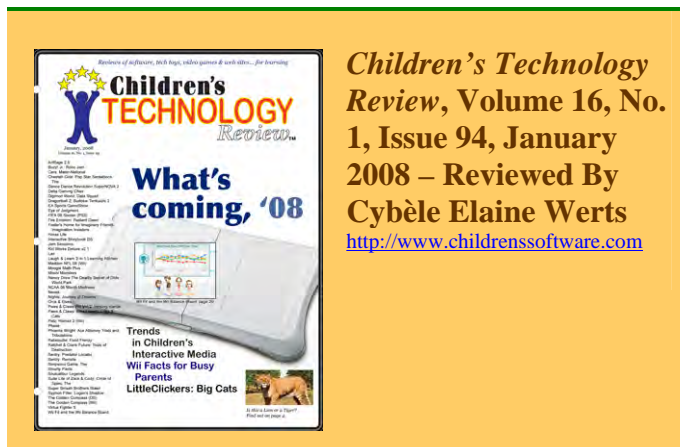


Reviews



Children's Technology Review, Volume 16, No. 1, Issue 94, January 2008 – Reviewed By Cybèle Elaine Werts
<http://www.childrensoftware.com>

Children's Technology Review (CTR) is an ad-free, subscriber-supported web and print-based publication. It is designed to keep educators, parents and librarians informed on commercial interactive media products designed for children, aged birth to 15 years. These are the products that children use for both fun and learning, either at home and/or at school. They include software, video games, interactive toys, web sites that a child might visit, and so on. From a theoretical perspective, CTR exists in the space between child development and interactive media. The *Children's Software Finder(TM)*, our database of more than 7,300 reviews, has become a critical step in our core subscribers' purchasing-making decisions.

When the opportunity to review *Children's Technology Review* passed by my e-mail, I jumped at it because of all the topics around children's resources, technology is the one I gravitate to. The only problem being, of course, that I don't have any children. Could be a bit of a problem since I really do not know from *Moogie Math* to *Ratatouille: Food Frenzy*. That said, I'm known to have a strong inner child, so for the sake of this review I'll be letting Little Cybèle write this one.

The first entertaining, and actually quite ironic thing I have to share with you is that the issue of *Children's Technology Review* that was sent to me was May, 2006. Hmm, that puts this issue at two years old, and we all know that technology follows a path of what Alvin Toffler (who wrote the classic *Future Shock*) called accelerative thrust, in that technology is not just changing, but the



A Liger Mama and her Kitten

pace of change itself is accelerating. Heck, in that time I could have had two children; better check those reviews under the Babies & Toddlers section.

I soon addressed that problem and received the January, 2008, issue, which was a good thing because I actually think that this magazine is quite a good one for both parents and educators alike. For example, on the cover you'll find a picture of a strange striped wildcat with a question clearly aimed at younger children: "Is this a Lion or a Tiger? Find out on page 3." I may not be a child, but turned right to page 4 anyway to discover that it was a Liger, the combination of a mama tiger and a daddy lion! However, for the rest of you who really are grown-ups, most of *Children's Technology Review* details extremely helpful reviews of a wide variety of technology based products for youth, including specific groupings for Babies & Toddlers, Preschool & Kindergarten, Early Elementary, Upper Elementary, Middle School, High School, and All Ages.

In addition to the charming piece on Ligers, this issue also included an excellent Q&A type article for busy parents explaining what Wii is and what they'll need in order to both accommodate their kids needs as well as show that they do indeed know what in fact it is! Just in case you're wondering, Wii (pronounced wee) is a wireless controller that captures your hand movements so that you could play golf by swinging the controller like a golf club or fly an airplane by turning the controller in the air. If I were using a Wii for typing this article, I could type in the air, although I can't even imagine a situation where I'd want to do that other than in heaven where I presume there are no laptops. These kinds of useful articles are a value added to a magazine like this, and this one was very user friendly.

