilize that content effectively and repeatedly."[21] Praxis is crucial because "adult learners tend to perform praxis in their daily lives by engaging in an actions [*sic*] and looking at the implications and consequences of those actions."[22] Content that promotes student engagement helps to create enthusiasm and shows the immediacy and importance of the content taught. The combination of enthusiasm and relevancy in the content makes it easier for students to interact with the information, and integrates the research process or tool into their knowledge base.

Nontraditional students typically have less technology knowledge, which puts them at a disadvantage as library resources increasingly move to digital formats. The lack of technology knowledge causes anxiety, often called technostress, which creates an additional level of stress for nontraditional students attempting to access library resources. Due to time constraints nontraditional students typically access library resources remotely, creating additional barriers to information beyond library anxiety. Cooke suggests that interactive library instruction is a way to quell library anxiety and technostress: "As adult learners actively participate and learn, they will gain confidence and independence with navigating the library and technology tools."[23] Cooke cites the Middle States Commission on Higher Education to suggest that, ultimately, successful library instruction is "more than technological competence or on-line research. It encourages critical thinking and reflection in the context of the increasingly extensive amounts of information now available through a wide range of technologies."[24]

Librarians at McGill University Library created a pilot program with their Centre for Continuing Education (CCE), based on Cooke's call for case studies in her 2010 article. Students in the CCE can be undergraduate, graduate, or non–degree seeking depending on their program, but primarily fall within the description of nontraditional students described in this literature review. Canadians ages twenty-five to sixty-four enrolled in higher education are an increasing population on Canadian college campuses. The growth rate was about 3.8 percent per year from 1998 to 2008, which is comparable to similar age demographics in the United States.[25] McGill librarians found that while enrollment at the CCE was increasing, library outreach to the students and faculty was limited, as was knowledge about the library and its resources within the CCE. The librarians, program coordinators, and faculty worked together to identify needs and opportunities for partnerships. The pilot program included embedded library instruction using andragogical teaching techniques, increased marketing of services, and targeted collection development. Tailored library instruction utilized the core principle of andragogy as outlined by Cooke and Knowles. The librarians collected feedback, both with formal surveys and anecdotal conversations. The collaboration helped librarians better understand the unique needs and challenges of CCE students and faculty with the dedicated liaison program. All instructors reported that students' research improved after tailored library instruction. Students and instructors informally reported a better understanding of the library and its resources available. The authors plan to conduct more formal assessment of their continued efforts now that relationships with the CCE have been made.

Andragogy provides a foundation from which lesson plans can be created for nontraditional students. Problem-based learning, where students practice the content as part of the lesson, empowers students to be more self-directed in the classroom, which fulfills one of the core principles of andragogy. Giving students a research scenario to solve is one way to encourage them to explore and become familiar with the library's resources, according to information literacy librarian, Lauren Hays. She recommends requesting that students reflect on their process to further empower them to be self-directed in their learning process. Showing students the whole picture and then breaking down the information to demonstrate the individual steps helps nontraditional students understand how this information is relevant. This fulfills the need to know as discussed by Knowles. Hays recommends showing an entire annotated bibliography before explaining how to achieve the different parts to create one. Student reflection is also important when teaching this way because it helps them "better understand how what they are learning is affected by what they already know and how what they already know might need to change with the new information they are learning."[26] This type of learning is called double-loop learning, and thoroughly encompasses the core principles of andragogy. Overall, librarians that act as a facilitators or consultants when working with nontraditional students, by providing relevant content, recognizing the prior experience students bring to the classroom, and creating an open feedback loop, will provide the most effective instruction.

PROVIDENCE COLLEGE'S SCHOOL FOR CONTINUING EDUCATION

Perspectives in Western Civilization Overview

Perspectives in Western Civilization is a three-credit course that serves as Providence College's (PC) School of Continuing Education (SCE) complement to the Development of Western Civilizations (DWC) course that regular undergraduates (referred to by the college and for the rest of this article as Day Students) take over the course of their first two years at PC. DWC is a rigorous curriculum that consists of seminars, lectures, and interdisciplinary colloquia; whereas, Perspectives in Western Civilization is a leaner overview of philosophy and theology with an embedded information literacy component. In contrast to the two full years of study that fulfill the DWC requirement for Day Students, the Perspectives in Western Civilizations course is a single semester and covers only theology and philosophy.

The information literacy requirement for this class was written by the School of Continuing Education, and requires a partnership with a research librarian to ensure that at the end of the course students meet the following criteria:

- Student will be able to use library and other information sources (databases, search engines, etc.) responsibly to secure secondary sources for written assessments that they would write as part of the course.
- Student will be able to evaluate sources critically to determine the relevance, reliability, and worth of selected resources to the student's own project/paper, etc.
- Student will demonstrate sufficient ethical and legal understanding of copyright and originality guidelines and laws in learning and constructing approved citations of sources for written projects or papers(e.g., in constructing an approved Works Cited or Bibliography section).

To date the library has partnered with this class in the fall 2014, fall 2015, and spring 2016 semesters for at least two meetings each time, though three meetings are preferred.

The first meeting covers a basic overview of library resources including the catalog, Research Guide (in particular the Research Guide for SCE students), remote library access, printing, setting up a research appointment, and researching in the Academic Search Complete database. Since the nontraditional student population has not, for the most part, conducted any kind of library research in many years, this session is typically slower paced than a traditional fifty-minute one-shot session with students from the Day School. This also ties in with Mellon's theory that a traditional fifty-minute one-shot is not sufficient to quell library anxiety or to make the library and librarian more approachable. Additionally, since this class is primarily taught by adjunct faculty, the instructors are often not as familiar with Providence College resources as regular faculty may be, and therefore it's even more crucial that students leave the class with a good grasp of how to access articles and books. Each session concludes with a brief assignment where the students put their new knowledge into practice. For the first session assignment, students locate an article pertinent to the current class readings and print out the first page of that article.

This initial assignment was constructed with three goals in mind to help ease SCE students into using the library:

- Since most students, if not all of them, have no experience with using research databases, the assignment forced them to interact with the databases immediately after witnessing a demonstration, hopefully cementing in their minds how to use them and removing a bit of library anxiety.
- This first interaction with databases occurred in a safe space where there were experts on hand (librarians and professors) to answer questions and address issues as they came up. This served to bolster the confidence of the students, and make them more secure in their ability to access these resources on their own.
- This also forced students to interact with the printing system, known as PC Prints. PC Prints is a Pharos remote printing system that requires SCE students to either buy a print card or load money to their PC ID to use. There is a bit of a learning curve, and a real danger of technostress, but requiring them to interact with a printing system in a more controlled environment with experts available should help with quelling printing anxiety.

The second session for the Perspectives class is about issues of academic integrity and citation. Providence College has a stated Academic Integrity policy, which is also communicated in an online tutorial that all incoming Day Students must take. This is replicated for SCE students through a lecture that discussed various definitions related to academic integrity, examples of how to cite properly using MLA, how to paraphrase, cautionary tales of the consequences of violating academic integrity, and a list of resources available to students to help them learn to cite properly. As with most of the lessons for this group of students, efforts are made to tie academic work to real-life situations to satisfy older learners' need to know, as described by Knowles. At Phillips Memorial Library, we recommend students consult Purdue's Online Writing Lab (OWL) for citation help, and we pay for access to RefWorks citation management software.

The assignment for the second session is to set up a RefWorks account. Once the account is created, the student is to go back into the SCE Research Guide to locate a database and search for another article related to their paper topic. Depending on when the second session occurs in the semester, students may have already been working on a research paper, so this gives them time in class and with help to do more research into what scholarship is available. Once they have located an article, they must import it into RefWorks and print off the page that shows what article they imported. This assignment's learning outcomes are that students

- build on previous knowledge of Research Guides, locating a database, and searching in a database;
- build on previous knowledge of the print system PC Prints; and
- establish a familiarity with RefWorks and realize that using it is strongly recommended by both the professor and the librarians.

The third session focuses on evaluating and incorporating sources into a research paper. We begin with a short video about the research process that deals with coming up with a research question. After that, the students are instructed to think about their own research question and look for articles that would support it. This session focuses on the students doing research on their own with help from librarian and professor. The assignment is to locate an article, print off the citation, and list five reasons why it is an appropriate article for their research question. The educational outcomes for the third session are the following:

- Build on previous knowledge of database searching to boost confidence in research skills and continue to hone database navigation techniques.
- Build on previous knowledge of the print system PC Prints. By the third session, most students have purchased print cards and are able to print without assistance.
- Require students to take time and really analyze why one article may be more appropriate than another, rather than just gathering the prescribed number of sources and writing the paper.
- Encourage the students to come up with a research question and look for supporting articles with the knowledge that their research question may change depending on the scholarship available. Making sure that they understand trial and error is part of the research process.

By the third session, students are significantly more comfortable with library databases, with using the printing system, and with how and when to reach out if they need help. Since most of our remote reference doesn't give us an indication of the student's age, it's hard to tell if there was an increase in questions from SCE students. Anecdotal evidence indicates that they are much more comfortable reaching out to the library, and they have a better understanding of the value of library resources and services.

LIBRARY INSTRUCTION AT PROVIDENCE COLLEGE

Library instruction at Providence College, with the exception of the Perspectives in Western Civilization course, is at the request of faculty. We have many professors and disciplines that we work with every semester, primarily English, Theology, Social Work, and Education, but some departments request our services less frequently or not at all. In the past, the Research and Education department in the library had subject specialist liaisons, but as we are such a small staff, maintaining that type of arrangement became unwieldy due to an imbalance among the demand for instruction by discipline. Now we operate on a less rigid model where most requests come to the coordinator for face-to-face instruction, and then librarians sign up for sessions that interest them and work with their schedules. This provides a more equitable solution for library staff in terms of time, interests, and teaching demands, and gives faculty a chance to work with multiple members of library staff.

Traditionally, most of our library instruction sessions have been for the students in the Day School. Day School students are traditional undergraduates, ages seventeen to twenty-one, who primarily live on campus. Day School classes are primarily taught by normal faculty, though students enrolled in the Day School may occasionally take classes through the SCE. As classes in the SCE are primarily taught by adjunct faculty, many are unaware of the services the library offers with regard to instruction, and many do not actually use our library at all. The Perspectives in Western Civilization class is the first class that has had required library instruction built into the syllabus.

