The Fun of Motivation: Crossing the Threshold Concepts. By Mary Francis. Chicago: ACRL, 2017. 182 p. Paper $48.00 (ISBN 978-0-8389-8933-3).

When ACRL officially adopted the *Framework for Information Literacy for Higher Education* in 2016, fun was not a word many librarians would associate with this new Framework, as it required new ways of incorporating information literacy concepts and skills into library instruction sessions. Instead of strict standards, the Framework interconnects ideas and concepts about information, research, and scholarship that will allow the student, instructor, and librarian greater flexibility in developing new curricula.

The Fun of Motivation is a great resource to use for librarians considering, or in the process of, incorporating the Framework into their instruction sessions. Experienced instruction librarians revising the way they teach library instruction, as well as brand new instruction librarians, will find something helpful in *The Fun of Motivation*. This book helps librarians be deliberate in their teaching of the Framework's threshold concepts by incorporating engaging instruction techniques into their library instruction sessions. The first part introduces motivational theories, the relationship of fun and education, and instructional techniques. Instruction librarians with education backgrounds or who are familiar with education theories, could probably skim through part one quickly. The second part is an application of the theories and techniques discussed in part one, including lessons plans and learning objectives, as well as assessment ideas and rubrics.

The lesson plans and rubrics can easily go from the office to the classroom. By utilizing an instructional design approach, this book helps librarians plan and organize their instruction sessions by starting with learning outcomes. Every chapter also includes a section with ideas on modifications and accommodations for discussions during the session, as well as how to adapt the lessons to different student groups and classes. *The Fun of Motivation* will help librarians, "approach the new Framework with a spirit of fun as [they] work toward the shared goal of developing information-literate students" (p. 4).—*Magen Bednar, Student Success and Engagement Librarian, University of Oklahoma Libraries, Norman, Oklahoma*

Inquiry and Research: A Relational Approach in the Classroom. By Michelle Reale. Chicago, IL: ALA, 2019. 122 p. Paper $57.00 (ISBN 978-0-8389-1784-8).

Why do students seek information from academic libraries? More often than many librarians and other educators might hope, their goal is box-checking, finding the required number of resources of the prescribed type to fill the mandatory bibliography to get the assigned paper finished (and forgotten). Librarians risk reinforcing this mindset when we treat the research process mechanistically, as a sequence of steps to be executed: learn these tools, enter these keywords, apply these limiters, click here to save results—check these literal boxes. In *Inquiry and Research: A Relational Approach in the Classroom*, Reale proposes that librarians instead view their interactions with students as opportunities to encourage a "spirit of inquiry." Begin, Reale proposes, by pausing the hunt for immediate answers in favor of helping students learn to ask interesting and worthwhile questions. Value curiosity and thoughtfulness. Seek opportunities to center students in their own learning, and help them reflect throughout the research process.

The book is organized into ten chapters that outline different aspects of inquiry and discuss how it applies to different contexts. Each chapter concludes with a list of suggested strategies for implementation. Some of the recommendations are for specific actions (e.g., "Let students know you are available for individual consultations by ending each classroom session with your contact information") (p. 104). Others are much less concrete, having instead to do with the attitude or mindset with which librarians might approach instructional encounters (e.g., "Understand the power of conversation and articulation of ideas in the inquiry and research process") (p. 105). This is in keeping with the tenor of the book overall, which is as much conceptual as practical. Although it can be read in barely an hour, this title nonetheless has the potential to encourage librarians to think about our teaching more ambitiously.—*Molly Strothmann, Library Collections Strategist, Oklahoma State University, Stillwater, Oklahoma*

Motivating Students on a Time Budget: Pedagogical Frames and Lesson Plans for In-Person and Online Information Literacy Instruction. Edited by Sarah Steiner and Miriam Rigby. Chicago: ACRL, 2019. 332 p. Paper $64.00 (ISBN 978-0-8389-8949-4).

Information literacy is one of the most important aspects of librarianship. If students do not understand how to find and successfully use library resources, of what use and purpose is a library? In the past (and mostly to this day), live instructional classes were the norm for introducing students to library resources, but for convenience and reach of a wider audience, more and more information literacy sessions are being held online. However, these sessions only last an hour or two. With such a short time frame, how can instructional librarians make an impact on their audience? Editors Sarah Steiner and Miriam Rigby, an instruction librarian at Western Carolina University and a social sciences librarian at the University of Oregon respectively, have created a one-volume library instruction book with enough information on this topic to cover multiple volumes. Throughout its nineteen chapters, *Motivating Students on a Time Budget* explores diverse tools to foster motivation and learning for library instruction students, for both in-person and online library instruction.

