Book Reviews

Brandt, D. Scott. *Teaching Technology: A How-To-Do-It Manual for Librarians.* New York: Neal-Schuman (How-To-Do-It Manuals for Librarians, no. 115), 2002. 215p. alk. paper, $55 (ISBN 1555704263). LC 2002-2406.

In this age dominated by electronic information, individuals are bombarded with numerous information resources, both filtered and unfiltered, making it difficult to evaluate and understand information before it is internalized. With the number of online indexes, databases, digital collections, and interactive Web sites escalating daily, individuals need to use a combination of computer and information literacy skills. Librarians and information professionals alike hungrily seek serviceable concepts and practical techniques to create more effective courses, workshops, and modules to instruct in the use of these online resources. *Teaching Technology,* from Neal-Schuman's popular How-To-Do-It Manual for Librarians series, provides a blueprint to do just that. D. Scott Brandt, professor of library science and technology training librarian at the Purdue University Libraries since 1993, follows the philosophy of instructional systems design (ISD) to provide a simple and effective approach to teaching. ISD is grounded on the "inter-relation of analysis, design, development, implementation and evaluation, a formula often referred to as 'ADDIE,'" which Brandt adapted "to give not only structure, but also form and function, to the process of teaching library and information science."

At first glance, the book's title may suggest that it is a manual for teaching the mechanics of computer software and hardware. Technology, according to *Webster's Ninth New Collegiate Dictionary*, is a scientific method of achieving a practical purpose, and this is a fitting description of what Brandt has accomplished with his instructional program. *Teaching Technology* is composed of three main sections. The first, "Developing Technology Training Courses Using ADDIE," analyzes learning, lesson plan design, instruction, teaching, and the evaluation of results. The second, "Building Effective Technology Training Programs," discusses how to build a program and how to make it work, including examples of actual programs that have succeeded. The third, "Sample Technology Training Materials from Successful Programs," offers hands-on resources, such as an instruction guide for a one-hour lecture/demonstration on searching indexes and a syllabus for an information literacy course. The reader is presented with a step-by-step guide for the development of a solid instruction program.

Acknowledgment of students' varied levels of learning should be the first step in developing an information/library instruction program. Instruction based on the learner's "knowledge/skill needs, current depth of knowledge/skill, and their attitudes and approaches to learning" will help ensure that the instruction is successful. The ADDIE formula is a simple and effective approach to teaching. Brandt's presentation of the ADDIE formula, and its application to library and information science is appropriate. This very useful resource outlines practical strategies accompanied by helpful figures, illustrations, and templates. After reading *Teaching Technology,* "you should be able to create effective learning from start (analysis and design) to finish (implementation and evaluation)."—*Ayodele Ojumu, SUNY College at Fredonia.*

Finkelstein, David. *The House of Blackwood: Author–Publisher Relations in the Victorian Era.* University Park: Pennsylvania State Univ. (Penn State Series in the