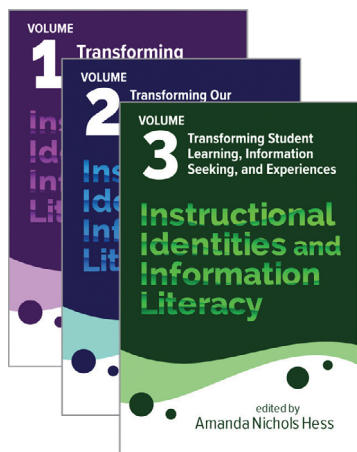*Instructional Identities and Information Literacy: Transforming Student Learning, Information Seeking, and Experiences, Volume 3*, Amanda Nichols Hess (ed.), ACRL, 2023. 200p. Softcover. $65.00. 9780838939468. (Review 3 of a 3-volume title)

Transforming Student Learning, Information Seeking, and Experiences is the third and final volume of *Instructional Identities and Information Literacy.* Edited by Amanda Nichols Hess, the Coordinator of Instruction & Research Help at Oakland University Libraries in Rochester, Michigan, this last installment wraps up the series and centers on students in the library and classroom. Included articles turn the spotlight on the experiences of academic librarians in a variety of environments and the ways their instructional identities are entwined with student learning and information literacy. Hess explains that this last installment was not originally part of the envisioned work, but ultimately evolved organically as submissions were presented to the editor which demonstrated the need to expand the series.

Transformative learning theory is the foundational pedagogical theory used throughout all three volumes. For those unfamiliar with Jack Mezirow's transformative learning theory, Hess briefly outlines the principles to provide readers a background before delving into each volume. Contributors then share their own practices and observations from the classroom, often altering their own attitudes and mindset to bring about an improved student learning experience.

Like the first two volumes, this third volume in the *Instruction Identities and Information Literacy* is broken down into multiple parts with three sections consisting of multiple essays describing the authors' varied experiences in transformative learning theory as applied to information literacy instruction. The sections are divided into: "Professional Dispositions and Preparatory Work," "Pre-College and First-Year Experience," and "Discipline-Grounded Learning Experiences." Each section contains four to five chapters that apply theory to specific classroom settings. Actual practices can be adapted and adjusted to fit other learning environments making this a useful guide for librarians developing their own instructional identities.

"Professional Dispositions and Preparatory Work" consists of four chapters dedicated to dissecting "specific professional dispositions or mindsets" (pg. ix) as they relate to information literacy instruction and transformative learning theory. Chapters in this section include stories reducing information bias, the use of reflective teaching, the role of shared learning outcomes, and servant leadership. One of the key takeaways from these articles is that strategically planning one shot lessons, building activities that develop student reasoning, and introspective evaluation of one's own teaching practices can all lead to improved learner experiences.

Part 2, "Pre-College and First-Year Experience," looks at program planning for pre-college students as well as those in their freshman year. Chapters include the topics virtual information literacy skills, first year experience, and composition. Academic librarians who build partnerships with school librarians can better prepare students for their transition into college. Furthermore, universities who value information literacy would be well-served by offering required,

credit-bearing library research classes to freshman students, not only enhancing their critical thinking skills, but also potentially developing students' confidence and leadership abilities.

"Discipline-Grounded Learning Experiences" is the largest section and covers experiences within specific disciplines in the academic institution. Authors discuss using role playing to teach history, the value of tertiary sources in the humanities, information seeking within STEM, the use of an asynchronous virtual lab, and integrating active learning into library instruction. Building on basic knowledge and reference resources, students can expand their literacy skills in order to utilize them throughout their college tenure as well as into their future careers.

Throughout the three parts of this volume and across the chapters, authors integrate and apply transformative learning theory into their own practices often redefining the classroom and ultimately changing their own instructional approaches. This pedagogy is used with multiple other tools, theories, and practices to increase the value of library instruction, some of which include the ACRL *Framework for Information Literacy for Higher Education*, the Association of American Colleges & Universities Information Literacy VALUE Rubric, the Dunning-Kruger Effect, *Writing as a Mode of Learning*, and Cranton and Carusetta's five-faceted model of authenticity. The wide variety of pedagogy, tools, and practices can have transformative learning theory applied to them which demonstrates its applicability to the practice of information literacy instruction.

Paired with the first two volumes (*Transforming Ourselves* and *Transforming Our Programs, Institutions, and Profession*) in the *Instructional Identities and Information Literacy* series, *Transforming Student Learning, Information, Seeking, and Experience* would be a welcome addition in the collection of any academic librarian, especially those with a focus on information. This would also make a great set for the circulating collection of any college or university with an Information, Library Science, or Information Literacy degree program. The experiences shared in all three of these volumes are valuable to those working in the academic library field, especially given the lack of classes dedicated to teaching and pedagogy in most college programs which can leave many academic librarians feeling unprepared for one shot lessons or research consultations. Reading about a wide variety of experiences and results can help those in librarianship, both novice and experienced, to find their own instructional identity. —*Stephanie Cicero, Interim Library Director/Research and Instruction Librarian Roberts Wesleyan University*

Big Fiction: How Conglomeration Changed the Publishing Industry and American Literature, Dan Sinykin. Columbia University Press, 2023. Softcover, $30.00. 9780231192958

Big Fiction: How Conglomeration Changed the Publishing Industry and American Literature brings fresh analysis to fiction publishing in the United States. As an English professor with an appointment in quantitative theory and methods, as well as co-founder of a collective focused on post-1945 literary and cultural data, the author Dan Sinykin is uniquely positioned to produce this ambitious work of literary history. *Big Fiction* centers on conglomeration—the corporate trend of acquiring companies across industries—and the impact this business practice has had on fiction publishing in the United States from the 1960s to present. In a seemingly flurry of consolidations and take-overs within a short amount of time, the publishing industry transformed from being relatively small, privately held businesses to those same small publishers being gobbled up by large corporations in spite of antitrust laws (p. 5).