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Rempel and Slebodniks' "Creating online tutorials: A practical guide for librarians" (book review)

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Book Reviews

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Rempel, H. G. & Slebodnik, M. (2015). *Creating online tutorials: A practical guide for librarians*. Lanham: Rowman & Littlefield. 194 pp. $65.00. ISBN 9780810892439

Hannah Gascho Rempel is an Associate Professor of Teaching and Engagement at the Oregon State University Libraries. She has created prominent Zotero tutorials, and she edits the *Journal of Web Librarianship*. Maribeth Slebodnik is an Associate Librarian at the University of Arizona's Health Sciences Library. She has served on the Information Literacy Standards Committee and the Instruction Section PRIMO Committee of the ACRL (Association of College and Research Libraries). Rempel and Slebodnik mutually acknowledge that "Online tutorials are increasingly an expected component of library instruction programs" (p. xv). Online tutorials are characterized by geographic flexibility, scaffolded learning choices, asynchronous accessibility, and scalable delivery (p. 3). Online tutorials can also supplement classroom instruction with interactive learning experiences (p. 4).

The volume is organized by the familiar "ADDIE" model of analysis, design, development, implementation, and evaluation (pp. xv–xvi). Chapters 1 and 2 guide the reader through the preparation and planning of a new tutorial project. Chapters 3 and 4 discuss "best practices" in online tutorial development, in view of both learner needs and learning objectives. Chapters 5 and 6 cover a range of instructional tech-tools. Chapters 7, 8, and 9 target a core skill set for sustaining and improving online tutorials (including promotion, assessment, and maintenance).

The book is filled with helpful reminders and practical tips. It provides sage advice concerning accessibility for different-abled individuals (p. 15), the advantages of team effort (p. 23), the importance of project timelines (p. 25), the application of cognitive load theory (p. 61), and the connection of assessment questions to learning objectives (p. 159). The volume also discusses ACRL'S Primo (pp. 16-17), the MERLOT repository (p. 16), Gantt charts (p. 27), Bloom's taxonomy (pp. 34, 56), Creative Commons searches (pp. 95-96), and color contrast checkers (p. 115).

The work serves as a roadmap, leading to a destination of successful online information literacy instruction. The authors guide readers through the process of storyboarding (pp. 30–33), the formation of learning objectives (pp. 56-57), the development of formative and summative assessments (p. 71), the application of pedagogical principles (pp. 74, 110-111), and the upkeep of a maintenance workflow (pp. 176-179). The book also includes many helpful charts and forms.

In sum, this handy manual covers the full gamut of online tutorial development, from diagnostic considerations, through systematic implementation, to comprehensive evaluation. With its useful and immediately applicable material, it serves as a worthy entry in the aptly-titled "Practical Guides for Librarians" series (published by Rowman & Littlefield), now fifty-one volumes strong. Moreover, the volume complements the *Survey of Best Practices in Developing Online Information Literacy Tutorials* (Primary Research Group, 2016) and Lori Mestre's *Designing Effective Library Tutorials: A Guide for Accommodating Multiple Learning Styles* (Chandos, 2012). Rempel and Slebodnik's work will serve as a welcome tool in the hands of information literacy instructors – both new hires and experienced pedagogues.

Reviewer
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