The Craft of Librarian Instruction: Using Acting Techniques to Create Your Teaching Presence. By Julie Artman, Jeff Sundquist, and Douglas R. Dechow. Chicago: ACRL, 2016. 100 p. Paper $38 (ISBN 978-083898821-3).

The idea of teaching classes is understandably intimidating to many new library professionals. The prospect of bombing a presentation in front of a room full of familiar classmates is bad enough, never mind the possibility of failure before an audience of strangers when one's job performance is at stake. Fortunately, *The Craft of Librarian Instruction: Using Acting Techniques to Create Your Teaching Presence* offers support and real-world advice for new teaching librarians. In a short one hundred pages, the book sidesteps long, heavy-handed chapters, and instead offers up tips that can be immediately practiced and incorporated into one's teaching.

As the title suggests, most of the book's content focuses on using theater techniques to improve one's classroom presence. The first chapter describes simple physical and vocal warm up exercises that, if practiced before teaching a class, could significantly improve the experience for both teacher and students. The book also offers advice on how to deal with common but stressful situations such as facing technology failures or being unable to answer a student's question. (Spoiler: handle the situation calmly, preferably with some humor, and don't sweat it too much.) Most importantly, the book clearly demonstrates how acting principles are relevant to library instruction. For example, the book offers sound advice on how to develop an appealing teaching style by tapping into one's best personality traits. It also reminds its readers of the important but often overlooked skill of coming to class fully prepared, including having a clearly defined set of learning objectives in-hand before class starts.

The Craft of Librarian Instruction's conversational tone and "you can do it" approach should appeal to anyone new to teaching. Graduate assistants and new librarians in reference departments will find the couple of hours required to read this book well worth the short time investment. Even experienced teaching librarians will find advice here that can be used to improve their classroom presence quickly and noticeably. This reviewer certainly would have liked to have had this book before teaching her first instruction session as a graduate assistant.—*Allison Embry, Research and Learning Librarian, University of Central Oklahoma, Edmond, Oklahoma*

Critical Literacy for Information Professionals. Edited by Sarah McNicol. London: Facet, 2016. 172 p. Paper $95 (ISBN 978-1-78330-082-2)

"Liberating education consists in acts of cognition, not transferrals of information," wrote Paulo Freire in the *Pedagogy of the Oppressed* (Herder and Herder 1970, 79). Freire argued that rather than viewing students as empty vessels to be filled with knowledge—termed the "banking model" of education—teachers should recognize and value students' individual perspectives and life experiences. Today's critical literacy movement has its roots in Freire's philosophy. When taught critical literacy methods, students begin from the viewpoint that there can be no single "correct" way to interpret information. Instead, texts should be questioned and read with an eye to the cultural forces that shaped them and the sociopolitical agendas they advance. Critical literacy also incorporates an element of social justice, calling students to actively promote the human rights of all marginalized communities.

Critical literacy presents librarians with a broad agenda, so the essays that make up *Critical Literacy for Information Professionals* are divided into theory and practice. The first seven chapters discuss how critical literacy principles can reframe the way librarians approach communities as varied as people with disabilities, international students, and patients within the healthcare system. The remainder of the book is devoted to case studies of critical literacy in action in school, college, and university classrooms.

Librarians are often responding to rather than designing class assignments, but these case studies demonstrate that it is possible to teach students the "role that interpretation plays in research" (26) within such constraints. Three case studies focus on how school librarians incorporate critical literacy approaches into a variety of assignments, including how to evaluate websites and analyze advertising messages. One example of critical literacy in action explores how a student's library-supported research into the Ebola outbreak in Africa caused her to organize a fundraising event for victims of the disease (109). Case studies are also given for critical literacy activities designed for juvenile offenders; for university undergraduates; and for community college students. *Critical Literacy for Information Professionals* ends with a bibliography of teaching resources and sources for further study.

With chapters written by school, university, and public librarians, this book's broad scope—ranging across several theoretical interpretations of critical literacy and almost every level of education—can be viewed as either a weakness or a strength, depending on the perspective of the reader. And that, of course, is critical literacy in a nutshell.—*Ann Agee, School of Information Librarian, San Jose State University, San Jose, California*

Emerging Strategies for Supporting Student Learning: A Practical Guide for Librarians and Educators. By Barbara Allan. London: Facet, 2016. 178 p. Paper $75 (ISBN 978-1-78330-070-9).

Supporting student learning is the name of the game for academic librarians, but what that means in the dynamic arena of higher education is constantly evolving. Barbara Allan's *Emerging Strategies for Supporting Student Learning: A Practical Guide for Librarians and Educators* presents a helpful overview of the many facets of the topic, with plenty of real-life examples and case studies, plus theoretical underpinnings and references to the literature for those wanting more depth.

