

# Reviews for the Teacher-Librarian

David V. Loertscher

## THE MILE GUIDE: MILESTONES FOR IMPROVING LEARNING & EDUCATION

### Partnership for 21st Century Skills

Is your state one of the partners for this organization that is promoting 21st century skills? If so, this publication is a must download and read for you. If not, it is still a must read because many states are discussing more generic 21st century skills. The American Association of School Librarians (AASL) has been a member of the Partnership's strategic council since its inception and as such has been able to blend in the role of information literacy with other Partnership emphases. What is the Partnership? It is a private entity, funded by various corporate partners, that is doing national advocacy for a variety of skills. Here is the list of skills the Partnership states every learner should have in order to compete globally: (do your students have them?):

- Critical thinkers
- Problem solvers
- Good communicators
- Good collaborators
- Information and technology literate
- Flexible and adaptable
- Innovative and creative
- Globally competent
- Environmentally literate

As you see, the Partnership takes a much broader view of literacy skills than teacher-librarians have placed at the core of information literacy alone. However, the new AASL standards, [http://www.ala.org/ala/mgrps/divs/aasl/aaslproftools/learningstandards/AASL\\_LearningStandards.pdf](http://www.ala.org/ala/mgrps/divs/aasl/aaslproftools/learningstandards/AASL_LearningStandards.pdf), published in 2007, embrace a larger concept including dispositions (habits of mind). This publication brings to the forefront a major discussion about content learning vs. process learning. In other words, which is more important that students know: the content of social studies, science, literature, etc., or the learning how-to-learn skills such as reading, information literacy, or any of those listed before? An example is that we learn to read so we can read to learn. This means

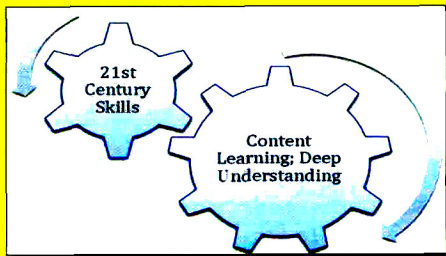


Figure 1. Skills drive content learning and vice versa.

that reading skill alone is useless unless it is a means to an end. In the same way, research skills are useless unless they promote deep understanding of the topic being researched. We say that poor research or information skills contribute to a lack of understanding, indifference to quality vs. unreliable information, and faulty judgments when trying to make decisions. Perhaps a graphic will illustrate the quandary for many educators and teacher-librarians. As Figure 1 suggests, learning how to learn makes us knowledgeable about the various disciplines of science, social studies, etc. One drives the other. The concern about adolescent literacy affects how well every student scores on tests of content knowledge. In this view, information literacy is only useful when it is driving content learning. While we can argue that learning how to learn is giving every kid a fishing pole, rather than a fish, we can also argue that if there are no fish in the lake, the fishing pole is useless.

Many teacher-librarians interpret their role and responsibility as primarily the teaching of research skills and that the role of the teacher is to impart content knowledge. Thus, many isolate their teaching of information skills from classroom content because they are following a scope and sequence chart of skills that seem quite independent of content knowledge.

Our contention is that the two work together. The professional literature of teacher-librarianship is begging to connect 21st century skills with content learning. Yet many in the field reject that idea or try to parallel teach the skills if they happen to know what teachers are covering in the classroom. This is a major issue that teacher-librarians have yet to come to terms with. This conflict is very evident in the two documents published by AASL: *Empowering Learners: Guidelines for School Library Media Programs* (2009) and *Standards for the 21st-Century Learner in Action* (2008). The guidelines document promotes the integration of skills with content. The action document promotes a separate course of instruction complete with scope and sequence lists at various grade levels while allowing integration. It is ironic that the two committees producing these documents obviously did not agree on the role of skills teaching in content instruction.

