

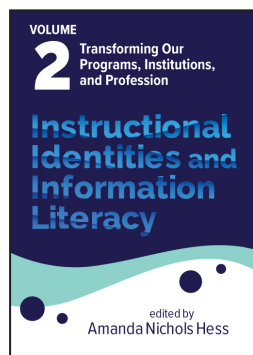
ing usage results. Data collection then results in a cost analysis determining future funding for expanding the most highly utilized materials. In this way the editors link the importance of space and collections in strategic planning.

One of the most compelling connections between the chapters is the fact that all of the case studies compiled by the editors highlight the fact that the straight-forward steps taken by the authors could be easily applied to the reader's own library. Inspiration for developing spaces and collections is not solely found within the classroom and research consultations. Rather, physical and digital library spaces—along with a library's collection—can provide unique insights into service, instruction, and outreach roles.

The use of the library in facilitating pathways for projects focusing on environmental preservation is particularly compelling. Embree and Gilman's "Creators for the Earth: The Academic Library's Role in Supporting Sustainability Creators and Practitioners Across All Disciplines," and Cassidy and Scully's "How Collaborative Innovation Aided in the Fight Against COVID-19" provide powerful examples of librarian efforts advancing information literacy in connection with social responsibility. A few libraries built pollinator gardens, increased their recycling efforts, or added books promoting sustainability and environmental responsibility (p. 215). Texas Tech University Libraries supplemented their personal protective equipment (PPE) during the pandemic using their 3D printer in their makerspace area making face shields (p. 94).

The target audience of Kuglitsch and Watkins's Volume 2 is similar to that of *Creators in the Academic Library: Instruction and Outreach*—library professionals in higher education institutions, primarily in research university environments. Showcasing the ability for collaboration among library and other university departments, the chapters present both examples and overarching ethical approaches to creative projects in academic libraries. The chapter contributors utilize clear and direct language, and define methodologies and assessments through the structure of the ACRL Information Literacy Framework. The book can be used as a guide for initiating similar projects or for generating ideas that transcend the norms of traditional library space in order to develop new services. A comprehensive book, Volume 2 is best read as a companion to Volume 1. — *Andrew Beman-Cavallaro, Assistant Librarian University of South Florida*

***Instructional Identities and Information Literacy: Transforming Our Programs, Institutions, and Profession, Volume 2***, Amanda Nichols Hess (ed.), ACRL, 2023. 200p. Softcover. \$65.00. 9780838939468 (Review 2 of a 3-volume title)



*Transforming Our Programs, Institutions, and Profession* is the second in a three-volume work edited by Amanda Nichols Hess, the Coordinator of Instruction & Research Help at Oakland University Libraries in Rochester, Michigan. This second volume of *Instructional Identities and Information Literacy* focuses on higher-level change, moving on from Volume 1, which addressed individual instructional identity. The transformations discussed in this volume include departmental changes, institutional changes, and changes to academic librarianship as a discipline.

This edited work is composed of chapters written by a variety of instruction and academic librarians in the field. Like the first volume, Volume 2 is divided into three separate sections—Part I: "Program-Level Transformation," Part II: "Institution-Level Transformation," and Part III: "Profession-Level Transformation,"

—each one describing the experiences of librarians in applying transformative learning theory to their own programs, institutions, and library practice. *Transforming Our Programs, Institutions, and Profession* continues the series' overarching theme applying Mezirow's transformative learning theory to the library, programs, and the profession. Adjusting Mezirow's initial philosophy, the editors use a "broader and more all-encompassing view of transformative learning to think about how our mindsets, attitudes, and behaviors might change around our work as information literacy instructors" (p. viii).

Librarians and contributors describe their own experiences while also incorporating other pedagogies, theories, and tools including constructivism, learner-centered design, critical and feminist pedagogy, collaborative design, social emancipatory transformative learning, and curriculum mapping. The wide variety of tools and theories used in combination with transformative learning theory emphasizes how these methodologies can be applied to a variety of situations and experiences in developing instructional identities.

Part I, "Program-Level Transformation" contains five chapters examining transformations in library science programs, expanding student outreach, and generating support for new instruction methods. Contributors encourage instructors to look for learning opportunities inside and outside the classroom, to form partnerships with other academic departments, and to self-reflect on what did and didn't work. These shared practices can be adapted and applied by different instructional departments or academic libraries that are looking to make improvements or implement policies to support information literacy.