The library also has a position that serves as the liaison to the School of Continuing Education, and though we have worked with them for many years trying to find effective ways to reach out to their students, it has been a considerable challenge to sell our services to a student population with such varying technology skills, demands on their time outside of school, and lack of understanding as to what the library offers. This position is the only remaining vestige of a liaison program in the library. Maintaining the liaison to SCE is not a tremendous burden in terms of the amount of time spent but the library staff member in that role must be focused on outreach since this is a population of students who don't use the library heavily. Similar to the Day School students, SCE students need to first be encouraged to use the library by their professors for them to understand its value.

To reach out to this population, we've taken several steps during the 2015–16 school year:

- We modified and improved a Research Guide specifically geared toward SCE students in fall 2015. This guide has been in existence since 2013, but after improving it and increasing our instruction to SCE students use of the guide increased from 78 views (fall 2013) to 42 views (fall 2014) to 340 views (fall 2015). This guide includes information as to how to find books and articles in several multi-disciplinary databases. It also includes more information that is unique to SCE students, such as how to get a library card, how to print on campus, the benefits and privileges that come with being a Providence College student with regard to access to information, and a virtual tour with pictures of different places in the library that they might want or need to use over their time at Providence College.
- The library liaison to SCE worked with a marketing consultant to better sell the library to prospective students. PC is undergoing a campus-wide website redevelopment, and SCE hired a marketing firm to help create more useful materials for current and prospective students. The library liaison worked with the marketing consultant to come up with language that explains to this unique population why they should seek out help from the library

over the course of their time at PC. Reasons included were the following:

- Unique collections that support the PC curriculum
- Library staff who are well-versed in helping with scholarly research
- Long hours to accommodate both work and school schedules
- Significantly more access to research materials appropriate for scholarly research than a public library would have
- Access to massive e-book collections and scholarly databases that can be used from home.

- We worked with the SCE advisor to offer library tours to interested students. These included physical tours of the building, but also an overview of online resources available to them from home as well as information about how to contact a librarian remotely or set up a research appointment. The tours were offered two different nights, to better accommodate working students' schedules and also to indicate to them that research assistance and other library services are available seven days a week. The library is typically open 8 a.m.–2 a.m. on Monday–Thursday, 8 a.m.–10 p.m. on Friday, 9 a.m.–10 p.m. on Saturday, and 9 a.m.–2 a.m. on Sunday. Sunday with research assistance available on a drop-in basis most days from 8:30 a.m.–10 p.m. We also extend library hours for mid-terms and pre-finals, staying open until 3 a.m. and offering drop-in research assistance until 11 p.m. During finals, the library is open twenty-four hours a day for about ten days, with research assistance available until 11 p.m.
- We worked with the SCE advisor to include physical copies of library information handouts (library FAQ sheets) in the initial packet of information that students receive. This FAQ sheet provides an overview on how the library works, what services we offer, how to get a library card, hours, and how to contact a librarian.
- We've increased the amount of email and face-to-face communication with SCE to keep the conversation going about changes, updates, and new ideas. The library liaison met with the Dean of SCE and the SCE advisor in fall 2015 to brainstorm new ideas for outreach, and since that meeting, have emailed regularly with ideas and strategies.
- We've requested copies of syllabi from SCE faculty to see what kind of assignments they are requiring their students to do. The hope is to create relationships with faculty who teach regularly in SCE and to either get invited into class for library instruction, or have the faculty refer their students to the library (physically or virtually) for research help. Since many faculty assign their students research papers, but do not request library instruction, we hope to understand how their students are currently doing research, and find ways to help them improve in their methods.
- Many of the classes taught through SCE are wholly online or hybrid classes using Sakai Learning Management System. We plan to embed library information in the form of a Research Guide into all course shells in fall 2016. This should serve as another way for SCE students to find their way to the library's resources, even if they're not directed to them by faculty.

FURTHER EFFORTS

In the 2016–17 school year, we're hoping to continue the outreach we've already done, as well as a few new targets. There is an SCE advisory committee run by the college. Our library's SCE liaison has requested to be appointed to that committee. This is a presidential appointment, and a member of library staff are already on the committee, so there is a chance that the appointment won't go through, but compelling arguments have been made, and we're waiting to find out the outcome. Also, we have been working with the Dean of Graduate and Undergraduate Education to create a one-credit library research class. This is a class that would likely be run by SCE, but it would be open to all students. Once the course has been created, we can promote it to SCE faculty to recommend it to their students, and also mention it in the Perspectives in Western Civilization class to try to increase awareness among SCE students.

We ask other institutions who have nontraditional students to evaluate the services they currently offer to that population, and come up with outreach strategies that work for their unique institution. We'd like to have a larger conversation about how to best serve this critical and potentially overlooked segment of our student body.

CONCLUSION

We are pleased with the efforts we have made so far and the outcomes we've gotten. Targeting SCE students is a logical extension of the library's mission, and from what we learned in completing a review of the literature, a targeted outreach effort is essential in reaching this unique population. Now that we have more momentum and ideas of what works, we intend to continue our current outreach efforts and hopefully expand our understanding of SCE students and faculty needs by serving on the SCE advisory committee, meeting more faculty, both face-to-face and virtually, promoting library services to them, and continuing work with the Perspectives in Western Civilization class. There is more to do, but we have a good foundation to build on.

It's important to note that this is a relatively simple endeavor for library staff that will actually have a massive impact on students in the School of Continuing Education for the rest of their time at PC. The Perspectives in Western Civilization course is taken by most SCE students, regardless of their program track, and for the 2016–17 school year, the course was expanded into two sections with about forty students total. Anecdotal evidence from current and past students as well as faculty supports the idea that having structured, embedded library instruction significantly reduces library anxiety, which improves educational outcomes for students.

Faculty may initially be hesitant to give up class time, but this is a program that can be scaled up or down depending on the institution. Something as simple as the librarian attending class, introducing him, or herself and explaining how the role of the academic library is a good starting point. Using the course's learning management system is also a good way to reach out, though it may not be helpful to those students who are already behind technologically, so face-to-face interactions whenever possible are crucial. As we have found, any reluctance on the part of faculty to partner with the library goes away quickly after seeing the improvement in student work and confidence.

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Best Historical Materials

RUSA History Section Historical Materials Committee

***RUSA History Section Historical Materials Committee** consists of Sue McFadden, chair; Steven A. Knowlton, Eileen Bentsen, and Leigh-Anne Yacovelli.*

The RUSA History Section's Historical Materials Committee follows an established method to identify the best materials for the year. The process uses standardized criteria, a broad, national call for nominations, and the work of committee members to review and select from the nominations. The 2016 Best Historical Materials' list is a mix of digital archives, collections, indexes, and print bibliographies that promote the research of unique, rich, and specialized collections. All resources were last reviewed on December 9, 2016.

Bibliography of the East India Company. Contemporary Printed Sources, 1786–1858, Catherine Pickett

This book continues Pickett's work, first published in 2011 as *Bibliography of the East India Company: Books, Pamphlets and Other Materials Printed between 1600 and 1785*. The second volume covers the years between the subordination of the Company to the Crown and the disestablishment of the Company after the Indian Rebellion. It offers not merely a list of published works, but also includes a preface for each year that is covered. The prefaces themselves offer a chronology and contextualization of events in the history of the Company for each year. The bibliography covers monographs written during the period but also includes ephemera such as price lists and cargo manifests. Although individual entries are not annotated (except to add caption titles, which often explain the contents of a book), the bibliography is indexed by author, title, and subject.—*Steven A. Knowlton, Princeton University*

CALISPHERE, University of California Libraries, developed and maintained by the California Digital Library (https://calisphere.org)

Provides a central location to access a rich and diverse variety of digital collections on California. The site is hosted by the University of California system, but includes many state-wide partners: museums, public and special libraries, and archives. Content includes visual, textual, and audio materials. A single search box on the homepage searches across all collections. The result list includes limiting facets by type of item (moving image, text, etc.), decade, contributing institution, or specific collection. Includes a browse feature by collection or by exhibition. The interface is user-friendly and attractive, the digitization quality is excellent, and the material covers topics from all subject areas (history, literature, race relations, diversity, economic growth, performing and visual arts, architecture, etc.). Each entry includes a rights statement so that the end user is aware of copyright ownership and/or restrictions.—*Eileen Bentsen, Baylor University*

Directory of American Tool and Machinery Patents (DATAMP), DATAMP is funded by the Old Woodworking Machines website (www.datamp.org)

Patents aren't just for engineers anymore—they are an excellent primary source for cultural, scientific, and community history. Historical patent research has long been hampered by its arcane indexing system, with patents before 1976 indexed only by date and USPTO assigned classification codes. Historians are more likely to look for connections via the name or location of the inventor. Unfortunately OCR files in Google Patents are often unable to read full text of the older documents accurately. The open-access DATAMP database offers an extremely valuable tool for those tracking patented machines and tools, including household, agricultural, industrial, structures, and hand tools.

This database supplements information in the patent record: names and locations of manufacturers, access to over 1300 non-US historic patents, Confederate States of America patents, and patents destroyed in fires at the USPTO. Russ Allen and his team of dedicated volunteers from antique tool and machinery circles (including retired York, NE librarian and library director Stan Shulz) have made this database easy to browse or search. For example, information about Albert W. Grey's Patent No. 2,833 (1842) for an "Endless-Chain Horse-Power" and 15,693 (1856) for a Link of Horse-Powers were findable through inventor, the title, the city, state, manufacturer, as well as the machine's type (propulsion and energy) and category (animal powered apparatus) chosen from dropdown menus. Non-specialists can peruse related historical tools and machines. In addition to accessing official USPTO records, some results include links to supplemental information.—*Barbara J. Hampton, USPTO PTRC Representative and Librarian (retired)*

Human Rights Studies Online, Alexander Street Press (http://alexanderstreet.com/products/human-rights-studies-online)

This database collects primary and secondary sources in text and media for many genocidal events, including Armenia, the Holocaust, Cambodia, Bosnia-Herzegovina, Rwanda, and Darfur. It collects sources that would otherwise be scattered throughout government and United Nations documents collections, archives, and periodicals. In addition to full-text searching, the content is indexed by subject, theme, discipline, and other fields. Types of documents included range from witness testimonies and court documents to videotaped documentaries and interviews. Subscription required.—*Steven A. Knowlton, Princeton University*

In the Lands of the Romanovs: An Annotated Bibliography of First-Hand English-Language Accounts of the Russian Empire (1613–1917), Anthony Cross

This comprehensive bibliography features thorough notations of each entry, along with lengthy introductory sections to contextualize the material. Color illustrations supplement the text. Cross has added more than six hundred entries to the most recent bibliography on the topic, published in 1968. In addition to the print volume, an online edition is offered as an "open source" text to which readers can contribute.

