

Transforming academic Library Instruction. Hess, Amanda Nichols. *London, Rowman & Littlefield, 2018, xxi, 195, \$85.00, 9781538110539.*

In this extremely well researched and well organized volume, Amanda Nichols Hess has provided the academic librarian community, from practitioners to library leaders to library educators, with a clearly written, evidence based guide to transformative learning and the emergence and evolution of librarians' identities as teachers. With extensive documentation from the literature of adult education and librarianship, Hess uses Jack Mezirow's theory of transformative learning as a lens into the post-MLS career development of librarians as educators, and to explain the development of librarians' identities as teachers. The volume is slim but densely written at 195 pages, 156 of which make up the body of the text. It includes 15 tables and figures, 3 appendices which are Hess' research instrument, a bibliography and index. Each chapter also includes extensive endnotes. The book is organized into three parts. The two chapters forming part one establishes the role of instruction in the career of an academic librarian, describing the recent changes in norms and attitudes arising from the development of ACRL's *Framework*. Part one also describes the mixed methods research performed by Hess, and provides a brief history of Mazirow's Transformative Learning Theory and scholarship surrounding it, both in how it has evolved, as well as its critics.

Part two, consisting of 5 chapters is the bulk of the work. It describes the perspective transformation of librarians and their identities as teachers through Mazirow's theoretical lens. Transformative learning theory identifies six aspects of development: catalysts and "disorienting dilemmas;" overarching personal inputs; relational components; professional components; underlying external components. Hess organizes each chapter in part two similarly so that it is easy for the reader to become familiar with the format, and identify salient sections as they wish to. Her "Key Takeaways" section closing each chapter is especially valuable to the three main audiences for this book, academic librarians, library leaders, and library educators. Readers from any of these groups will find valuable information in Hess' work. Library leaders, be they department heads revising instructional programs, or AULs or Deans seeking to support or change programs will find insight. Library educators as well will come away from the book armed with evidence-based advice on how better to prepare future professionals. Part three discusses the transformative outcomes of librarian teaching identities and the impact those transformations have on the institutions in which the librarians work. Future research considerations and a reflection on critical pedagogy help to round out Hess' work.

By focusing on librarians attitudes and identities surrounding this integral part of academic library work, Hess' book stands out from much of the literature on instruction, which frequently provide cases and examples intended for guidance

or the sharing of teaching methods. Hess' reflective volume gives voice to the many accomplished and thoughtful professionals as they have navigated the personal terrain of their teaching identities. I think many librarians, including myself, will see much that resonates with their own experience. That recognition of shared reflection is empowering.

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