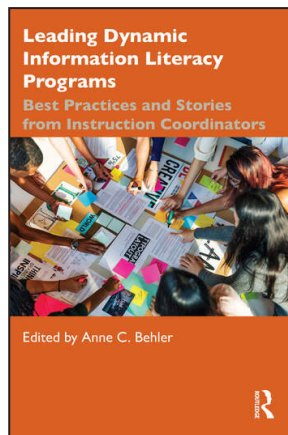
Part II, "Institution-Level Transformation," is comprised of five chapters outlining changes at the institution level. These chapters explain the experiences of a small reference and instruction department in influencing departmental change, the use of professional development to increase faculty information literacy, integration of information literacy into the general education curriculum, developing a shared instructional identity, and the creation of a scaffolded instructional program in the university. Working with colleagues who also are developing their own transformations, educators may find encouragement and support. These experiences could be considered as next steps from Part I because authors also address making changes to their institution which can involve politics and the need for advocacy of information literacy as part of the process.

Part III, "Profession-Level Transformation," is the shortest section with three chapters that focus on changes to the profession, including the framework's applicability to community college libraries, diverse communities, and reluctant professionals. Are junior colleges different from universities? Are different instructional identities required considering the biases and -isms that students may encounter? Should instructors bring their own personal experiences to the classroom? These three chapters are particularly impactful to all of those in the academic library world as they discuss issues that apply to a variety of environments, populations, learning formats.

Like the first volume in this series *Instructional Identities and Information Literacy*, Volume 2 is a wonderful tool for any instruction librarian working in an academic setting. Contributors' experiences present diverse perspectives on transformative learning theory, applicable to not only libraries, but other academic units. Mezirow's transformative learning theory in conjunction with ACRL's Framework for Information Literacy in Higher Education provides a toolbox for educators use in developing their own instructional identities. This volume would be at home on the shelf of any academic instructional librarian, especially those who

are looking to make a change or reflect on their own department or institutions' instructional identity, as well as in the library collection of any university with a library and information science program. — *Stephanie Cicero, Interim Library Director/Research and Instruction Librarian Roberts Wesleyan University*

***Leading Dynamic Information Literacy Programs: Best Practices and Stories from Instruction Coordinators.*** Anne C. Behler, ed. Milton Park, UK: Routledge, 2023. 186 p. Paper, \$48.99 (ISBN: 978-0-3674-6279-6).



Before and since the COVID-19 pandemic, information literacy (IL) instruction has had to evolve in the face of new and existing challenges. Edited by Anne C. Behler, *Leading Dynamic Information Literacy Programs* addresses these challenges through a selection of case studies from various IL coordinators who develop, evaluate, and implement IL programs. The volume is divided into five major subject areas: situating IL in higher education (Part I), building a community around IL (Part II), integrating IL into curriculum (Part III), assessing and improving IL programs (Part IV), and innovating IL structures and practices (Part V).

In Part I, Maybee traces the history of alternatives to IL, including transliteracy, media literacy and digital literacy. Despite these alternatives, IL continues to reign supreme, as evidenced by the ACRL *Framework for IL in Higher Education* published in 2015. While the *Framework* acts as a helpful starting point, Maybee offers insights from the field of “critical pedagogy” (p. 19) with the goal of better preparing learners to navigate the modern information landscape. In the following chapter, MacDonald frames IL as a means of developing the “educated citizen” (p. 27). In this way, IL coordinators could position their work as a required component of higher education which would be a useful bargaining chip in conversations with administrators who are unsure of the library’s place in the institution.

Waltz opens Part II by using the analogy of a “junk drawer” (p. 46) to describe community sentiments around IL. Much like a messy kitchen drawer, the work of IL can feel nebulous and disorderly for many in academic libraries. To reorganize the drawer, Waltz emphasizes the importance of delineating the roles of everyone involved in IL and how their work contributes to the larger vision for the institution. Similarly, in the subsequent chapter, Gammons et al. share a case study from the University of Maryland where IL instruction was struggling due to being isolated as a single unit; the chapter authors propose communities of practice as a solution. These groups empower library staff and other campus stakeholders to cultivate a community of questioning, learning, and practicing as it relates to IL.

Part III continues the discussion with Wightman advocating for curriculum development and design roles to be integrated into the work of academic libraries. Strategically speaking, the library can play a more integral part in student success when integrating IL instruction into curriculum development at the institutional level. For this assimilation process to be effective, libraries should take a multi-modal approach to IL instruction, as the next chapter explores. If librarians want to avoid being perceived as “tedious and repetitive” (p. 101), they should heed Cook’s recommendation to diversify how IL is delivered, including instruction that is both responsive to student needs and offered incrementally, unlike the traditional one-shot model.