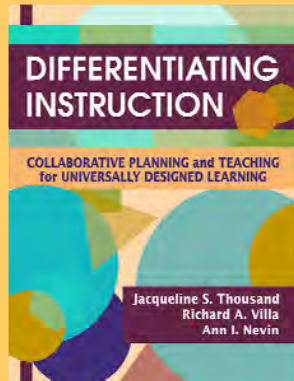
The bulk of the magazine was taken up with easily readable and fun feature reviews of a wide variety of new products which included photos, a full review, ratings, tester feedback, and Entertainment Software Rating Board (ESRB) rating (i.e., if there are issues such as violence etc.). Most importantly was a rubric which rated East of Use, Educational Value, Entertainment,

Design Features and Value on a ten point scale as well as averaged them. Items that rated very highly overall

receive the *Children's Technology Review Editor's Choice Excellence in Design* gold seal. Overall, I found these reviews well written and useful, particularly because the products are tested by actual youth in the age groups that the items are aimed at. If I were in the market for buying any of these items from art programs (*ArtRage 2.5*) to gaming accessories (*Delta Gaming Chair*) to a math application (*Moogie Math Plus*) to learning logical thinking (*Nancy Drew, the Deadly Secret of Old World Park*), *Children's Technology Review* would be a superb source for checking them out first.

Subscription to the review also offers online access to their large database of products but I was unfortunately unable to check that out as the editor did not provide that to me. I was also left wondering what the parameters were for winning a *the Children's Technology Review Editor's Choice Excellence in Design* gold seal as it was not stated anywhere.

Oh wait, what's that? You're still wondering what *Ratatouille: Food Frenzy* is? Well sadly, it only achieved a 58% rating as it is a "poorly designed puzzle cooking game... Players can sort and chop vegetables using the DS Stylus, cook meals, and present their culinary masterpieces.." I guess I'll have to go chop some actual vegetables in my kitchen and forgo this particular product, but isn't it nice to know that in advance? In any case, I'll take a real sweet potato over a digital one any day.



Differentiating instruction: Collaborative Planning and teaching for universally designed learning – Reviewed By Dr. Nat Hansuvadha

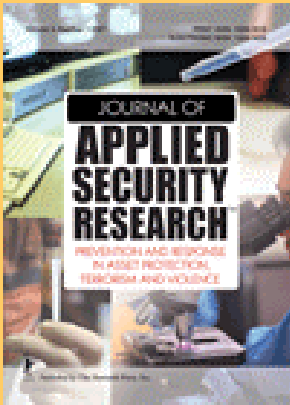
Thousand, J.S., Villa, R.A., & Nevin, A.I. (2007). *Differentiating instruction: Collaborative Planning and teaching for universally designed learning*. Thousand Oaks: Corwin Press. ISBN: 978-1-4129-3861-7. \$35.95.

Differentiating Instruction is a practical resource and a teacher-friendly manual for both general and special education teachers who work with diverse students across grade levels and abilities. The book is arranged into fourteen succinct chapters beginning with a clear framework and rationale for Universal Design for Learning (UDL). Highly organized, this title contains models of how to design lesson activities with consideration of the unique abilities and needs of students. Additionally, there are templates for planning individual and group learning as well as examples of how to differentiate content and materials in elementary, middle, and high school.

Realistic student case studies presented throughout this book illustrate innovative strategies to differentiate instruction at the pre-planning and planning stages. Furthermore, the authors provide ways to assess students through effective techniques that respect cultural, linguistic, and economic diversity in the classroom. I highly recommend this text and believe that teachers, whether beginning or experienced, will find

Differentiating Instruction useful and practical.





The Journal of Applied Security Research – Reviewed By Michelle Dubaj

Kostanoski, John, ed. *The Journal of Applied Security Research*. Hawthorne Press. ISSN 1936-1610. \$84. for individuals; \$540. for institutions.

The *Journal of Applied Security Research* (1936-1610, alternate ISSN 1936-1629), formerly known as the *Journal of Security Education* (1550-7890), changed its name in the latter half of 2007. The original purpose of the journal was to create one publication for educators, trainers and students to use to stay abreast of security issues, technology and developments. The publisher's website said the name change was to better reflect the comprehensive focus that includes asset protection, terrorism and violence. The journal includes editorials, articles, website reviews, book reviews, student papers, academic program reviews and program directories. However, not all of these features are included in every issue.

