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## Book Review: Curriculum-based Library Instruction: From Cultivating Faculty Relationships to Assessment

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**CURRICULUM-BASED  
LIBRARY INSTRUCTION:  
FROM CULTIVATING  
FACULTY RELATIONSHIPS TO  
ASSESSMENT**

*Edited by Amy Blevins and Megan Inman*

Reviewed by  
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*Curriculum-Based Library Instruction: From Cultivating Faculty Relationships to Assessment* addresses the need for practical titles with a focus on integrating information literacy instruction into academic curricula. As the editors note, “many books discuss one-shot sessions and provide tips for getting the most out of that type of instruction. There are not as many that discuss curriculum-based instruction in a section, let alone an entire book” (p. xii). An edited collection of chapters contributed by multiple authors, this book is most relevant for librarian educators who have an interest in the comprehensive integration of information literacy instruction into undergraduate- and graduate-level academic programs.

The book’s 24 chapters are divided into six sections spanning 248 pages. Time-

strapped readers will be pleased to find that the individual chapters each stand alone and can be read individually, or enjoyed together and in order. The book opens with a discussion of how librarians can engage in building relationships with faculty and course instructors, in order to become involved in curriculum planning (an undertaking that the author equates to the work of the traveling salesman). Subsequent chapters explore learning theory; instruction techniques; modes of instruction (face-to-face, blended, and distance learning); assessment; and discipline-specific, curriculum-based instruction. Almost half of the chapters are dedicated to case studies of integrating sustained (as opposed to ad hoc or one-shot) instruction into the curricula of academic programs, particularly in the health sciences. Librarians’ experiences working with programs in medicine, physical therapy, and nursing are well represented, while efforts with business, sociology and first-year writing programs are also explored. Figures and tables are sprinkled liberally throughout the book, providing ample ideas and examples for librarians seeking to develop or evolve both in-person and online instruction initiatives.

Especially notable are those chapters which address team-based learning (TBL), blended learning, and assessment—all authored by librarians who draw on their teaching experiences. In “Team-Based Learning,” Tuttle and Leonardelli offer an excellent overview of

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this framework and explain how they incorporated library instruction into a physical therapy program, over multiple semesters. Team-based learning is a complicated and popular approach in health sciences education. This chapter helpfully explains and translates TBL for librarian readers and provides an example of an one-hour lesson plan, an accompanying assignment, and associated test questions, all of which could be adapted by library educators for their use with other academic programs. Gall's "Teaching Copyright in a Blended Environment," in his "Blended Librarianship" chapter, provides a similarly adaptable example. He describes the planning process for a semester-long, university research methods course that is taught by a librarian both online and in person. Likewise, in the chapter "Incorporating Self-Assessment and Peer Assessment into Library Instructional Practice," author Stephan Macaluso describes tools and instruments that are useful for librarians (working with any discipline) who are interested in reflecting on and improving their teaching. Macaluso's description of peer observation question prompts, Stephen D. Brookfield's Critical Incident Questionnaire (a five question inventory), and plus/delta exercises (a variation on pro/con lists) are especially enlightening.

A notable omission in this book is discussion concerning the Association of College and Research Libraries' (ACRL) *Framework for Information Literacy for Higher Education*, undoubtedly because the *Framework* was filed by the ACRL Board in 2015, shortly after this book was published. The ACRL *Information Literacy Competency Standards for Higher*

*Education* (2000), however, are well addressed. Perhaps more importantly, multiple health sciences education accreditation standards are discussed throughout the book's chapters, along with examples of ways in which librarian educators have incorporated these standards into their instruction.

While this book focuses on library information literacy instruction in the health sciences (addressing particularly relevant concerns, such as team-based learning and evidence-based practice), librarian educators who work with other academic disciplines and professional programs will appreciate the chapters that explore assessment, learning styles, and the practice of teaching. Librarians who currently teach predominantly one-shot sessions, for students in any discipline, may find this book to be a helpful support to envisioning, and developing with courses instructors, more comprehensive and integrated instruction.

Blevins and Inman hope that "with this book and a little bit of determination, you will be well on your way to designing your own curriculum-based library instruction program" (p. xiii). This title certainly sets the stage, by providing practical ideas, sample learning objectives, case studies, assessment rubrics, explanations of current practices in health sciences education, and guidance on how librarians may set out to effectively incorporate sustained instruction into program curricula.

*Published: Lanham, MD: Rowman & Littlefield, 2014*