The notations offer much original research into the biographies of authors whose works are included, making this an important reference work in its own right as well as the most complete bibliography in its field. By offering the extensive introductory material in each section along with information about each of the authors, Cross effectively presents a history of relations between the English-speaking world and the Russian Empire. This work offers not only a list of works published in its field, but a survey of the interests and attitudes of Western writers visiting Russia in the period. Also available to be read online for free at www.openbookpublishers.com/product/268/in-the-lands-of-the-romanovs--an-annotated-bibliography-of-first-hand--english-language-accounts-of-the-russian-empire--1613-1917—*Steven A. Knowlton, Princeton University*

IsisCB Explore (http://data.isiscb.org/)

IsisCB Explore is an open access database that provides citation and abstract information about the history of science. A companion database, IsisCB Cumulative, at http://cumulative.isiscb.org/, provides the cumulative work and digitizes the Isis print index, covering 1913 to 1975. IsisCB Explore extends to the content through the current date. It is especially helpful for historians of science, medicine, and technology, as its core dataset comes from the Isis bibliography with forty years of content.—*Nickoal L. Eichmann-Kalwara, Mississippi State University/University of Colorado, Boulder*

Lipad (www.lipad.ca/)

Lipad is a full-text searchable database of the transcripts of the Parliament of Canada from 1901 to the present. It is an open source, freely accessible resource. The website was launched April 2016. In 2013, a group of political scientists, computer scientists, and historians teamed up at the University of Toronto and a key output of this collaboration is the first machine-readable and fully searchable historical Hansard (transcript of Canada's Parliament). This data has been linked to various biographical properties of parliamentarians, including their party and gender. The interface is user friendly, presenting the debates in a script format and often including the speaker's picture—rather than a digitized scan of the original text as has been traditionally available.—*Katie Cuyler, University of Alberta*

Slavery in America: History, Culture, and Law, William S. Hein (http://home.heinonline.org/slavery)

The HeinOnline database, *Slavery in America and the World: History, Culture & Law* provides access to over 1,150 full-text titles, including fifteen periodical titles. The included resources provide primary and period works on the topic of slavery. The primary resources include: memoirs, slave codes, judicial cases, and court records. Most of the materials are in English, with a few being in French. Additionally, the resource includes: bibliographies, monographs, topic surveys, reports, and scholarly articles are available from HeinOnline. The resource provides access to several collections, including publications from UNC Press Publications and an expansive slavery collection owned by the Buffalo Erie County Public Library. Individuals may freely register and search the collection, which is also available by subscription.

The search interface includes the Slavery Quick Finder Tool. This resource provides slavery information from various collections. HeinOnline offers tutorials, widgets, and webinars to assist searchers independent of librarian. The subscription may be branded for the local provider of the access to HeinOnline.

Publication dates for materials in the collection range from 1735 to 2015. The included information documents the beginnings of the Atlantic slave trade, describes slavery, and provides analysis of the attributes of the US Civil War. Materials from the aftermath of slavery in the United States reminds the researcher that the effects and characteristics of institutional slavery did not dissipate without conflict into the twentieth century.—*Sue McFadden, Indiana University East*

The Persian Empire: A Historical Encyclopedia, Mehrdad Kia (www.abc-clio.com/ABC-CLIOGreenwood/product.aspx?pc=A4090C)

This is the first reference source in English that focuses exclusively on ancient Iran during the period of its great empires before the arrival of Islam from 700 BCE to 651 CE. Kia, a professor of history at the University of Montana, introduces the work with a historical overview that provides readers with perspective on the key people and events of the major empires and dynasties of Persia. The main empires were Medes, Achaemenids, Seleucids, Arsacids (Parthians), and Sasanians. Kia emphasizes ancient Iran's geographic expanse, the diversity of peoples, languages, and cultures, and the forces of change brought on by military conquests and administrative structures. There are 241 essays ranging from a paragraph to several pages arranged by themes, such as ancient cities and archaeological sites, cultures, languages, kings and queens of dynasties, peoples, and religions. Using both secondary and primary sources, and often citing *Encyclopaedia Iranica*, Kia offers a source that will appeal to a broad audience that includes high school and college students and general readers seeking basic narrative and descriptive information accompanied by references for further reading. The work also has selected primary source texts, a chronology of ancient Iran, and general bibliography.—*David Lincove, Ohio State University Libraries*

Umbra Search, Givens Collection of African American Literature at the University of Minnesota Libraries' Archives and Special Collections, with Penumbra Theatre Company (www.umbrasearch.org)

Umbra Search began as as a theater archive, *The African American Theater History Project*, from the University of Minnesota. In 2014 the Institute of Museum and Library Services, The Doris Duke Charitable Foundation, and the Council on Library and Information Resources funded the project to transition to the Umbra Search for African American History. The aggregated search tool provides access to archival records from more than one thousand libraries. According to the about page, the title, Umbra, is derived from "the Umbra Society of the early 1960s, a renegade group of Black writers and poets who helped create the Black Arts Movement."

Umbra Search offers statistics since mid-2015 that allows partner-institutions to measure the traffic from the Umbra tool. The resource offers a search widget and logo linking the tool. There are other databases that provide African American history resources, both free and fee-based that also link to multiple archival resources for the topic. Umbra, offers the combination of a search and a linking tool that displays the content in the Umbra-environment or linked to the native archive.

The search functionality of Umbra is easy to use and provides facets on the left side of the screen for more specificity, a list of resource-items identified by the search, ways to display the list graphically, and options to display the organization of the resource-items' list. Each record item includes an image, linked title, keywords, and link to the institution of the record. An example search for "Martin Luther King Jr." found 4,257 records. Umbra also identified special search topics such as "the Center for Non-Violent Social Change." In looking at the individual resource-item, the linked title shows specific information about the item record and includes: description, linked keywords/metatags, related links, a link to view the original record, and other bibliographic data. Additionally, the record displays the contributor and institution that harvested the record. The image for the record links to the provider institution's record for more information.—*Sue McFadden, Indiana University East*

Sources
Professional Materials

Karen Antell, Editor

RUSQ considers for review reference books and professional materials of interest to reference and user services librarians. Serials and subscription titles normally are not reviewed unless a major change in purpose, scope, format, or audience has occurred. Reviews usually are three hundred to five hundred words in length. Views expressed are those of the reviewers and do not necessarily represent those of ALA. Please refer to standard directories for publishers' addresses.

Correspondence concerning these reviews should be addressed to "Professional Materials" editor Karen Antell, Public Services Librarian, Bizzell Memorial Library, University of Oklahoma, 401 West Brooks St., Norman, OK 73019; email: kantell@ou.edu.

Becoming a Media Mentor: A Guide for Working with Children and Families. By Claudia Haines, Cen Campbell, and the Association for Library Service to Children (ALSC). Chicago: ALA, 2016. 176 p. Paper $48 (ISBN 978-0-8389-1463-2).

Librarians wishing to provide materials for youth and families increasingly find themselves in the role of media mentor. Media mentors don't just know what books to suggest for children, they also know which learning apps, DVDs, databases, websites, programming, and other new media will be most beneficial for the child. The breadth of content available to families can often be overwhelming. Effective media mentors help families sift through the noise to find the highest-quality media—in whatever form it may take. In short, the media mentor is a *content* expert who relies on the *context* of the interaction and the individual *child* to help inform families' healthy media decisions. Together these "3 Cs" guide the media mentor in theory and practice.

While demystifying new and emerging technology, Haines and Campbell offer a clear, concise roadmap that helps youth services experts in public libraries assume the vital role of media mentor. Much more than a simple how-to manual, *Becoming a Media Mentor* focuses on field-tested, research-based best practices for librarians serving children and families. The book will benefit any public library aiming to excite their community by offering innovative learning experiences in the library and at home.

Included in *Becoming a Media Mentor* is a comprehensive compendium of real-world programming successes broken down into synopses of one or two pages in length. Each synopsis provides thorough instructions for librarians wishing to implement similar programming in their own libraries. Also included are several useful appendixes, including the ALSC white paper *Media Mentors in Libraries Serving Youth,* the foundational document upon which this book draws its inspiration. Simple rubrics for evaluating learning apps for children are also included and prove to be a powerful tool for those who might not yet consider themselves app aficionados.

Media, in all its print and digital forms, has permeated the public library landscape, and mining the material can be a daunting task without proper tools. *Becoming a Media Mentor* offers such tools as well as encouragement and practical wisdom. Public library staff who wish to explore, curate, and present media to their communities will find *Becoming a Media Mentor* an invaluable resource.—*Joshua Jordan, Librarian, Del City Library, Del City, Oklahoma*

Being Evidence Based in Library and Information Practice. Edited by Denise Koufogiannakis and Alison Brettle. London: Facet Publishing, 2016. 224 p. Paper $75 (ISBN 978-0838915219).

As a response to Booth and Brice's foundational work, *Evidence-Based Practice for Information Professionals: A Handbook* (2004), Koufogiannakis and Brettle present a new model of evidence-based practice that is both more realistic and more tailored to library and information professionals' work.

Originating in medicine in the early 1990s, evidence-based practice was first conceived as a new approach to clinical decision making in which clinicians consulted the research literature and integrated this knowledge into their professional judgments. As a reflective and methodical approach, it quickly caught on and has since expanded to other professions, including dentistry, social work, and librarianship. The term "evidence-based librarianship" first appeared in the late 1990s, but it has since evolved to evidence-based library and information practice (EBLIP) so as to include the wide range of information professionals whose work takes place outside of libraries.

In this book, Koufogiannakis and Brettle expand upon Booth and Brice's model rather than replacing it. Because it embraces other types of evidence as relevant for librarianship and takes into deeper consideration the specific local library contexts in which evidence is used, their model evolves naturally and is more accommodating. Librarians who are limited by busy schedules or a work environment unconducive to research will find still find it possible to apply this model.

The book's first part provides the theoretical grounding for the new framework, describing each of its core elements chapter by chapter. The second part is a series of chapters written by librarian practitioners from academic, public, health, school, and special libraries. Here, each author highlights how EBLIP has developed in their sector and how it has impacted their work. In providing these case studies, the editors also fill in the gap left by Booth and Brice, whose book, while being foundational and well-researched, is not very practical as a "handbook."

