Review of *Educating Educators with Social Media*

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Wankel, Charles, Ed. Educating Educators with Social Media. United Kingdom: Emerald, 2011. 407 p.

While this collection of articles will be useful to any college professor who would like to implement social media applications in their teaching, the collaborative ideas presented here are also of value to librarians wishing to use social media to connect with their patrons or other libraries. Each chapter contains background information on the social media being discussed, as well as the benefits and challenges of implementing it in the classroom. Although the editor, Charles Wankel, is a published author on using technology and social media in a university setting this collection offers a broad range of articles that will appeal to readers regardless of their use of social media. The chapters range from the basic (e.g. "What is social media?") to the advanced (e.g. "How should pedagogy change in order to support the tenets of social media?"). The array of contributors also represent a broad perspective: they are researchers, professors and students in the fields of information technology, education, technology education, online education, computer science, instructional design, sociology, media studies, library science, and communication. While the majority of the contributors are from the United States, there is international representation as well.

This book is organized into five parts: (I) varieties of social media, (II) processes in learning and instruction with social media, (III) design of instruction with social media, (IV) delivery of instruction with social media, and (V) evaluating instruction that uses social media skills. Sub-topics include student use of e-portfolios as personal learning journals, social bookmarking, information literacy as an outgrowth of the knowledge society, using Google Documents for collaborative note-taking, Web 2.0, the read-write web, technology for sharing information and forming communities, Bloom's Digital Tax-

onomy, wikis as course portals, RSS feeds for consuming information, crowdsourcing in education, creating digital objects intended for open access, and using a blog as a tool for student reflection.

Although Wankel has targeted this volume for faculty members who teach education majors, many of the projects described could be adapted for use in library settings. It is important to note that Wankel recognizes the fleeting evolutions of technology and that soon "different and better" technologies will appear. Overall, he wishes for his readers to be involved in learning how to use social media tools right now, but to also learn about new technologies as they evolve. Furthermore, he describes the book as a "sauna that gets your creative juices flowing" (p. 3). If my reaction to the book is any indication, he has succeeded in this objective; as I read the book, I jotted down no less than five pages of plans for using social media in my next course. The many ideas contained here should appeal to the "creative juices" of librarians in many settings.