

ent factors, both internal and external, that affect or influence information behavior. This section is unique since rarely do you see a discussion of information behavior presented with such a wide variety of influencing factors.

Part 3 is structured as a springboard for the book. If parts 1 and 2 help give the reader a better understanding of the discipline and concepts of information behavior, then part 3 serves to help the reader with the inevitable “where do I go from here” question. Part 3 addresses such issues like the different types of methodologies one could employ in studying information behavior. It also discusses the design of an information system based on an observed or studied type of information behavior.

Overall, the chapters in this book could serve as a good introduction to the different aspects of information behavior. However, it may be a bit overwhelming to a reader. The challenge in reading this book as a complete text on information behavior is the lack of continuity between the different chapters. Each individual chapter could serve as a good primer of that specific topic, yet the book as a whole lacks continuity. There is no interconnected theme from chapter to chapter. Each singular chapter introduces a significant amount of scholarship and is well synthesized if taken alone. For example, there is a chapter on research methodologies. Although the chapter serves as a good introduction to research methodologies, the topic is so complex that the breadth of the different research methodologies takes away from the continuity of the whole book.

Examining the decades of research on information behavior in a single text is a challenging task. The author does a good job of building a structure to support such a heavy weight, but the structure of each chapter also serves to make them self-contained learning pods. What is most interesting about this book is that the singular chapters are some of the most in-depth synthesized discussions on information behavior. The reference and the examples are a good primer for any students interested in the discipline. The real problem, though, is there is no real thread woven through that illustrates a unique approach to understanding information behavior or a new methodology one could use to determine which of the multitude of theories and factors one could use for his or her own research. The book does as is described; it serves as a “primer on information behavior,” which should be read as a series of parts rather than the sum of its whole.—*Ryan Litsey, Texas Tech University*

Monty L. McAdoo. *The Student's Survival Guide to Research*. Chicago: Neal-Schuman, an imprint of the American Library Association, 2015. 232p. Paper, \$58.00 (ISBN 978-0-8389-1276-8).

The Student's Survival Guide to Research is a book aimed at beginning researchers, and likely its most immediate audience is students enrolled in a freshman-level composition or college writing course. The book's “Introduction” states that the content won't exhaustively cover research and writing, but instead it aims to prepare beginning researchers to understand the types of skills they'll need and challenges they'll encounter early in their research. Librarians who teach credit-bearing information literacy classes or offer library instruction to first-year writing students may find the book helpful in the way that it situates library-specific aspects of the research process within a broader array of skill and tasks.

In its opening two chapters, *The Student's Survival Guide to Research* identifies some key terminology and offers tips for how to prepare for a research project. McAdoo begins by clarifying that this book will not focus on research that involve testing hypotheses with experimental methods, yet rather the types of projects that ask students to use outside sources of information to write a term paper. The table of contents makes it clear that the book's focus is on library skills, writing, reading comprehension, and time management. In this way, *The Student's Survival Guide* is similar to research manu-

als used in composition classes like the *Writer's Research Manual* portion of the *Bedford Guide for College Writers*. McAdoo's background as a research and instruction librarian will be apparent to librarians consulting this book, especially when he discusses issues like access to information and interlibrary loan, topics which may get little or no attention from similar handbooks.

The bulk of *The Student's Survival Guide to Research*, chapters 4 through 12, dissect the research process. The content moves in a logical order from "Understanding Your Assignment" (chapter 4) through "Accessing and Acquiring Information Sources" (chapter 7) to "Writing Your Paper" (chapter 12). Many of these chapters have common features, including definitions of important terminology, tables for graphically summarizing content, tips for incorporating these concepts into one's own research, and reflection questions to conclude each chapter. These layout features help the reader make sense of the content, though they are employed unevenly. For example, one of the longest chapters in the book is chapter 8, "Conducting Effective Search Strategies." This chapter would benefit from a more streamlined method of introducing search strategies and from presenting more of the information in a table format to make the content digestible. By contrast, chapter 5, "Selecting a Research Topic," puts many of these layout features to good use; as a result, the content is both easy to follow and memorable.

Handbooks like *The Student's Survival Guide to Research* need to include definitions of key research vocabulary, although defining things like "primary" and "secondary" sources inevitably means choosing a definition that may be at odds with some disciplines' understanding of those terms. Likewise, delineating types of periodicals ("popular," "scholarly") can be tricky. McAdoo deftly addresses the mutability of research jargon by providing clear definitions while also noting that the parameters set by a specific instructor should guide a student's resource selection for a given assignment. All of the terms defined in bold in the text of the book are also included in a glossary, which has cross-references for both preferred terms and related terms. For example, the glossary term "academic publications" is cross-referenced with the note, "See scholarly publications." The glossary is a useful tool, although one that may be limited by the extent to which the student researchers' assignment aligns with a particular definition.