Those already familiar with evidence-based practice will appreciate having a real reference to consult, and those new to EBLIP, or to research altogether, will immediately see the value and possibility that EBLIP can offer. The authors succeed in inspiring their readers and empowering them to put their framework to use.—*Meagan Lacy, Information Literacy Librarian, Guttman Community College, CUNY, New York, New York*

Bridging Worlds: Emerging Models and Practices of U.S. Academic Libraries around the Globe. Edited by Raymond Pun, Scott Collard, and Justin Parrott. Chicago: ACRL, 2016. 210 p. Paper $50 (ISBN: 978-0-8389-8842-8).

In recent years, American colleges and universities have increased their emphasis on international engagement, emphasizing global awareness, interconnectedness, and student and community diversity. As a result, universities are establishing campuses, branches, and enhanced programs outside of the United States, particularly in the Middle East and East Asia, where they introduce Western higher education practices and philosophies. These collaborative partnerships focus on blending cultural, social, political, and economic communities, while exploring new territories in research, teaching, and learning. *Bridging Worlds* presents examples of academic libraries taking part in shaping these collaborations by acting as partners in the development of campus community, student life, and research from a global perspective.

The book is divided into five thematic sections, each of which is comprised of chapters, case studies, and practical tips focusing on how libraries are working in global communities to build campus collections. The contributors present a variety of approaches, and the result is a comprehensive resource covering the design, development, and management of library collections abroad.

In the first section, the contributing authors share their perspectives on the challenges, rewards, and successes encountered in designing the two international campus libraries for New York University. This provides helpful insight regarding the big picture for activities and developments found in subsequent chapters. In section two, the contributors explore various phases of developing library access, technological services, programs, and policies at the international campus, with particular focus on implementing interlibrary loan and integrating academic technology support in an international context. Also covered are the rewards and challenges of working with colleagues dispersed around the globe, collecting usage statistics, and managing staffing needs. At international campuses, practical concerns over shipping must be considered when dealing with censored books, delays in customs facilities, and unanticipated technical difficulties. Differences in time zones, standard workweeks, and academic calendars are additional factors that can pose challenges to establishing global delivery systems, services, and processes. The lessons presented here are likely to be useful for others who wish to pursue similar endeavors.

Section three examines the processes of building print, digital, multimedia, and special collections in global settings. The major topics covered are licensing electronic resources across a global network, building print collections over long distances, and managing different intellectual property regulations in different countries. This section also addresses the need for local collections to meet local teaching and research needs, with attention paid to the unique histories and cultures of the host country. Librarians involved in collection development, copyright law, and archives and special collections will find this section of particular interest.

The fourth section discusses global and virtual reference, research, instruction, and outreach through collaborative models and best practices. The authors share helpful tips about considering student and faculty diversity when planning and developing library services. One especially informative piece presents the results of an exploratory study at an American-style institution. The contributors shared effective ways of developing information literacy, library instruction, and assessment plans in an international context. The survey used in this exploratory study is included in an appendix, so it can be replicated at other institutions.

The final section offers methods and best practices regarding technical services in both local and international contexts. Major areas of discussion here include the challenges that materials processing procedures and RDA cataloging rules can create for global partners. This section is especially beneficial for those whose work involves library automation, library management systems, acquisitions, and cataloging. Recommendations regarding standardization of data structures and language scripts through International Cataloging Principles are just some of the helpful tips discussed by authors in this section. Coordinating global technical services effectively will offer students and professors access to resources and services that cannot be readily provided by home libraries.

Each chapter provides fresh ideas, experimental models, and new approaches to developing an international campus library in collaboration with the home campus. This easy-to-read guide provides valuable advice, models, and approaches for effective partnerships with international branch campus libraries.—*Pamela Louderback, Assistant Professor/Library Director, Northeastern State University, Broken Arrow, Oklahoma*

Critical Library Pedagogy Handbook, Volume 1: Essays and Workbook Activities. Edited by Nicole Pagowsky and Kelly McElroy. Chicago: ACRL, 2016. 280 p. Paper $56 (ISBN: 978-0-8389-8846-6). ***Critical Library Pedagogy Handbook, Volume 2: Lesson Plans***. Edited by Nicole Pagowsky and Kelly McElroy. Chicago: ACRL, 2016. 272 p. Paper $56 (ISBN: 978-0-8389-8850-3)

As a librarian whose primary passion and daily job duties center on information literacy instruction, I find myself constantly searching for new techniques and resources to engage my students. To combat the dreaded vacant expressions and deafening silence brought to required library sessions by uninterested students, I do my research and plan, plan, plan. I talk about Beyoncé and *Game of Thrones* and Donald Trump. I wrap critical discussions in goofy jokes and friendly smiles, and I fervently hope that students leave my classroom with enjoyable memories and a smattering of knowledge about the power of information literacy. To convey this knowledge, I strive to use the most thought-provoking, discussion-based activities possible, and I am delighted to announce that Pagowsky and McElroy's *Critical Library Pedagogy Handbook(s)* (2016) provide exactly the type of high-quality, thoughtful, progressive resources that every instruction librarian needs.

Volume 1 begins with a discussion about the critical pedagogy's place in library science, especially in library instruction. Springing from the social sciences, critical theory asks participants to examine the surrounding world in the context of social structures and to seek methods of progress. In the realm of library science, critical theory creates space for librarians and patrons alike to reflect on the social reality created by every library's environment and to create solutions that promote justice at the individual and community level. The nineteen essays put forth in the first half of volume 1 hold just such a discussion with extremely diverse perspectives, such as Hinchliffe's (chapter 8) call for academic librarians to incorporate human rights education into information literacy and Shanley and Chance's (chapter 16) use of the "Girls Rock" method to promote female voices. The second half of volume 1 builds from theory to practice, giving readers eleven examples of activities to apply in their own classrooms.

Volume 2, to my nerdy delight, consists solely of lesson plans, chapter upon chapter of gloriously detailed lesson plans. Each plan offers every element an instructor might need to enact the lesson for herself or himself, including rationale, outcomes, materials, step-by-step instructions, assessment, reflections, and final questions. My one (slightly) negative observation is that the lesson plans of one-shot sessions and multi-lesson activities are intermingled, without labelling at the chapter level to help the reader differentiate between them.

Aside from this small suggestion for improvement, I highly recommend these handbooks to every academic librarian seeking to strengthen their instruction with authentic discussion.—*Calantha Tillotson, Instructional Services Librarian, East Central University, Ada, Oklahoma*

Digital Rights Management: The Librarian's Guide. Edited by Catherine A. Lemmer and Carla P. Wale. Lanham, MD: Rowman & Littlefield, 2016. 224 p. Paper $55 (ISBN 978-1-4422-6375-8).

As libraries continue to increase their digital offerings, librarians find themselves "at the intersection where the rights and demands of users and content owners often collide" (vii). With this in mind, the purpose of this book is to provide librarians with the knowledge to "influence ever-evolving DRM (digital rights management) in ways that enable them to best serve their users" (vii). Although several books have dealt with the concept of DRM, most address either the broad aspects or the side of the producer (for example, *Digital Rights Management: Technological, Economic, Legal and Political Aspects,* by Eberhard Becker et al. [Springer 2008] and *Digital Rights Management: Protecting and Monetizing Content,* by Joan Van Tassel [Focal 2001]). Even an earlier work focused on the librarian perspective, *Digital Rights Management: A Librarian's Guide to Technology and Practise* by Grace Agnew (Chandos 2008), looked at DRM primarily through the lens of copyright protection.

However, as this book's final chapter demonstrates, DRM has become less about copyright and more about protecting owners' profits, which ultimately creates an information divide. Therefore, a deeper understanding of this technology and ways to advocate for our patrons is essential. Although some of the earlier chapters are densely technical, they provide a foundation for understanding the later applications. While issues of copyright and access have been discussed extensively in library circles, this work addresses newer aspects of DRM. Several chapters (3, 5, and 7) explore the mounting issue of privacy in access transactions and the growing ability to extract and combine smaller pieces of data in ways that threaten privacy. Chapter 4 highlights the need for increased collaboration between technical and public services. Research and scholarly communication see growing restrictions in sharing but could also benefit from balanced DRM in Creative Commons type licensing.

This book's broad scope in looking at DRM in a variety of contexts and iterations provides a strong overview of the vastness of this issue to libraries whose primary goal is to disseminate information equitably. Also, because it addresses varied aspects of DRM, the book provides readers with information and resources relevant to their daily work. Each chapter presents an explanation of relevant ideas, implications, recommendations for advocacy, and a detailed bibliography. The bibliographies are a great source for enhancing one's understanding of this complex issues. Finally, the mix of topics and discussions offers a balanced perspective of the challenges and benefits of DRM, and the last chapter concludes with a strong note of advocacy as libraries continue to address this important issue.—*Donna Church, Reference Librarian, Webster University, St. Louis, Missouri*

Embedded Business Librarianship for the Public Librarian. By Barbara A. Alvarez. Chicago: ALA, 2016. 120 p. Paper $40 (ISBN 978-0-8389-1474-8).

New public librarians will get a solid return on their investment with Barbara A. Alvarez's new release, *Embedded Business Librarianship for the Public Librarian*. Alvarez offers libraries a step-by-step guide to make business services in public libraries a success. As Alvarez points out, not all public librarians have business degrees, and providing business services in public libraries can be daunting to those new to the profession. Luckily, this primer by Alvarez, who served as a business liaison librarian, gives the rest of us a guide for serving as an embedded librarian for the business sector through organized and systematic involvement in the community.

In her work, Alvarez defines and explains embedded business librarianship in terms of knowing the library's business community, understanding the power of networking, bringing the business back to the library, and serving as a liaison to the business community. She outlines five insightful steps to build business services, from creating networking lists to developing stylized presentations based on library service offerings. Alvarez draws a clear distinction between traditional library outreach services and embedded librarianship, making a strong case for her belief that, as with any library outreach service, the success of a library's business services efforts hinges on the library being an active participant—i.e., embedded—in its local community.

Alvarez has trained librarians to provide business services at her library, and she is the recent recipient of the Public Librarian Support Award from RUSA's Business Reference and Services Section (BRASS)/Morningstar Award. *Embedded Business Librarianship for the Public Librarian* is a start-up primer for business services in public libraries and will meet the needs of new librarians building or enhancing business services at their library.—*Nelson Dent, Information Services Librarian, Pioneer Library System, Norman, Oklahoma*

The Librarian's Guide to Book Programs and Author Events. By Brad Hooper. Chicago: ALA, 2016. 160 p. Paper $55 (ISBN 978-0-8389-1384-0).