The book is very well organized with a clear structure. It begins by presenting overarching trends in higher education and characteristics of today's diverse student populations, followed by chapters on digital literacies and current learning theories. The first several chapters focus on learning and teaching activities, design principles, and the creation of face-to-face, blended, and online courses. Following is a chapter covering evaluation of activities and courses, and the book concludes with a discussion of lifelong professional development.

The book delivers on its claim to be a practical guide, with concise chapters, text broken up with lots of white space and bullets, and examples set off in boxes. The reader can easily dip into single chapters, which stand on their own as well as contributing to the larger whole. Each chapter includes notes in the text that are easy to locate in the brief bibliographies. URLs accompany all examples and cases, so interested readers will be able to find more extensive information on the originating website.

The brief topic overviews and references to the literature will benefit new and aspiring library educators, as well as practitioners wishing to brush up on current issues. For example, the straightforward introduction to the ACRL's *Framework for Information Literacy for Higher Education* in the "Digital Literacies" chapter (38–39) will be useful for those desiring a high-level treatment of this important but complicated topic. The accompanying case study on redeveloping a course using the new ACRL framework will likewise help those seeking practical tips. The "Assessment of Learning" section in the "Learning and Teaching Activities" chapter provides a good explanation of formative vs. summative assessment (90–93), concepts that can sometimes be confusing in more academic works. The "Approaches to Learning and Teaching" chapter summarizes several major learning theories, which is beneficial for teaching librarians who have little background or formal education in pedagogy.

The chapters on learning and teaching activities, designing sessions for various formats, and delivering learning experiences provide a wealth of sound practical techniques, examples, and ideas, many of which could be (and have been) written about at much greater length in the scholarly literature. Cited are not only books and articles but also conference presentations and posters, giving an additional freshness to this material.

One minor criticism: The authors mix examples of activities used in hours- or weeks-long courses with those more appropriate for one-shot sessions, and this is sometimes confusing. More problematic, but still relatively minor, are the British spellings and word choices sprinkled throughout the text (e.g., "induction" for "orientation," A1 and A4 paper sizes, "tutor" for "instructor," "referencing" for "citing"). A short glossary might have been helpful for readers outside the United Kingdom. However, the author has done an excellent job of including examples from US and Canadian as well as British universities.

Highly recommended for those seeking a concise and practical, yet thorough, overview of important trends and issues relevant to library instruction practice.—*Joan Plungis, Reference and Instruction Librarian, University of Dayton, Dayton, Ohio*

Exploring Discovery: The Front Door to Your Library's Licensed and Digitized Content. Edited by Kenneth J. Varnum. Chicago: ALA, 2016. 304 p. Paper $95 (ISBN: 978-0-8389-1414-4).

Consistently providing users with a reliable and thorough way to search the library's resources is a daunting and exhausting process. Every system and solution has its own perks and pitfalls, but determining how a system will integrate at your library can seem impossible. *Exploring Discovery: The Front Door to Your Library's Licensed and Digitized Content* attempts to provide a window into how other libraries have approached their own problems with discovery and exposes both the successes and the challenges they have encountered.

The book is divided into four parts, each covering a major topic in the world of discovery tools—vended discovery systems, custom discovery systems, interfaces, and content and metadata. The nineteen chapters are each written by different contributors from varying institutions. The majority of libraries are academic, although several public libraries and even the Rock and Roll Hall of Fame Archives make appearances. No matter the library or solution, each chapter emphasizes the notion that library discovery is often cobbled together through a multitude of disparate systems, many of which do not "play nice" with one another. Even with the addition of a web-scale discovery system, there are still systems that will lag behind or that simply are unable to be integrated. Although some libraries do their best to alleviate that problem with one solution or another, the book underscores the fact that there is no silver bullet. Instead, each institution identifies and addresses a core problem, including creating a "magical" item-requesting experience, using bento-box design to demystify search results, exposing "hidden" resources within the library, and using system APIs to create a custom tool or application that fits the library's needs exactly.

This book would be a great resource to anyone who is in the weeds of evaluating and selecting a discovery solution for their library. Although it covers the broad strokes of understanding how to evaluate discovery systems, it also dives into complex issues for both users and administrators, and it shares how other professionals have addressed those problems with real-world solutions (or, as is sometimes the case, workarounds). This would be an ideal book to share across a library team, with those in library information technology and technical services reading the more specialized chapters regarding metadata and software development for customized solutions. For a smaller library where much of the IT work is outsourced, the book may feel too technical in