learning communities using freely-available learning tools and online spaces – so, if the idea of the Semantic Grid and a Communal Yottaspace (‘yotta’ = $10^{24}$) intrigue you, then this is the book for you.

* Instructional Models for Physical Education
Michael W. Metzler
Review by Mark Bowler

This book starts by inviting practitioners to approach their teaching using a ‘models-based’ perspective. Although not a new term (in the Physical Education community), the author suggests that ‘the way’ to teach the subject historically has developed from the physical education method, which relied on a direct and formal approach, to a later focus on teaching strategies, teaching styles and teaching skills. I suggest that this is somewhat similar in other subject areas. The content of this book is concerned with the latest movement in the search for better or alternative ways to teach and experience physical education and other subjects – this approach is called models-based practice (MBP). (Some practitioners in other subjects will also be aware of the term curriculum model, which is also addressed within the book). ‘A model is designed to be used for an entire unit of instruction and includes all of the planning, design, implementation, and assessment functions for that unit’ (p.13). Models therefore provide a more comprehensive approach to teaching and learning and could legitimately describe multiple methods, strategies, styles or skills. Although coming from a predominantly physical education subject background, I would argue that teachers across all subjects could benefit by taking a more holistic view of their pedagogical approaches.

The book provides a very convincing argument for adopting a models-based approach to teaching all subjects. Following an introduction to the framework for describing each model, the author presents an overview of eight models for physical education that have developed an international evidence-base. Each model has a central theme, which summarises its primary goal, as well as a description of its theoretical foundations, teaching and learning features and implementation needs and modifications. Many of the models originated in subjects other than physical education, and so the characteristics will not be unfamiliar to many educationalists. Additionally, several of the models designed for physical education, I would argue, could be applied across a range of educational subjects. In fact, I am already aware of models such as Sport Education (see below) being applied in the teaching of modern foreign languages. The most important thing for practitioners to do is select a model based upon their learning goals. Hence, Metzler suggests that teachers ask themselves the following questions: What do I want my students to learning about? What are my domain priorities? Which models have those priorities? To be true to MBP,
practitioners must follow a model’s teaching and learning features, ensuring that the required benchmarks are met by both the teacher and learner.

Any research that asks us to question ‘how to teach’ our subject is always welcome. It is at least refreshing to read something that isn’t telling us ‘what to teach’! This text provides physical education practitioners who have yet to experience MBP with a resource to consider alternative pedagogies for teaching their subject. For those who have ‘joined the revolution’, the book provides further justification for the approach and the opportunity to learn and apply different models. In my opinion, the text also contains much material that those in other subject areas could consider applying if they wish to expand and develop their pedagogy.

The author of the book is internationally-known for his work in models-based practice and has brought the research on each of the eight models together in this book. Although, at times, I felt that concepts could have been explained more concisely, the attention to detail makes this a key reference text for those at the forefront of the subject and profession. Given Physical Education’s ambivalence surrounding its aims, a model’s-based approach seems to overcome many of the problems associated with the commonplace lessons which are traditionally skills-based, multi-activity sport lessons. The 3rd edition of this increasingly popular book has surpassed previous editions and now seeks to make an even greater pedagogical impact with its associated online community for physical education professionals to discuss and share practice (http://www.hhpcommunities.com/metzl er/).

Many of you will be interested in knowing more about thee models presented in the book, so I summarise these below, along with their respective themes:

<table>
<thead>
<tr>
<th>Eight pedagogical models and their major themes (Adapted from Metzler, 2011)</th>
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<tbody>
<tr>
<td><strong>Direct Instruction – Teacher as Instructional Leader</strong></td>
</tr>
<tr>
<td><strong>Personalized System for Instruction – Students Progress as Fast as They Can or as Slowly as They Need</strong></td>
</tr>
<tr>
<td><strong>Cooperative Learning – Students Learning With, By, and For Each Other</strong></td>
</tr>
<tr>
<td><strong>Sport Education – Learning to Become Competent, Literate, and Enthusiastic Sportspersons</strong></td>
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<tr>
<td><strong>Peer Teaching – 'I Teach You, Then You Teach Me'</strong></td>
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<td><strong>Inquiry Teaching – Learner as Problem Solver</strong></td>
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<td><strong>Tactical Games – Teaching Games for Understanding</strong></td>
</tr>
<tr>
<td><strong>Teaching Personal and Social Responsibility – Integration, Transfer, Empowerment, and Teacher-Student Relationships</strong></td>
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</tbody>
</table>

For those who are interested, myself and colleagues at the Universities of Bedfordshire and Ghent are currently developing a new pedagogical model called ‘Health-Based Physical
Education’ which has ‘valuing the physically active life’ as its central theme. If you have any questions about this review or the developing model, please do not hesitate to contact me (mark.bowler@beds.ac.uk).

Teaching information literacy online
Thomas P. Mackey & Trudi E. Jacobson (eds.)
Review by Averil Robertson
This book aims to provide models of best practice for faculty-librarian collaboration in developing effective information skills instruction in the academic online environment. It is edited by a senior academic and a librarian at SUNY, with chapters co-written by faculty-librarian teams from a variety of academic settings, including the Open University and Manchester University, as well as a number of US institutions. The book is divided into two broad sections: Blended and Hybrid Learning, and Open and Online Learning. Within these sections, some chapters focus on a different technologies and subjects, such as Wikis for teaching in the Humanities, and the use of Second Life for a generic programme that could be adapted to any discipline, while others centre on the process of and pedagogy behind developing and embedding online information skills teaching at both undergraduate and postgraduate level.

The authors use a number of technologies, including Web 2.0 tools and Second Life, and discuss the pedagogy behind the development of the programmes, planning and assessment.

Instruction is student-centred and emphasis is placed on the need for flexibility according to the needs and demands of different student cohorts and institutional settings. Each chapter is broken down under a standard set of headings that include a literature review, a discussion of the planning process and an evaluation of the impact on student learning as well as assessment of the learning itself, using a variety of means. All chapters include useful bibliographies, while many also have examples of worksheets and results of assessments. It would have been useful to have included more examples of the assessments, as many of them seemed to be self-evaluations, which are not a real measure of skills attainment, but there were some good examples such as the use of discussion board threads to evaluate learning. Such discussions also provide useful narrative information about the way students learn, their misconceptions, and so on! The inclusion of challenges encountered along the way, and the means used to solve them, provide useful guidance on pitfalls to avoid.

Librarians have long promoted the value of information skills development as a means of enhancing student learning and understanding, of developing critical thinkers who are able to evaluate the material they use for their assignments, to