The Librarian's Guide to Book Programs and Author Events covers topics ranging from book clubs, author events, and public speaking to writer-in-residence events and "one city, one book" programs. An accomplished *Booklist* reviewer and active participant in ALA, author Brad Hooper draws on his own experiences to guide librarians who are planning author visits or engaging readers in book clubs.

In the beginning of the rather lengthy introduction, Hooper recounts an experience he once had as moderator of an ALA program; this leads him to discuss moderating panels and working with authors. Much of this material would be better placed in the chapters on public speaking and author events, as it goes into far more detail than is suitable for an introduction. Later in the introduction, Hooper provides a brief overview of the chapters.

Quite a bit of the book's advice is good—tips on remaining calm and coherent when on stage, engaging with authors without placing them on a pedestal, choosing book club selections, and asking interesting and appropriate questions of authors. But, unfortunately, it is difficult to see much connection between the types of programs Hooper is accustomed to participating in and those that the typical public librarian is likely to encounter. Much of Hooper's experience has been in large-scale programs, such as those that take place at ALA, with much larger crowds than the typical librarian will likely ever face. Additionally, his advice is often based on a questionable understanding of how public libraries tend to work. For instance, he seems to think that libraries purchase books for book club members to *keep,* rather than lending them items from our collections. Perhaps some library-sponsored clubs operate this way, but this has not been the case in this reviewer's experience at libraries with limited funding.

In chapters 2 and 3, Hooper discusses how to organize and run book clubs. Here again, Hooper's recommendations come off as misguided; he appears to lack an understanding of how libraries usually develop book groups. This is exacerbated by his condescending tone throughout much of the book. For example, he suggests that we librarians must guide discussion groups like a "sheepdog" and that tangential conversations "must not be tolerated." These types of ideas veer far from the concept of library as community. After all, librarians do not just engage patrons in book discussions; they foster the formation of cohesive groups of people who enjoy learning about each other and who keep coming back not just for the books but also for the friendly bonds of camaraderie and community they find at their weekly or monthly meetings.

This book is recommended for librarians interested in expanding their public speaking skills to larger audiences and for those who have limited experience with book clubs and author programming. For most public librarians, however, much of the advice presented here will be either common knowledge or inapplicable to their work.—*Teralee ElBasri, Librarian, North Courthouse Road Library, Richmond, Virginia*

The Librarian's Nitty-Gritty Guide to Content Marketing. By Laura Solomon. Chicago: ALA, 2016. 128 p. Paper $50 (ISBN 978-0-8389-1432-8).

The Librarian's Nitty-Gritty Guide to Content Marketing is a must-read for every librarian or library considering creating or revamping a marketing or social media plan. At a time when many librarians still consider simply posting a comment to their library's Facebook page or Twitter feed to be "advertising for a program," this guide provides excellent advice.

In the very first chapter, "Get over yourself," Solomon explains what is wrong with most libraries' online presence: the library has "prioritized the needs of itself over the needs of its users" (3). Solomon uses many examples that we are all probably familiar with: social media accounts that post nothing but event notifications, websites that haven't been updated in months, library RSS feeds or blogs with no engagement, and so forth. Many of us are aware that our marketing efforts are inadequate, yet we wonder why no one shows up at the events or clicks on the articles, or why patrons get lost on a website we thought was great. This first chapter explains it all.

Solomon then discusses why we should care about content marketing. Chapters address topics such as identifying audiences, planning not to fail, writing in a way that engages readers, avoiding common mistakes, and finally, determining whether you are actually succeeding. Packed with useful graphics, text boxes, and charts, this book explains just about everything we are doing wrong and how to fix it. One of the most fascinating diagrams is the comparison of promotion and marketing, a distinction that many libraries confuse. She explains that "content promotion is about the library, [while] content marketing is about the library's value to the patron" (21).

Complete with chapter notes, a thorough bibliography, and an index, this is a resource every library should use, no matter what stage they are at in their social media or website revamping plan. Solomon even includes a complete example of a digital strategy. Any struggling web development team or social media librarian is likely to benefit from reading through the examples and tailoring them to work at their own library.

A great read for any team, *The Librarian's Nitty-Gritty Guide to Content Marketing* is also highly recommended for librarians in charge of their own program promotion or even LibGuide material updates. With just a little more than one hundred pages of content itself, it's a quick read and a great resource.—*Lara Cummings, Instruction Librarian, Washington State University, Pullman, Washington*

Nonfiction in Motion: Connecting Preschoolers with Nonfiction Books through Movement. By Julie Dietzel-Glair. Chicago: ALA, 2016. 136 p. Paper $57 (ISBN 0-8389-1468-7).

Nonfiction in Motion: Connecting Preschoolers with Nonfiction Books through Movement by Julie Dietzel-Glair is the author's companion volume to *Books in Motion: Connecting Preschoolers with Books through Art, Games, Movement, Music, Playacting, and Props* (ALA 2013). Dietzel-Glair has given librarians everywhere a unique and important storytime resource. With the increase of the use of nonfiction or information reading in the Common Core and other curriculum standards, it is important that librarians develop storytime customers' love for this type of material as well as for literature. Michael Sullivan has been reminding us for more than a decade that boys approach reading differently from girls, and this includes reading for information. Now it is time for us to use this knowledge to serve all the children in our storytimes. *Nonfiction in Motion* is the tool to get you started.

In a brief introduction, the author presents basic information about how to use the resource, including a short but invaluable section on how to incorporate the best practices of early literacy into storytime. Next are annotations for two hundred high-quality recent nonfiction titles that make up the rest of the book, divided into chapters by theme: animals, concepts, construction and "things that go," science, and "the world around us." Dietzel-Glair has provided a brief summary of each title as well as one or two movement, music, or art activities to enhance learning. For many books, three or four activities are listed, as if the author couldn't choose just one! The appendix, "Art Outlines," provides basic outline drawings of objects, such as trees and animals, that the author suggests using either as props or for extending the story activities. Also included is an index of books cited by title. The best tool is the Index of Storytime Subjects, which enables the librarian to open the book, look up a storytime theme, find a nonfiction book, and select one of the activities to plug into the storytime—all within a few minutes.

This is a must-purchase resource for any public or school library that hosts preschool storytimes. It is an invaluable resource for including nonfiction materials in storytime. This reviewer plans to showcase this book in her next storytime staff training.—*Jenny Foster Stenis, Coordinator, Readers Services, Pioneer Library System, Norman, Oklahoma*

Sources
Reference Books

Anita Slack, Editor

RUSQ considers for review reference books and professional materials of interest to reference and user services librarians. Serials and subscription titles normally are not reviewed unless a major change in purpose, scope, format, or audience has occurred. Reviews usually are three hundred to five hundred words in length. Views expressed are those of the reviewers and do not necessarily represent those of ALA. Please refer to standard directories for publishers' addresses.

Correspondence concerning these reviews should be addressed to "Reference Sources" editor, Anita Slack, Reference & Instruction Librarian, Ashland University, 509 College Avenue, Ashland, OH 44805; email: aslack3@ashland.edu.

This is the final review column edited by Tammy Eschedor Voelker, whose work for *RUSQ* has been much appreciated. We are delighted to welcome Anita Slack as editor of the Reference Materials column beginning with issue 4.—*Editor*

The 50 Healthiest Habits and Lifestyle Changes. By Myrna Chandler Goldstein and Mark A. Goldstein. Santa Barbara, CA: Greenwood, 2016. 303 pages. Acid free $58 (ISBN 978-1-4408-3471-4). E-book available (978-1-4408-3472-1), call for pricing.

The 50 Healthiest Habits and Lifestyle Changes is written by a physician with special training in adolescent and young adult medicine, and his wife. They agreed to write the book based on research that shows the importance of starting healthy habits at an early age. Topics covered in this book are topics that would be of interest to adolescents and young adults.

This book comprises seven main sections: "Food and Healthy Eating," "Exercise and Physical Activity," "Medical Care and Avoiding Medical Issues," "Safety," "Mental, Emotional, and Social Health," "Sex and Dating," and "Other Lifestyle Choices." Multiple entries fall within each section. For example, "Don't Text While Driving" falls under "Safety." Tanning beds and e-cigarettes are discussed in "Other Lifestyle Choices" along with screen time and Internet addiction.

The entries in *The 50 Healthiest Habits and Lifestyle Changes* are a few pages long and they all follow the same format. They provide an overview of the topic, present science-based evidence on what the experts say, and include barriers and problems associated with the behavior being discussed. References used to write the entry are listed under a notes section. Each entry ends with references and resources for additional reading on a topic.

The entries in *The 50 Healthiest Habits and Lifestyle Changes*, while short, are very thorough in covering the topic that is being addressed. I think the length of the entries is a great strength of this book. I don't think adolescents and young adults would be as apt to read lengthy entries. Another strength is the choice of entries discussed. The entries are very geared toward today's adolescents and young adults. The entries, while based on scientific evidence, are written in an easy-to-understand manner, another strength that will help keep adolescents' and young adults' interest while reading.

I was not able to find resources to compare to *The 50 Healthiest Habits and Lifestyle Changes*, which demonstrates that this book fills a void in Young Adult non-fiction. I would recommend this book for Young Adult/Teen areas of public libraries. It has many strengths that would add value to the collection as a whole.—*Mina Chercourt, Head of Cataloging and Metadata, John Carroll University, University Heights, Ohio*

American Myths, Legends, and Tall Tales: An Encyclopedia of American Folklore. Edited by Christopher R. Fee and Jeffrey B. Webb. Santa Barbara, CA: ABC-CLIO, 2016. 3 vols. $310 (ISBN 978-1-61069-567-1). E-book (978-1-61069-568-8) available, call for pricing.

Compilations of American folklore are constantly being rewritten to reflect the increasing diversity and variety of American culture. Many readers grew up with Benjamin Botkin's classic collection *A Treasury of American Folklore* (Crown 1944), which featured a foreword written by Carl Sandburg and stories about Pecos Bill, Johnny Appleseed, Brer Rabbit and other popular myths, legends, and tall tales. Today, new legends are entering the folklore lexicon to reflect the influence of urban myths, historical events, science fiction, conspiracy theories, and mass media. This three-volume set offers a fascinating look at both traditional and newer folklore, including "Internet Hoaxes," the "John Lennon shooting," "Roswell," and "Slender Man."

