



Training Library Instructors, Vol. 1: A Guide to Training Graduate Students, Matthew Weirick Johnson (ed.), Association of College and Research Libraries, 2024. 196pp. Paperback, \$60.00 (979-8-89255-603-3)

Training Library Instructors, Vol. 2: A Guide to Training Librarians, Matthew Weirick Johnson (ed.), Association of College and Research Libraries, 2024. 226pp. Paperback, \$60.00 (979-8-89255-601-9)

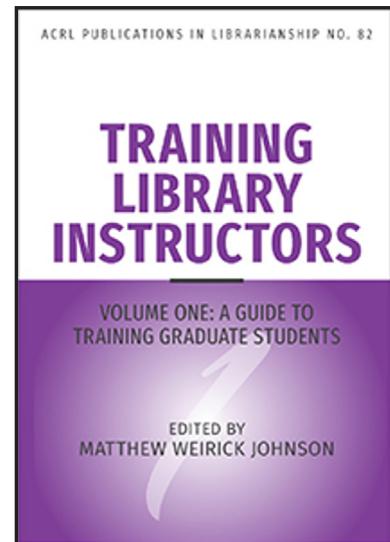
Training Library Instructors, edited by Matthew Weirick Johnson, is a two-part series of books that present a current view of instructional teaching in librarianship. *A Guide to Training Graduate Students* (volume 1) and *A Guide to Training Librarians* (volume 2) give insightful perspectives on the different ways that instruction is relevant to librarianship. This set is an informative manual for those who are looking to further their understanding of teaching instruction for early career and emerging librarians.

Volume 1:

Training Library Instructors Volume One: A Guide to Training Graduate Students provides in-depth insights into the current state of instruction in the field with 14 chapters, from a variety of contributing authors, presenting their expertise in different aspects of teaching instruction. The volume is divided into sections that cover the current curriculum in library and information science graduate programs, examples of curriculum in practice from different perspectives, and evaluations of library and information science teaching pedagogy.

The first section of the book is devoted to discussions about instructional curriculum in library and information science programs. Teaching graduate students to become librarian instructors is an ongoing challenge for the library and information science field (3). Due to limited course offerings and elective schedules, students may have limited opportunities to take library instruction classes during their studies (16). Furthermore, individual courses leave students with partial knowledge since they often lack occasions for graduate students to put theory into practice (17–18). Authors draw the focus on the lack of internships or student teaching opportunities due to limited openings, the competitiveness of placements, and the small window of time when such practice is available. Graduate students may be forced to wait for internships, often planning course study to coincide with practicums or continuing without applied practice in a classroom. This is something that all who teach future library and information science professionals might take into consideration when structuring graduate-level courses.

Contributions in the second segment of the book share first-hand experiences with matters related to teaching instruction to graduate students. This section focuses on the perspectives of librarian instructors leading courses on teaching, and on graduate students learning about instruction. The discussions within each chapter provide examples of successful teaching methodologies and practices. Examples are specific and detailed, making this section critical



reading for anyone looking to enrich their own experience leading graduate studies on instruction. Case studies covered in this segment of the book address different aspects of teaching graduate students about instruction. The examples are relevant to the landscape of library and information science programs, making section two an excellent starting point for anyone striving to learn more about successful examples of teaching instruction. Current LIS graduate students may even find inspiration to learn more about teaching pedagogies by reading these chapters. Opportunities to learn about instruction should be an inherent part of library and information science programs, and authors point out where these opportunities already exist.

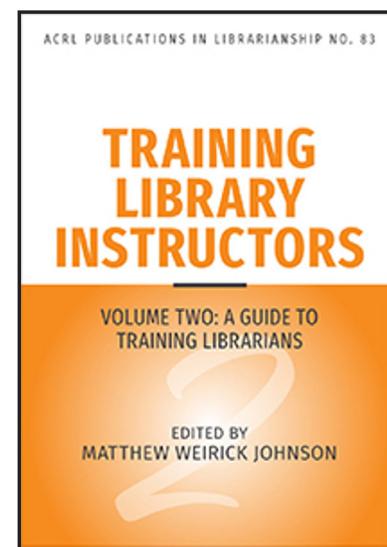
The third section is dedicated to the reflections of those who received educational training to become librarian instructors while still graduate students. These chapters expand upon the experiences of LIS graduate students who learned about teaching pedagogy and practice during their graduate studies. The reflections provide insight into instructional learning that takes place within library and information science graduate programs, in addition to the next step of going into the field as early career professionals. Contributors share experiences about instruction that propelled them into becoming library professionals who practice instruction. Authors point out that they accumulated enough familiarity with instructional theory and practice while being graduate students, so they could approach working as new informational professionals with confidence. The positive effect of beginning a career as an information professional while already holding foundational knowledge about instruction highlights the importance of graduate students receiving opportunities to be involved in instruction during their studies.

The final part of volume one offers a slightly different perspective and features reflections from those who received instructional education outside of the library and information science field. Previous teaching experience has been found to expedite understanding of matters related to teaching instruction (150). Nevertheless, the overall message of the volume supports the idea that a well-structured internship or teaching opportunity offered through a course can also accomplish this same outcome. Authors in these reflective chapters draw from general teaching instruction and reapply their knowledge to their work in libraries. This indicates that graduate students can look toward resources outside of library and information science schools for additional learning opportunities about teaching instruction.

Volume one emphasizes the importance of teaching emerging information professionals about library instruction. The book's contributors offer compelling discussions that stress the importance of graduate students having opportunities to choose to learn about library instruction during their studies or early in their careers. Whether a graduate student intends to become an instructional librarian, the information in this book is inspiring and motivational; it invites the reader to consider instructional knowledge as a positive influence on other aspects of librarianship.

