
Sources

Professional Materials

Karen Antell, Editor

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RUSQ considers for review reference books and professional materials of interest to reference and user services librarians. Serials and subscription titles normally are not reviewed unless a major change in purpose, scope, format, or audience has occurred. Reviews usually are three hundred to five hundred words in length. Views expressed are those of the reviewers and do not necessarily represent those of ALA. Please refer to standard directories for publishers' addresses.

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Becoming a Media Mentor: A Guide for Working with Children and Families. By Claudia Haines, Cen Campbell, and the Association for Library Service to Children (ALSC). Chicago: ALA, 2016. 176 p. Paper \$48 (ISBN 978-0-8389-1463-2).

Librarians wishing to provide materials for youth and families increasingly find themselves in the role of media mentor. Media mentors don't just know what books to suggest for children, they also know which learning apps, DVDs, databases, websites, programming, and other new media will be most beneficial for the child. The breadth of content available to families can often be overwhelming. Effective media mentors help families sift through the noise to find the highest-quality media—in whatever form it may take. In short, the media mentor is a *content* expert who relies on the *context* of the interaction and the individual *child* to help inform families' healthy media decisions. Together these "3 Cs" guide the media mentor in theory and practice.

While demystifying new and emerging technology, Haines and Campbell offer a clear, concise roadmap that helps youth services experts in public libraries assume the vital role of media mentor. Much more than a simple how-to manual, *Becoming a Media Mentor* focuses on field-tested, research-based best practices for librarians serving children and families. The book will benefit any public library aiming to excite their community by offering innovative learning experiences in the library and at home.

Included in *Becoming a Media Mentor* is a comprehensive compendium of real-world programming successes broken down into synopses of one or two pages in length. Each synopsis provides thorough instructions for librarians wishing to implement similar programming in their own libraries. Also included are several useful appendixes, including the ALSC white paper *Media Mentors in Libraries Serving Youth*, the foundational document upon which this book draws its inspiration. Simple rubrics for evaluating learning apps for children are also included and prove to be a powerful tool for those who might not yet consider themselves app aficionados.

Media, in all its print and digital forms, has permeated the public library landscape, and mining the material can be a daunting task without proper tools. *Becoming a Media Mentor* offers such tools as well as encouragement and practical wisdom. Public library staff who wish to explore, curate, and present media to their communities will find *Becoming a Media Mentor* an invaluable resource.—Joshua Jordan, Librarian, Del City Library, Del City, Oklahoma

Being Evidence Based in Library and Information Practice. Edited by Denise Koufogiannakis and Alison Brettle. London: Facet Publishing, 2016. 224 p. Paper \$75 (ISBN 978-0838915219).

As a response to Booth and Brice's foundational work, *Evidence-Based Practice for Information Professionals: A Handbook* (2004), Koufogiannakis and Brettle present a new model

of evidence-based practice that is both more realistic and more tailored to library and information professionals' work.

Originating in medicine in the early 1990s, evidence-based practice was first conceived as a new approach to clinical decision making in which clinicians consulted the research literature and integrated this knowledge into their professional judgments. As a reflective and methodical approach, it quickly caught on and has since expanded to other professions, including dentistry, social work, and librarianship. The term "evidence-based librarianship" first appeared in the late 1990s, but it has since evolved to evidence-based library and information practice (EBLIP) so as to include the wide range of information professionals whose work takes place outside of libraries.

In this book, Koufogiannakis and Brettle expand upon Booth and Brice's model rather than replacing it. Because it embraces other types of evidence as relevant for librarianship and takes into deeper consideration the specific local library contexts in which evidence is used, their model evolves naturally and is more accommodating. Librarians who are limited by busy schedules or a work environment un conducive to research will still find it possible to apply this model.

The book's first part provides the theoretical grounding for the new framework, describing each of its core elements chapter by chapter. The second part is a series of chapters written by librarian practitioners from academic, public, health, school, and special libraries. Here, each author highlights how EBLIP has developed in their sector and how it has impacted their work. In providing these case studies, the editors also fill in the gap left by Booth and Brice, whose book, while being foundational and well-researched, is not very practical as a "handbook."

Those already familiar with evidence-based practice will appreciate having a real reference to consult, and those new to EBLIP, or to research altogether, will immediately see the value and possibility that EBLIP can offer. The authors succeed in inspiring their readers and empowering them to put their framework to use.—*Meagan Lacy, Information Literacy Librarian, Guttman Community College, CUNY, New York, New York*

Bridging Worlds: Emerging Models and Practices of U.S. Academic Libraries around the Globe. Edited by Raymond Pun, Scott Collard, and Justin Parrott. Chicago: ACRL, 2016. 210 p. Paper \$50 (ISBN: 978-0-8389-8842-8).

In recent years, American colleges and universities have increased their emphasis on international engagement, emphasizing global awareness, interconnectedness, and student and community diversity. As a result, universities are establishing campuses, branches, and enhanced programs outside of the United States, particularly in the Middle East and East Asia, where they introduce Western higher education practices and philosophies. These collaborative partnerships focus on blending cultural, social, political, and economic communities, while exploring new territories in

research, teaching, and learning. *Bridging Worlds* presents examples of academic libraries taking part in shaping these collaborations by acting as partners in the development of campus community, student life, and research from a global perspective.

The book is divided into five thematic sections, each of which is comprised of chapters, case studies, and practical tips focusing on how libraries are working in global communities to build campus collections. The contributors present a variety of approaches, and the result is a comprehensive resource covering the design, development, and management of library collections abroad.

In the first section, the contributing authors share their perspectives on the challenges, rewards, and successes encountered in designing the two international campus libraries for New York University. This provides helpful insight regarding the big picture for activities and developments found in subsequent chapters. In section two, the contributors explore various phases of developing library access, technological services, programs, and policies at the international campus, with particular focus on implementing interlibrary loan and integrating academic technology support in an international context. Also covered are the rewards and challenges of working with colleagues dispersed around the globe, collecting usage statistics, and managing staffing needs. At international campuses, practical concerns over shipping must be considered when dealing with censored books, delays in customs facilities, and unanticipated technical difficulties. Differences in time zones, standard workweeks, and academic calendars are additional factors that can pose challenges to establishing global delivery systems, services, and processes. The lessons presented here are likely to be useful for others who wish to pursue similar endeavors.

Section three examines the processes of building print, digital, multimedia, and special collections in global settings. The major topics covered are licensing electronic resources across a global network, building print collections over long distances, and managing different intellectual property regulations in different countries. This section also addresses the need for local collections to meet local teaching and research needs, with attention paid to the unique histories and cultures of the host country. Librarians involved in collection development, copyright law, and archives and special collections will find this section of particular interest.

The fourth section discusses global and virtual reference, research, instruction, and outreach through collaborative models and best practices. The authors share helpful tips about considering student and faculty diversity when planning and developing library services. One especially informative piece presents the results of an exploratory study at an American-style institution. The contributors shared effective ways of developing information literacy, library instruction, and assessment plans in an international context. The survey used in this exploratory study is included in an appendix, so it can be replicated at other institutions.

The final section offers methods and best practices