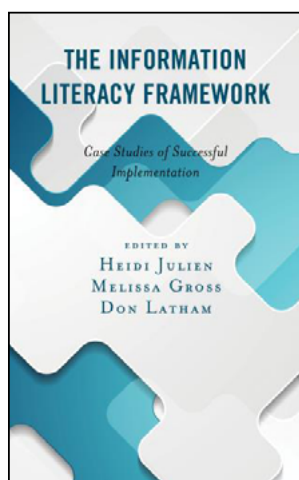


## Book Reviews



*The Information Literacy Framework: Case Studies of Successful Implementation.* Heidi Julien, Melissa Gross, and Don Latham, eds. Lanham, MD: Rowman & Littlefield, 2020. 296p. Paper, \$50.00 (ISBN 978-1-5381-2144-3). LC 20-9038974.



*The Information Literacy Framework: Case Studies of Successful Implementation* provides librarians with examples of how others have implemented and used ACRL's *Framework for Information Literacy* in a variety of settings. The book is split into three sections: Preparing to Use the *Framework*, Case Studies of Instruction Using the *Framework*, and Educating for the *Framework*. Given the amount of uncertainty that librarians have expressed since ACRL introduced the *Framework*, this text should be useful to many. While the learning environments will differ, librarians should be inspired by the case studies to adapt the ideas to their own environments. Case studies come from a range of institutions including a private boarding (high) school, large state universities, community colleges, and large and small private universities. While the editors are current faculty at schools of Information or Information Science, practitioners

author most of the chapters, with several Information Science faculty contributing to the section on educating for the *Framework*.

In the preface, the editors briefly introduce the short history of the *Framework* including how librarians have begun to use the document in instruction. Specific emphasis is given to the challenge librarians face when interpreting the *Framework*. The editors also discuss the importance of including a wide range of geographic locations, contexts, and organizations for the implementation of the *Framework*. Showcasing diversity within this text provides a greater range of examples that librarians can draw upon and reinforces the diversity that is present within the profession itself.

The first section of the text covers preparing to use the *Framework*, and all chapters are authored by practicing librarians. These chapters address a range of issues including helping librarians and faculty to learn about and use the *Framework* and mapping the *Framework* to specific curriculum. Other topics covered in this section include embedding information literacy within curriculum, planning to assess student skills based on the *Framework*, and using the *Framework* as a guide to think about information literacy instruction. Librarians also share in the section how the *Framework* has been used to work with faculty and promote information literacy instruction efforts.

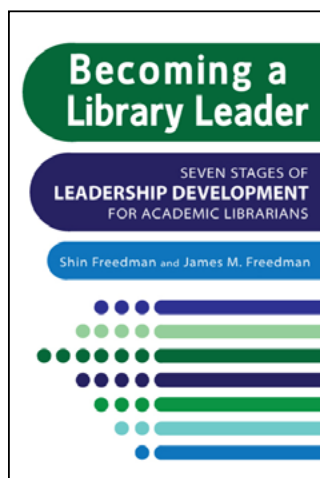
The second section contains case studies on instruction written by librarians and the disciplinary faculty who work with instruction librarians. While the examples in this section come from multiple contexts, like all case studies they are specific to their environment and may be difficult to translate to another situation. While perusing this section, readers should keep this in mind and think about how they can adapt the case studies to their own instructional environment. The case studies mostly focus on using the *Framework* to either support the cur-

riculum or work in a specific course or series of courses. The examples do not come from single one-shot sessions; instead, they come from thoughtful ways to integrate the *Framework* into instructional programs as a whole or into specific courses or curriculums. The case studies include examples of translating the frames into online tutorials, incorporating the *Framework* into first-year studies, using the *Framework* as a guide to teaching source integration, and redesigning a credit-bearing course using the *Framework*.

The third section is about educating new librarians about the *Framework* and is mostly authored by professors who teach information studies and topics related to information literacy, though some chapters are written by librarians and library faculty. This part of the text emphasizes educating librarians through professional development and formal curriculum. Authors spend time exploring how librarians connect to the *Framework* and how that relates to their professional practice, which includes common beliefs about the *Framework*. In one chapter, the *Framework* is examined through the lens of metaliteracy, considering ways the *Framework* can be incorporated into existing metaliteracy instruction. Information Studies faculty consider how the *Framework* can be incorporated into coursework that engages master's degree students in diversity leadership and management instruction. Faculty also describe how the *Framework* has been used to develop graduate-level teaching certificate programs and how graduate instruction in reference and instruction work can incorporate the *Framework* and threshold concepts.

This text will provide inspiration to librarians and library and information science faculty who are seeking to engage with the *Framework for Information Literacy*. While each chapter describes a specific environment or library, the authors have generously shared their experiences so that others may learn from and adapt their work. Professionals looking to investigate the usage of the *Framework* by their peers, especially in the realm of how to adapt and think about the *Framework* for instruction programs or philosophies, will find value in this text. Anyone who is struggling to engage with the *Framework* and implementing it in their own environment should use this collection of case studies to learn how other librarians have put the *Framework* to good use in their own contexts. — *Elise Ferer, Drexel University*

**Shin Freedman and James M. Freedman.** *Becoming a Library Leader: Seven Stages of Leadership Development for Academic Librarians*. Chicago, IL: Association of College and Research Libraries, 2020. 268p. Paper, \$68 (ISBN-10: 0838947670). ISBN-13: 978-0838947678.



In *Becoming a Library Leader: Seven Stages of Leadership Development for Academic Librarians*, the authors contend that administration, management, and service are often the main elements of development emphasized by academic libraries rather than leadership. The change of phrasing underlies the focus and structure of the book. The audience for this book is recent graduates of library schools or new managers. The stated intention of training new leaders and the specified audience creates a book that is geared toward the practical development of a successful leader.

The development of new leaders is the overarching theme and is developed in three parts. Part I addresses “Library Organizations and Academic Cultures.” Chapters cover library leadership in the face of challenges, mentoring, collegiality, and organizational culture.