Our next contention is that classroom teachers already have the obligation to teach learning skills written into their curriculum. They do not often make a differentiation between content or process skills. Yet, we are telling them that our expertise super-



# BOOKMARKIT

BETTY WINSLOW

## JUNIOR FICTION

### WINNING TALES

**Cinderella** (as if you didn't already know the story). Barbara Ensor. Schwartz and Wade Books, 2006. 978-0-378-83820-6. \$12.95. Grades 5-7. Cinderella writes letters to her late mom as she puts up with her stepmother and sisters, gets a fairy godmother make-over, falls in love with the prince, and learns to stand up for herself, all told with some interesting twists.

**Mack McGinn's big win.** Colleen Murtagh Paratore. Simon & Schuster, 2007. 978-1-4169-1613-0. \$15.99. Grades 4-6. All Mack's family seems to care about is winning, especially Dad, who's obsessed with older son Rory's sports successes. However, when a neighbor's sister is in danger, Mack demonstrates that real courage is worth more than a trophy.

**Madcat.** Kathy Mackel. HarperCollins Publishers, 2005. 978-0-06-054870-4. \$16.89. Grades 3-7. Twelve-year-old Madcat is New Hampshire's best fast-pitch softball catcher and when her team makes it to the nationals, she's thrilled. But now all anyone can think about is winning; nothing else matters, even long-time friendships. Is winning really so important?

**Paintball blast.** Jake Maddox. Stone Arch, 2007. 978-1-59889-322-9. \$22.60. Grades 4-6. When a new paintball player can't be beat, Max and Tyler are sure he's cheating somehow. Can they figure out the trick and stop him before the big tournament?

**Sassy.** Sharon M. Draper. Scholastic Press, 2009. 978-0-545-07151-2. \$16.99. Grades 2-5. Nine-year-old Sassy loves sparkle and color (especially her always-present "sassy sack" of handy items), but she sure is tired of being called "Little Sister", until she and her family get stuck in an elevator and her size comes in handy.

sedes their own. If the job of the teacher-librarian were up for reconsideration, the argument could well be made that the classroom teacher is already doing a good job teaching the learning skills without the redundancy of a teacher-librarian's efforts.

The argument between content vs. process plays out in major conversations about assessment. What should be measured? Content or process? Can process really be measured? Can any of the 21st century skills listed before be measured? Should teacher-librarians stuff kids' heads with factual knowledge or the skills to acquire those facts and turn them into deep understanding?

This reviewer believes like *The MILE Guide* outlines that the one drives the other and should not be separated. We argue that together, education makes sense. Apart, kids and teens see little relevance to a skill, drill, kill curriculum. *The Mile Guide* is very clear on an integration stance, although the Partnership is often viewed by its detractors as being one-dimensional.

The value of *The MILE Guide* is that it is a district-wide planning tool, to be used to assess current practices and project how skills will be integrated across the curriculum into content instruction.

We have some major advice for teacher-librarians around the country with respect to the learning skills. If your school and district are engaging in a conversation on 21st century skills, then we would be advised to stop talking only about information literacy and embrace the larger concept. Do this now. Replace our conversation with the larger message about the larger set of learning skills and, in particular, the message of integration. Many teacher-librarians have abandoned trying to integrate skills because they feel rejection by classroom teachers. Is this a major opportunity to combine inquiry with classroom teaching and learning experiences? Is this the axe that will chop down the door separating the classroom teacher's curriculum with the concerns of our own as teacher-librarians? We believe it is THE opportunity of the decade to push ourselves directly into the center of teaching and learning where we belong. Perhaps there

are similar conversations with other techniques and strategies going on in your district. Piggyback on those conversations to get your nose under the tent and then just move in to be the elephant in the room.

One last consideration: What if you are successful at capturing a major piece in the 21st century skills movement of your school? If so, then you need to do a complete inspection of what you are doing now in relation to the enlarged vision of the 21st century skills and the AASL standards. Are you really including critical thinking and problem solving plus the rest of the list in your current co-teaching and transformation of learning experiences? Are these skills explicit or implicit? If the latter, then they need to be expanded and enlarged as a wider vision of what learning how to learn means. (The Partnership for 21st Century Skills, 2009. Brochure. \$10.00 or download at [www.21stcenturyskills.org](http://www.21stcenturyskills.org))

Bottom line: As a reviewer, I will be looking for such guides for the teaching of 21st century skills. Keep your eye out also.