Another topic that seems inevitable in a beginner's research handbook is attributing sources and using information ethically and responsibly. Helpfully, *The Student's Survival Guide to Research* focuses more on the intent behind citing sources in academic work and less on exhaustively providing examples of in-text citations and reference list formulations. The emphasis on why to cite as opposed to how—along with a detailed section on writing a paraphrase or summary—will serve students well. Incorporating information and attribution are concepts that span the expertise of a writing instructor and a librarian, and their presentation here could prove insightful to librarians who tend to field questions more on rote citation mechanics.

Because McAdoo presents the topic of "research" as being broader than the content presented in a one-shot library session, many librarians who provide information literacy instruction could benefit from the chapters that cover the parts of the research process that typically happen outside the library. Strategies presented in this book about how to approach reading scholarly literature for comprehension, for example, may help librarians situate their role in the research process or provide ideas about how to offer expanded instructional services. Even the chapter on "Writing Your Paper" could be of use to librarians, since its focus is not on the mechanics of writing. Instead, as McAdoo writes, "The purpose of this chapter is to make you aware of some of the common challenges" encountered in the writing process. While librarians are not the

intended audience for the book, *The Student's Survival Guide to Research* has the potential to supplement the librarian's knowledge about the broader expectations facing new college students or first-time researchers.

Monty L. McAdoo's beginner's research manual is a step-by-step journey from receiving a first writing assignment to composing a paper. While it follows the general outline of other research handbooks, the book reflects McAdoo's background as a research and instruction librarian in its nuanced consideration of library-related issues. *The Student's Survival Guide to Research* offers tips for students, definitions, and helpful models for thinking about research as a process, while its ability to convey these ideas in a concise and memorable way varies from chapter to chapter. The book's blending of library skills and broader lessons about academic preparedness works well and reads easily.—*Michael R. Mitchell, Bethel University*

Theresa Willingham and Jeroen De Boer. *Makerspaces in Libraries*. Library Technology Essentials; 4. Ellyssa Kroski, ed. Lanham: Rowman & Littlefield, 2015. 142p. Paper, \$45.00 (ISBN 978-1-4422-5300-1). OCLC: 906121721.

Makerspaces in Libraries is not the first, nor will it be the last, book on this complex subject; however, it is a *good* book: substantial, thorough though not exhaustive, approachable, and concise. This blend of professional essay, descriptive narrative, and how-to is recommended reading for anyone whose ideas and opinions on this subject are still forming and goes some way toward filling a gap in the published literature for those whose institutions are preparing to establish a makerspace in their building or on their campus.

The authors begin the book with a chapter giving a brief history of makerspaces, foregrounding the natural affinity between the makerspace concept and the library mission. The next two chapters cover many of the most pressing practical considerations. Subsequent chapters focus on case studies, project ideas, tips and tricks, and future trends. The book is structured to be read beginning to end in a linear manner, although once read it is usable as a reference and planning tool. While the index coverage is limited, after one read-through of the text it is a small matter to locate each major topic again. Chapter endnotes provide the reader with additional information as well as source citations, and there is a concentrated list of "further reading" following the book's conclusion. Those sources include books and articles, as well as websites providing more library-specific background on makerspace, in addition to sites relevant to the entrepreneurial "maker."

Chapter 2, "Getting Started with Makerspaces," is one of the book's stronger chapters. It provides, among other things, a solid analysis of considerations necessary to the process of planning a makerspace. What makes it especially useful, and rare in the makerspace literature to date, is that it addresses directly the minimum physical space required for a functional makerspace and supplies sample groundplans from two real-world makerspace builds. While some of the information given is specific to fixed-space planning, pop-up or mobile programming will also require estimation of space needed, so it is useful for that as well. This section of the chapter also accounts for the intersecting requirements of comfort and safety, spelling out the square footage needed for engagement in table-based maker activities, safe operation of equipment, and emergency aisles. With very little effort, significant details from this chapter could be abstracted into a rubric or checklist to inform productive consultation with members of the library's community as well as for organization-internal implementation planning.

The library examples and case studies presented in chapter 4 are intended "to glean best practices and recommendations from librarians experienced in makerspace [...]"