

Journal of Information Literacy

ISSN 1750-5968

Volume 9 Issue 2

December 2015

Book review

Farley, S. 2015. Book review of Markgraf, J., Hinnant, K., Jennings, E. and Kishel, H. 2015. *Maximizing the one-shot: connecting library instruction with the curriculum*. London: Rowman & Littlefield. *Journal of Information Literacy*, 9(2), pp. 136-137.

<http://dx.doi.org/10.11645/9.2.2055>



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

Copyright for the article content resides with the authors, and copyright for the publication layout resides with the Chartered Institute of Library and Information Professionals, Information Literacy Group. These Copyright holders have agreed that this article should be available on Open Access and licensed under a Creative Commons Attribution ShareAlike licence.

"By 'open access' to this literature, we mean its free availability on the public internet, permitting any users to read, download, copy, distribute, print, search, or link to the full texts of these articles, crawl them for indexing, pass them as data to software, or use them for any other lawful purpose, without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited."

Chan, L. et al. 2002. Budapest Open Access Initiative. New York: Open Society Institute. Available at: <http://www.soros.org/openaccess/read.shtml> [Accessed: 18 November 2015].

Markgraf, J., Hinnant, K., Jennings, E. and Kishel, H. 2015. *Maximizing the one-shot: connecting library instruction with the curriculum*. London: Rowman & Littlefield. 175pp. 978-1442238664 £37.95. Pbk.

Stephanie Farley, Social Media Officer (EDINA)/Open Education Resources Advisor (LTW), University of Edinburgh. Email: Stephanie.Farley@ed.ac.uk Twitter: [@SFarley_Charlie](https://twitter.com/SFarley_Charlie)

Part case study, part workbook, *Maximizing the one-shot: connecting library instruction with the curriculum* details the authors' journey using the Lesson Study method to refine and integrate the one-shot into the curriculum at the University of Wisconsin-Eau Claire (the one-shot being a typically 50-minute session bringing a single class and a librarian together). Aimed at library information professionals and teaching staff in higher education (HE), this is a researched and experienced look at how to address the complexities and demands of providing library skills while having limited access to the student curriculum. Well written and engaging, the book would be valuable for both veterans of the one-shot and those new to library skills delivery.

Opening with a history of the one-shot, the authors examine the reasons for its persistence as a format despite its many acknowledged limitations. This established, they then introduce the Lesson Study method they applied to address those limitations. What is Lesson Study? It's a process that involves a group, ideally consisting of five to seven members, each with a distinct role on the team, working together on the intensive planning, execution, observation, and assessment of a single lesson. Due to its emphasis on a single lesson the authors saw it as an ideal opportunity to collaborate with faculty staff to improve and expand the isolated one-shot library instruction model.

Over ten chapters the reader is guided through the Lesson Study process, from opening conversations, seeking support and collaboration, and building effective teams, to planning, delivering, and revising. At each stage emphasis is placed on customisable strategies and how to vary content and delivery for application across multiple faculties.

First the authors describe how they worked with the English faculty to implement a new first-year one-shot with follow-up revisions to the initial lesson, using designated observers of the students during the sessions, and focus groups afterwards to work on the aspects of the sessions that required adjustment. This is then followed by their work with the science faculty and nursing faculty, in which they modify the one-shot to be scaffolded over multiple years of a single major to deliberately identify the needs of students at various stages of their education. One, very small, chapter is also devoted to the creation of supplements to be used before, during, and after the one-shot sessions, and how this can be incorporated into the curriculum within time constraints by looking at delivery methods including various web apps, formats, and modes of presentation.

Included in an appendix are the pre-class worksheets and handouts, and the Lesson Study outlines and worksheets for each revised version of their Lesson Study one-shots for the English, science and nursing sessions. These are quite interesting as it clearly shows the process of assessing, revising, delivering, and then re-assessing, which was undertaken throughout the Lesson Study process. These plans can also be used, as templates or inspiration, by anyone wishing to implement the process at their own institution.

Almost every chapter includes a section on, or at least mentions, collaboration and relationship building among library and teaching staff. Although it is a little repetitive in its approach the importance of these relationships is undeniable. The book provides excellent tips on how to go about initiating and fostering those relationships and has chapters dedicated to exploring the

benefits and challenges of collaboration with faculty, understanding organisational considerations, and examining ways to incentivise collaboration. Along with sharing the authors' experience of this process, this book has clearly been well researched and the reference notes provided at the end of each chapter are another useful resource.

One of my favourite chapters addresses the particular challenges of the one-shot classroom experience. Leading a class where the students are aware that they are unlikely to have further interaction with you can be daunting, so the authors provide suggestions on how to build rapport within minutes of each new class, and how to recover when "the best laid plans of mice and men go awry". I could see this being useful to both new and established library instructors.

The authors have chosen to include interviews of six of the faculty staff the authors worked with during their Lesson Study process: two from English, three from nursing, and one from their Centre for Excellence in Teaching and Learning. The interviews are a great touch. They provide insights into why the faculty members chose to involve themselves in the process, what they gained, and how it changed their perception of library instruction and librarians as resources themselves.

When Markgraf, Hinnant, Jennings and Kishel were approached to turn their article on using the Lesson Study process to invigorate the one-shot into a book, they were uncertain if it could be done, but I am glad that they did. This is an engaging read and a particularly good resource for any librarian looking to collaborate with faculty staff around the delivery of one-shot library skills sessions.