

analysis. As previously noted, and to its credit, *Aesthetic Tracts* covers a lot of ground: the downside is that most of the books and artists are given only a brief description.

Images in black and white are provided throughout; although they are not especially large, the quality of the image is high. Happily, there is a section of color plates, although they depict only bindings and illustrations discussed in the first half of the book. A full page is dedicated to each color print, but the image itself takes up only about a third to a half of the page. There is a selected bibliography, which is in fact quite comprehensive, and the index is perfectly adequate.

This book will provide an excellent overview of design at the end of the nineteenth century, and I recommend it (for reading) to librarians working with special collections from this period and (for purchase) to art and academic libraries that support art historical and history of design research. The structure might seem to lend itself to being read selectively or, if assigning this as classroom reading, to assign certain chapters in isolation. However, *Aesthetic Tracts* can and should be read through in its entirety to capture the full and at times messy picture of book design during this period (and at 135 pages there's no good reason not to give the book its full due). —Dana Hart, Thomas J. Watson Library, New York, N.Y.

Metaliteracy in Practice. Trudi E. Jacobson and Thomas P. Mackey, eds. Chicago: ALA Neal-Schuman, 2016. 256p. Paper, \$70.00 (ISBN 978-0-8389-1379-6)

Mackey and Jacobson have followed up on the 2014 publication of *Metaliteracy: Reinventing Information Literacy to Empower Learners* with *Metaliteracy in Practice*, a collection of case studies examining the practical application of metaliteracy to teaching. Thomas P. Mackey is Vice Provost for Academic Programs at SUNY Empire State College; Trudi E. Jacobson is Head of the Information Literacy Department at SUNY University at Albany.

Mackey and Jacobson have developed their framework of metaliteracy to provide a broader view on how we use and produce information, moving from the skills-based approach of a wide variety of specific literacies to an all-encompassing inquiry-based model that encourages reflection about our interaction with information in the world around us. This metaliteracy model is the foundation of many aspects of the new ACRL *Framework for Information Literacy for Higher Education*; Jacobson was a member of the task force that created this *Framework*. As such, this book is incredibly useful for all librarians who are navigating the transition from the ACRL *Information Literacy Competency Standards for Higher Education* to the new *Framework*.

While their 2014 publication of *Metaliteracy: Reinventing Information Literacy to Empower Learners* laid theoretical groundwork for metaliteracy, this volume provides practical application in the form of eight chapter-long case studies. The case studies come from diverse disciplines, presenting course-long (not one-shot) instruction that incorporates metaliteracy goals. Disciplines represented include nursing, writing and rhetoric, information literacy, education, and English. Most of the chapters include at least one author whose role is as instruction librarian. Amanda Scull makes a noteworthy contribution as both instructional and collection development librarian, bringing valuable perspective on content creation for collection development within a metaliteracy framework.

Each case study follows a similar outline, providing related literature and context before explaining the goals, assignments, and evaluation framework for a course that teaches metaliteracy as a core objective. Each case study focuses on developing metaliterate students through practical work accompanied by reflective exercises, in which students are encouraged to think about how they have interacted with the information they have accessed, or about their experiences as producers of information. Activities include production or analysis of content for libguides, wikipedia, buzzfeed, the Map of Early Modern London (MoEML), and various social media platforms.

Assessment tools vary across the case studies presented, although, because self-awareness is such a critical part of metaliteracy, all assessment activities are highly self-reflective. These include written reflection and surveys for students, as well as an examination of the process students follow to complete a project, rather than the final product. Several of the authors provide detailed coding systems used for assessment; many of these incorporate the overall structure of Mackey and Jacobson's metaliteracy framework of behavioral, cognitive, affective, and metacognitive skills.

In keeping with the self-reflective nature of metaliteracy, the authors of these case studies also provide serious self-reflection on their own attempts to teach and evaluate for metaliteracy. Donna Witek and Teresa Grettano reach the inspiring conclusion that their own course redesign to teach metaliteracy rather than information literacy has resulted in a more dynamic and flexible course structure. Barbara J. D'Angelo and Barry M. Maid conclude that a metaliteracy approach has allowed them to better realize what their students have learned and will be able to apply following the course. Sandra K. Cimbricz and Logan Rath note that metaliteracy also challenged them as instructors to rethink their instructional practices, including a reexamination of the information sources they direct students to and the base assumptions they make about students' technology and information skills.

The ninth and final chapter of *Metaliteracy in Practice* departs from the case study format, as Paul Prinsloo contributes an excellent essay on metaliteracy and agency. While this book is overall a highly practical volume grounded in a theoretical framework, Prinsloo shifts to a more theoretical, social justice–focused examination of how metaliteracy exists in a changing world where “literacy-as-agency is a prerequisite to living a fully human, dignified life” (186). He encourages us to remember Paulo Freire's emphasis on human agency as reliant on each person's ability to “read the world.” Prinsloo uses this as a broader framework for explaining our human need to be able to understand who influences our world and how, as well as the power each individual has to create alternate narratives in response. He encourages us to use this concept of literacy-as-agency as a broader framework for defining and motivating all literacies, including application and assessment of metaliteracy.

Metaliteracy in Practice is an important read for any librarian or faculty who have teaching roles, or who play a role in the production of content that students interact with. The practical applications of metaliteracy described in this book will be incredibly useful for anyone developing assignments and evaluation frameworks to be used in teaching across disciplines, whether they are starting to plan a new course from scratch, or simply want to rework an existing course to better teach and evaluate for metaliteracy skills. The book includes a list of figures and tables and a detailed index.—*Jen Hoyer, Artstor; Interference Archive, Brooklyn, N.Y.*

Academic E-Books: Publishers, Librarians, and Users. Suzanne M. Ward, Robert S. Freeman, and Judith M. Nixon, eds. West Lafayette, Ind.: Purdue University Press, 2016. 360p. Paper, \$29.95 (ISBN 978-1-5575-3727-0). LC 2015027357.

In this comprehensive volume, Ward, Freeman, and Nixon apply a breadth of experience amassed during their collective tenure at Purdue University Libraries to offer a balanced grounding for library professionals working in the area of e-book collections, management, and assessment. In addition to privileging the views of libraries and their users, they bring the perspective of publishers and vendors to the table. The result is a work that fosters a holistic appreciation for the challenges that extend across the e-book dissemination ecosystem. This philosophy is incorporated into the structure of the book itself, where a final section of case studies is preceded by sections dedicated to each stakeholder group.