Entries in the encyclopedia are arranged in alphabetical order, with a table of contents listing all entries in the front of each volume. Volume 3 contains a thorough and well-constructed subject and name index, as well as a list of editors and contributors. Each of the nearly five hundred entries gives an overview of the myth or legend, a brief bibliography, and cross references as appropriate. Special features include a brief time line of significant events in the world of folklore, transcripts of primary documents, numerous images, and sidebars from the editors offering interesting related topics. Entries cover not only individual stories, but also key people in the study and history of folklore and broad topics such as "Women in Folklore," "Fakelore," and "Racism in Urban Legends." In addition, particular emphasis is paid to cultural traditions that have received somewhat less coverage in other studies, including Asian and Pacific American, African American, Native American, and Hispanic American legends.

In addition to its well-researched and clearly written material, this set's easy-to-use indexes, table of contents and topic listings make it a good resource for high school students and early undergraduate researchers. *American Myths, Legends, and Tall Tales* is a useful addition to public and college library reference collections.—*Jennifer A. Bartlett, Head of Reference Services, University of Kentucky, Lexington, Kentucky*

Characters on the Couch: Exploring Psychology through Literature and Film. By Dean A. Haycock. Santa Barbara, CA: Greenwood, 2016. 334 p. Acid free $68 (ISBN 978-1-4408-3698-5). Ebook available (978-1-4408-3699-2), call for pricing.

Inspired by what appears to be a growing trend for training mental health care professionals, the author (Dean A. Haycock, a freelance science and medical writer) conceived of this work as a resource guide to help students assess psychological conditions and psychiatric disorders using fictional characters drawn from literature and film. The entries contain 101 profiles of mostly well-known fictional characters found in novels, novellas, short stories, plays, poems, graphic novels, comic books, and films. The characters' psychological profiles are highlighted by using key quotes to demonstrate their particular disorder. For example, the diagnosis of Dorian Gray in Oscar Wilde's novel *The Picture of Dorian Gray* from his uttering, "How sad it is! I shall grow old and horrible, and dreadful. But this picture will remain always young. . . . If only it were the other way!" (134) indicates that his most defining trait is (surprise!) narcissism. Charlie Brown, from the comic strip Peanuts, with his declaration, "My anxieties have anxieties" (146) is evidently a neurotic with avoidant personality disorder, and so forth. It may be helpful for the non-specialist to know that the arrangement of the selections in the "Mental and Personality Disorders" subdivision is presented in the order found in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders and that the six "Positive Psychological Traits" are those identified by Christopher Peterson and Martin Seligman in their pioneering work in the field of positive psychology.

The helpful appendixes contain lists of characters and their psychological traits, the VIA Classification of Character Strengths, a bibliography of sources consulted and recommended reading, and a glossary of psychological and literary terms. Users looking for a separate list of the works or characters referred to in this volume will need to consult the general index.

As best as this reviewer can tell, there is no other comparable work for this purpose and it is recommended for libraries supporting clinical psychology programs—*Robin Imhof, Humanities Librarian, University of the Pacific, Stockton, California*

Conflict in Ancient Greece and Rome: The Definitive Political, Social, and Military Encyclopedia. Edited by Sara E. Phang, Iain Spence, Douglas Kelly, and Peter Londey. Santa Barbara, CA: ABC-CLIO, 2016. 3 vols. Acid free. $310.00 (ISBN 978-1-61069-019-5). E-book available (978-1-61069-020-1), call for pricing.

The glory that was Greece, and the grandeur that was Rome.
—"To Helen" by Edgar Allen Poe

Classical civilization represents the foundation upon which rests all of modern-day Western society. The English language, in particular, is larded with allusions to the Greeks and Romans of yesteryear, from "Achilles's heel" to "*deus ex machina*" to "Trojan Horse," which make reference to the many influences that these cultures have had on our art, literature, theater, and, unfortunately, war and military (mis)adventures. For all these reasons, it behooves the modern reader to have at least a passing familiarity with what transpired all those thousands of years ago. The editors would appear to agree with this assessment, as they state in the "Preface" that this three-volume work "is intended to fill a gap in current reference works. It meets the need for a standard reference work on Greek and Roman military history and related institutions that is accessible to nonspecialists" (xxiii). Just what criteria the editors used in framing this statement is unknown; however, a literature search reveals many well-regarded titles covering this subject matter. From the topic-specific, such as John Warry's *Warfare in the Classical World: An Illustrated Encyclopedia of Weapons, Warriors, and Warfare in the Ancient Civilizations of Greece and Rome* (University of Oklahoma Press 1995) to the more general, such as the venerable *Oxford Classical Dictionary* (Oxford University Press 2012), now in its fourth edition, there is certainly no shortage of print reference materials concerning warfare during the time of the Greek and Roman empires.

Be that as it may, the current work under review is well researched, clearly written, and designed for a wide audience, including senior high school/undergraduate college students and inquiring literate adults who wish to know more regarding this subject. As the subtitle suggests, there is more between these covers than a mere description of battles. Entries on "alcohol," "bribery and corruption," "coinage," "diplomacy," and many other ideas, issues, and influences that helped to shape armed conflict may be found here. The text is supplemented with black and white illustrations of arms, armor, battle sites, fortifications, and so on. As expected, entries are alphabetically arranged. Unexpected is the fact that the work is composed of two halves. All of volume 1 and the first half of volume 2 is dedicated to conflict in ancient Greece, with the remainder of the work devoted to conflict in ancient Rome. For those researchers concentrating on just one aspect of classical warfare, this eliminates a lot of unnecessary page flipping. Special features include a chronology, bibliography, maps, glossary, excerpts from primary documents, and a selection of quotations from those who did the fighting.

To keep this review to a reasonable length, it will suffice to say that all of the editors are well versed in their respective fields of classical studies and ancient military history. The contributors that wrote the individual articles are academics and independent scholars.

It is the considered opinion of this reviewer that *Conflict in Ancient Greece and Rome* would be an appropriate purchase for all public and academic libraries, especially those of the latter with a curriculum supporting classical studies or military history.—*Michael F. Bemis, Independent Reference Book Reviewer*

Endangered Species: A Documentary and Reference Guide. By Edward P. Weber. Documentary and Reference Guides. Santa Barbara, CA: Greenwood, 2016. 370 pages. Acid free $108 (ISBN 978-1-4408-3656-5). E-book available (978-1-4408-3657-2), call for pricing.

This volume details the important items in the development of the concept of endangered species, from John Locke to the current problems of the twenty-first century. Excerpts from more than fifty different significant documents appear, in roughly chronological order. The scope covers more than just endangered animals and plants, with related discussions on such items as water rights, utilitarianism, outdoor recreation, and climate change. Each chapter consists of the relevant sections of an essential document in the development of endangered species policy. Quotations from essays, actual congressional bills, speeches to Congress, executive orders and Supreme Court cases are among the featured items. Not all are easy to understand, especially the court cases, with their many case references. Each quoted item is followed by a one-page analysis explaining why the selection is considered noteworthy, as well as a brief list of further reading. Occasional "Did You Know" sidebars, briefly summarizing a particular problem that pertains to the subject of the chapter, provide clarifying information and/or examples. A small number of unindexed black and white illustrations seem to have been added as an afterthought, almost at random.

The first part examines early American ideas about conservation and wildlife extermination, up to approximately 1900, with the last selection covering Theodore Roosevelt and the conservation movement. The next discusses species protection from 1916 to 1970, with sections on Rachel Carson's *Silent Spring*, and the Wilderness Act of 1964. The third section, covering 1970–81, describes aturning point in the way endangered species were treated, this section highlights many cases, such as the protection of marine mammals, and the Clean Water Act. The following chapter provides selected "flashpoints" since 1981, such as spotted owls, gray wolves, and old growth forests.

The last two parts cover important international documents that address species lost around the world, and then new laws and problems of the current century. A comprehensive bibliography and index provide ease of use, as well as a reader's guide to related documents and sidebars. The introductory essay gives a comprehensive overview of the problem.

A badly chosen cover illustration misleads, as 90 percent of the book discusses American responses to endangered species, while the cover depicts African elephant tusks in Zambia, which subject appeared only in a short sidebar.

Recommended for undergraduate college libraries, suitable for high school libraries also but the high price may be a deterrent.—*Marion S. Muskiewicz, Science Librarian Emerita, University of Massachusetts Lowell*

Explorers of the American West: Mapping the World through Primary Documents. By Jay H. Buckley and Jeffrey D. Nokes. Mapping the World through Primary Documents. Santa Barbara, CA: ABC-CLIO, 2016. 321 pages. Acid free $100 (ISBN 978-1-61069-731-6). E-book available (978-1-61069-732-3), call for pricing.

Buckley and Nokes have brought together a thoughtful selection of primary sources from the early explorers of the American West, organized around famous expeditions of explorers such as Lewis and Clark, Stephen Long, and John Wesley Powell. Each chapter includes a biography of the explorer featured in the chapter, and approximately ten selected excerpts of primary sources that usually run a page or two in length. Each excerpt has an introductory paragraph that provides historical context for the excerpt, and a few paragraphs of analysis that go beyond summarization and point toward the historical significance of the primary texts.

The work includes one female source in Susan Shelby Magoffin and one African American source that is also sensitive to American Indian perspectives in James P. Beckwourth. This is an appreciable attempt at an element of diversity in a historical arena that includes mostly white men: expedition leaders of the eighteenth and nineteenth centuries.

The work includes a useful, selected chronology of the exploration of the West that runs from the foundation of the Hudson's Bay Company in 1670 to the death of John Wesley Powell in 1902. It also includes a thorough index of entries that are mostly historical people, American Indian tribes, geographic formations and locations, historical professions, events such as battles, wild and domestic animals and plants, and a few other entries.

The real value of this work is as a teaching tool. The primary sources are selected to be interesting and readable. Taken together they paint a picture of a time when the very little was known about the interior of the continent to those back east. They serve to educate and to pique curiosity.

The analytical paragraphs conscientiously teach about the processes of responsible historical research, using the primary texts to illustrate these. In particular, they communicate the importance of context and provide examples of ways in which historians make use of primary texts. They do so in a way that is neither condescending nor detached.

One could easily imagine a ten-week course using this work as its text book, that introduces this interesting period in American history while also teaching about the responsible use of primary sources in historical research.

One could imagine reading this book cover-to-cover with great interest, studying this work as a text book, or browsing the work in a leisurely fashion. It is accessible to all these pursuits.

