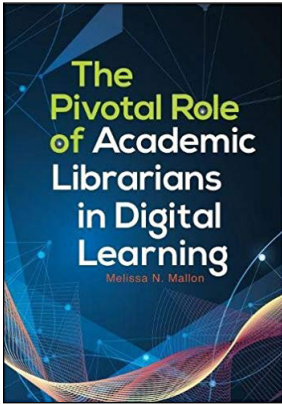


**Melissa N. Mallon.** *The Pivotal Role of Academic Librarians in Digital Learning*. Santa Barbara, Calif.: Libraries Unlimited, 2018. 150p. Paper. \$50.00 (ISBN: 978-1-4408-5217-6). LC Z675.U5 M327.



*The Pivotal Role of Academic Librarians in Digital Learning* contains a collection of chapters that relate to the instruction of digital literacy and information literacy in the digital age. Since the digital landscape changes rapidly, it is important to have current information on this topic. Chapter 1 provides an overview of what instruction librarians do. The account of curriculum mapping is particularly useful. Chapter 2 discusses the particular library instruction needs of professional programs in universities. Chapter 3 is the core of the book, describing what digital literacy is and what is needed by students who live in the digital age. Chapter 4 explores library pedagogical techniques in the online learning environment. Chapter 5 outlines library instructional assessment; several good ideas for assignments to gauge student learning are offered. Chapter 6 covers informa-

tion literacy instruction in general education courses in which students are introduced to college-level information literacy. Chapter 7 discusses combining self-directed and collaborative learning in library instruction. Chapter 8 wraps the book up by relating information literacy instruction to the overarching goals of a university. The author also offers a brief, unnumbered conclusion to finish the book.

*The Pivotal Role's* author, Melissa Mallon, is Director of the Peabody Library at Vanderbilt University. Prior to her work at Vanderbilt, she coordinated library instruction at Wichita State University and the University of Pittsburgh at Johnstown. She holds a master's degree in library science from Louisiana State University and a BA in English from Wichita State University. She is well versed in strategies for online information literacy instruction and digital literacy instruction, which shines through in her book.

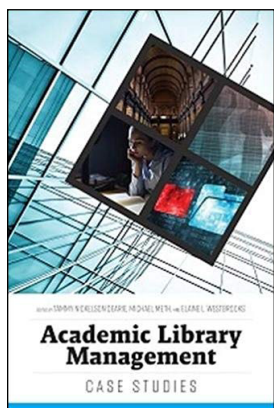
While this book appears to be a monograph, it reads more like an edited volume. It is a collection of the author's articles and conference proceedings. This makes the progression of ideas somewhat difficult to follow, since the chapters don't have a single, cohesive scheme for headings. Readers have some work to do in determining how these chapters fit together, and content overlaps across multiple chapters. Chapters 1 and 3, as newly written pieces, are of the most help in binding the ideas of the book together. Readers may benefit from reading chapter 3 before chapter 2. Chapter 2 stands out from the others as the most specific article in the mix; therefore, it might be better saved until closer to the end of the book. The most successfully integrated previously published chapter is chapter 5, on assessment. Chapters 4 and 7 have a great deal of overlap, since both describe the same pedagogical method.

The figures in the book have mixed levels of impact. Some of the figures are useful illustrations. For example, Box 1.1, where the author lists learning outcomes for various levels of undergraduate students, is valuable for delineating when students should be learning various information literacy concepts. Box 3.1, in which the author sketches a framework for how information literacy can be incorporated into various general education courses, is also a useful tool for planning library instruction. However, some of the figures are not well described or clearly necessary. For example, in figure 1.5, the author offers a diagram to map the process of librarian and faculty collaboration, but it is not explained in the text. In figure 5.1, which lists examples of in-class assessment activities, it is unclear why the image was not simply provided as a bulleted list in the

text. The image of a concept map provided in this figure is so small as to be illegible and seems distracting rather than illuminating. The Appendix of Technology Resources is useful as a checklist for academic librarians to ensure they are aware of the tools currently available to them for teaching information and media literacy.

Overall, this book provides useful background on digital literacy instruction and information literacy instruction in the age of digital research tools. It is important for academic librarians to keep up to date with changes in these areas. However, the book would benefit from being organized by the different elements of digital literacy instruction (such as faculty needs, student needs, instructional methods, instructional tools, disciplinary differences, sequence of instruction, institutional goals, and assessment) rather than as a compilation of articles. The chosen format of the book leads to repetition for the reader. The strength of edited volumes usually comes from the synergy of a variety of perspectives, methodologies, and expertise offered by a variety of authors. Since this book is single authored, it's not necessary for it to be broken into separate articles, and it could offer more cohesion to the reader if it were reorganized. Librarians looking for background on planning information literacy instruction in the digital landscape may also want to look to books such as *Creating and Maintaining an Information Literacy Instruction Program in the Twenty-First Century* (2013) or *Enhancing Teaching and Learning in the 21st-Century Academic Library: Successful Innovations That Make a Difference* (2015). The first has a very clear progression and the second offers a diverse set of perspectives. —Sarah Rose Fitzgerald, *University of Alabama*

**Academic Library Management: Case Studies.** Tammy Nickelson Dearie, Michael Meth, and Elaine L. Westbrooks, eds. Chicago: ALA Editions, 2018. 213p. Paper, \$69.00 (ISBN 978-0-8389-1559-2). LC 2017010131.



Librarians who transition into management and administrative roles in academic libraries often find themselves there with little or even no preparatory training; and, once there, common problems and best principles and practices are more often than not learned on the job. Intensive professional development programs for emerging and current library leaders are one opportunity available to prepare librarians for managerial success; but, in addition to these programs generally only accepting small groups of people at specific times of the year, a number of factors can make supporting attendance impossible for resource-strapped libraries. Only fourteen people were selected for the 2014 cohort of the UCLA Senior Fellows program, a three-week-long immersive program for academic library leaders; but, with the publication of *Academic Library Management: Case Studies*, everyone can

now benefit from the lessons learned through the first-hand experiences collected in this deceptively slim volume.

Editors Tammy Nickelson Dearie, Michael Meth, and Elaine L. Westbrooks, all 2014 UCLA Fellows and library leaders, were inspired by the program director to “collect our experiences and stories in case study format so that others in academic libraries could learn how we approached and solved problems” (ix). The result is a strong collection of fourteen case studies covering a wide range of problems in a variety of settings that academic library managers could potentially face in the course of their careers. Written not only by library directors and experienced administrators, case studies are also pre-