SOURCES

Library Service and Learning: Empowering Students, Inspiring Social Responsibility, and Building Community Connections. Edited by Theresa McDevitt and Caleb P. Finegan. Chicago: ACRL, 2018. 438 p. Paper $78.00 (ISBN 978-083894609-1).

Service learning is a type of experiential learning through which students learn while engaged in a service project. A librarian's role might involve helping students frame research questions, introducing library resources, or teaching information literacy concepts. In "Introduction to Library Service and Learning," the editors note the transformative learning potential of service learning opportunities. These types of learning experiences allow students more self-direction and a chance to have a real impact on the community; they are hands-on, student-focused, and authentic. Twenty-one chapters detail unique examples of how academic librarians collaborated with campus or community partners to integrate the library into a service learning project. A final chapter presents a review of literature on service learning that complements the book's contents.

There are many moving parts to service learning projects, and this book presents them in a detailed and consistent format that makes them seem less daunting and more doable. Each chapter provides an overview of a specific service learning activity, a description of the people involved, details of the steps followed, project feedback and assessment, a conclusion, and an appendix of materials. Within these categories, the authors address the importance of student reflection as part of the learning experience. They also describe any difficulties they encountered.

Library Service and Learning is recommended for academic librarians who are interested in beginning or expanding their involvement with service learning educational opportunities. They can choose from a wide range of topics covered in the various chapters and draw upon the detailed examples to begin their own projects. The examples provide not only a practical guide for librarians but also a resource to help convince potential partners to engage in collaborations. Unfortunately, the book lacks an index that would help someone locate terms mentioned throughout the text.—*Cheryl McCain, Library Instruction Coordinator, University of Oklahoma, Norman, Oklahoma*

Your Passport to International Librarianship. By Cate Carlyle and Dee Winn. Chicago: ALA, 2018. 132 p. Paper $49.99 (ISBN 978-0-8389-1718-3).

For those interested in recharging their career, exploring new places, or gaining unique experience, Carlyle and Winn's approachable and pragmatic volume *Your Passport to International Librarianship* will prove useful. The book covers the entire process of working internationally as a librarian, including visiting libraries while on personal vacations, as well as volunteering with international organizations, such as library nonprofits. The authors cover the benefits of international travel and volunteering, preparations necessary both personally and professionally, personal experiences, and advice for collaborating with your host library after returning home.

Each chapter also pulls out quotes from experienced international librarians and their host librarians to add more voices to the narrative. Written in a conversational tone, the advice comes across as a well-travelled friend giving you advice and ends with a useful resource list, providing those dreaming of working abroad a jumping-off point. It is also important to note that the book does discuss being a humble traveler and not bringing a colonizing attitude when working internationally.

The main limitation of the book is that while the authors cover the many possible avenues for international librarianship, they focus mainly on their own experiences. This results in Librarians Without Borders getting the majority of coverage in the book, although the authors acknowledge this and offer information on other opportunities. For this same reason they are also able to offer in-depth coverage, advice, and personal anecdotes, which makes the book enjoyable and relatable.

The book is an excellent starting place for working internationally as a librarian, most likely as a volunteer. It is a useful read for any library professional or library school student interested in pursuing an international library adventure.—*Jessica Martinez, Assistant Professor, Science Librarian, University of Idaho, Moscow, Idaho*

Reengineering the Library: Issues in Electronic Resources Management. By George Stachokas. Chicago: ALA, 2018. 336 p. Paper $79.00 (ISBN 978-0-8389-1621-6).

The increasing prevalence of electronic resources in academic libraries has forced information professionals to rethink many aspects of library services. The last couple of decades have seen significant updates to national standards of practice and librarian core competencies. This book presents a well-rounded view of the current state of electronic resources management in academic libraries, with chapters covering a wide variety of topics, including discovery, analytics, vendor relations, and departmental reorganization. Even if managing electronic resources is not one of your primary job duties, this book can provide valuable insight into an ever-growing field of librarianship that impacts library service at all levels.

For those new to the world of e-resources management (ERM), this book is an excellent resource for getting started on the cutting edge of e-resources librarianship. While the author sprinkles argon and acronyms throughout the book, the early chapters define each term. A few chapters also provide a historical view of certain standards and practices, offering context for recent changes in the field. Addressing nearly every aspect of ERM, the book acknowledges the jack-of-all-trades nature of being an e-resources librarian (ERL). The numerous skillsets required for effective ERM

can sometimes be overwhelming for a new librarian, but this book successfully delineates each area of responsibility with real-world examples.

