

isolated approaches to activities in their academic library, whereas others painted the integration of sustainability into their campuses and libraries in much broader terms. It was clear from the level of integration presented throughout the various chapters that those libraries and campuses that approached sustainability holistically had the highest level of integration and engagement.

The collection touts itself as a tool kit, yet readers will often need to wade through lengthy introductions and literary reviews at the beginning of each chapter in order to finally encounter concrete examples that they may want to replicate. The book would have been more cohesive with less lengthy introductions and literature reviews and instead an introduction by the editor for each section. This book has approaches that librarians at all levels of their institutions can attempt. Librarians and academicians concerned with impacting change will find this to be a valuable resource.

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Teaching the Scientific Literature Review: Collaborative Lessons for Guided Inquiry. 2nd ed. By Randell K. Schmidt, Maureen M. Smyth, and Virginia K. Kowalski. Santa Barbara, CA: Libraries Unlimited, 2014. Pp. xvi+174. \$45.00 (paper). ISBN 978-1-61069-739-2.

Randell K. Schmidt, Maureen M. Smyth, and Virginia K. Kowalski have updated their popular text *Lessons for a Scientific Literature Review: Guiding the Inquiry* with *Teaching the Scientific Literature Review: Collaborative Lessons for Guided Inquiry*, designed for high school and college librarians teaching precollegiate and early-collegiate students in the sciences. Those in roles of educational leadership, including curriculum directors, Common Core supervisors, and principals, can benefit by gaining an understanding of successful guided inquiry through this writing. The light introduction to the theory behind the 18 scientific literature review (SLR) workshops outlined provides a basis of understanding necessary to the successful implementation of the suggestions. Schmidt, Smyth, and Kowalski align their instruction on researching and writing a scientific literature review with the Common Core State Standards. They also recognize the Association of College and Research Libraries *Information Competency Standards for Higher Education* as an important component of this curriculum development.

Teaching the Scientific Literature Review is divided into two parts: part 1, "Teacher's Practicum" and part 2, "Student Workshops." Chapters 1 and 2 provide the reader with a brief introduction to the value of inquiry-based research. The basis of the workshops in this text is collaboration between science teachers and librarians. This collaboration "enlivens and enhances student interaction with scientific content, and results in more understanding, deeper knowledge, and greater enthusiasm" (4) among students. Chapters 3 and 4 address the collabora-

tion of teacher and librarian and the dichotomy of content and process. Using a model of the Information Search Process (ISP) developed by Carol Kuhlthau, the authors show how teaching both content and process not only is possible, but, through collaboration, provides the student researcher with two guides in a student-centered learning environment.

Chapters 5 and 6 address assessment of the research projects. Detailed reminders to the teacher and librarian as to the level of research to expect and guides to the components of a successful project are included. Chapter 6 speaks directly to the ability to replicate this assignment in various settings. The authors admit to a need for a certain amount of flexibility to do this. The first six chapters are integral to understanding how to use the workshops provided in part 2 of the volume. Although the writing is dense, these chapters provide necessary insights into the use of the 18 workshops that follow.

Part 2, "Student Workshops," contains 18 workshops with lesson plans, handouts, and assessment rubrics. Each workshop section begins with an overview of what is expected of the student, the teacher, and the librarian. This provides a basis of common understanding for the teacher and librarian. The workshops encourage inquiry into science-based subjects by directing students toward a topic of personal interest linked to those studied in their science class. They introduce the benefits of conducting a SLR, how to make the research meaningful, and how to locate articles for the review itself. The SLR consists of the introduction, a reference list, methodology, results, analysis, conclusion, and abstract. Each of these sections is taught as part of the ISP and includes handouts and assessment rubrics for each workshop. The workshops are well developed and with the detail provided may be adjusted as necessary depending upon individual needs. If anything could improve the presentations of these workshops, it would be the availability of the documents in electronic format.

Teaching the Scientific Literature Review will be useful to educators in secondary schools and postsecondary schools. Many librarians do not have the ability to work with a group of students over 18 sessions. By using this collaboration model, librarians can engage with teachers, and the students will receive the benefits of both scientific and information search process learning. The SLR, unlike typical science courses, does not provide hands-on experimentation; instead it provides "minds-on experimentation." The mentally stimulating projects in each workshop introduce students to a form of research writing that is different from the humanities writing they may be used to. When collaboration is not possible, using individual components of various workshops in one-shot sessions may introduce students to scientific research in a manner more interactive than a standard research class. Schmidt, Smyth, and Kowalski have again created a practical and useful resource for precollegiate and early-collegiate educators.

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