management software, both proprietary and open-source.

Chapters 8–10 discuss newer developments in access to library materials. Chapter 8 covers the use of social media, especially Facebook, as a means of providing remote access to library materials and whether this would be effective, given copyright restrictions. Chapter 9 discusses mobile technologies such as smartphones, tablets, and netbooks, and the resulting ability to access library materials anywhere, whenever needed. Chapter 10 discusses virtual libraries, with a focus on e-books, the specific technology necessary to read them, and the limitations to their use.

Chapter 11 explores the technological problems that remote access can create. It focuses on the technological means of ensuring that only authorized users have access to materials, but it also touches on the problems of resources that cannot be viewed on mobile devices, collections that are difficult to search, and the occasional need to enter multiple passwords to access remote resources from off-campus.

Chapter 12 is a summary of the whole book, tying together chapters 1–11 but also surveying the means by which libraries can improve their service to users via remote access to resources and future developments that could make an even greater number of resources accessible to even greater user populations. Fulkerson does not follow the popular conception that increased remotely accessible materials means an end to libraries, rather:

"Libraries will not go out of existence, but they will offer more services to their remote users because of improvements in technology. […] The library of [the] 21st century will be a place where users can find the resources they need without having to set foot in the building."

Remote Access Technologies for Library Collections: Tools for Library Users and Managers is easy to read, containing thorough discussions of the issues in short chapters. In addition to the general bibliography, each chapter contains its own list of references, allowing it to stand alone if need be, and it is well-indexed. As higher education in general, and libraries in specific, move forward in pace with technological developments, the demand for remotely accessible materials will only continue to grow; therefore, this book is vital reading not just for librarians who work directly with digital materials, but for academic librarians in all disciplines.—*Deborah DeGeorge, University of Michigan.*

Char Booth. *Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators.* Chicago, Ill.: American Library Association, 2011. 180p. alk. paper, $60.00 (ISBN 9780838910528). LC 2010-14026.

Stepping into the classroom as a teacher can be daunting for the novice and experienced educator alike. To help prepare librarians for the classroom as well as other instructional settings, Char Booth provides a two-part book, the first consisting of a theoretical discussion of reflective teaching and the second a practical guide of teaching tools. While there are other excellent, recent books about library instruction, Booth's *Reflective Teaching, Effective Learning* is distinctive in its focus on developing a reflective approach that extends beyond simply explaining what to do in the classroom. For Booth, to teach is to understand one's own presence as a teacher as well as to understand how students and other library patrons learn.

Booth was a 2007 ALA Emerging Leader and a 2008 *Library Journal* mover and shaker, noted for her work on library instruction and technology literacy. She has spoken widely on the topic of instructional literacy and led workshops for librarians with the USER method she presents in this book. Although she works often with multimedia and technology literacy, she touches on teaching technology in this book as only one aspect of providing the resources necessary for addressing students' informational needs.

Booth begins with some autobiographical reflections on her own entry

into library instruction, noting that, like many librarians, as clearly as she felt called to librarianship, she was "thrown into teaching" with little preparation in graduate school or training in her job. Additionally, like many academic librarians, she found herself taking on a heavy instructional role beyond basic bibliographic and library resources instruction. The simple fact that Booth begins with, then, is that librarians must realize the extent of instruction in our work, from explaining tasks to coworkers and summarizing information for teams to instructing individual patrons on using databases or teaching classrooms full of students on information literacy and more. Embracing instruction as a core aspect of librarianship, therefore, makes instructional literacy a useful component of librarians' ongoing professional development.

Booth provides a succinct overview of instructional literacy in the theoretical portion of the book, focusing on concepts such as teacher identity, instructional philosophy, and personal learning environments. In this overview, she asks readers to reflect on the qualities of good and bad teachers in our own experiences as students as a way of exploring what effective teachers do and how they present themselves. This type of personal reflection is crucial to Booth's conception of reflective teaching. She then turns this discussion toward developing a personal teaching philosophy and honing a core instructional message for each learning situation.

The crux of Booth's approach is metacognition, which is about intentionality or a "constructive self-awareness in teaching." Booth further breaks down the components of teaching that a successful teacher can monitor and reflect on, such as knowing what knowledge and skills the learners already possess and what instructional materials and technology will be available and useful for instruction. To wrap up the theoretical discussion, Booth synthesizes learning theory and provides

a few different concepts as well as schools of thought on how people learn. Most important, Booth advocates for librarians to create communities of practice to sustain reflective teaching and constructive dialogues about classroom experiences.

