

the paraphrased text, and then again to the explanation for that exercise as a whole. It's not made clear what an acceptable and unacceptable paraphrase might be; even though there is a citation at the end of the paraphrase, it is one without pagination so the initial look at the citation is confusing (see the "Mother Theresa" example on pages 24, 25, and 28). It would be preferable if the reader could easily identify what the original text is, what the correct paraphrase might be, or even a clear example of an incorrect paraphrase. How best might a teacher present these exercises to students—simply cut and paste? Incorporate into a larger lesson with one's own words and amendments? The lessons are not quite plug-and-play.

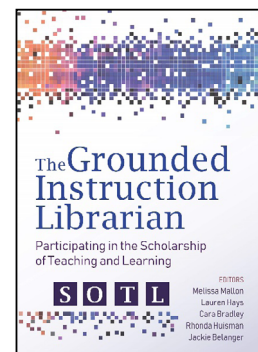
The citation exercises are helpful though, and plentiful. Chapter 4 is dedicated to citations, and there are also major chunks of chapters 5, 6, 7, and 8 dedicated to citations and style formats; even further, many of the appendices include exercises for proofreading and reviewing style formats. There are a couple of missed opportunities, however. After combing through these many chapters involving style manuals (APA, MLA, Chicago), I could not find a reference to which editions were being used. This is problematic because APA 7th edition was released since Darr's publishing, and one of the major changes from 6th to 7th edition is the elimination of place of publication. Thus, the examples in the book are inaccurate by 7th edition standards, and there is no statement advising the reader on checking for updates and changes; one or two sentences explaining the potential changes we see year-to-year would have alleviated this confusion.

Also missing, for the most part, is any discussion of DOI (digital object identifier), a valuable part of (relatively) recent scholarship. There are a couple of mentions of what a DOI is, and it appears in the glossary, although it certainly would warrant more time in explaining a citation of a digital source—especially in an overview of born-digital publishing. There was no listing for DOI in the index, so I had to scan the entire text to find out if it was introduced. One of the citation examples in Chicago format, on page 63, includes both a DOI and URL, which is not recommended (DOI is the one preferred option when available). The URL is an odd inclusion unless the teacher has specifically asked the student to document where s/he accessed the content.

All in all, there is a common thread throughout the book of broad, if somewhat shallow, coverage of the elements of plagiarism. For any seasoned teacher of paraphrasing and citation, the information, both practical and theoretical, is marginally helpful for strengthening a curriculum of good writing, research, and citation techniques. This volume is best for the beginning teacher or librarian who needs a checklist of elements required to cover the topic thoroughly. Recommended for high school librarians. — *Alicia Hansen, College of the Holy Cross*

***The Grounded Instruction Librarian: Participating in the Scholarship of Teaching and Learning.*** Melissa Mallon, Lauren Hays, Cara Bradley, Rhonda Huisman, and Jackie Belanger, eds. Chicago, IL: Association of College and Research Libraries, 2019. 378p. \$76.00 (ISBN 0-8389-4621-3). LC 2019943314.

Although there is not one official definition for the scholarship of teaching and learning, a basic definition is that it is the multidisciplinary study of teaching and student learning in specific contexts within higher education. *The Grounded Instruction Librarian: Participating in the Scholarship of Teaching and Learning*, edited by Melissa Mallon, Lauren Hayes, Cara Bradley,



Rhonda Huisman, and Jackie Belanger, collects writings from academic librarians in the United States, Canada, the United Kingdom, and Switzerland on SoTL (as it is abbreviated in the book). The editors have research interests in teaching, learning, instruction design, and assessment, and Mallon has previously written another book on library instruction, *The Pivotal Role of Academic Librarians in Digital Learning* (2017).

*The Grounded Instruction Librarian's* format captures the challenge and promise of this field by demonstrating its simultaneous variety and overlap and by providing a textual metric of what kind and how much of this work is being done within academic libraries. As the editors noted in their introduction, some sections have more material than others: "it is clear that many librarians have fully embraced SoTL Research and its attendant professional development opportunities, there is still much for the profession to explore in terms of signature pedagogies" (xv).

The book consists of 28 chapters organized into four sections (Pedagogical Content Knowledge/Signature Pedagogy, SoTL Theory, SoTL Research, and SoTL as Professional Development). Each section begins with a foundational chapter that provides an overview of that section's contents and aims. The introduction to the book lays out the authors' intentions for readers, noting in particular that, while the book is made up of many small parts, the work is meant to be taken as a whole to provide "a much richer and holistic definition and understanding of SoTL" (xiii). The chapters within each section are "in-practice" SoTL and are referred to as "case studies," but many do not fit the template or content of actual case studies. Instead, they read more as theory or reflection. As such, there is no fixed format to the chapters themselves, a choice that makes some of the more theoretical chapters unwieldy reads.

