2016

Puckett's "Modern Pathfinders: Creating Better Research Guides" (Book Review)

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Recommended Citation

Gucker, Jacob (2016) "Puckett's "Modern Pathfinders: Creating Better Research Guides" (Book Review)," *The Christian Librarian*: Vol. 59 : Iss. 1 , Article 64.
Available at: http://digitalcommons.georgefox.edu/tcl/vol59/iss1/64

hermeneutics and social realities, and offers suggestions for intentional interventions of the mediation of the Spirit and hermeneutics which in turn affect church practice. The final chapter provides "implicit and explicit discussions of soteriology among scholars before turning to ordinary theology and the ways in which soteriological discourse has been expressed" (p. 142). This book is part of the *Pentecostal Manifestos Series* and concludes with "A Pentecostal Manifesto for Practical Theology" (pp. 167-170). This work would be beneficial to theologians, professors and serious students examining the role of the Holy Spirit in academic, practical theology and ecclesial settings.

Modern Pathfinders: Creating Better Research Guides,
by Jason Puckett. Chicago: ACRL, 2015. 145 pp. $42.00. ISBN 9780838988176

Reviewed by Jacob Gucker, Assistant Library Director, Baptist Missionary Association Theological Seminary, Jacksonville, TX

Library research guides have become the *sine qua non* of academic library instruction on the Web, and platforms such as Springhare's Libguides, make it easier than ever for librarians to flex their instructional muscles online without much additional training. In fact, a Libguides site is often the *real* library website. There are other platforms that work quite well, and many librarians are pleased with all that they can accomplish with their service of choice. Nevertheless, many could use some inspiration and a few pointers for creating better research guides.

Jason Puckett, Librarian for Communication and Virtual Services at Georgia State University Library, has provided a great resource in *Modern Pathfinders: Creating Better Research Guides* for instructing librarians. Drawing from the literature of instructional theory and visual design, this book applies principles in these areas to the creation and assessment of research guides that are attractive and effective.

A research guide is simply a webpage created by librarians to help users in their research, but usually serves as more of an interactive tool. Libguides has become almost a synonym for them, but this is by no means a guidebook to using Libguides, rather, it contains theory, principles and suggestions for creating guides on any platform. Readers familiar with the literature of instructional theory and web design will recognize key concepts from those fields. Yet, Puckett argues that one does not need extensive training in them to make better guides, and convinces his reader by offering suggestions that one can apply immediately. The chapters on assessment and collaboration establish the fact that assessable guides are best, and that collaboration helps create a consistent environment across a library's entire online space.

Well–written and concise, this book helps instructional librarians see the importance of its theoretical assertions, and inspires them to look at their guides with new eyes. This book might best be read as a team, applied in reverse order from collaboration on the whole site, to the design of individual guides, as an opportunity for both professional development and online library improvement.

Nature Preschools and Forest Kindergartens: The Handbook for Outdoor Learning,
by David Sobel. St. Paul, MN: Redleaf Press, 2016. 259 pp. $39.95.
ISBN 9781605544298

Reviewed by Lori Thornton, Technical Services Librarian,
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David Sobel and his team of contributors support providing more time on young children to interact with the natural environment through a combination of play and learning. The movement promoted manifests itself in nature preschools and forest kindergartens. Nature preschools began in the United States and are often connected with zoos or nature centers. The forest kindergarten movement began in Scandinavia and is popular throughout Europe. Sobel claims that Americans are too afraid to allow children to interact with their environment which leads to many issues including the failure to build immunity to allergens. He shows how young children are spending less and less time in the kind of play that was once common. Proponents of this movement argue that it is more important to study nature than books.

One of the chapters details six basic differences in the attitudes of Europeans versus Americans—the value of play versus academics, the role of the teacher, safety, the concept of fun, the concept of nature, and the concept of childhood. While the authors did not state that Americans were more likely to seek litigation if a child was injured, it was implied. Europeans are more likely to see it as a part of growing up. In a later chapter, one of the guest authors describes this as a difference in a risk (in which it is possible although not very likely something unfortunate might happen) versus a hazard (in which it is likely to produce a harmful consequence).

The authors show examples of the curriculum in such a school emphasizing the natural world, but unfortunately the overall curriculum is not well-defined. They do treat language skills in a separate chapter focusing to an extent on rhymes and songs that help children develop in this area. The kindergarten age receives the most treatment in the chapter.