### THE WEB AND PARENTS: ARE YOU TECH SAVVY?

Judy Hauser

While this book is targeted at parents, anyone wanting to be introduced to a wide variety of Web 2.0 tools would benefit. The author covers the creation and use with lots of answered questions and examples for blogs, social networks, wikis, search engines, podcasts, RSS, web sites, forums, photo management, graphic generators, and Internet safety. Simple directions for "getting on" complete with screen shots are given for several popular tools for each category. This book would be a great one for adults who might get a lesson from a kid on the tool but then "bone up" after the direct help is gone. It might also serve as a sample guide for the geek squad preparing to teach the use of a tool to the entire school and are creating their own plans. (Libraries Unlimited, 2009. 236 pp. \$40.00. 978-1-59158-795-8.)

Bottom line: An excellent and up to date (at least for the moment) group of tools

that are popularly used in many schools. If you need such a guide, buy this one quick before it goes the way of anything on the Internet—out of date.

## INTERNET SAFETY

**Richard Joseph Stein**

Fascinating information but read it knowing that some of it is dated. While much of what the author covers is still pervasive in today's society, this book needs to talk more about how to become equipped against some of what can happen. Protecting against identity theft is well covered but dated. The issue of Internet safety needs more exploration especially how to empower minors to protect themselves and how to best facilitate responsible behavior online. With increased use of social networking and Web 2.0 in many forms, there is an even greater need to reach beyond the scariness of the Internet to the reality that it is providing good information to many people. Discussion of web filtering and forensic data gathering helps, but their ramifications and today's information needs must converge more in books like this. The best part of what is offered is the information on the 2008 National High School Policy debate topic. (H.W. Wilson, 2009. 176 pp. \$ 50.00. 978-0-8242-1089-2.)

**Bottom line:** Useful resource for locating some of the issues that can be discussed with students and staff.—*Elizabeth "Betty" Marcour*

## VISUAL MEDIA FOR TEENS: CREATING AND USING A TEEN- CENTERED FILM COLLECTION

**Jane Halsall and R. Willia Edminster**

Designed for the public librarian who is building a separate film collection to be housed in the teen section of the library, this pair of authors has built an annotated list of several films within a wide variety of genres that might appeal to teens. The first discuss the reasons behind building a film collection, involving teens in the selection of titles, and the many issues such as movie ratings, cataloging, and in particular, the choice of formats to stock.

They also discuss the opportunities for film screenings and joining or planning various film festivals featuring teen film creators. For schools, the list is an interesting one to use in the wider discussion of film in the popular culture but probably not for creating a circulating collection. Rather, teacher-librarians would serve teens better by promoting the idea of creating videos and films and helping teens with those content creators that are around us in larger numbers. The school library could also serve as a place to store, promote, and disseminate a wide variety of creations by both kids and teens. It is the day of creation as well as the appreciation of commercial products. (Libraries Unlimited, 2009. 158 pp. \$40.00. 978-1-59158-544-2.)

**Bottom line:** Recommended for public libraries.

## CATCHING UP OR LEADING THE WAY: AMERICAN EDUCATION IN THE AGE OF GLOBALIZATION

**Yong Zhao**

Born in China, Yong Zhao is now a distinguished professor at Michigan State University. He is intimately acquainted with both Chinese and American cultures and as such, provides a contemporary view of what global challenges face the United States. He is an admirer of the long tradition in the United States of creativity and higher-level thinking that has produced a nation at the top of the world, but in the past ten years, with increased competition just to pass tests, he warns that the "edge" may be lost. His prescriptions for American education are to help young people understand other cultures, speak other languages, and in particular, understand the new rules of engagement in the global world of technology. It is comforting to read from someone with this larger perspective, particularly when listening to the conflicting voices of behavioral teaching vs. constructivist education. The author is squarely in the latter camp and we can all hope that innovations and excellence notions will return to our public education in place of struggling to reach minimums.