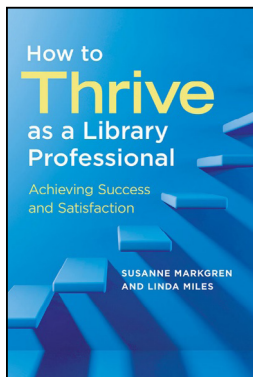
The first and shortest section, "Pedagogical Content Knowledge/Signature Pedagogy," discusses how different disciplines have created teaching and learning practices that mimic the work students will be expected to perform as professionals in that field and observes that a signature pedagogy has yet to emerge for information literacy. The chapters discuss how librarians have incorporated signature pedagogies from other disciplines into their library instruction to better align their teaching to the skills and expectations of different fields, as well as demonstrating how librarians have matched their methods of instruction to their content. Next, the "SoTL Theory" section highlights librarians' efforts to explore the theoretical underpinnings of pedagogy and to understand how SoTL theory intersects with and encompasses the theories of other disciplines. The chapters pull from theories in a number of different fields to critically reflect on teaching and learning and to demonstrate the impact such reflections can have on activities, outcomes, and assessment.

The third section, "SoTL Research," demonstrates alternative methods of assessment and study for library instruction and information literacy, seeking to encourage critical thinking rather than quantification. This section and the one that follows it offer the more practically applicable chapters of the book, presenting mostly case studies that describe collaborations, interventions, and assessment techniques arising from SoTL theory and highlighting methodologies that have allowed these librarians to gain new insights into how both they and their students conceptualize the act of learning. The recurring element of the final section, "SoTL as Professional Development," is collaboration, as many chapters describe how this professional development is achieved outside the library and through a greater engagement with higher education in general. Many feature librarians participating in campuswide SoTL communities and taking a more active role in SoTL conversations in their libraries and at their institutions.

This section is an appropriate sendoff for the book, offering readers strategies and ideas for how to incorporate SoTL into their professional life as well as demonstrating the benefits this process can have for individuals and institutions.

For better and for worse, the book is truly a textual representation of SoTL in academic libraries. Readers who are frustrated by SoTL's lack of concrete definition and tendency toward the ponderous will find this book a challenging read. It provides few concrete answers or solutions, and it resists easy practical application. Neither the broad overlapping structure of the sections nor even the chapter titles (which are sometimes opaque) lend themselves to a pick-and-choose reading. The theories and methodologies span disciplines and fields, and one true definition of SoTL for academic librarians is never reached. However, the book does what SoTL sets out to do: it prompts critical reflection on practice, it encourages new ways of considering the act of teaching and the process of learning, and it exposes the reader to pedagogies and theories beyond their immediate field while urging them to question their assumptions and philosophies. *The Grounded Instruction Librarian* serves as both an introduction to SoTL for academic librarians new to the concept and as a snapshot of SoTL in academic libraries today that captures both its achievements and its opportunities. —Susan Vandagriff, *University of Colorado, Colorado Springs*

**Susanne Markgren and Linda Miles.** *How to Thrive as a Library Professional: Achieving Success and Satisfaction.* Santa Barbara, CA: Libraries Unlimited, 2020. 134p. Paper, \$45.00 (ISBN 978-1-4408-6711-8). LC 2019031263.



Everyone deserves the opportunity to thrive at work and throughout our careers. In these lean economic times, many of us in the library field are struggling to find and keep positions, to remain optimistic about the future of the profession and our place within it, and to stem the tide of burnout. We cannot control our circumstances, yet there are steps we can take to better situate ourselves for professional success and fulfillment. Reading and engaging with the exercises in *How to Thrive as a Library Professional: Achieving Success and Satisfaction* can help you develop the mindset of a reflective practitioner with a sense of ownership over your professional path. The authors, Susanne Markgren and Linda Miles, have more than 30 years of combined experience in academic libraries and professional

associations, and both have written and presented previously on career guidance topics. Together, they have constructed a slim but impactful volume that can be returned to again and again as we navigate and try to move forward in our professional lives.

The book consists of seven chapters that can be read as stand-alone chapters, allowing for reading what matters most to where you are at any given moment. That said, the chapters seem to flow in a natural order, starting from the more concrete chapter 1, “Forging a Path: Career Vision” to expansive chapter 7, “Discovering Your True Purpose: Reflective Practice.” It is worth noting that chapter 7 relies heavily on Michelle Reale’s *Becoming a Reflective Librarian and Teacher: Strategies for Mindful Academic Practice* (2017), a book that pairs well with this title and that I recommend for those who want to further explore the themes and exercises presented in this chapter. Each chapter has its own list of references, but of more value are the exercises offered throughout the book. These range from the Eisenhower Matrix for strategic time management (62–63) to brainstorming how to tell your professional story to different