lesson-planning guide so that you can create your own programs with content and technique designed for your specific audience's information literacy skills.

In Part II, under the general heading of "Purpose," are sample instructional goals, learning objectives, and motivational goals for each library lesson, for example, Butterflies around the World: An Introduction to Research (Gr. 1, introduction to research); Puzzling through the Library: Learning to Locate Books on the OPAC and on the Shelf (Gr. 3, information skills); Gathering and Recording Bibliography Information (Gr. 5, with a focus on bibliographies for books, magazines, encyclopaedia articles and Web pages, using a WebQuest for group learning, starting with research and ending with a written report and PowerPoint presentation); Career Quest: Discovering Your Ideal Career (Junior-level high school information skills for career planning, with print and electronic sources). These step-by-step lessons are useful for both the novice and experienced teacher-librarian.

Part III includes a variety of Guide Templates and sources to help teacher-librarians design their own lessons and units. Author Ruth Small borrows the idea of motivational design from John M. Keller, Ph.D., philosopher and instructional systems design researcher and practitioner, Professor of Educational Psychology and Learning Systems, Florida State University, Tallahassee. In the preface to Small's manual, Keller explains that he uses a problem-solving approach to improve learning and performance and has created the ARCS model of motivation: Attention, Relevance, Confidence, Satisfaction. (http://www.arcsmodel.com/). Keller believes that through a greater understanding of the elements behind human motivation and our audience's motivational requirements, teachers are in a better position not only to reach those who want to learn, but also those who "do not want to learn."

Author of numerous articles and books related to motivation, learning and information technology, and currently Professor and Director at the Center for Digital Literacy, School of Information Studies, Syracuse University, New York, Ruth V. Small has a PhD. in Instructional Design, Development and Evaluation, from Syracuse University. She created and directed the Preparing Librarians for Urban Schools (PLUS) program (2003-2007), and is the founding director of Syracuse University's Center for Digital Literacy, an interdisciplinary, collaborative research and development center partnering with the School of Information Studies, School of Education, and S.I. Newhouse School of Public Communications (http://digital-literacy.syr.edu/).

Youth, Identity, and Digital Media
Edited by David Buckingham 2008 978-0-262-02635-2
Digital Media, Youth, and Credibility
Edited by Miriam J. Metzger and Andrew J. Flanagin 2008 978-0-262-06273-2
Designed for parents, students of all grades, educators at all levels, especially those teaching media literacy

These two paperback books compile essays, discussions and observations based on practical research and funded by The John D. and Catherine T. MacArthur Foundation for "the study of youth practices and the development of digital literacy programs."

Just as there are multiple literacies at stake in a student's learning, Buckingham explains that an identity is "what distinguishes us from other people," and yet "our identity is partly what we share with other people." Thus when we identify with culture, country or gender we may generate multiple identities. Young people continue to experiment with their identity, but are now able to increase their search and possibilities by authoring their own blogs and home pages for self-reflection and self-realization.

This reference is divided into three parts — Part I: Overviews; Part II: Case Studies; Part III: Learning. In Part II, according to Susannah Stern, Department of Communication Studies, University of San Diego, in her article "Producing Sites, Exploring Identities", what counts for youth in achieving "identity" is on or offline feedback from an audience that identifies with them, as a form of validation and recognition. The online medium allows them to change their entries and images as they develop and evolve in years.

In Part III, "Mixing the Digital, Social and Cultural: Learning, Identity, and Agency in Youth Participation," authors Shelley Goldman, Angela Booker and Meghan McDermott (School of Education, Stanford University) point out "that the process of developing young people's active participation in the world around them does not come about simply as a result of having access to the technology, or even to training in the analysis and production skills they need to use it." Awareness, competence, skill and judgement are honed when students work with adults who can set parameters and boundaries for younger learners. Once again, this underlines the key role of the teacher-librarian.

Of further interest to librarians is "Toward a Cognitive Developmental Approach to Youth Perceptions of Credibility," an essay by Matthew S. Eastin (University of Texas, Department