

LEARNING FROM LIBRARIES THAT USE WORDPRESS: CONTENT-MANAGEMENT SYSTEM BEST PRACTICES AND CASE STUDIES. Jones, Kyle M. L., and Farrington, Polly-Alida. *Chicago, IL: ALA Editions, 2013, xiv + 158 pp., \$65.00, ISBN 978-0-8389-1162-4.*

Authors Jones and Farrington have three goals in *Learning From Libraries That Use WordPress*: “a critical overview of WordPress as a web-publishing tool, especially as defined in a content-management system (CMS) context; an evaluative measure not only of the system’s advantageous features but also of any failings that may cause concern or road blocks; and a miscellany of best-of-breed techniques, plugins, and external resources” (p. ix). The authors inform readers that “now more than ever, content management and strategy as they relate to web publishing have an increased importance in the workflow and identity management of libraries—so much so that they cannot be considered optional” (p. ix). Before they get into their content management system journey via WordPress, the authors take a moment to define what exactly a CMS is: “an application that lets you manage your website more efficiently by separating the tasks of designing and managing the website from the job of adding content.” (p. x).

The book is divided into four different parts. The first part, *Getting Started with WordPress*, includes Chapter 1, “Multiple Identities: For Blogs, CMSs, and So Much More,” which looks at the history of WordPress and blogs and why they work for libraries, and Chapter 2, “Preparation, Installation, and Initial Settings.”

The second part of the book, *Full-On Customization with Themes and Plugins*, also has two chapters: Chapter 3, “Extensibility via Plugs,” and Chapter 4, “Look and Feel with Themes.” Both chapters explore ways of getting extra features into your WordPress blog.

WordPress Cookbooks: Tips, Tricks, and Plugins is the third part of the book and it covers chapters five through nine: Chapter 5, “A Better Workflow”; Chapter 6, “Safe, Sound, Tracked,” which discusses the safety of your site; and Chapter 7, “Flexible Design,” which includes a discussion the use of widgets. Chapter 8 is on enhancing the user experience with social media and polls, and Chapter 9, “Roll Your Own Social Network,” tells you how to change your WordPress into BuddyPress, the WordPress version of social networking.

The last section of the book, *Guest Pieces*, includes chapters by other librarians discussing their experiences using WordPress. The chapters in this section are: “Creating Dynamic Subject Guides” by Laura Slavin and Joshua Dodson; “First-Year Seminar Blogs” by Jacob Hill and Peg Cook; “BuddyPress and Higher Education,” an interview with Michael Stephens and Kenley Neufeld by the book’s author Kyle Jones; “From LibGuides to WordPress” by Paul Boger; “Creating Digital Archives with WordPress” by Kelli Bogan; “Ten Ways WordPress Can Improve Website User Experience” by Aaron Schmidt and Amanda Etches-Johnson; “Using WordPress to Create a Virtual School

Library” by Anne Robinson; “Many Websites, One Installation: Blogging with WordPress MU at Skokie Public Library” by Mick Jacobsen and Toby Greenwalt; and “Kansas Libraries on the Web” by Liz Rea.

The book is filled with examples, screenshots, and examples of code that you should be looking for or using, as well as resources and an index. This well-written and interesting book on the importance of using WordPress as your content-management system is recommended for all types of libraries.

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THE NEW DIGITAL SCHOLAR: EXPLORING AND ENRICHING THE RESEARCH AND WRITING PRACTICES OF NEXGEN STUDENTS. ASIST monograph series. McClure, Randall, and Purdy, James P. (Eds.). *Medford, NJ: Information Today, 2013, xv + 400 pp., \$59.50, ISBN 978-1-57387-475-5.*

Educating and instructing today’s NextGen students in writing and research is one of the biggest challenges in higher education. This book starts with the premise that teaching the fundamental competencies of writing and research should be a shared responsibility across the academy, not something left to instructors of first-year experiences or writing courses.

In the Introduction, the editors walk the reader through the four major sections of the book. Part one examines NextGen students and the research writing “problem” in four chapters. Chapter 1 looks at the information behaviors of NextGen students, as well as some of the facts and myths regarding their information gathering. Chapter 2 discusses the research paper project in the undergraduate writing course and why it does not work. Chapter 3 focuses on new collaborations and scholarship related to digital scholars and what the future may hold. Chapter 4 then delves into deep learning in the digital environment and writing and research within new structures.

Part two contains four chapters that explore the undergraduate writing classroom and what is really happening with NextGen students in these courses. Chapter 5 examines sentence mining and reading comprehension in NextGen students. Chapter 6 looks at how NextGen students explain their research-writing behaviors, their study habits, and tensions between what they say and what they do. Chapter 7 discusses the research strategies of undergraduate students, examining navigational and self-regulated learning strategies. Chapter 8 focuses on the literature review and library databases as mazes to today’s students, and the long-term implications for information literacy.