
Fiona Russell


To link to this article: https://doi.org/10.1080/00048623.2012.10722292

Published online: 08 Jul 2013.

Submit your article to this journal

Article views: 48

View related articles

For any librarian new to teaching, wondering what everyone else is doing, or just wanting some fresh ideas, this compact book of 101 tips will keep you going for a while.

Easy to scan quickly and to dip in to as required, the book is arranged into sections relevant to major teaching processes – the planning stage, the delivery, and activities.

While some tips are very brief and support general common sense, the authors take an encouraging tone. Other tips are much more in depth, allow for further reading, and provide many ideas for a multitude of class types. Not all of these would be easily incorporated into the single short class timeslot that many librarians have to contend with, but for those with the opportunity to run a more substantial set of classes or to develop complementary tools, the activities are priceless. There are even suggestions for maintaining an engaged audience for those difficult lecture sessions.

Each tip is consistently and clearly laid out with flags, pointers and dot points.

‘Best for’ indicates the most appropriate situations to apply that particular tip to help select the best tips, and ‘More’ expands on the tip as appropriate. ‘Watch Out’ is the most valuable flag, providing advice on the potential pitfalls and assumptions with the tips.

Some guidance on student type is provided in some tips, and class type can usually be gleaned from the context of the tip. Many are applicable in a variety of situations. Some require particular facilities which may not be accessible to librarians (such as particular rooms and layout).

With such a wealth of tips available for the many librarians who are not trained in teaching, the major risk is to not necessarily use every tip, simply for the sake of it!

This is a very practical book of well organised tips, highly recommended for librarians new to teaching.

Fiona Russell
Deakin University