# BOOKMARKIT

KATHLEEN ODEAN



## YA FICTION

### MOSTLY REAL BUT WITH A TWIST OF MAGIC

**Bloodline.** Katy Moran. Candlewick, 2009. \$16.99. 978-0-7636-4083-5. Grades 7-10. Seventh century England comes to life in this adventure spiced with a little magic. Seemingly abandoned by his father, Essa gets caught up in tribal wars, serving as a spy, tearing across England on horseback, and finally coming to understand his ancestry, which has put him in mortal danger. A beautifully written book that is an exciting read.

**Distant waves: A novel of the Titanic.** Suzanne Weyn. Scholastic Press, 2009. \$17.99. 978-0-548-08872-4. Grades 8-11. Five sisters, two romances, a mother who is a clairvoyant, and Jane's trip on the *Titanic* fill this sweeping, dramatic story that ends with an unexpected twist. Aspiring journalist Jane recounts her childhood in a spiritualist community and strange encounters with scientist, Nikola Tesla.

**The miles between.** Mary Pearson. Henry Holt, 2009. \$16.99. 978-0-8050-8828-1. Grades 8-11. Strange coincidences, such as a car with keys in it and a boy who can drive, smooth the way for Destiny Farraday to ditch classes at her boarding school and set out to confront the parents who never see her. Two other classmates join the journey on which they learn important truths about each other and themselves.

**When you reach me.** Rebecca Stead. Random House, 2009. \$15.99. 978-0-385-73742-5. Grades 5-8. In this outstanding combination of plot and character, sixth grader Miranda senses something strange about the laughing homeless man on the corner, about her best friend who suddenly avoids her, and especially about the mysterious notes she receives. The first one ends, "The trip is a difficult one. I will not be myself when I reach you."



# BOOKMARKIT

RACHELLE BILZ

## ADULT BOOKS FOR TEENS

### TEEN PROTAGONISTS II

**All souls.** Christine Schutt. Houghton Mifflin Harcourt, 2008. \$22.00. 978-0-151-01449-1. Grades 9-12. Narrated by parents, teachers, and a group of girlfriends, this story focuses on New York City prep school senior Astra Dell's battle with a rare form of cancer and is a quick, affecting read.

**The good thief.** Hannah Tinti. Dial Press, 2008. \$25.00. 978-0-385-33745-8. Grades 9-12. One-handed Ren is rescued from an orphanage and eventual Army service by his "brother" Benjamin Nab and a fine adventure ensues. Set in Colonial New England and full of rascals and rogues, this wild Dickensian tale should especially appeal to boys.

**The ingenious Edgar Jones.** Elizabeth Garner. Crown, 2009. \$24.95. 978-0-307-40899-0. Grades 9-12. Born to an Oxford university night guard, brilliant, strange Edgar comes of age in the 1800s when science challenges religion. Alternately mentored and abused by adults, Edgar's story is unusual, compelling, and enjoyable.

**Little Bee.** Chris Cleave. Simon & Schuster, 2009. \$24.00. 978-1-416-58963-1. Grades 11-12. Sixteen-year-old Nigerian refugee Little Bee re-connects with Londoners Sarah and Andrew O'Rourke, whom she once met in her homeland. Brutally honest, this tale of disparate worlds colliding packs a powerful emotional punch.

**The slow moon.** Elizabeth Cox. Random House, 2007. \$13.95. 978-0-812-97770-7. Grades 9-12. Wrongfully accused of raping his girlfriend Sophie, Crow learns a lot about friendship and fairness. Adult secrets and teen problems are explored from various viewpoints in this finely wrought novel of life in small town Tennessee.

(ASCD, 2009. 228 pp. \$26.95. 978-1-4166-0873-8.)

