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## BOOK REVIEWS

Bruno, Tom. **Wearable Technology: Smart Watches to Google Glass for Libraries.** Lanham, MD: Rowman & Littlefield; 2015. (Library Technology Essentials, no. 1.) 132 p. \$45.00. ISBN: 978-1-4422-5291-2. ©

Librarians who are interested in incorporating wearable technologies into library programs and services will appreciate this handy guide as few works address the challenges of understanding and deploying wearables in any setting, let alone libraries. For the purpose of this book, wearables include smart watches, Google Glass, GoPro cameras, fitness tracking bracelets, virtual reality viewers, and drones operated by wearable devices.

Tom Bruno is the associate director for resource sharing and reserves at Yale University's Sterling Memorial and Bass Libraries and is known as a wearable technology guru, being one of the first people selected to test Google Glass. The author traces the development of wearables from a miniaturized abacus ring centuries ago in China to the first digital watches to virtual reality devices of the near future that may augment reality or be totally immersive.

Bruno encourages allowing library staff time (as much as 20% per week, for example) to experiment with new technologies and to make sure that libraries that lend wearable technological equipment to patrons maintain devices in reserve that can be used by library staff as they learn new ways to provide services that support such devices. Bruno also emphasizes the importance of fostering strategic partnerships

and taking advantage of the technical expertise of existing campus faculty and staff, particularly student workers, when considering, testing, lending, and mainstreaming wearable tools.

In addition to sharing his experience beta testing three Google Glass devices through Yale University's Bass Glass project, Bruno describes examples from public libraries (Skokie Public Library and Arapahoe Library District) and academic libraries (Claremont University and University of South Florida). Notable examples include Google Glass being used for mobile reference or translation services, point-of-view video projects, clinical interactions with patients, and captioning. That said, Bruno is candid in his assessment that "the best way to find wearable tech's 'purpose' in a library is to share it with as wide an audience as possible, stand back, and see what our community makes of it" (p. 42).

This work's most useful and practical chapter ("Step-by-Step Library Projects for Wearable Technology") provides detailed guidance for circulating wearables, training library staff, and implementing library projects related to Google Glass, GoPro cameras, and Google Cardboard virtual reality.

The author also offers practical tips related to battery life, management of patron expectations, library staff comfort level with the technologies in order to provide advice to others, troubleshooting, and privacy issues. The content related to modifying Google Glass and other wearables to be Health Insurance Portability and Accountability

Act-compliant may interest health sciences librarians, but overall the information is suited for librarians in any type of library setting, particularly those who like to be technology-forward. The guide includes a two-page recommended reading list and a two-page index.

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**Curriculum-Based Library Instruction: From Cultivating Faculty Relationships to Assessment.** Edited by Amy E. Blevins and Megan B. Inman. New York, NY: Rowman & Littlefield; 2014. 248 p. \$95.00. ISBN: 978-1-4422-3913-5. ©

*Curriculum-Based Library Instruction: From Cultivating Faculty Relationships to Assessment* provides a very good reference point for librarians who are interested in starting up curriculum-based library instruction in the academic library setting. This reviewer is looking at the book from a non-academic librarian viewpoint, with a residency program on the horizon.

Amy Blevins and Megan B. Inman have arranged the chapters, written by various librarians in the field, into six parts. Part I, "Building Relationships and Gaining Trust," is a small but important part of the book. Part II, "Learning Theories," starts with an introduction to theories and then moves into adult and active learning. Part III, "Instruc-

tional Techniques,” starts like the previous section with an introduction, followed by information on audience response systems and team-based learning, and finishes with a lesson studying a nursing curriculum. Part IV, “Instructional Modes and Assessment,” covers online instruction, face-to-face instruction, and blended librarianship, ending with the incorporation of self-assessment and peer assessment into library instruction. Part V, “Subject-Based Instruction in Health Sciences,” covers evidence-based medicine and medical students, creation of a curriculum-based library instruction plan, the role of the librarian in the integration of evidence-based medicine into the medical curriculum, and reflections on involvement in a graduate nursing curriculum, strategies for building an information skills curriculum from the experiences of the University of Michigan, and an explanation of biomedical informatics with a case study. Part VI, “Subject-Based Instruction in Other Disciplines,” defines and discusses information literacy, explains how to achieve information literacy integration, describes a curriculum approach to information literacy instruction, and provides three case studies specific to sociology, undergraduate business, and freshman writing.

In each part, the authors give insightful and helpful information based on their experience. For example, chapter 2, by Susan Kraat, provides excellent guidance on getting one’s foot in the door with faculty. The chapter gives tips like providing resources that a faculty member may enjoy and knowing your stuff. The reminder of the theories of learning in chapters 3 through 5

was well done, with a brief overview along with information about adult learning and active learning. The third part, chapters 6 through 9, was both a review and a learning experience for me. I found that team-based instruction was a new concept but very interesting. Part III starts the first of several lessons learned by various librarians. Part IV covers two concepts of instructional modes and assessment. Choosing the modes of instruction whether online, in person, or blended would depend upon the situation and topic.

The last two parts of the book provide wonderful insights into subject-based instruction in health sciences and other disciplines. Chapter 14, “What Is Evidence-Based Practice?,” by Connie Schardt, AHIP, FMLA, and chapter 19, “What Is Biomedical Informatics,” by Carolyn Schubert, remind, instruct, and advise about evidence-based research, medical school responsibility, biomedical informatics, and the librarian’s role in each. Chapters 15 and 16 deliver content related to creating instruction and understanding the librarian’s role. Each chapter is extremely helpful for getting started with developing instruction for medical students and students in other health care disciplines. The remaining chapters discuss information literacy and how to integrate information literacy into a curriculum, with examples from several disciplines.

This book is a great resource for librarians who are starting to integrate library instruction into an academic curriculum. I found lots of gems to use when the time comes for me to develop a residency program curriculum at my

institution. *Curriculum-Based Library Instruction* is recommended as a curriculum writing resource for librarians.

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Leggett, Elizabeth R. **Integrating the Web into Everyday Library Services: A Practical Guide for Librarians.** Lanham, MD: Rowman & Littlefield; 2015. (Practical Guides for Librarians, no. 19.) ISBN: 978-1-4422-5675-0. \$65.00. 210 p. ☺

Rowman & Littlefield’s Practical Guides series is intended to provide practical and useful information for practicing librarians or students studying library science. It would seem that most libraries already integrate the web into library programs and services, but this beautifully formatted guide provides thorough coverage of topics as far ranging as the Internet’s development and inner workings, mechanics of search engine algorithms and logic, cloud storage, the concept of an online presence, online ways to communicate with patrons, evaluation of online information, online dangers (phishing, identity theft, malware, cyberbullying, etc.), and troubleshooting for common computer hardware and software problems. The writing is straightforward, direct, and understandable.

According to the author’s preface, “this book was written largely with public and school libraries in mind” (p. xiii). Entry-level, mid-career, and seasoned librarians in