The book begins with a useful feature: a chapter dealing with students' motivational analysis, specifically the ARCS model (which stands for attention, relevance, confidence

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and satisfaction). This model serves as a guidepost for the remaining chapters, which deal with motivational methods such as gaming, as well as using different methods of library instruction. In addition, other successfully engaging motivational tools are highlighted for use in information literacy instruction limited to short periods of time. Each chapter also contains an extensive bibliography and endnotes, along with charts and material to create lesson plans.

Instructional librarians now have a powerful tool in their arsenals to create effective, motivational courses within a narrow period. Highly recommended.—*Larry Cooperman, Adjunct Librarian, University of Central Florida Libraries, Orlando, Florida*

Project Management in Libraries: On Time, On Budget, On Target. By Carly Wiggins Searcy. Chicago: ALA, 2018. 123 p. Paper $54.99 (ISBN 978-0-8389-1719-0).

Project management is not about managing projects, and Searcy's well-written book succinctly demonstrates the difference. Searcy, a certified project management professional (PMP), states, "limited endeavors that create a unique product or service are projects" (p. 1). More formerly, "then project management must be *the use of organizational resources to create a unique product or service that achieves organizational objectives*" (p. 2).

In chapter 1, Searcy uses processes from both the Project Management Institute and the Agile methodology to create a hybrid of five process groups: initiating, planning, executing, monitoring and controlling, and closing. Chapter 2 talks about characteristics of a project manager: tenacity, collaboration, and ethics. Subsequent chapters lead the reader in meeting management, planning a team, costs and budget, execution, and failure.

Each chapter provides clear and simple definitions, describes library related examples, defines and gives specific techniques, circles back to previous chapters well, and ends with a tidy summation. Chapters also provide excellent examples of figures, checklists, registers, and templates. The final chapter outlines the most ignored process, closing. It entails reflection, lessons learned, final reporting, and celebration. A complete bibliography and index are included.

In closing, Searcy states, "the meaningful part of project management is not creating charts or writing plans. It's the conversations, the transparency, the negotiation, and the collaborative problem solving that are required to create the right result . . . if you apply the skills, tools, and techniques outlined in this book while practicing responsibility, respect, fairness, and honesty, you will have better project outcomes" (p. 112).

Searcy has an easy-going, yet focused, writing style, providing a huge amount of information in a small package. *Project Management in Libraries* is a well-written, concise overview directly focused for libraries. Information is also provided for those interested in project management careers.—*Dana Belcher, Director, Linscheid Library, East Central University, Ada, Oklahoma*

Recipes for Mindfulness in Your Library: Supporting Resilience and Community Engagement. Edited by Madeleine Charney, Jenny Colvin, and Richard Moniz. Chicago: ALA, 2019. 144 p. Paper $49.99 (ISBN 0-8389-1783-1).

Much like mindfulness itself, this title does not require a large investment of time and uses minimal structure to achieve results. This collection of chapters can be read all at once or one by one, with each chapter bringing a different perspective on mindfulness in the daily life of a librarian. Topics include applying mindfulness both personally and for library users in areas such as outreach, instruction, collection development, and staff management.

The collection of chapters is a forum of practical ideas on mindfulness in all types of libraries, with examples from medical, public, academic, and school libraries. Those looking for information on best practices, an introduction to mindfulness concepts, or a thorough discussion on how mindfulness fits in with a library's mission and purpose should look elsewhere. The brief chapters vary in the clarity of the writing and in the uniqueness of the ideas. Some chapters present truly unique ideas, such as long-term houseplant checkout for on-campus residents, while others discuss how the application of traditional techniques, such as journaling, influenced the authors' work.

With few works available on applying mindfulness specifically in the library context, this title does fill a gap in the literature. Even though it is a snapshot of current library trends in mindfulness, it is not likely to become quickly outdated because many of the ideas will remain relevant over time. The format and content makes the work useful for librarians with varying levels of experience with mindfulness. Those with little experience would need to supplement this text with some of the ample resources on mindfulness concepts, specifically how mindfulness can affect the workplace and the academic environment. While it is not a comprehensive guide to mindfulness in libraries, this text can be useful for libraries striving to explore mindfulness in a variety of contexts.—*Marla Lobley, Public Services Librarian, East Central University, Ada, Oklahoma*