

adjustments for the accelerating evolution of information practice. This situates the text as a resource for teaching a deep and broad understanding of the building blocks of information exchange as the foundation for a career that is almost certainly going to change frequently and dynamically.

The text fittingly ends with a series of questions about the future of information infrastructure. The questions focus on issues that impact the entire information community: governance, copyright, advocacy, and policy in an increasingly deep pool of digital information. These questions might serve as a good framework for librarians just beginning their careers who will be a part of the development of any organizations and frameworks that will characterize the next great shift in information structure. The authors suggest that, while the future is unknowable, it's clear now that librarianship has an important role to play in current and future information practices.

This book is specifically appropriate for new librarians and library students, but it could also be a useful rumination for practiced librarians and others in academia and information professions. Librarians who have experienced firsthand the transformation of information from analog to digital will not find any surprises here, but rather a guided thought exercise through the specifics of how information has changed and how the role of the information professional has changed through and with it. This broadly applicable volume reveals the detail of the profession as it is today and would be a good addition to professional libraries as a reference for the future.—*Laura Costello, Stony Brook University*

Enhancing Teaching and Learning in the 21st-Century Academic Library: Successful Innovations that Make a Difference, ed. Bradford Lee Eden. New York: Rowan & Littlefield, 2015. 214p. Paper, \$45.00 (ISBN 978-1442247055). LC 2014043551.

We academic librarians live in interesting times. Progress in the usability of information technologies affords us the opportunity to assist our patrons in finding and accessing resources quickly. The “anything is possible” climate engendered by technological optimism has manifested itself through a spectrum of creative activities, leading to new approaches to instruction. In assembling the chapters included in this volume, editor Bradford Lee Eden showcases a representative snapshot of how academic librarians are implementing technology in support of the educational mission of their institutions. Most chapter authors detail the use of technology as the vehicle for innovating, although other chapters show that the current environment facilitates trying new implementations of pedagogical or structural ideas that may gain favor as circumstances have changed.

After a brief introduction by the editor, Teri Oaks Gallaway and James B. Hobbs discuss a program at Loyola University of New Orleans that advocates for faculty use of more open-access textbooks in the curriculum. The library's leadership in this initiative helped to associate the library with efforts at student retention. By gaining the support from the vice-provost for Faculty Affairs, the librarians leveraged opportunities to speak at departmental meetings about the open textbook initiatives, building awareness of the issue with faculty. While still in their early stages, Gallaway and Hobbs demonstrated that these communication initiatives have had a positive impact upon faculty placing resources on Course Reserves and upon student use of those reserves.

In chapter 2, James Lund examines the logistics and practicality of bringing the student bookstore into the academic library. While not scalable for large institutions or those with a comprehensive set of academic programs, Lund's analysis and suggestions may prove useful for smaller, focused institutions that can relate to Lund's situation at Westminster Seminary California. This arrangement can allow for better use of resources and enhances the value of the library for a small school.

On the other end of the scalability spectrum, Loren Turner and Jennifer Wondracek examine MOOCs (Massive, Open, Online Courses) and the possibilities for librarians to provide academic/faculty support to a MOOC run by another faculty member, or to serve as the professor/instructor for a course. Library services and expertise areas such as copyright, content delivery, and storage/preservation translate well into the MOOC format. Turner and Wondracek discuss considerations for creating assignments and assessment tools for MOOCs, an area requiring much planning and effort for course success. MOOCs are at an early stage of development, yet the authors encourage librarians to experiment, learn, and share lessons about library instruction through MOOCs with others.

Antonio DeRosa and Marisol Hernandez present survey results from 119 health sciences libraries across the United States, examining their educational programs. Many of the libraries reported having limited success as measured by patron attendance. These meager attendance reports may reflect a lack of interest. DeRosa and Hernandez point out that more libraries need to adopt stronger marketing approaches for their services to better gauge potential programs' appeal. In addition, librarians would do well to abandon the "PowerPoint presentation" as the de facto method of instruction in favor of active learning approaches and using alternative presentation technologies.