Volume 2:

Training Library Instructors Volume Two: A Guide to Training Librarians focuses on teaching instruction for those who are already working in the field as librarians. It has 14 chapters from authors who all hold various levels of teaching experience. The scope of the training covered in this volume ranges from teaching librarians who are completely new to instruction to librarians who have years of experience in the classroom. The book emphasizes



that learning about teaching instruction can benefit all who are in the field. Teaching instruction has broader-reaching implications that can benefit librarians in their jobs.

This volume begins with discussions about instructional learning for those who are already librarians. Continuing from the first volume, this fifth segment concentrates on developing programs for experienced librarians to learn about teaching instruction. In a case study presented in Chapter 15 by Caplan et al., a consortium of institutions sponsored learning opportunities for teaching instruction. Combining resources and sharing responsibilities can give more librarians the ability to participate in instructional learning (185–186, 201). When an institution sponsors or creates a program for instructional learning, the course can cover issues that learners and class leaders have encountered while on the job. These chapters make clear that libraries utilizing resources that are already available can create greater success in the classroom. Case studies provide support for the effective implementation of instructional training in library institutions. These chapters function as a guide to help libraries develop training opportunities within their own institutions.

Part five closes with a chapter from Wong and Saunders that discusses communities of practice where all participants share their expertise and experience versus the traditional teacher-led class, which can reinforce authority roles and create barriers to learning (220). Chapter 17 gives examples of success from the perspective “collective learning,” ensuring that library training is through the discussion among colleagues as a collaboration and not a lecture (221). Overall, this section suggests that thoughtful consideration for one’s own teaching practices during the development of a lesson plan can create richer learning environments.

Part six examines the benefits of training early career librarians. The authors of Chapter 18 highlight the importance of mentorship and peer observation, serving as a reminder that every librarian will have varying levels of experience with teaching instruction (238). Taking this into consideration may lead to specialized instruction geared toward the learner versus generic sessions that are not meaningful. This section is especially helpful for those who are interested in developing workshops or classes for librarians. Instructors with more experience might consider these chapters as inspiration for mentoring or supporting colleagues who are new to the field of librarianship and the classroom.

Part seven expands upon ideas introduced earlier in the book. Included articles bridge insights from the first volume regarding the varied ways that those in the field may acquire their library instruction knowledge. It is clear that instructional training for new and experienced librarians should be tailored to make it engaging and useful. Chapter 22 emphasizes that the competency of the instructor influences the quality of instruction as well as the success of the class. Instructors without a firm pedagogical foundation, as well as practical experience, may not be able to guide students (309). Authors also found that logical curriculum design was imperative to eliminate student confusion and increase successful program completion (315). The findings from this example highlight the importance of making sure that those who are new to library instruction feel confident enough to participate in training activities that are new to them. Confidence in one’s own ability to learn about instruction is a critical element for putting instruction into practice once in a teaching environment.

The eighth and final section of the book offer reflections and lessons learned from library instructors. The experiences discussed provide rich insights into personal teaching experiences. Those who are new to library instruction can gain knowledge from others who may

be considering a career in library instruction. Experienced practitioners could interpret this section of the book as a means of understanding learning trajectories from the reflections. Westerdahl considers the notion that all aspects of librarianship are impacted and shaped by a librarian's own knowledge of instructional teaching (337, 340). Whether a librarian is delivering instruction in a traditional classroom, giving a presentation at a conference, or providing training to colleagues, a foundational understanding of instructional teaching can be beneficial for fostering successful learning environments. Knowledge of instruction is unarguably an integral part of being an information professional.

The second volume in the *Teaching Library Instructors* series offers valuable information to the instructional practitioner. For those who already have instructional experience, this book is a refresher, offering current knowledge and discussions about instructional scholarship. The contents of the book could be thought of as a free-form guide to working with new librarians who are learners of library instruction. The information here covers enough different aspects of instructional learning and teaching that a reader will certainly find something new and significant. The perspectives in the book are worthwhile and relevant reading for anyone who is looking to broaden their knowledge of instruction. The contributions offer guidance and ideas for those who are looking to create or improve instructional training opportunities.

The overarching takeaway from *Training Library Instructors Volume One: A Guide to Training Graduate Students* and *Volume Two: A Guide to Training Librarians* is that instructional librarianship is most effective when the practitioner has a background in pedagogy and can combine theory with practice. Confidence in teaching abilities, along with the willingness to learn about instruction, can lead to an effective learning environment where student success is the priority. Regardless of the level of instructional experience, reading these books is a step toward building one's own instructional capabilities, and the two volumes are useful to library professionals and library learners alike. —Jordan Claire, Arizona State University

Serving Hispanic, Latine, and Latinx Students in Academic Libraries. Isabel Soto-Luna and Sommer Browning (eds.), Litwin Books, 2023. 304pp.

Paperback, \$60.00 (978-1-63400-137-3)

Serving Hispanic, Latine, and Latinx Students in Academic Libraries addresses a persistent gap in library and information science (LIS) literature: the lack of sustained, practical attention to the experiences and needs of Latine students in academic libraries. While case studies and institutional initiatives exist, this edited volume offers a practice-oriented collection of strategies across multiple areas of librarianship. It is a timely and valuable contribution to a field that is grappling with issues of equity, representation, and cultural responsiveness.

The book is organized into four areas: Foundations; Decolonizing Information Literacy; Establishing and Growing Representative Collections; and Archives, Research, and Heritage. Many chapters begin with a positionality statement in which authors reflect on their personal and professional identities.

These reflections increase transparency and credibility while modeling reflective practice for

