

mation; and Yahoo Pipes, a new kind of website-embeddable feed for searching a variety of online sources. Each of these, and Flickr (already noted for its strong work with the Library of Congress, the Getty, and fifty other information science nonprofit sources in the Flickr Commons), all have good potential that Tomaiuolo notes for applications in the provision of information to patrons.

Overall, the volume could be a bit more comprehensive than any single librarian might need; the catalog of tools available can be daunting. At the same time, we all should be following each of the trends Tomaiuolo charts and thinking outside the box of traditional reference provision. Each chapter of the book is not only full of basic information, but most chapters also contain interview transcripts with leaders in the field on the topic of a particular tool (such as Karen Schneider, Walt Crawford, and Meredith Farkas), or comparative tables of different web services that serve one of the user content needs above, or specific examples of libraries who are benefiting from a user-generated content service. Whichever tool(s) seem best for your particular institution, *UContent* can serve as a reference librarian's reference in the brave new world that we inhabit. — Timothy J. Dickey, Kent State University.

Joan R. Kaplowitz. *Transforming Information Literacy Instruction Using Learner-Centered Teaching.* New York: Neal-Schuman, 2012. 326p., \$75 (ISBN 9781555707651). LC2011-041991.

The well-worn saying, "Tell me and I will forget, show me and I may not remember, involve me and I will understand," quoted as the epigraph to Chapter 10 of *Transforming Information Literacy Instruction Using Learner-Centered Teaching*, sums up the learner-centered teaching method explicated and advocated by author Joan R. Kaplowitz's informative book. According to Kaplowitz, the key difference between learner-centered and traditional teaching methods is who controls the learning process: "Traditional teaching

puts control in the hands of the teacher and views him or her as the dispenser of information and knowledge. In the learner-centered approach, power, control, and responsibility for learning is shared by everyone involved—teacher and learners alike. Learners actively construct or create their own knowledge."

This book provides a useful, if predominantly theoretical, introduction to Learner-Centered Teaching (LCT) for librarians looking to improve their information literacy instruction. As it synthesizes a large body of research on educational theory, learning styles, and teaching and assessment activities, it would also make an excellent textbook for a library science course on user instruction. Each chapter concludes with a summary, study questions, annotated bibliography, and references that the library science professor could easily use as the basis for assignments and class discussions.

The author, who spent twenty-three years as a librarian at UCLA before retiring as Head of the Research, Instruction and Collection Services Division of that university's biomedical library, holds a doctorate in Psychology in addition to her Master of Library Science degree. She has worked with the ACRL Information Literacy Immersion Program (1999–2004) and the steering committee for UCLA's Library Information Literacy Initiative (2001–2003). Several chapters were cowritten with Hillary Kaplowitz, an instructional designer in the Faculty Technology Center at University of California, Northridge. The writing is graceful but informal, often conversational, and reads as an invitation to explore the principles and uses of learner-centered teaching along with the author(s).

The book is divided into three sections. Part I, "Finding Out about Learner-Centered Teaching," outlines the characteristics of LCT. At its core, LCT emphasizes "collaboration, participation, and shared responsibility for learning among all participants" and emphasizes teaching meth-

ods that “listen to, engage, and inspire our learners.” These vague pronouncements do not seem to offer much in the way of practical teaching advice, but they provide a framework for more detailed examination of learner-centered teaching and assessment methods in Part II.

The most informative piece of this first section is the literature review, which attempts to answer the question, “Where did [LCT] come from?” Kaplowitz begins with the roots of LCT in John Dewey and Progressive Education, moves to theories of learning drawn from psychology, and ends with recent research on teaching and learning, memory, and neuroscience to provide scientific support for LCT. Professionals could use many of the studies cited here as a springboard to further research or to convince reluctant colleagues or administrators of the value of the LCT approach.

Part II, “Planning for Learner-Centered Teaching,” is the substance of the book. Its two chapters—“What Will Learners Do?” and “How Will Learning Be Measured?”—summarize teaching and assessment methods, respectively. “What Will Learners Do?” begins with an explanation of learning styles, includes a list of teaching methods (lecture, modeling/demonstration, collaborative group work, and so on), and tables highlighting the advantages and drawbacks of each. “How Will Learning Be Measured?” defines various levels of assessment, lists categories of assessment tools (forced choice, surveys and questionnaires, focus groups, and the like) and discusses ways to let teaching activities do “double duty” as assessments.

