

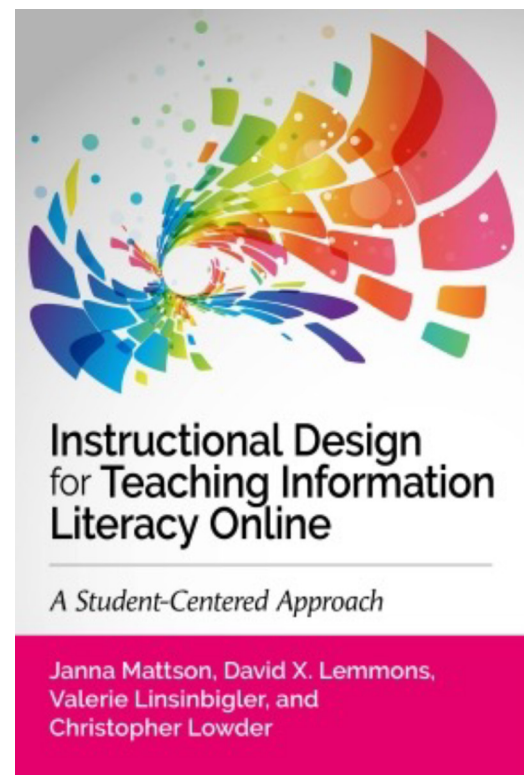


Instructional Design for Teaching Information Literacy Online: A Student-Centered Approach, Janna Mattson, David X. Lemmons, Valerie Linsinbigler, and Christopher Lowder, Association of College and Research Libraries, 2025. 282pp. Softcover, \$70.00. 9798892556231.

Developing information literacy instruction can be a daunting task for new and seasoned librarians alike. Adapting instruction to synchronous and asynchronous online instruction can present additional challenges and opportunities. *Instructional Design for Teaching Information Literacy Online: A Student-Centered Approach* looks to support librarians in their online teaching roles.

By organizing the text around the ADDIE instructional design model, the authors demonstrate a succinct and pragmatic approach to online instruction that would benefit librarians with any level of prior knowledge or experience. Except for the initial four chapters in Part 1, each section corresponds with a step in the ADDIE model: analysis; design; development; implementation; and evaluation. “Kicking Off” chapters at the beginning of each section define learning outcomes, making readers explicitly aware of what to expect. Uniquely, these introduction chapters include playlists of songs the authors found relevant to each section. While some readers might find the playlists superfluous, they suggest a unique pedagogical approach, one that library instructors might try in an asynchronous class to engage students and set the tone for the learning module. “Wrapping Up” sections are provided at the end of each part to recap the primary learning objectives and emphasize key concepts. Between “Kicking Off” and “Wrapping Up,” individual chapters focus on a manageable and well-scaled list of learning outcomes.

While the organization of the book makes the authors’ instructional design expertise apparent, the content included in the text provides proof of their combined experience. The “Foundational Knowledge” discussions offer just enough theory and framework to support readers through the rest of the book, and in their work, without being overwhelming. For example, three central learning theories—behaviorism, cognitivism, and constructivism—are introduced in under three pages along with specific applications in information literacy instruction settings, providing tangible examples of theory in practice. While this abbreviated treatment of the topic may, on the surface, seem limited, it is well aligned with the scope and purpose of the overall text. In good instructional design tradition, readers are presented with the right amount of content at the right time. Additional connections and applications of these learning theories are also seamlessly integrated throughout the chapters.



This book addresses the challenges and specific context of academic library instruction in an online setting which is something other texts and professional development opportunities sometimes generalize. For example, Part II, Chapters 3 and 4 address the “learning problem,” specifically in an online setting. Authors discuss how much time and support students need in an online learning environment to successfully complete assignments. The librarian’s role as subject matter expert ensures students learn the foundational resources and skills to meet the online curriculum requirements. This grounding in online library instruction adds to the value of the book in comparison to more general instructional design texts.

Part III, “Design” (the first ‘D’ in ADDIE) is especially pragmatic. Bloom’s Taxonomy is introduced alongside a helpful list of verbs and practical guidance for librarians to use as they create their own learning outcomes (Chapter 5). Subsequent chapters discussing learning activities (Chapter 6) and assessment (Chapter 7) close the loop on the backward design process. Understanding the alignment between learning outcomes, activities, and assessment is critical knowledge for instruction librarians. While these three chapters are well-positioned within the book, they could also stand on their own as an excellent primer in designing library instruction.

The digital teaching space is central to the entire book, and examples are grounded in the online classroom; however, much of the content is transferable to in-person instruction. “Implementation,” Part V, is an exception as it focuses specifically on the online modality wherein instruction is happening. Librarians who feel they have a solid understanding of instructional design but want to improve how they interact with students in online settings would benefit from the chapters about teaching online with confidence (Chapter 14) and facilitating the online classroom (Chapter 15).

Working through the book, readers are encouraged to complete an instructional design document (IDD) that will walk them through the ADDIE process, ultimately leading to a completed teaching plan for their own classroom. In the appendices readers will find a completed IDD, as well as a blank template that can be modified to complete their own ADDIE model. Other highlights of the back matter include a glossary of critical terms and a blank lesson plan.

The clear organizational structure and accessible language used throughout the book makes for quick reading. LIS students and early career professionals will appreciate the immediate applications and practicalities of the book, while more seasoned librarians will value a deeper reading to draw connections to the multiple layers of theories and frameworks. *Instructional Design for Teaching Information Literacy Online: A Student-Centered Approach* would fit well in any college or university library with an LIS collection or any teaching librarian’s professional development collection. True to the quality instructional design it looks to model, this book centers the learner, regardless of their previous knowledge or experience with online library instruction. — Patrick Leepore, *Teaching & Learning Librarian, University of Wisconsin–Madison*