If you are a seasoned e-resources librarian, this book will present you with many ideas for streamlining workflows and updating procedures to comply with current best practices. Several chapters present case studies and examples of what academic libraries across the country are doing to update their approach to ERM. For example, one chapter covers ack-end techniques regarding licensing, metadata creation, and data collection, and another examines a few specific service and software platforms, such as EBSCO Discovery Service and CORAL. Multiple chapters also discuss the importance of interdepartmental communication and collaboration, particularly between Technical Services and Public Services. Because the technical aspects of electronic collections and their access platforms are in constant flux, there is an ever-increasing need for continuous e-resources training among staff. When library staff across multiple departments are able to navigate and troubleshoot issues effectively, this can have a considerable positive impact on the experience of end users.

This book illustrates why effective management of electronic resources is a vital component of quality library service. With content from a variety of experts working in academic libraries across the United States and Canada, George Stachokas has compiled a superb resource on this topic of librarianship.—*Casey Lowry, Collection Services Librarian, East Central University, Ada, Oklahoma*

Successful Campus Outreach for Academic Libraries: Building Community through Collaboration. Edited by Peggy Keeran and Carrie Forbes. Lanham, MD: Rowman & Littlefield, 2018. 250 p. Paper $95.00 (ISBN 978-1538113707).

Outreach is an increasingly important responsibility for academic libraries, fulfilling the library's own mission and supporting the wider institution's goals around retention and student success. Unfortunately, it can be challenging to connect outreach initiatives to desired outcomes. Into this knowledge gap step Peggy Keeran and Carrie Forbes, who have edited a collection of outreach initiatives and strategies organized around four key elements of a successful outreach program: strategic vision and planning, program development and implementation, community outreach, and expanding outreach audiences. Individual chapter authors come from large and small universities in both public and private contexts, and present library outreach initiatives from the United States, Canada, and Indonesia.

Part 1 includes three chapters on the elements of successfully preparing a new outreach program. Most broadly applicable is Rosan Mitola's "Plan, Prioritize, and Partner" model for designing events and other outreach initiatives. Part 2 explores program development and implementation, and presents three case studies of implementing outreach

programs for specialized audiences or using new technologies. Part 3 steps beyond the campus boundaries to explore initiatives that target the wider community—of particular note here is Paul Mascareñas' and Janet Lee's discussion of Regis University's information literacy outreach initiative at a local "feeder" high school. Part 4 encourages readers to think outside the box with outreach strategies and audiences, examining ways to engage students at Canadian polytechnic universities, launching a Student Advisory Board, or focusing on meeting the unique needs of graduate students.

Keeran and Forbes have assembled a collection that both provides examples of successful outreach initiatives and possible frameworks for a library to use in designing its own programs. This book deserves a space on every outreach public librarians' reference shelf and can be useful to academic library administrators interested in finding synergies between library outreach goals and the larger strategic vision of the institution the library serves. Beyond the library, university marketing and student affairs administrators may find this book an interesting read as well, given the emphasis on the role of collaboration within all of the chapters. It also provides non-librarians with a useful overview in how the library can serve as a partner in broader university outreach and marketing initiatives.—*Sarah Clark, Dean and University Librarian, La Salle University, Philadelphia, Pennsylvania*

Metaliterate Learning for the Post-Truth World. Edited by Thomas P. Mackey and Trudi E. Jacobson. Chicago: ALA, 2019. 230 p. Paper $64.99 (ISBN 978-0-8389-1776-3).

One of the great challenges in librarianship currently is educating digital natives on how to identify misinformation and "fake news," while also transforming them into information literate, responsible consumers, and creators of knowledge. Since 2011, metaliteracy has been proffered as a potential cure for the current relativistic "post truth" era. Written and edited by experts in this subject, *Metaliterate Learning for the Post-Truth World* introduces the reader to the concept of metaliteracy, a pedagogical model emphasizing reflective learning and the informed production of new knowledge. Summarized as "knowing how to think, not what to think," metaliteracy does not focus on discrete information literacy skills, instead stressing a holistic approach to literacy and learning. The theoretical framework advocates guiding students to responsible interaction with information as both consumers and creators by teaching them to understand their own biases and emotional responses to new information. Under this model, students would be better prepared to access and accept changes to currently held beliefs when new information becomes available.

Written with information professionals in mind, the first half of the book introduces the reader to the theoretical underpinnings of metaliteracy, particularly the efficacy of its use as a pedagogical model and encouraging the reframing of learning experiences to encourage students to reflect on their thinking, understanding, absorption, and creation of