**Bottom line:** An interesting and broadening read.

### TWENTY-FIRST-CENTURY KIDS, TWENTY-FIRST- CENTURY LIBRARIANS

**Virginia A. Walter**

The title of this book is a misnomer. It should be aimed at children's librarians, mostly for those serving in public libraries. Since this reviewer has spent the past three years coming to grips with the current foundational ideas of school libraries and their future, I was interested to read a major author's analysis of what needs to happen now with an eye forward. Walter recognizes major trends are happening around us but pursues the path of incremental change and instructing the reader to develop management and leadership skills. Such a message, I think, ignores the major change in the clientele of both school and public libraries and the need to march boldly into the client's world rather than responding slowly and carefully. In another decade, it will be interesting to see which philosophy has been sustainable over time. It may be true that the more things change, the more they remain the same. For libraries, like General Motors, I do not think the incremental change position is an appropriate one. (ALA, 2009. 104 pp. \$45.00. 978-0-8389-1007-8.)

**Bottom line:** Of course, the teacher-librarian on the front lines is at a fork in the road, which we all seem to be facing.

### LIBRARIES GOT GAME: ALIGNED LEARNING THROUGH MODERN BOARD GAMES

**Brian Mager and Christopher Harris**

Board games in the school library? During these days of easy access to technology? You have got to be kidding! Yet, our authors make an excellent case for something other than getting online to develop 21st century skills. They explore various board games and how they can

be used to advantage for inquiry and information use, and then they provide a great guide for elementary, middle, and high school game collections. Yes, they talk about missing pieces and all that bothersome stuff when trying to keep a box with "stuff" in it across time. Have you been noticing at the bookstore that there is a wide assortment of new board games available? It is not just chess and Monopoly any more. Thanks authors for bringing this forgotten genre to our attention! (ALA, 2010. 134 pp. \$45.00. 978-0-8389-1009-2.)

**Bottom line:** This one is worth its price to reconsider and rethink. And, when the Internet is down...; and even when it isn't....

### GOING BEYOND GOOGLE: THE INVISIBLE WEB IN LEARNING AND TEACHING

**Jane Devine and  
Francine Egger-Sider**

Have you ever met a fabulous reference librarian who seemed to be able to find the answer to any question no matter how difficult? Kids and teens and perhaps most adults say they have met this librarian named Google. Of course Google provides the right answer, the right information, and the best information to every query whether I am a fourth grader or a college professor. NOT! Well, what's missing? I already get too much information when I do a search, what more should I want or need? Our expert authors answer this question with depth, which makes the difference between a novice and an information professional. They teach us and show us how to teach what is beyond the scope of what Google and other search engines might provide access to. It is called the invisible web or the deep web. If you have not had a major professional development experience in this type of searching and use with kids and teens, then this book is for you. Yes, the examples are a bit above the K-12 level but the search techniques are not and the examples are easily adapted. Kids and teens will never go beyond Google...well,

neither will teachers...unless we guide them there. (Neal-Schuman, 2009. 156 pp. \$65.00. 978-1-55570-633-3.)

**Bottom line:** If as a professional information specialist you do not have twenty techniques at your finger tips for searching the invisible web or really do not know what that is, then take a course or read this book. Put on that magical hat that makes your expertise sought out and valued.

### **PRIVACY AND CONFIDENTIALITY ISSUES: A GUIDE FOR LIBRARIANS AND THEIR LAWYERS**

**Theresa Chmara**

Clear and concise in Q and A form, this book presents significant concerns about privacy and confidentiality rights of library patrons and uses legal court cases

to document the issues. Of specific value is the fifth chapter on minor concerns and privacy rights. While it is a short chapter and minimizes details about what constitutes a minor right versus a general First Amendment right, it does cover parental responsibilities for the rights of minors nicely. Updating current legal thought about this issue is imperative, and this small tome does serve to ask many of the questions most libraries will need to cover. Technological progress related to information access and use is a serious and not well considered danger in this book. The book does not go into community culture and therefore while some answers may be legally correct, they won't be culturally viable. (American Library Association, 2009. 98 pp. \$42.00. 978-0-8389-0970-6.)