The subject matter in Part II is important and potentially useful to the practitioner, but the coverage seems rather thin, more a series of lists and tables than an in-depth analysis of the methods and their applications. For example, the table on “The Discussion Method” lists “Can stimulate critical examination of material covered” as an advantage and “Learners may be reluctant to question the authority

of the instructor and/or the written text” as the corresponding disadvantage. It is unclear exactly how this kind of comparison would help an instructor choose a teaching method to employ in the classroom. Fortunately, the entire book, and particularly these two chapters, is studded with ample citations—a single paragraph on rubrics, for example, has no less than nine citations—so the reader can easily locate additional research on teaching and learning theory and practice.

Part III, “Applying Learner-Centered Teaching in Practice,” discusses applications of LCT in the face-to-face, online, and blended learning environments. As in the previous section, the chapters include tables of advantages, drawbacks, and challenges of each approach; unlike the previous section, the chapters here provide more practical ideas for how to apply LCT methods in the physical and virtual classroom. For example, the chapter on “Creating the Blended Learner-Centered Experience” is primarily a case study of the author’s transformation of her own information literacy course from face-to-face to blended format. She includes examples of expected learning outcomes and in-class activities, information on using a course management system, and more that the reader could use as a model for his or her own instruction efforts. Part III concludes with a series of fourteen “Vignettes from the Field,” brief case studies submitted by information professionals in school, public, academic, and special library environments. Each vignette includes information on the instructional situation and audience, instructional goals, expected learning outcomes, learner-centered activity examples, and “musings” from the book’s author on lessons to be learned.

To sum up, *Transforming Information Literacy Instruction Using Learner-Centered Teaching* serves as an excellent primer on the concept of LCT and on educational theory as it applies to information literacy instruction. The inclusion of online and blended learning environments means

the content will remain relevant as more and more information literacy instruction moves into those formats. Though much of the discussion is theoretical, numerous citations (many annotated) provide the instruction practitioner with an entry point into the intimidating literature on teaching theory and practice.—*Timothy Hackman, University of Maryland.*

Elizabeth H. Dow. *Archivists, Collectors, Dealers, and Replevin: Case Studies on Private Ownership of Public Documents.* Lanham, Md.: Scarecrow Press, 2012. 144p. \$65 (ISBN 9780810883772). LC2012-008889.

Imagine this scenario: you're an archivist at a state university charged with the archival responsibilities for the papers of current and past university presidents. While looking through a catalog from a manuscript dealer, you see a set of documents created by one of your former university presidents in the early 20th century. The documents deal with a controversial issue and have historic value, and you have always wondered why your collection was missing these manuscripts. Suddenly, you've found them, and they are in the hands of a dealer. The selling of historical documents isn't uncommon—indeed, Sotheby's reports selling between 5,000 and 8,000 such documents each year.

This scenario begs several questions: who owns government documents that have, for one reason or another, slipped into the hands of private dealers and col-

lectors? Should they be available in the private market, or should they revert back to the government agency/archive where they, historically, might belong? What are the legal and ethical issues involved?

Elizabeth Dow addresses this complicated issue in this new volume, *Archivists, Collectors, Dealers, and Replevin: Case Studies on Private Ownership of Public Documents.* (Replevin is a legal action brought by one party in an effort to recover specific items, such as manuscripts or documents, from another party.) Dow cites a personal interest in the topic: after she witnessed a certain amount of acrimony between archivists and manuscript dealers, she discloses that she's not only an archivist and archival educator, but she's married to a manuscript dealer with strong ties to the professional dealer network. It is from this perspective that she successfully argues both sides of this question.

Dow takes a systematic approach, beginning with an historical overview of the collecting and care of documents by state and institutional agencies, followed by tales of theft and neglect that cast untold numbers of documents adrift from their institutional homes, where they would end up in the collector's market. For example, prior to the mid-20th century development of legislation and retention schedules designed to keep public documents in the hands of government agencies, it was common for government officials to keep public documents and treat them as personal property.

The book then describes both the emergence of the archival profession and the nature of the collectors' market, providing a succinct table that outlines the curatorial differences between individual collectors, government archivists, and nongovernment institutional curators.

Having set the stage and introduced the characters, Dow then outlines specific cases involving replevin, how the courts decided these cases, and how complex and varied individual state laws are concerning replevin and government documents.

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