Although the chapters in Part I all include activities that encourage readers to reflect on teaching and learning experiences, the chapters in Part II most clearly break down the teaching experience into steps and tasks that both novice and experienced educators can follow to develop a more reflective teaching practice. Booth provides the USER instructional design model, consisting of the steps Understand, Structure, Engage, and Reflect, which move a teacher from planning to implementing and revising lessons. Booth devotes a chapter full of concrete suggestions for each step of the model.

Connecting the USER method to her call for all librarians to develop communities of practice, Booth emphasizes the point that teaching happens in highly specific contexts framed by the larger institution's culture and needs. She identifies the shifting landscape of library instruction in libraries and argues that reflective teaching and communities of practice encourage librarians to take proactive steps in providing effective learning environments rather than simply waiting for users to ask for help. She notes, "USER is both a means of perceiving how you can contribute useful knowledge to local communities of practice, and a method for structuring your response. By engaging productively in the discourse and activities of your user community (a process that conflates embedding and outreach) you become better equipped to discern local educational opportunities when they arise and generate high-impact products."

In *Reflective Teaching, Effective Learning*, Booth provides a solid introduction to learning theory as a basis for reflective teaching. Like other books on teaching, Booth thoughtfully balances a need to provide solid teaching tools for novice

teachers—lifelines, as it were—while explaining the need to adapt constantly since each learning situation is different and dynamic, dependent upon the specific student's prior knowledge, level of engagement, and other factors often outside a teacher's control. In foregrounding the importance of metacognition, Booth offers the foundations for maintaining a solid footing in the classroom while understanding how to assess the specific needs of each classroom to adapt a lesson design on the fly.—*Paul Lai, Saint Catherine University*.

Information Literacy: Infiltrating the Agenda, Challenging Minds. Eds. Geoff Walton and Alison Pope. Oxford, U.K.: Chandos Publishing, 2011. Distributed in the U.S. by Neal-Schuman Publishers. 322p., $90 (ISBN: 9781843346104).

The articles in this 2011 anthology emerged from the Staffordshire University Information Literacy Community of Practice (SUILCoP), a group primarily active from 2006 to 2010 and representing more than 50 U.K. organizations, principally in postsecondary education. The collection is intended to provide information about specific information literacy (IL) initiatives and related issues, as well as to form the foundation for a call to action during a time of perceived economic peril for IL programs within U.K. higher education. Although the case studies and some of the discussions are specific to the U.K. context, there is a lot of fuel for information literacy practitioners in any 21st-century library, and the call to action is relevant across cash-strapped nations.

The editors are both heavily involved with IL-curriculum integration at Staffordshire. Alison Pope is Learning and Information Services Manager and cocreator of the award-winning Assignment Survival Kit (ASK) tutorial (www.staffs.ac.uk/ask/), and Geoff Walton is Academic Skills Tutor Librarian and Senior Researcher. The two previously coedited *Information Literacy: Recognizing the Need* (Chandos, 2006) and coauthored "Information and Media Literacies: Sharpening Our Vision in the Twenty First Century" for the collection *Issues in Information and Media Literacy: Education, Practice and Pedagogy* (Informing Science, 2009). The twelve papers that form the main body of this book are contributed by individuals who research, teach, and program information literacy across the United Kingdom.

The book is divided into three sections. Collaboration, Curriculum, and Courses features articles focused on IL-curriculum integration throughout the undergraduate career, workplace learning, and 21st-century pedagogical methods. The Development, Dialogue, and Design papers address IL integration across the curriculum, as well as practical approaches to development of reusable learning objects (designed for repurposing across institutions) and video and film materials. The final section, Obesity, Overload, and Opportunity seems both ambitious and forward-thinking, featuring discussions of the political nature of IL instruction, the impact to IL of sweeping changes to modes of communication and learning, and the use of assessment measures to identify specific areas of IL instruction in the United Kingdom that may merit revised or additional instruction. In reality, the articles share themes and foci across the sections. Since Pope and Walton, in their introduction, fail to clarify the distinctions between them, the alliterative section titles are somewhat distracting.

A number of the represented authors employ a global perspective. For example, Jillian R. Griffiths and Bob Glass report on their implementation at Manchester Metropolitan University of an information literacy assessment test originally developed in the United States and based on ACRL's Information Literacy Competency Standards for Higher Education (2000). Identifying areas for future intervention and considering the specific context of U.K. higher education, Griffiths and Glass