Compared to Sara Pendergast's *Westward Expansion: Primary Sources* (UXL 2000), Buckley and Nokes's work is geared toward a slightly more advanced reader, as Pendergast's work is for an adolescent audience. *Explorers of the American West* is more appropriate for lower division undergraduate students or advanced secondary students.

This attractive and convenient hardcover volume would be appropriate for a reference collection, a browsing collection, or among textbooks.—*Steven R. Edscorn, Executive Director of Libraries, Northeastern State University, Tahlequah, Oklahoma*

Fashion Fads through American History: Fitting Clothes into Context. By Jennifer Grayer Moore. Santa Barbara, CA: Greenwood, 2015. 325 pages. Acid free $89 (ISBN 978-1-61069-901-3). E-book available (978-1-61069-902-0), call for pricing.

Many works have explored the history of dress and its significance in larger cultural movements, such as the detailed overviews of clothing customs addressed in *Clothing through American History* edited by Amy T. Peterson and Amy T. Kellogg (Greenwood 2008) or the insightful works of Valerie Steele including the *Berg Companion to Fashion* (Oxford 2010) and *Fifty Years of Fashion* (Yale 2000). However, most of these works look at the seminal movements and most enduring fashion statements while this volume addresses the more ephemeral but still significant fads in fashion culture.

Moore offers nine common threads that appear in various times frames, including foreign influences, media influences, technology, repurposing, and statement fads, that she then places in chronology. Each grouping provides an introduction to the overarching theme and insight into both the context of individual trends and subsequent reinventions in later decades, presented in chronological order. For example, purple shirts in the mid-nineteenth century parallel arcade watches of the 1980s or cell phone purses at the turn of the twenty-first century as responses to technological advances. This use of both theme and chronology allows for cross-referencing a period while also presenting key trends.

Some of the items are more mainstream while others are more related to subcultures. The focus on these more passing fads does fill a gap, with many items such as the Rachel haircut and leg warmers showing the impacts of media culture on fashion, but some of the more obscure trends, such as grills, could use a bit more context into the subculture as well as the transition into some mainstream aspects. Also, while many of the sections explore the evolution of the fads, such as the Keep Calm t-shirt that ultimately became a gag, other sections could but don't fully develop the trend's impacts, such as the Livestrong bracelet which opened up a whole trend of social advocacy. Finally, the photographs throughout the book show the various items, though the reliance solely on black and white doesn't provide as much insight as color photos would.

While no single volume can fully explore the interactions of society and clothing choices, this volume does meet its purpose "to document fashions that are typically overlooked" (ix) and to demonstrate their cultural relevancy as commentary against more mainstream trends or as part of a subculture. Because of its broad overview and unique perspectives, this volume would be relevant in a wide range of cultural and sociological studies as both a starting point as well as niche focus in gaining a fuller understanding of the nuances within fashion trends.—*Donna Church, Reference Librarian, Webster University Library, St. Louis, Missouri*

Historic Sites and Landmarks That Shaped America: From Acoma Pueblo to Ground Zero. Edited by Mitchell Newton-Matza. Santa Barbara, CA: ABC-CLIO. 2016. 2 vols. Acid free $189 (ISBN 978-1-61069-749-1). E-book available (978-1-61069-750-7), call for pricing.

This new work explores 260 celebrated locations of historical import in the United States. A unique publication, the only similar undertaking in the recent past is Thomas W. Paradis's *The Illustrated Encyclopedia of American Landmarks* (Lorenz 2011). This older Lorenz edition is not widely held in American academic or public libraries, focuses more on the visual, and also highlights seemingly less-compelling sites such as state capitol buildings, marketplaces, and warehouses. Newton-Matza's book, on the other hand, hones in on places more widely acknowledged as historically significant, such as the Gateway Arch in St. Louis and the Grand Canyon. Other locations included here may be closely associated with major battles or well-known figures of the American past—US presidents, writers, and inventors, for example. The latter type of entry tends to be largely biographical (e.g., the Booker T. Washington National Monument in Virginia) while others focus chiefly on whatever significant event took place there, such as Woodstock or Ground Zero.

The entries, generally about one thousand words long, explain how and why we remember these places today, and also contain cross-references and lists of further reading. Cogently written by scholars from many disciplines, entries explain the history, background, and historical significance of the location, as well as its current condition. Some of these sites can certainly be considered controversial, or at the very least, how we remember them can be complicated and open to differing interpretations. Entries on such sites attempt to take as neutral a stance as possible, leaving ultimate conclusions up to the reader. The shooting of Kent State students in 1970 is one such example. While the entry is unbiased, it only contains about one hundred words on the actual shooting, against about eight hundred devoted to the history of Kent State as an institution and its growth over the years. While this history is interesting and well presented, it actually has nothing to do with the reason the Kent State entry is in the encyclopedia in the first place. It seems that more background information on other events at Kent that fateful weekend that led up to the confrontation, if not a summary of the student protest movement as a whole at that time across the entire nation, would have made for a more appropriate entry. Such a history could certainly be offered without taking sides or making moral judgements. The fact that no attempt whatsoever was made here to do so is a bit disappointing. To be fair, other entries on possibly contentious issues do a better job of confronting conflicting sides—the entries on the Wounded Knee massacre, the Andersonville prison camp of the American Civil War (where many Union prisoners died of disease and starvation) and the Stonewall Inn in New York City, (often considered the birthplace of the gay rights movement)—provide a more focused and satisfying approach.

Other special features of the set include a handful of black and white photographs, a general bibliography of relevant print and electronic resources, thirty-eight primary documents ranging from the First Charter of Virginia (1606) to the USA PATRIOT Act (2001), an appendix listing sites by state, and a detailed subject index.

Overall, this publication sets out to "explain and maintain the importance of specific sites on U.S. history" (xxvii), and it mostly does so. The stated audience here is high school and undergraduate students. In the end, the entries are somewhat cursory to fit a lot of sites in, making this encyclopedia seem most appropriate for public or school libraries, and perhaps too limited for academic libraries.—*Mike Tosko, Subject Librarian, The University of Akron, Akron, Ohio*

Natural Resource Conflicts: From Blood Diamonds to Rainforest Destruction. Edited by M. Troy Burnett. Santa Barbara, CA: ABC-CLIO, 2016. 2 vols. Acid free $189 (ISBN 978-1-61069-464-3). E-book available (978-1-61069-465-0), call for pricing.

This two-volume set explores nearly seventy international case studies related to the environmental and political aspects involved in natural resource management. As the title suggests, the focus is on geographic areas where conflict has ensued as a result of the scarcity or abundance of natural resources in the area. Each case study is framed as a question, and includes an overview of the topic, as well as two essays that are often points of debate surrounding the topic. The volumes are divided geographically, and volume 1 covers, international conflicts, Africa, the Middle East, Asia, and the Pacific, while volume 2 covers the Americas and Europe. Additionally, volume 2 contains 120 pages of key concepts that provide descriptions and details which range in length from one paragraph ("Endangered Species Act") to four pages ("environmental ethics"). The introduction contains a useful table, "Recent Conflicts Fueled by Natural Resources"; although the table is not extensive, it includes the country, duration of the conflict, and the resources at the heart of the conflict. This could be useful for students who want to quickly identify resources and countries that are at the center of these international conflicts.

Comparable works that deal with the environmental and political aspects of natural resource management often deal with a single country or a single natural resource. However, Pichler and Staritz's *Fairness and Justice in Natural Resource Politics* (Routledge 2016) also includes case studies and has an international focus. The demand for resource justice is a common theme that runs throughout both *Fairness and Justice in Natural Resource Politics* and *Natural Resource Conflicts*, but the latter covers a greater number of conflicts and provides two viewpoints on each topic.

In the preface, the editor states that "the primary purpose of this project is to take to heart the observations of

Our Common Future—to provide a reference for students of geography and conflict studies that evaluates and debates the role of natural resources as either sources of dissension and violence or stability and peace" (xxvi). This writer believes that this purpose has been met, and that this set would be useful for students and scholars studying geography, environmental sciences, and conflict studies. This writer highly recommends adding it to academic library collections.—*Lisa Presley, Reference and Instruction Librarian, Bowling Green State University, Bowling Green, Ohio*

Pop Culture in Asia and Oceania. Edited by Jeremy A. Murray and Kathleen M. Nadeau. Entertainment and Society Around the World. Santa Barbara, CA: ABC-CLIO, 2016. 444 pages. Acid free $97 (ISBN 978-1-4408-3990-0). E-book available (978-1-4408-3991-7), call for pricing.

Pop Culture in Asia and Oceania provides readers with a broad but surprisingly detailed overview of popular culture in Asia (excluding the Middle East), Australia, and New Zealand. Though the geographic focus of coverage may be somewhat narrow, the forms of pop culture covered in the single volume are quite varied and reveal a rich cultural tapestry that may be unfamiliar to many Western readers. Pop culture is of course intended for mass consumption, and the mediums and entertainments covered in *Pop Culture in Asia and Oceania* reflect that intent. They include: popular music, books and contemporary literature, film, television, radio, Internet and social media, sports, video games, fashion, and couture. Within each of these fields, readers will find in-depth articles on a wide range of specific art forms and genres. For instance, the literature chapter offers entries ranging from the esoteric Dalit literature of India to the more familiar Japanese manga (comics). Each chapter opens with a broad introduction that provides an overview of the particular art form or pastime.

Although the volume is quite broad in scope and the entries often brief, the authors manage to provide surprisingly thorough discussions about their topics, covering notable individual artists and personalities as well as the broader societal impact pop culture has made in specific regions. This reviewer found no comparable reference works to *Pop Culture in Asia and Oceania*. While there are many resources that provide more in-depth coverage of specific pop culture mediums such as manga, television, and cinema, this title will serve as a useful starting point for researchers. Readers seeking additional sources of information will be well served by the further-reading recommendations that conclude each entry. Libraries that purchase *Pop Culture in Asia and Oceania* may also want to consult the further-reading sections for additional resources that would strengthen collections in the pop culture field.

This title is recommended for public, K–12, and academic libraries with the condition that libraries supporting more advanced research should consider purchasing additional titles from the further-reading sections.—*Edward Whatley, Instruction and Research Services Librarian, Georgia College and State University, Milledgeville, Georgia*

Religion and Politics in America: An Encyclopedia of Church and State in American Life. Edited by Frank J. Smith. Santa Barbara, CA: ABC-CLIO, 2016. 2 vols. Acid free $189 (ISBN 978-1-59884-435-1). E-book available (978-1-59884-436-8), call for pricing.

