



Shared collections: collaborative stewardship (An ALCTS monograph)

John Timoney

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Balkan Wars (1990s). Tabak argues that current thinking of particularism versus universalism encourages researchers to take a prior position before they start their study. Tabak argues that actor–network theory is more useful in these areas as an intersection. That is, a ‘group that is held together’ rather than ‘something that holds the group together’ (p. xii). Instead of trying to reveal the hidden forces behind information practices and behaviour, Tabak argues it is better to look at the ways in which individuals and groups exchange processes through the constant circulation of information practices.

Both books give the reader a lot of conceptual ideas to think about. Information science is often criticised as having no theoretical depth; it is regarded as being a mashup from various intellectual disciplines. These two books suggest alternative conceptual models and theories; that rather than being regarded as an isolated field information science is an interscience; it acts as an intermediary through actors and networks for other intellectual disciplines. These two books are more suited for an academic library, particularly for graduate level or academic staff.

Diana Fehsenfeld
National Library of New Zealand

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Shared collections: collaborative stewardship (An ALCTS monograph), edited by Dawn Hale, Chicago, IL, ALA Editions, 2016, 211 pp., US\$75.00 (paperback), ISBN 978-0-8389-1403-8

Working collaboratively with other libraries to manage shared collections can potentially enable libraries to make more economical collection development decisions, while simultaneously offering their users access to a greater number of resources. In this collection edited by Dawn Hale, Head of Technical Services at the Sheridan Libraries, John Hopkins University, the chapter authors of *Shared Collections: Collaborative Stewardship* explore the implementation of these programmes within research libraries.

The book begins by sketching out an introduction to the current state of collaborative activities across monograph and serial, retrospective and prospective collections. Issues around the governance of shared collection programmes are also discussed, along with a possible model for making systematic preservation decisions using the holdings data of shared collections. The main part of the book however is made up of case studies, which look at how various networks of libraries from across the United States have utilised a collaborative approach to manage different parts of their collections including retrospective print serials, government publications, print monograph legacy materials, shared ebook and demand-driven acquisitions programmes, as well as digitised special collections.

The programmes described in these case studies seemingly share little in common, having each developed organically from a unique set of local circumstances. As a result, they may be difficult to reproduce in other library networks. However, it is not the purpose of this book to provide a definitive best practice guide to implementing shared collection programmes. Recognising that the way libraries work together will continue to evolve, Hale’s book is instead concerned with some of the broader considerations for libraries interested in pursuing this option. Furthermore, it is not just the practicalities of implementation that this book considers: in surveying these pockets of collaborative activity, the book also provides the reader with a sense of the direction in which these programmes may be heading. In the concluding chapter, authors McDonald and Kieft broach the subject of collaborative activities potentially taking place on a national or global

scale, and offer suggestions for how the development of print, digital and hybrid collections could be orientated towards these possibilities.

Limited materials budgets, finite shelf space and keeping pace with changes in the way information is published and accessed are common themes amongst libraries everywhere, and shared collection programmes are increasingly becoming recognised as a viable response. Therefore, despite the fact that these case studies only discuss programmes implemented in the United States by mainly research libraries, they should still pique the interest of librarians from outside North America and those who work in public or academic libraries. Overall, *Shared Collections* is an insightful and useful book that, for as long as it retains its currency, deserves to be on the reading list of those who are currently involved in, or who are about to embark on, a shared collection programme.

John Timoney
Torrens University

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Teaching information literacy reframed: 50+ framework based exercises for creating information literate learners, by Joanna M. Burkhardt, Chicago, IL, ALA Neal-Schuman, 2016, 232 pp., \$58.00 (ALA Members \$52.20) (paperback), ISBN 978-0-8389-1397-0

Information literacy instructions have for a long time focused on a push-and-find approach, where literacy is determined by ability to define an information need, find places or collections to visit to search for the needed information, and knowing which buttons to push in a specific database or library or web search engine to find and retrieve the information we need. So in an attempt to provide structure for this process and to ensure the effective application of information literacy process, the Association of College and Research Libraries (ACRL) Standard Committee developed the Information Literacy Competency Standard. This was also an endeavour to move information literacy instructions beyond just demonstrating database skills and just learning to push buttons.

However, recent technological developments have impacted developments in information creation, use and sharing behaviours, shifting the way people learn information literacy skills. Consequently, ACRL, considering key concepts in information literacy, developed a theoretical and philosophical framework in 2010 to guide information literacy learning. Nevertheless, key concepts in this new Framework for Information Literacy do not appear easy for learners to understand. That is why Joanna M. Burkhardt's *Teaching Information Literacy Reframed* is a must read for all who seek information and knowledge as a lifelong learning process. The Information Literacy Framework has six threshold concepts, which learners need to understand to become information literacy experts. The book carefully discusses that these threshold concepts only point to the destination of becoming an expert, but every learner will need to follow their own path of learning information literacy.

The first chapter of the book gives a general overview of how the framework was developed and briefly explains the threshold concepts of the Information Literacy Framework and how they were developed. The middle six chapters are dedicated to fully discussing each of the six threshold concepts, which are *Scholarship as Conversation*, *Research as Inquiry*, *Authority*, *Information Creation as a Process*, *Searching as Strategic Exploration* and *Information has a Value*. The last chapter shows how to create exercises, rubrics, learning objectives and learning assessments deriving from these.

Burkhardt's rich experience in researching about information literacy teaching and her skills in developing assessment frameworks for information literacy learning are fully demonstrated in the