Technology that allows a user to communicate expertise or knowledge through digital "badges" or credentials represents an interesting development for educators. As Susan David deMaine, Catherine A. Lemmer, Benjamin J. Keele, and Hannah Alcasid discuss in their chapter, a system of digital badging for recognizing levels of accomplishment does not represent something new in human development, with historical examples of nondigital badge analogues dating back at least into the Middle Ages, and modern examples worn on the uniforms of armed services. With the online gaming community adopting badges for achievement recognition in certain games, coupled with the avid interest in gaming of so many young people, it makes sense for librarians to capitalize on this model for motivating students toward instructional goals. The authors present some difficult questions that librarians must address before implementing a badge system, including importance of reputation of the institution issuing the badge, whether the badge system represents an improvement to (or a replacement for) current instructional methods, program scalability, issues with student and faculty buy-in, and legal considerations. By looking carefully at these considerations, the authors show that digital badge programs will be challenging, yet have potential to increase student motivation for library instruction.

Helen Fallon and Anne O'Brien present how they promoted accessibility to an audio archive related to the life of the late Nigerian writer and environmental activist Ken Saro-Wiwa. The audio archive is hosted at the National University of Ireland-Maynooth (NUIM), which initiated the special collection through a donation by Sister Majella McCarron, an Irish missionary. Her deposit of letters and Saro-Wiwa's poems at NUIM led to institutional study and publication about Saro-Wiwa, who was executed in 1995 due to his work with the Movement for the Survival of the Ogoni People. Fallon and O'Brien used SoundCloud to host the audio archive via links from the library's website, and in the six months since its deployment in November 2013, it has been played almost six hundred times.

Christina Miller and John A. Drobnicki describe how York College (in the City University of New York system) uses a school media specialist position within their library to provide library instruction across the transition from high school to college. Miller serves as the state-certified school media specialist for the Queens High School for the

Sciences at York College and the York Early College Academy, both of which use the York College library as their own. Miller has successfully negotiated the concerns of the college librarians while implementing a strong instruction program and services for the high school students.

In 2010–2011, SUNY-Canton implemented a pilot program for circulating iPads. Michelle Currier and Michael Magilligan report on how the program was funded, initial reception of the program, and the possibilities for library instruction opened up by providing iPad technology to students. Currier and Magilligan also saw the iPad circulation as a step toward librarians advocating with faculty for iPad use in the classroom at their technical college.

The next two chapters deal with “gamification,” a trendy instructional concept involving the use of game design elements in the design of instructional programming. Cyndi Harbeson and Scott Rice discuss how Belk Library at Appalachian State University has implemented a library staff training program where staff members compete for digital badges that reflect increasing levels of skill and expertise. Midway through the development of this program, the campus decided to subscribe to the Lynda.com e-learning suite, and many of the digital badges under development were then mapped to Lynda.com tutorials. The authors see gamification as an effective method for addressing multiple levels of staff training requirements and to motivate staff self-learning. Diana Parlic, Adam Sefronijevic, and Mladen Cudinov propose using gamification to provide a framework for improvement of DART, an international institutional portal and digital repository for master’s theses and doctoral dissertations from 541 universities across 27 European countries. Creating gaming elements that encourage DART users to more fully populate their user profiles, as well as motivating users to implement DART for more communication and collaboration through gamification of activities like commenting on papers and communicating within forums, are discussed.

Alexander Watkins and Rebecca Kuglitsch report on how student input on the design of intentional library spaces for creativity in arts and sciences were sought through a service learning project integrated into an established technical writing course at University of Colorado Boulder. This service work not only benefited the library by providing crucial student feedback; it also gave those students new insights and knowledge about the services and resources of the library.

In their review of the current state of implementation for social media and Web 2.0 technologies into library instruction, Rachel Wexelbaum and Plamen Miltenoff note that the familiarity with these technologies among Generation Y and Millennials does not equate to expertise in use of these tools to locate, organize, or create scholarly content. The authors note a gap of from two to four years between creation of a Web 2.0 tool and adoption of the tool by academic librarians in an effort to reach students.

Starting from a constructivist perspective on education, Anthony Holdereid and Michael C. Alewine examine several active learning technologies for consideration in an instructional program, including interactive whiteboards, clickers, and wireless slates. Holdereid and Alewine base decisions on implementing any particular technology on two questions: does the technology/tool increase student engagement, and does the technology/tool actually improve student learning. By asking these questions and seeking answers through research and data, librarians should make better decisions regarding the use of instructional technologies.

This volume should be read by instructional designers, information literacy librarians, and other librarians interested in exploring new educational approaches. — *Scott Curtis, University of Missouri-Kansas City*