

into their workflow. For instance, Chapter 8 includes excellent resources on apps, eBooks, and digital tutorials; citation generators; information literacy assessment tools; and Web 2.0 tools. An extensive bibliography and index round out the chapter. For anyone who has thought about starting an embedded librarian program, this is an excellent guidebook and manual for covering all of the bases and issues related to such a program.

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USING MOBILE TECHNOLOGY TO DELIVER LIBRARY SERVICES: A HANDBOOK. Walsh, Andrew. *Lanham, MD: Scarecrow Press, 2012, xxiii + 134 pp., \$76.00, ISBN 978-0-8108-8757-2.*

Mobile technology is an indispensable part of our lives. With 5.9 billion mobile (cell) phone users in the world, not to mention netbook, e-book readers, handheld games players, and music players (such as the iPod), the "vast majority of the world's population is within reach of mobile phone and mobile Internet connectivity" (p. xiv). No longer can libraries see these items as noise makers and distractions and ban their usage. Instead libraries need to change their dated ideas and embrace them as potential learning devices and new ways to deliver library services (p. xv).

In the Introduction and Context chapter, Andrew Walsh (an Academic Librarian and Teaching Fellow at Huddersfield University, UK) discusses the background and current scholarly literature on mobile phones and their usage. He then explains the outline the book, provides references, and gives readers further reading suggestions.

Chapter 1, "What mobile services do students want," discusses details of a focus group study that the author undertook in 2009. Attitudes toward texting, general feelings about mobile services and the library, and potential services were learned from the study. "Modeling mobile information literacy" is the topic of Chapter 2, where Walsh discusses utilizing the mobile apps that students are already using to instruct them on library resources.

The third chapter, "The mobile librarian," introduces readers to mobile support and reference, mobile productivity for librarians (such as Dropbox and Google Plus), issues with keeping up to date, and research tools (RSS feeds). Chapter 4 discusses "Texting in libraries" as well as sending messages without a phone, messages from your library management system, texting a librarian, and teaching via Short Message Service (SMS).

Apps! Yes, "Apps vs. mobile websites," is the topic of Chapter 5, which explains how you need to focus on the needs of your users, such as do you create apps for the Apple iOS or Android or something else; case studies from authors in the United States and Canada are also included. The sixth chapter, "Linking physical and virtual worlds via mobile devices," covers Quick Response (QR) codes (alternatives are also briefly mentioned), Radio Frequency Identification (RFID), Augmented Reality (AR) such as GPS and Foursquare, linking the virtual and physical world, and case studies from authors in the United States and United Kingdom.

Chapter 7 on "Mobiles in teaching" proposes the idea of providing cellphone devices in the class or allowing students to use their own, using text messages to teach, recording activities, and shared activities (Twitter); case studies from Canada, Australia, and the United Kingdom are included. Chapter eight examines "E-books for mobiles" and the issues that go along with them, such as formats (e.g., Kindle, Nook, Sony Reader), licensing, and e-books on mobile devices, plus a case study from Australia is included. The final chapter, appropriately called "So what now?" gives readers some ideas to contemplate, such as what library users want and what libraries can deliver.

Mobile devices are already an important resource for patrons in your library. While readers will need to get use to the British terminology, the book is well written and recommended for both academic and public libraries.

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