

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

began working with other practitioners on development of a bank of assessment measures for a U.K. student population. The anthology is clearly intended for a U.K. audience, as evidenced in context-specific terminology and in the institutional constraints and opportunities described. However, in the spirit of its own transnational discourse, international readers may find both inspiration and practical resources in its pages.

The case-study format for many of these reports ensures that readers are able to get a clear sense of the specific initiatives studied and conceptualize how certain elements might be adapted to new contexts. Librarians interested in 21st-century teaching practices and their application within library instruction will glean a great deal from Chris Wakeman's discussion of active learning pedagogies, a topic that arises elsewhere in the collection as well. Several of the authors discuss IL assessment efforts, providing detailed information for anyone considering such issues in their own institutions. Two great examples are Keith Puttick's article about embedding IL requirements within a law school curriculum, and Katharine Reddy's and Kirsty Baker's framework for IL integration from first year through graduation, which features detailed rubrics. With a growing emphasis on assessment and accountability in many academic libraries, the glimpse of assessment-in-action provided by these authors can be quite valuable. The use of figures, tables, and appendices in many of the articles helps concretize the studies further, and

a general index assists with way finding. Stylistically, the articles run the gamut from Gareth Johnson's very practical, nuts-and-bolts treatment of video and film production for IL instruction to Andrew Whitworth's fairly esoteric discussion of IL and "noöpolitics," a perspective produced, according to Whitworth, when "a resource-based analysis of politics, or 'geopolitics,' [extends] into the sphere of information."

A U.K. audience will find relevance here that eludes the rest of us, but there is value for everyone. Outlining specific challenges faced by teaching librarians during a time of radical change in U.K. higher education policy, Pope and Walton call for a shift toward new modes of teaching and learning as a means to reinvigorate the role of library instruction in the 21st century and enhance its valuation. It is an evolution that aligns IL with some of the new priorities emerging from the broader realm of higher education worldwide and a call to action that deserves attention. The connection between Pope's and Walton's impassioned plea and the twelve essays that follow is not always clear, but both are valid. Some of the articles in *Information Literacy* will likely prove merely tangential to the endeavors of any individual librarian working on an IL initiative, but as a body of knowledge they contribute much.—Linda Miles, *Yeshiva University*.

Philip F. Gura. *The American Antiquarian Society, 1812–2012: A Bicentennial History*. Worcester, Mass.: American Antiquarian Society, 2012. 454p. alk. paper, \$60 (ISBN 9781929545650). LC 2011-27183.

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