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Book Reviews (editorially reviewed)

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Small, R. V., & Mardis, Marcia A. (Eds.). (2018). ***Research methods for librarians and educators: Practical applications in formal and informal learning environments.*** Santa Barbara, California: Libraries Unlimited.

Imagine you worked in an urban public library and you noticed that of the many immigrants in your area, few made use of the library. Suppose you were interested in researching their library and information needs so that your library could better serve them.

This is one scenario typical of several presented in this book and used as springboards to examine various methods that could be used by researchers to secure answers to the research questions posed. This was an excellent organizational tactic that was further enhanced by two early chapters describing the processes of determining a research question and of conducting a literature review.

The scenarios and research methods discussed, including the following, are many and varied:

- **Scenario:** Serving the oral tradition.
 - **Research Question:** How have libraries traditionally reflected the diversity of their communities through their programs and services, and how can they continue to do so today?
 - **Research Methods:**
 - i. Interview and focus group research;
 - ii. Action research;
 - iii. Historical methodology.
- **Scenario:** Teaching research skills.
 - **Research Question:** What instructional factors are most effective for improving research skills acquisition?
 - **Research Methods:**
 - iv. Formative learning assessment;
 - v. Participant observation;
 - vi. Assessing learning with rubrics.

- **Scenario:** Games as learning tools.
 - **Research Question:** Are games effective learning tools?
 - **Research Methods:**
 - vii. Formative research;
 - viii. Correlation research.
- **Scenario:** Impact of collaboration and scheduling on learning.
 - **Research Question:** How have teacher-librarian collaborations and flexible scheduling impacted student achievement at Red Pond (a medium-sized PK-5 elementary school)?
 - **Research Methods:**
 - ix. Through the lens of evidence-based practice;
 - x. Casual research.
- **Scenario:** Co-teaching, student learning, and faculty collaboration.
 - **Research Question:** How does co-teaching impact student learning and faculty?
 - **Research Methods:**
 - xi. Phenomenology;
 - xii. The case study;
 - xiii. Critical incident technique.
- **Scenario:** Engaging the at-risk student.
 - **Research Question:** What is the impact of collaborative “Smart Teams” on student engagement in technology-rich, cross-curricular experiences?
 - **Research Methods:**
 - xiv. Design-based research;
 - xv. Longitudinal research.
- **Scenario:** Envisioning a library of the future.
 - **Research Question:** What is the vision for the college library of 2020 and what are the implications for space utilization?
 - **Research Methods:**
 - xvi. Survey research;
 - xvii. The Delphi method;
 - xviii. Mixed method research design.

Each of the scenarios and subsequent chapters are written by experts in their fields. Editor Small herself is an award-winning professor employed by the School of Information Studies at the University of Syracuse and co-editor Mardis is an Associate Professor of Information Science at Florida State University.

In devoting each chapter to a specific research method, the editors have successfully created a welcome uniformity. First, the chapters are brief and clear: no 50-page disquisitions. Second, they all include the steps that must be followed in the research method under discussion. Third, each chapter ends with a summary chart organized into eight parts: i. Overall purpose of the method; ii. Advantages; iii. Disadvantages; iv.

Steps in process; v. Data collection methods; vi. Data analysis methods; and vii. Support technologies (when relevant). Fourth, each chapter comes with a glossary of key terms. Finally, all include some suggestions for further reading. The editors also close the book with a complete glossary of terms as well as a bibliography of relevant sources.

My only concern with this otherwise first-rate book is that it is not as thorough as it might have been. There are at least five common types of qualitative research, and while the book discusses several of them including Phenomenology (brilliantly, I must say), it is silent on Grounded Theory as well as ethnographic research. The editors might argue that in a book focussed on the research librarians and educators might undertake, it might be reasonable to exclude those two methods, but I might challenge them on this. Some form of ethnographic research would be entirely relevant to the scenario I posed at the beginning of this review.

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