and publishers. With a masters degree in library science, she has created two small libraries for clients.
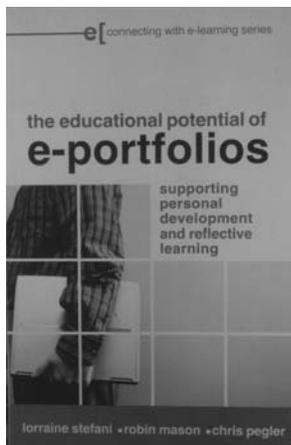
The Educational Potential of e-Portfolios: Supporting Personal Development and Reflective Learning

Lorraine Stefani, Robin Mason, and Chris Pegler. 2007. Abingdon, UK; New York, NY: Routledge. [ISBN 978-0-415-41214-8. 186 pages, including index. $35.98 USD (softcover).]

When I started my consulting business, I knew that to market myself, I had to go beyond having a strong paper-based portfolio. Consequently, my e-portfolio has been a major business goal and I look forward to reading anything on the subject. As the authors of *The educational potential of e-portfolios* discovered when they began researching the use of e-portfolios in the classroom, there has been relatively little information published about the subject.

Stefani, Mason, and Pegler define the e-portfolio and explore its role in one's educational and eventual professional development. Although the book's primary audience is those in academia looking to establish the use of e-portfolios in an institute of higher education, everyone who engages in personal development and practices reflective learning will benefit from reading it.

Stefani and her coauthors feel that "E-portfolios may well be the tipping point that e-learning really needs to be a fully functioning approach to learning without the 'e'!" (16) Supporting their claim with examples from successful programs from all over the world, the book describes how to use e-portfolios as a tool across the curriculum rather than a project of any particular course. Their goal is to help you be a part of creating a system-wide ap-

proach by which students take control of their own learning through system-wide portfolios.

The authors describe the particulars of integrating e-portfolios into the curriculum and ensuring technological support. Their chapters guide you through each step of the process:

◆ Getting started with e-portfolios
◆ Course design using e-portfolios
◆ E-portfolios and assessment of student learning
◆ The e-portfolio as a tool for professional development
◆ E-portfolios and inclusive learning
◆ Software solutions for a complex concept
◆ Relating other new technologies to the e-portfolio
◆ E-portfolio futures

As a small business owner, occasional college instructor, and lifelong learner, I was concerned that this book would be too specialized for me to apply much of it to my business or personal development. The authors quickly allayed that fear. I discovered methods to adapt my e-portfolio to make it more than just a showcase of my work and skills. I learned how to use an e-portfolio as a tool rather than an outcome in both my students' development in the classroom and my personal development in my workplace.

The book's content, organization, and accessibility make it a must-read for any instructor, manager, or individual interested in using e-portfolios as a tool for personal development and reflective learning.

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Understanding Knowledge as a Commons: From Theory to Practice

Charlotte Hess and Elinor Ostrom, eds. 2007. Cambridge, MA: MIT Press. [ISBN 978-0-262-08357-7. 367 pages, including index. $36.00 USD.]

The metaphor of a "Knowledge Commons" derives from the idea that the public holds certain things in common: water, air, forests, land, and so on. Beginning in the mid-15th century in England, however, governments and private individuals gained exclusive control of many of these things by introducing measures that effectively bar open access.

One would think that nowadays there is a lot of knowledge "out there" readily available at the click of a mouse button. Search for anything, and you can get hundreds, even thousands of hits. If this kind of information is that readily available, what's the objection raised in such forums as the "Workshop on Scholarly Communication as a Commons," "Conference on the Public Domain," and "Digital Library of the Commons"? The answer lies in the kind of information that is freely available;