Religion and Politics in America: An Encyclopedia of Church and State in American Life provides an overview of the relationship between politics and religion in the United States. Smith, president of Tyndale International University, history instructor at Georgia Gwinnett College, and Presbyterian minister, with his collaborators, has created a resource that spans the history of the United States from the colonial era to the present day. The 360 entries in the encyclopedia are arranged alphabetically by topic and are signed by the contributor, and each article includes references for further reading. Cross-references, a chronological time line, and a comprehensive index help to identify particular topics and to facilitate further reading.

Dr. Smith in the introduction states that this work "deal[s] with the religious diversity in the United States . . . and at the same time does not lose sight of the still predominantly Christian orientation of the nation" (xix). The articles bear this position out, as much of the diversity of religious experience in the United States has happened within the last century or so. Topics which span the history of America, as in the essay "Race in America," for example, generally include at least a mention of Islam and Judaism. Other topics, many historical in nature, such as the entries for the "Great Awakenings" in American Christianity, are more obviously Christian in viewpoint. That being said, there are some topics that are lacking. There is no mention of the Treaty of Tripoli, from 1797, in which it was affirmed that "the Government of the United States of America is not, in any sense, founded on the Christian religion." The Christian eschatological idea of the rapture is covered in the Millennialism entry, but the index term for "rapture," which is probably more well known by most readers, does not reference Millennialism but rather the entry for the Left Behind book series. And while the section on Islam in America is fairly long, the section on Jews is America is much shorter and does not adequately describe the different denominations of Judaism or explain their tenets. Other religions, such as Hinduism and Buddhism, have entries but rarely find their way into other essays dealing with broader topics such as race, immigration, or political participation. This in undoubtedly a consequence, in part, of the encyclopedia format, which emphasizes breadth of information over depth. The ample further-reading section after each entry and the more comprehensive bibliography at the end of volume 2 should, however, point readers to more in-depth resources should they be required.

The writers do an admirable job of maintaining a neutral and balanced tone. Smith, in the preface, emphasizes that "the encyclopedia takes seriously the religious motivations for political action. That is, religion is not regarded simply or primarily as a sociological or psychological expression, but in terms of sincerely held religious beliefs" (xix). This phenomenological approach allows the reader to understand the religious and political topics presented from an insider's viewpoint, and the discussion remains sympathetic and respectful. The writing is also clear and easy to follow, without jargon, and should be accessible to most readers.

There are a wide range of resources that cover politics and religion in the United States. This work, however, is unique in its scope and its format, presenting basic information on a broad variety of topics in one place. It is very accessible for high school, undergraduate, and graduate students, as well as general readers, who need basic information on the intersection of religion and politics in the United States. Recommended.—*Amanda Sprochi, Health Sciences Cataloger, University of Missouri-Columbia, Columbia, Missouri*

The Social Media Revolution: An Economic Encyclopedia of Friending, Following, Texting, and Connecting. By Jarice Hanson. Santa Barbara, CA: Greenwood, 2016. 441 pages. Acid free $89 (ISBN 978-1-61069-767-5). E-book available (978-1-61069-768-2), call for pricing.

As I began perusing this volume, I found myself falling into the assumption that this title would deal exclusively with the "how to" aspect of social media, as have many of the titles I have encountered. One word in the title, "economic," should have tipped me off to the fundamental differences between this work and others contained in my own collections, and those being offered via Amazon and GOBI3, but I was momentarily blinded by the plethora of the didactic social-media-for-business style tomes. This work considers the larger impact of activities that the introduction and evolution of social media has introduced, particularly those of an economic, cultural, social, and communicative nature. However, I am most intrigued by the fact that Hanson has not endeavored to isolate social media, but has paid close attention to how this phenomenon mirrors previous technological advances and how people, business, policy, and society have adjusted in the face of those changes.

The volume is organized similarly to many encyclopedias with an alphabetical list of entries, introduction, time line, historical overview, guide to related topics, list of entries, bibliography, and index. I was particularly impressed with the guide to related topics, which is broken down into categories such as agencies, changing industries, concepts and social practices, economic models and concepts, political activities, and others. I anticipate students finding this grouping by concept particularly usable and thought provoking. While at first glance I was unsure whether this was an item I would select for my own collection as a result of a reservation about the sustainability of the information on such a topic, I have concluded that the scope of Hanson's approach will make this volume worth retaining for years to come. I recommend this title for any type of library, but it would be particularly useful in public, college, or university libraries.—*Anita J. Slack, Reference and Instruction Librarian, Ashland University, Ashland, Ohio*

Surveillance in America: An Encyclopedia of History, Politics, and the Law. Edited by Pam Dixon. Santa Barbara, CA: ABC-CLIO, 2016. 2 vols. $189 (ISBN 978-1-4408-4054-8). E-book available (978-1-4408-4055-5), call for pricing.

Pam Dixon is founder and executive director of the World Privacy Forum, a nonpartisan research and advocacy organization which spotlights privacy issues in world affairs. As editor of the *Surveillance in America,* she brings together 115 entries written by 42 contributors. Topics covered by this resource include key court rulings, legislation, surveillance programs and initiatives, and efforts (such as encryption) to subvert snooping. A detailed chronology helps place issues in historical context, while bibliographies for each entry spur the reader to read further. The second volume of this encyclopedia showcases primary documents, intended—as Dixon puts it in the introduction—"to help readers understand how surveillance practices and priorities have changed since the September 11, 2001, terrorist attacks on American soil" (xxvi). (Given their currency, then, most of the primary documents would be relatively easy to locate online.)

Only two comparable works have been published in the past decade. William Staples's *Encyclopedia of Privacy* (Greenwood 2006) contains more than two hundred entries authored by more than one hundred contributors. However, its scope goes well beyond surveillance, with entries addressing the privacy issues involving health and family matters. Staples's work is also now out of date. As Dixon notes in her introduction, the debate surrounding "government surveillance and its impact on privacy" was "intensified in 2013" when whistle-blower Edward Snowden revealed that the National Security Agency had been keeping tabs on millions of law-abiding Americans (xxv). Another broader work is *Civil Liberties and the State* (ABC-CLIO 2010), which is essentially an anthology of primary sources and contains no analytical essays. Therefore, *Surveillance in America* can boast of being more comprehensive and more current than similar works on the market.

One possible drawback to this resource it is its lack of historical perspective. While the editor clearly states that the book focuses on "all the major issues" surrounding surveillance and privacy (xxv), some readers will want to see more entries dealing with the history of surveillance practices. To take one example, there is no entry exploring the impact of political surveillance carried out over decades by hundreds of local and state police "Red Squads." This, despite the fact that by 1975 over three-quarters of FBI intelligence files contained information from such sources. Nor is there any reference to the landmark *Handschu* agreement (1985), which effectively reined in the intelligence-gathering practices of the New York City Police Department. While incomplete coverage of the aforementioned areas may make it inappropriate for more advanced researchers, this book is recommended for public libraries and undergraduate collections.—*Seth Kershner, Public Services Librarian, Northwestern Connecticut Community College, Winsted, Connecticut*

Today's Economic Issues: Democrats and Republicans. Edited by Nancy S. Lind, Erik T. Rankin, and Gardenia Harris. Across the Aisle. Santa Barbara, CA: ABC-CLIO, 2016. 387 pages. Acid free $97 (ISBN 978-1-4408-3926-8). E-book available (978-1-4408-3937-5), call for pricing. ***Today's Social Issues: Democrats and Republicans***. Timothy W. Kneeland. Across the Aisle. Santa Barbara, CA: ABC-CLIO, 2016. 388 pages. Acid free $97 (ISBN 978-1-61069-835-1). E-book available (978-1-61069-836-8), call for pricing.

Here I get the unique pleasure of reviewing two separate books in one shot. They are the first two volumes in ABC-CLIO's Across the Aisle series, examining contemporary economic and social issues from the perspectives of America's two most prominent and increasingly polarized political parties. Both volumes adhere to the same format and structure, and entries are comparable in quality and depth, the only difference being that *Today's Economic Issues* contains a forward and introduction, whereas *Social Issues* has only a brief introduction. The former is an edited volume, whereas the latter is authored solely by Kneeland. As for the main content, the publisher is clearly going for uniformity throughout the series, so with my sincere apologies to the unique contributions of the authors and editors, I will for the most part be reviewing the two books together.

Alphabetical entries (totaling thirty-eight and thirty-seven, respectively) cover a wide range of issues such as "Financial Industry Regulation," "Minimum Wage," "LGBT Rights," and "Religious Freedom." All begin with an introductory "At a Glance" paragraph or two, then in short order, bullet-point out a couple of the broad, party-defining differences between how the Democrats and Republicans tend to view the issues. Then comes an overview that tracks the issue from its roots to the present. This kicks off what is essentially a literature review, leading then into subsequent sections, examining the issue as seen and addressed by each party over the years. These sections also include a brief case study (usually two) to highlight a specific piece of legislation (or proposed legislation), speech or article excerpt, party platform stance, event, etc. to provide additional insight. One additional thing worth noting is that many of the sections make clear that neither party is wholly unified or monolithic regarding these issues, which is good because it would be disingenuous and oversimplifying to paint every party member with the same brushstroke for each.

The issues in these volumes have been explored ad nauseam in (I'm generalizing here) scores of reference books in recent years. They are, after all, "hot button" issues to which undergraduate students tend to flock when writing that quintessential expository writing paper early on in their college career. However, the only other reference that really explores the divergent philosophies of the two parties on various issues, albeit not side-by-side like the current title, are *The Encyclopedia of the Republican Party* and *The Encyclopedia of the Democratic Party* (two volumes each) published in 1996, followed by 2001 supplement (Sharpe Reference). These do a good job at outlining party stances in their "Issues and Ideologies" sections, but are by virtue of their publication date, trés passé and would be inadequate for researching the contemporary state of affairs. Although not technically "reference," the Opposing Viewpoints series recently dedicated two volumes to *The Democratic Party* and *The Republican Party*, which also hash out some of the major social and economic issues from the party-specific standpoints (Greenhaven 2015).

The books being reviewed here are unique and timely. They are definitely written for a general audience of high school through undergraduate level students. I would (and will) gladly add them to my library's collection, but probably place them right in the main stacks as opposed to the ever-shrinking print reference area.—*Todd J. Wiebe, Head of Research and Instruction, Van Wylen Library, Hope College, Holland, Michigan*