

Diane M. Fulkerson. *Remote Access Technologies for Library Collections: Tools for Library Users and Managers.* Hershey, Pa.: Information Science Reference (an imprint of IGI Global), 2012. 214p., \$175.00 (ISBN 9781466602342). LC 2011-46463.

Technological developments and the resulting user expectations have created the need for libraries to provide remote access to digital materials; similarly, the growth of online-only education has created the need for libraries to enable users to access their materials without having to go to the physical library.

Diane M. Fulkerson's *Remote Access Technologies for Library Collections: Tools for Library Users and Managers* presents the basic issues that result from this demand, covering distance education and how libraries can serve it; copyright issues inherent in presenting digital materials; collection development for online resources; course management software, virtual libraries, and mobile technology, as well as the technology problems that may result and how to mitigate them. The book is not a practical guide for creating policies and collections; rather, it is an overview of these developments and the challenges that they create, somewhere between handbook and introduction.

The book is divided into 12 brief but fully developed chapters, each discussing one aspect of remote technologies in libraries. Each chapter is clearly laid out, with an abstract, introduction, presentation of the background, a "Future Trends" section, and a substantial, well-written conclusion; this arrangement allows her to present the issues without overwhelming the reader.

Although there are 12 distinct chapters, the book can be broken down (though not sequentially) into three main topics: the increased need for libraries to provide digital access to both its catalog and the materials described therein, including databases and e-books; the technological developments and challenges presented by remotely accessed resources (includ-

ing user validation, mobile devices, and the integration of library materials into course-management software); and newer developments such as specifically developed digital collections and social media as a means of access.

Chapter 1 discusses distance education and library services, noting how the evolution of distance education to an online environment spurred the need for libraries to make resources accessible remotely. Chapter 2, on meeting user needs, follows this thread, elaborating on the need for libraries to ensure that users can access the resources they need, both from a collection-development standpoint and a customer-service standpoint.

Chapter 3, though no longer than the others, addresses the important issue of copyright laws and their relation to off-campus access, citing the 2008 lawsuit brought against Georgia State University by multiple publishers. The issue of what constitutes fair use, while always an issue for all library materials regardless of format, is especially important in digital collections, as materials may be more broadly used and distributed, and use policies for all libraries may well shift based on the result of the aforementioned lawsuit.

Chapters 4 and 5 focus on collection development, with chapter 4 discussing collection development policies for the selection and off-campus licensing of databases, and chapter 5 discussing the development of digital collections that extend beyond the library's catalog and databases. Both stress the need for careful consideration of user needs; if the library does not have what the user wants, or the collections are difficult to access, these collections will be little used.

Following the thread of user access introduced in chapters 4 and 5, chapter 6 discusses the technology used to grant remote access to library resources, focusing on EZProxy and VPN as authentication measures. Chapter 7 expands on the inclusion of materials in course-management software, as well as available course-

management software, both proprietary and open-source.

Chapters 8–10 discuss newer developments in access to library materials. Chapter 8 covers the use of social media, especially Facebook, as a means of providing remote access to library materials and whether this would be effective, given copyright restrictions. Chapter 9 discusses mobile technologies such as smartphones, tablets, and netbooks, and the resulting ability to access library materials anywhere, whenever needed. Chapter 10 discusses virtual libraries, with a focus on e-books, the specific technology necessary to read them, and the limitations to their use.

Chapter 11 explores the technological problems that remote access can create. It focuses on the technological means of ensuring that only authorized users have access to materials, but it also touches on the problems of resources that cannot be viewed on mobile devices, collections that are difficult to search, and the occasional need to enter multiple passwords to access remote resources from off-campus.

Chapter 12 is a summary of the whole book, tying together chapters 1–11 but also surveying the means by which libraries can improve their service to users via remote access to resources and future developments that could make an even greater number of resources accessible to even greater user populations. Fulkerson does not follow the popular conception that increased remotely accessible materials means an end to libraries, rather:

“Libraries will not go out of existence, but they will offer more services to their remote users because of improvements in technology. [...] The library of [the] 21st century will be a place where users can find the resources they need without having to set foot in the building.”

Remote Access Technologies for Library Collections: Tools for Library Users and Managers is easy to read, containing thorough discussions of the issues in short chapters. In addition to the general bibliography, each chapter contains its own list of refer-

ences, allowing it to stand alone if need be, and it is well-indexed. As higher education in general, and libraries in specific, move forward in pace with technological developments, the demand for remotely accessible materials will only continue to grow; therefore, this book is vital reading not just for librarians who work directly with digital materials, but for academic librarians in all disciplines.—*Deborah DeGeorge, University of Michigan.*

Char Booth. *Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators.* Chicago, Ill.: American Library Association, 2011. 180p. alk. paper, \$60.00 (ISBN 9780838910528). LC 2010-14026.

Stepping into the classroom as a teacher can be daunting for the novice and experienced educator alike. To help prepare librarians for the classroom as well as other instructional settings, Char Booth provides a two-part book, the first consisting of a theoretical discussion of reflective teaching and the second a practical guide of teaching tools. While there are other excellent, recent books about library instruction, Booth's *Reflective Teaching, Effective Learning* is distinctive in its focus on developing a reflective approach that extends beyond simply explaining what to do in the classroom. For Booth, to teach is to understand one's own presence as a teacher as well as to understand how students and other library patrons learn.

Booth was a 2007 ALA Emerging Leader and a 2008 *Library Journal* mover and shaker, noted for her work on library instruction and technology literacy. She has spoken widely on the topic of instructional literacy and led workshops for librarians with the USER method she presents in this book. Although she works often with multimedia and technology literacy, she touches on teaching technology in this book as only one aspect of providing the resources necessary for addressing students' informational needs.

Booth begins with some autobiographical reflections on her own entry