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Fundamentals of Library Instruction

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Sweeper, Darren, "Fundamentals of Library Instruction" (2015). *Sprague Library Scholarship and Creative Works*. 57.
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On: 03 June 2015, At: 08:47
Publisher: Routledge
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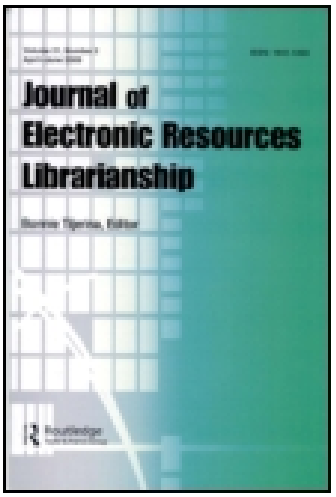

Journal of Electronic Resources Librarianship

Publication details, including instructions for authors and subscription information:
http://www.tandfonline.com/loi/wacq20

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Published online: 01 Jun 2015.

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To cite this article: Darren Sweeper (2015) Fundamentals of Library Instruction, Journal of Electronic Resources Librarianship, 27:2, 145-146, DOI: 10.1080/1941126X.2015.1029790

To link to this article: http://dx.doi.org/10.1080/1941126X.2015.1029790

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discussion, designs, and decisions," especially if they see universal access to information and communication technology as a human right. Elected officials must at least pursue the goal of a 100% information literate society, as they have pursued the goal of universal literacy, whether or not it is entirely attainable.

The authors have laid out a plan whereby public libraries can be instrumental in achieving digital literacy and digital inclusion for everyone who wants it, independent of social context or economic status. In an ideal world, every government official involved with funding public libraries would read this book or at least be made familiar with its concepts by library advocates. This book is highly recommended for all readers at all levels.

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Monty L. Mcadoo. 2012. *Fundamentals of Library Instruction*. Chicago, IL: ALA Editions, 128 pp. ISBN: 9780838911419.

As librarians assume the role of teachers and as the perception of librarians as teachers grows, the need for a deeper understanding of what library instruction encompasses takes on greater professional significance. This book begins with a concise dispensation on the evolution of the concept of instruction involving the library. The first chapter, entitled "Historical Overview of Library Instruction," includes a general survey of the six key formats of instruction: Bibliographic Instruction, Library Orientation, Library Instruction, Course-Integrated Instruction, Credit-Bearing Courses, and Information Literacy Instruction. The author also describes how these terms are often used synonymously when in fact they have different emphases and why making the distinction between them is important.

In Chapter 2, "Who Teaches?," the issue of who is responsible for teaching is addressed followed by a discussion on the differences between *centralized* and *distributed* models of library instruction. The author then takes an in-depth look into problems that arise in the day-to-day management of an instruction program in a section entitled, "Delegation of Instruction," which also includes a brief discussion on two types of teaching models: *Embedded Librarians and Coteaching.*

The third chapter, "How Students Learn," is an important and cogently written introduction to the Behaviorist, Cognitivist, and Constructivist theories of learning and the debate surrounding their relevance and use followed by a brief discussion about learning styles.

Chapters 4, 5, and 6, "Predelivery Considerations," "What to Teach," and "Where Instruction Takes Place," present an informed and nuanced perspective on the issue of the platform for delivery and content for library instruction, followed by a discussion on the various places where it can take place.

In the seventh chapter, "It's About Time," the author turns his attention to the issue of time, not just time management, but actual timing. For example, at what point should library instruction be scheduled and by whom? This chapter also covers specific aspects of how to manage time. And it does so, in a meticulous and beneficial manner, by presenting a time-saving checklist for online classes and a six-step procedure for processing requests

for instruction. It also includes a detailed model request for instruction form, followed by an instructive final note on scheduling, generally speaking.

In the eighth chapter, "Characteristics of Effective Instructors," the author provides a list of 12 broad skills and knowledge categories and 25 essential characteristics of an effective instructor, namely, knowledge of the subject matter, genuine desire to teach, ability to communicate effectively, sense of humor, knowledge of effective teaching and pedagogy, and organizational skills, just to name a few.

The author expands on the concept of effective instructors with an equally informative discussion on the "Characteristics of Effective Instruction" in the ninth chapter. In this section, he argues that even the most experienced instructors need to devise strategies and develop tactics to effectively conduct instruction sessions so that they can manage disruptions that may eventually occur during a session.

In the final two chapters, the tenth and eleventh, respectively, "Assessment" and "Challenges to Instruction," McAdoo produces a wide-ranging and erudite discussion on the importance of conducting informal and formal assessments of library instruction. He ends the book by addressing some of the common misconceptions about library instruction and the issue of nonlibrarians providing instruction.

The *Fundamentals of Library Instruction* is an excellent primer, which captures with persuasion and well-developed arguments the essence of this vital aspect of academic librarianship. Reading it will obviate some of the pitfalls inherent in library instruction. It is an important and much-needed book for teaching librarians of all experience levels.

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Suzanne M. Ward. 2015. *Rightsizing the Academic Library Collection*. Chicago, IL: American Library Association, 148 pp. ISBN: 9780838912980. List price $60.00.

There was a time not too long ago when the quality and reputation of academic libraries were measured by the number of volumes, serial titles held, size of staff, materials expenditures, gate counts, and reference transactions. The changing landscape of higher education, which transformed how libraries operate together with increasing demands and expectations of students, has made collection size lose its importance. Reality tells us that these traditional metrics have failed to capture and convey an academic library's true value. Size and quantity of the library collection don't matter as much as impact on student learning outcomes, retention, and graduation rates. It is surely not enough for libraries to undertake regular weeding to address these student impact measures. Libraries need to make the collection right.

It is in this context that this book is written. It offers a way for academic libraries to effectively shape their print collection so that it is not only relevant and timely but fits the overall mission of its institution as well. Although you will see "weeding" and "deselection" mentioned a couple of times in this book, it is more than just that. Instead of downsizing the print collection based on usage, circulation, and other usual criteria, the author uses the word "rightsizing" to describe a new way of looking at the traditional way librarians purge unwanted and outdated materials.