**Bottom line:** Useful only for background information.—*Elizabeth "Betty" Marcoux*

### **LICENSING DIGITAL CONTENT: A PRACTICAL GUIDE FOR LIBRARIANS, 2ND ED.**

**Leslie Ellen Harris**

One of the major considerations now in collection development is deciding what to own and what to provide access to. Increasingly, the latter is the challenge. This reviewer has always maintained that any good bargain hunter in the real world and any person who knows how to bargain cleverly is already equipped with the major skills needed to license digital content ranging from multimedia to online databases, to any other proprietary information resources. Harris, however, provides excellent advice to the negotiator and helps you "read the fine print" and know how, what, when, and the various questions that need to be asked. Of course, some contracts will be signed at the district level, some at the

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regional, others at the state and even the federal levels, but also some at the building level. You probably already know if you are in a position to need this book. So, if you are not yet negotiating licenses, you may be soon. Does the author know more or less than you do? I find if I think I know a fair amount about a particular topic, it is good to check with another source to compare my knowledge with theirs. Inevitably, I get help I did not realize I needed or just gain a fresh perspective on a problem like this one. We owe it to our patrons to provide the very best at the lowest possible cost. (ALA, 2009. 161 pp. \$57.00. 978-0-8389-0992-8.)  
Bottom line: The commercial entities have lawyers helping them write the contracts.... Recommended.

### **VIDEOCONFERENCING FOR K-12 CLASSROOMS: A PROGRAM DEVELOPMENT GUIDE**

**Camille Cole, Kecia Ray,  
and Jan Zanetis**

This trio of authors describes how to set up sophisticated videoconferencing systems complete with a technology staff and sophisticated equipment. They also provide guidance for the type of learning experiences to create that will take advantage of the system. There is, of course, a place for the fancy systems because it can take a great deal of pressure off both the classroom teacher and the building teacher-librarian. There are also the low-end systems we can all learn such as how to Skype an expert, small group, or another class into a remote location. The potential for interacting and collaborating remotely both by text, audio, and video have never been better. If you have an 802.11g network available to you, then the possibilities for enough bandwidth to have a great experience is very real. Skype, Elluminate, and a wide variety of Web 2.0 systems allow videoconferencing with one or several individuals without a lot of technical know-how. Here is where your building Geek Squad of volunteer students can assist you. They love to do all the connecting and will troubleshoot the problems that arise. It all keeps getting better and better. (ISTE, 2009. 183 pp. \$37.95. 978-1-56484-256-5.)

Bottom line: Do you need this book? Only if you are doing high-end stuff. Otherwise there are plenty of opportunities for do it yourselves.

### **FROM RESEARCH TO PRACTICE: THE SCHOLARSHIP OF TEACHING AND LEARNING IN LIS EDUCATION**

**Deborah S. Grealy and  
Sylvia D Hall-Ellis**

Following the Highly Effective Strategies structure of James R. Davis, Grealy and Hall-Ellis explore how the issue of differentiated learning and teaching affect student abilities in Library and Information Science education. They have developed exercises that help show how to use the seven training strategies in the LIS field. These strategies can be used to develop more effective teaching

strategies in all education, but are especially welcome in the adult learning arena. It is well-researched but needs to include more information about how to effectively employ many of these strategies online as a thriving environment for information handling. There are good thoughts and applications here that can be placed in teacher training manuals for foundational understandings of how to teach. (Libraries Unlimited, 2009, 163 p., \$45.00, ISBN: 1591586313)

Bottom line: Great ideas that can be translated into differentiated learning instruction in a school library--background process information. --Elizabeth "Betty" Marcour

### **FUNDAMENTALS OF SCHOOL LIBRARY MEDIA MANAGEMENT: A HOW-TO-DO-IT MANUAL**

**Barbara Stein Martin and Marco Zannier**

Many of these practical strategies for managing a school library may already be in place for many teacher-librarians, but even they will benefit from the ideas this book puts forward. The book is organized so that it can be a "ready reference" tool for the teacher-librarian, whether seasoned or new to the profession. The directories of suppliers could date fast, but is at least a starting point for further investigation. Well-articulated, the encouragement is to understand the fundamentals of this work but go beyond to also try the most cutting edge ideas in the field. (Neal-Schumann, 2009. 172 pp. \$59.95. 978-1-55570-656-2.)

