Book Review

Anne C. Behler, Ed. 2023. *Leading dynamic information literacy programs: Best practices and stories from instruction coordinators*. Abingdon, Oxon, UK: Routledge. 173 pp. ISBN: 978-0-367-46279-6. £34.99. Pbk.

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Leading Dynamic Information Literacy Programs offers a real-life look at the development of information literacy instruction (ILI) programs across a variety of academic institutions in the United States. Instruction Coordinators and other librarian professionals share their experiences and lessons learned. While most chapters focus on a specific institutional example, the authors take care to highlight the applicability of their experiences to the broader academic library community. While individual chapters can easily stand on their own, reading the volume as a whole offers a sense of both the variety and commonality of approaches across academic institutions.

At the end of her introduction, editor Anne C. Behler calls attention to the theme of "space and time" running through the different chapters, in the sense that "each and every story told herein represents many years of work" (p. 4). Elaborating on Behler's acknowledgement of the effort involved in building and revising information literacy (IL) programmes, I suggest that this sort of work doesn't use just calendar time, but as the chapters illustrate, it also takes *kairos*, which often arises only after making the space that Behler references, in the sense of physical, emotional, and relational space. Teamwork and collaboration appear as central themes throughout the volume, as well as the necessity of grounding your programme in the specific needs and learning environment of the institution.

The first chapter, by Clarence Maybee, sets the stage for the rest of the book, as he provides a useful overview of the pedagogical developments within IL in the past 20 years, starting with the ACRL Standards, then a focus on assessment, the expansion from IL to other literacies such as transliteracy and digital literacy, communities of practice, the ACRL Framework, and critical IL.

Mary MacDonald's chapter naturally flows from Maybee's, as she illustrates many of the points he introduces, through an overview of the multi-decade growth and development of IL at the University of Rhode Island, along with brief examples from other colleges and universities. She emphasises the importance of "anchoring" IL in the missional documents of the institution.

Rebecca Miller Waltz's chapter focuses on the practicalities of the work it takes to build and maintain an ILI program. She makes a good argument for creating a solid foundation of shared and trusting teamwork.

Building on the theme of teamwork, the co-authored chapter on communities of practice by Rachel W. Gammons, Yelena Luckert, Anastasia Armendariz, and Lindsay Inge Carpenter gives an in-depth look at the University of Maryland libraries' transition to creating a "sense of community and shared responsibility" (p. 79) amongst their various types of instructional staff. This chapter provided an encouraging example of a difficult situation transformed for the better, with steps taken that could be applied to many places.

Rachel I. Wightman's chapter on the library's role in curricular design describes an initial situation (prior to a more coordinated effort) that I imagine is probably the case at many institutions: the lack of standardisation or coordination across liaison librarians "resulted in potentially uneven workloads and a piecemeal approach to ILI and outreach, as well as inconsistent library experiences for students in different programs" (p. 89). As part of adopting a more cohesive approach, the

instruction librarians at Concordia University in St. Paul, Minnesota had to think through how and what to prioritise and when to say no. Wightman provides useful questions to consider in considering coordinated instruction and collaborations with other campus offices.

Dani Brecher Cook's chapter provides a helpful reminder of alternative modes of instruction to what is often a default in-person, synchronous model. This chapter illustrates the value of embedded online tutorials to address student learning needs and prevent librarian instruction burnout.

While other chapters in the volume touch on assessment, Maoria J. Kirker and Ashley Blinstrub's chapter addresses it head on, by providing an example of George Mason University libraries' systematic assessment of student learning based on shared learning outcomes. The key takeaways should prove applicable to many other institutions looking to create or improve the assessment side of their ILI program.

Assessment may help drive ILI in a new direction. Emily Z. Brown and Susan Souza-Mort decided to try a much more elaborate IL program after assessment helped them discover that students were not obtaining the skills needed through the library's one-shot classes. Their chapter illustrates the importance of not being afraid to experiment and the influence of strong partnerships with faculty and other offices outside of the library.

Coming back to the idea of time from her introduction, Anne C. Behler ends the collection with a thought-provoking chapter about taking time off from ILI as a whole library or unit in order to spend good time in reflection and revision towards creating a new ILI program.

Anyone hoping to develop or revise an IL programme at their institution has a lot of work ahead of them. One or more of these chapters may provide both encouragement and inspiration for that process, as well as practical advice. Most chapters clearly state their purpose and follow a logical structure, giving the book a very readable feel. This volume should be most useful for academic librarians involved in ILI in the United States.