Char Booth, Director of Research, Teaching, and Learning Services at the Claremont Colleges Library in California, has written a helpful and insightful book, *Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators*. Booth's thoughtful approach to delivering information literacy in higher education has influenced my own practice and I welcome the opportunity to share a review of it.

The book is comprised of two parts. The first part focuses on various aspects of *instructional* literacy. Booth scrutinizes teaching effectiveness, at one point attempting to answer the question, “What makes a good teacher?” (p.5). One intriguing answer the author asserts is appealing to the self-interest of the learner who is implicitly asking, “What’s in it for me?”—the WIIFM principle (p. 13). She recommends learning from a network of library educators who can support one’s efforts to become a teacher characterized by “authenticity” (p. 9-10). Furthermore, she suggests cultivating “communities of practice” (p. 28), whether in person or online, in an effort to develop and mature as an instructor.

Booth advocates for a more reflective approach to instruction and learning design to ensure effective educational experiences for those we teach. She challenges librarians engaged in instruction to mindfully evaluate its impact by investigating the evidence of learning. She generates a number of creative ways to do this that go beyond typical assessment practices. Booth cites how self-evaluation by instructors tends to “foster more positive learning environments and higher student achievement” (p. 19).

The fourth chapter outlines three major schools of learning theory (behaviourism, cognitivism, and constructivism), as well four factors affecting learning (memory, motivation, environment, and prior knowledge). Booth suggests that having even a limited knowledge of learning theory and being sensitive to factors that affect learning make one better prepared for the task of teaching.

The fifth chapter builds on the fourth by describing best practices in instructional theory based on the three schools of learning. Booth maintains “people learn best when instruction is incremental, organized, responsive, social, and engaging” (p. 50). She suggests that whether one uses a direct or a discovery-mode approach to instruction (or a hybrid of the two), the learning experience should be engaging.

In chapter six, various teaching technologies are explored. Booth takes a balanced approach to technology. She encourages librarians to become comfortable with a range of teaching technologies and to use such tools and applications to advance the message of instruction so that “technology becomes a method to support and extend the learning interaction” (p. 78) and not obscure it.
The final chapter of Part I focuses on instructional design in the library context. Booth recommends that we ask, "How can I make this experience better/easier/more efficient/more understandable" (p. 85 [emphasis original]) in an effort to provide those we teach with the best possible learning outcome. This could mean, for example, designing more image-based instruction to respond to visual learners.

Part II of the book provides a framework for library instruction design through, what Booth dubs, the "USER method" (Understand, Structure, Engage, and Reflect). This is followed by a brief conclusion, a list of recommended reading, two appendices, including a USER planning/reflection template. Booth recommends loosely adapting the USER method for the various classes, tutorials, and subject guides librarians often create. Following this framework ensures that a measure of reflection is integrated into the delivery of information skills.

In the first phase of Booth's instructional planning method, one must understand or identify the nature of the instructional problem and determine the most effective response, taking into consideration “the four elements of instruction: learner, content, context, and educator” (p. 107). In the second phase, one must structure content based on goals, objectives, and outcomes of the instruction, choosing strategies that will “involve learners and extend the interaction” (p. 120). In the third phase, one crafts a simple message and employs universal design strategies that may include “a combination of text, sounds, and images” (p. 130) to engage and capture the imagination of the learner. In the final phase of USER, one reflects on and assesses the learner and instructor experience, tweaking it as necessary for future interactions.

This book serves as an effective starting point for librarians involved in information literacy instruction and who are intent on becoming more effective teachers and who are concerned with the impact their teaching has on learners. It is a good primer for those beginning library careers and who want a reliable framework on which to build and develop meaningful library instruction. While it may appear to be a basic guide to those experienced in information literacy instruction who have, over the years, perfected their delivery of (let's face it!) often rather dry material, a thorough reading of the book will surely provide new ideas, perspectives, and resource information to consider and apply.

If I were to apply a more critical lens, I would say that I came across several typographical or editorial errors, there seemed to be a heavy reliance on abbreviations and acronyms which might prove confusing to the average reader, and the various instructional technologies Booth highlights are sure to become outdated as they evolve and change over time. Some sections were too detailed, or at least unnecessarily wordy. Yet overall, I would recommend this book for its creative ideas and practical USER template to make our often one-shot library instruction sessions more effective, meaningful, memorable, and (yes!) reflective.

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Respectfully submitted by Cindy Derrenbacker, Architecture Librarian, Laurentian University, McEwen School of Architecture, Sudbury, ON, July 2, 2016