Bottom line: Recommended for organizing your professional work and outreach, but will require supplemental reading for other theoretical rationales. --Elizabeth "Betty" Marcour

### **USING WEBQUESTS IN THE SOCIAL STUDIES CLASSROOM: A CULTURALLY RESPONSIVE APPROACH**

**Margaret M. Thomas, Maureen M. Gillis,  
and Alan S. Canestrari**

Are webquests still alive in your social studies department of the high school? We have not seen this approach in a professional book for the past couple of years. Bernie Dodge invented the webquest and teacher-librarians often celebrated because inquiry was at the center of this activity. The authors of this volume not only discuss the idea of webquests but provide a number of examples designed to develop cultural understanding around the world. The authors presume that a teacher will be alone in conducting the webquest but will have access to computers either in the classroom or the computer lab. Also, web sites are the sole information source for the recommended activities in this book. In consultation with one of the authors, we posed the question about specialists in the school that might partner with teachers to make webquests even better. The opportunities to have teacher-librarians, teacher technologists, or any other interested specialists such as reading coaches, while recognized as a potential value, was not mentioned according to the author because the book was written directly to

the classroom teacher. This is yet another in a long line of professional books that heap the entire teaching load on the isolated classroom and a single teacher struggling with an entire class in large information spaces as if there was no help anywhere around. If you have teachers going it alone, it would seem logical to get into the conversation. Webquests that use only web sites neglect a plethora of other information and multimedia that could help the various learners in a class exploring many avenues in their assigned roles. (Corwin Press, 2009. 137 pp. \$58.95. 978-1-4129-5950-6.)

Bottom line: We liked the sample webquests in this volume and recommend them for their global perspective, but as usual, teacher-librarians will have to try to fill the void and gaps the authors neglected.

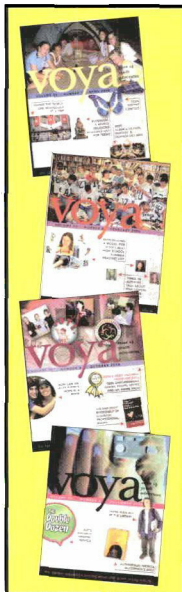
## GAME ON! GAMING AT THE LIBRARY

**Beth Galloway**

Even though this book is aimed more at the public library and librarian, we recommend it as a source for selecting and circulat-

ing actual games if teacher-librarians are interested in this format for the school. Of course, we are interested in games that have a connection to teaching and learning but is there also a role for video games and games that work on various devices such as the Playstation? That is for you to decide and perhaps collaborate with the public library on the connection sure to win a plethora of patrons. We like this book with its many game descriptions and recommendations complete with sensible ways to acquire, store, and circulate the actual games to patrons. If you are including games, this would be a good book to turn over to a teen advisory committee with whom you are consulting for inclusion of games in the learning commons. For example, one might have Wii Fit competitions sponsored by the learning commons as part of a wellness and P.E. theme in the school. (Neal Schuman, 2009. 306 pp. \$55.00. 978-1-55570-595-4.)

Bottom line: This guide is a good one to raise your consciousness for the various possibilities.



## Voice of Youth Advocates

The Library Magazine Serving Those Who Serve Young Adults

VOYA is the only magazine devoted exclusively to the informational needs of teenagers.

Each issue includes:

- More than 175 reviews rated for both quality and popularity with teens
- Timely, opinionated editorials upholding youth advocacy
- Articles by librarians, teachers, novelists, and others who work with teens
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- Annual annotated booklists

### Praise for VOYA

*"VOYA is the only magazine that matters for librarians working with young adults.... Simply, the best there is."*

—Patrick Jones, Author of *Connecting Young Adults and Libraries*, (3rd Ed., 2005) and the young adult novels *Things Change* (2004) and *Nailed* (2006)

# voya

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