

Q Tasks: How to Empower Students to Ask Questions and Care About Answers

Carol Koechlin and Sandi Zwaan.
Pembroke Publishers Limited, 2006.
ISBN 1-55138-197-4.
\$24.95

Ontario's own Carol Koechlin and Sandi Zwaan have added another useful guide to teaching information literacy skills to their already considerable body of work in the field (*Info Tasks, Build your own Information Literate School, Ban Those Bird Units* and the *Information Power Pack* series). Their latest book, *Q Tasks*, focuses on what Koechlin and Zwaan consider to be the key catalyst to inquiry: questions and the questioning process.

The authors use Jamie McKenzie and Neil Postman as their philosophical underpinnings and refer to McKenzie's belief that in order to be information literate students need to be effective questioners; and also to Postman's notion that learning how to ask relevant questions

is part of learning how to learn.

Koechlin and Zwaan's purpose is to help teachers build a culture of inquiry in their classrooms and to nurture an inquiring spirit in their students. Thus *Q Tasks* consists of practical strategies teachers can use in order to help students become better questioners and to encourage students to develop their own questions.

In five chapters, *Encouraging Curiosity; Understanding Questions; Learning to Question; Questioning to Learn;*

Questioning to Progress and *Moving Forward*, more than eighty classroom task activities are provided, using a skill building approach, which teachers can do sequentially. There

is a standard format for each activity, including a lesson overview and teacher tips, student worksheet templates, reproducible Q tips pages, curriculum contexts, and techniques of evaluation.

The activities offer varied tasks such as evaluating

the reliability of information, analyzing personal issues, setting realistic goals, and testing new ideas. A number of student organizer templates help students build their own strategies for using information. Particularly useful are elementary and high school level question builder frameworks, time management skill organizers, templates for examining and evaluating resources, homework organizers, thesis maps, and frameworks for high school students for building questions using Bloom's taxonomy. Although the activities are described in detail, the tasks are meant to be flexible and are adaptable to many curriculum contexts. The authors also provide a useful list of print and Web resources.

This book is an essential purchase for all school libraries, as the material in it will help all teacher-librarians further build their information literacy program. Bravo to our Ontario treasures Carol Koechlin and Sandi Zwaan

for once again providing teacher-librarians with an excellent, real world, practical, and ready-to-use guide to teaching information literacy skills.

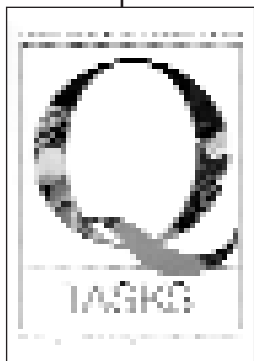
Canadian Fiction: A Guide to Reading Interests

Sharron Smith and Maureen O'Connor.
Libraries Unlimited, 2005.
ISBN 1-59158-166-4. \$79.20

This guide is a welcome addition to the *Genreflecting* series as it is a comprehensive guide and annotated bibliography to modern Canadian fiction and its authors. *Canadian Fiction*

has value as a professional resource for secondary school libraries in several ways. For secondary teacher-librarians, it is a comprehensive selection tool to help build a quality Canadian

fiction collection as the book covers over 650 titles published between 1990 and 2004 by Canadian authors. For secondary English teachers, it is a valuable reference tool enabling them to build reading lists for students. For senior secondary school



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