Book Reviews

Robert J. Grover et al., *Evolving Global Information Infrastructure and Information Transfer*. Santa Barbara: Libraries Unlimited, 2015. 150p. Paper, $75.00 (ISBN 1-61069-957-0). LC 2014046767.

In *Evolving Global Information Infrastructure and Information Transfer*, authors Robert J. Grover, Roger C. Greer, Herbert K. Achleitner, and Kelly Visnak attempt to redefine theories of information organization and transfer for the digital age. The enormous scope of the work is informed by the experiences of the authors, who have all been deeply involved in the education of librarians as deans, professors, or administrators of library schools. In the preface, the authors explain that this work is the application of the many years of writing, teaching, research, and discussion about information transfer that they have shared in their careers. Though the authors draw from their own professional experiences, the book examines commonalities that apply to all information professionals including, but not limited to, librarians and library students.

The book aims to situate the reader as a participant in the process of information transfer, while providing a context for the complex and evolving structure of information today. The chapters begin by describing the comprehensive context of modern information practice by tracing the roots of knowledge sharing all the way back to the invention of the printing press. From there, the authors go on to explore the structures and paradigms that shape our understanding of information and communication, including things as fundamental as transportation and the development of cross-country communication. This introduction to information transfer in its elemental form is especially productive for "born digital" information professionals used to instant and reliable communication.

Once a context for information transfer is established, the book goes on to describe the ways that the information infrastructure, from information organization in libraries to knowledge diffusion online, has changed since the dawn of the digital era and how we, as practitioners, can better navigate and interpret this infrastructure. The content is theoretical, although even seasoned librarians may benefit from a structured re-examination of the forces and influences that characterize the information transactions we make every day. The text is enhanced by frequent charts and tables that help communicate complex topics and a very granular chapter structure that allows adequate time for the reader to understand each idea.

The authors argue that the current state of information exchange is complex and continually changing. Librarians in the field will not be able to argue with this; they experience it every single day. Where the book really succeeds is in deeply and thoroughly examining the historical background and contemporary landscape that contributes to the way information is distributed, the reasons why information is sought, the places where it settles, and the methods for extracting and communicating it to others. Each chapter topic is broken into several sections where each represents a single thread of this information web. Gaining a better understanding of each of the component parts of the information infrastructure is a powerful skillset that will help information professionals anticipate and meet the challenges of evolving information networks.

One of the most striking and meaningful conclusions of the text is the idea that library students today cannot be prepared for service by reading and learning methods and strategies for communicating information. Instead, new library professionals must have an understanding of the information landscape that will prepare them to make

adjustments for the accelerating evolution of information practice. This situates the text as a resource for teaching a deep and broad understanding of the building blocks of information exchange as the foundation for a career that is almost certainly going to change frequently and dynamically.

The text fittingly ends with a series of questions about the future of information infrastructure. The questions focus on issues that impact the entire information community: governance, copyright, advocacy, and policy in an increasingly deep pool of digital information. These questions might serve as a good framework for librarians just beginning their careers who will be a part of the development of any organizations and frameworks that will characterize the next great shift in information structure. The authors suggest that, while the future is unknowable, it's clear now that librarianship has an important role to play in current and future information practices.

This book is specifically appropriate for new librarians and library students, but it could also be a useful rumination for practiced librarians and others in academia and information professions. Librarians who have experienced firsthand the transformation of information from analog to digital will not find any surprises here, but rather a guided thought exercise through the specifics of how information has changed and how the role of the information professional has changed through and with it. This broadly applicable volume reveals the detail of the profession as it is today and would be a good addition to professional libraries as a reference for the future.—*Laura Costello, Stony Brook University*

Enhancing Teaching and Learning in the 21st-Century Academic Library: Successful Innovations that Make a Difference, ed. Bradford Lee Eden. New York: Rowan & Littlefield, 2015. 214p. Paper, $45.00 (ISBN 978-1442247055). LC 2014043551.

We academic librarians live in interesting times. Progress in the usability of information technologies affords us the opportunity to assist our patrons in finding and accessing resources quickly. The "anything is possible" climate engendered by technological optimism has manifested itself through a spectrum of creative activities, leading to new approaches to instruction. In assembling the chapters included in this volume, editor Bradford Lee Eden showcases a representative snapshot of how academic librarians are implementing technology in support of the educational mission of their institutions. Most chapter authors detail the use of technology as the vehicle for innovating, although other chapters show that the current environment facilitates trying new implementations of pedagogical or structural ideas that may gain favor as circumstances have changed.

After a brief introduction by the editor, Teri Oaks Gallaway and James B. Hobbs discuss a program at Loyola University of New Orleans that advocates for faculty use of more open-access textbooks in the curriculum. The library's leadership in this initiative helped to associate the library with efforts at student retention. By gaining the support from the vice-provost for Faculty Affairs, the librarians leveraged opportunities to speak at departmental meetings about the open textbook initiatives, building awareness of the issue with faculty. While still in their early stages, Gallaway and Hobbs demonstrated that these communication initiatives have had a positive impact upon faculty placing resources on Course Reserves and upon student use of those reserves.

In chapter 2, James Lund examines the logistics and practicality of bringing the student bookstore into the academic library. While not scalable for large institutions or those with a comprehensive set of academic programs, Lund's analysis and suggestions may prove useful for smaller, focused institutions that can relate to Lund's situation at Westminster Seminary California. This arrangement can allow for better use of resources and enhances the value of the library for a small school.