Hawthorne Press publishes the journal, but it is the official publication of *Protect New York*, an academic and professional society devoted to research and education to safeguard New York State from Terrorism and Disaster. The *Protect New York* (<http://www.protectnewyork.org/journal.html>) website says that the publication is peer-reviewed but Ulrich's Periodical Directory does not have it listed as refereed. Although there are other refereed journals which focus on criminology and law enforcement – security, *Computers & Security*, *Journal of Security Administration*, *Science and Global Security*, *Security Journal*, none of them have an education component or focus on training.

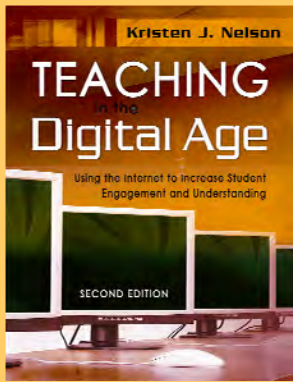
The *Journal of Applied Security Research* is a relatively new serial; the first issue came out in 2005. Since its debut, indexing has increased from eight different services to twenty-seven services in 2008. However, many of the added indexing services are very narrow in scope and therefore might not be found in many libraries, for example, *Advanced Polymers Abstracts*, *Ceramic Abstracts*, *Earthquake Engineering Abstracts* and *Solid State and Superconductivity Abstracts*. The

good news is that the *Journal of Applied Security Research* is indexed in *Education Research Complete*, a service from EBSCO, *Criminal Justice Abstracts* and in the *National Criminal Justice Reference Service (NCJRS) Abstracts Database*.

Coverage in NCJRS was available for volume one issues one through four, but did not include volume two issues one through three that were published. On investigation, NCJRS did not have the new journal name listed in their journal coverage, but it also did not have the old journal name listed in their coverage and there was coverage. Since indexing coverage from NCJRS is available freely online, the potential for this title increases enormously if indexing is continued. Any training center, research center or higher education institution would be able to quickly search the *Journal of Applied Security Research*.

There are some subtle yet important differences between the print and its electronic counterpart. In the table of contents of the print edition written pieces are grouped into categories. For instance, the category title *Student Papers* precedes the article "Using Game Theory in Managing Risks of Terrorism." The electronic indexing in *Education Research Complete* does not include the category title in the citation. Why this omission becomes alarming is that the *Journal of Applied Security Research* in its first issue included student papers. The only clue in the electronic version to determine that the aforementioned article was a student paper was the Author Affiliation field that listed the author as belonging to a Masters Program in Protection Management.

Overall, each institution should investigate if it will have access to an indexing service before they decide to purchase the *Journal of Applied Security Research*. The journal contents would benefit any academic institution that is serving traditional criminal justice programs, information management and computer science programs and on a lesser level political science and business programs. It is not recommended for school libraries and would best benefit a public library that works closely with the programs mentioned above or with civil security training programs.



Teaching in the Digital Age: Using the Internet to Increase Student Engagement and Understanding –
Reviewed By Dr. Gail Dickinson

Nelson, Kristen J. (2007). *Teaching in the Digital Age: Using the Internet to Increase Student Engagement and Understanding*. 2nd ed. Thousand Oaks, CA: Corwin Press. ISBN: 978-1-4129-55652 (cloth) \$66.95; 978-1-4129-5566-9 (pbk.) \$30.95.

The stated purpose of *Teaching in the Digital Age* is to “provide teachers with practical suggestions and ideasto help students gain a deeper understanding of and knowledge about what they are learning” (xiii). The purpose implies that the author intends to do more than provide lesson planning assistance to teach students to manipulate and maneuver in the electronic world, and for the most part the book achieves that goal.

The author is an experienced educator and school administrator with years of experience using the Internet in education. In the introduction to the book she states her opinion that education use of the Internet is still under construction and the book is nicely organized around her intent to move Internet lessons to the center of instructional processes. Nelson’s first three chapters prepare the reader for integration of the Internet in lesson planning. The first chapter applies Wiggins’ Understanding by Design framework to Internet Activities, with step-by step checklists and an example lesson. Chapter two moves the reader to reflect on brain-based learning and multiple intelligences, connecting those instructional methods to the use of the Internet. In Chapter three, Nelson focuses on assessing Internet activities, concentrating on the use of rubrics.

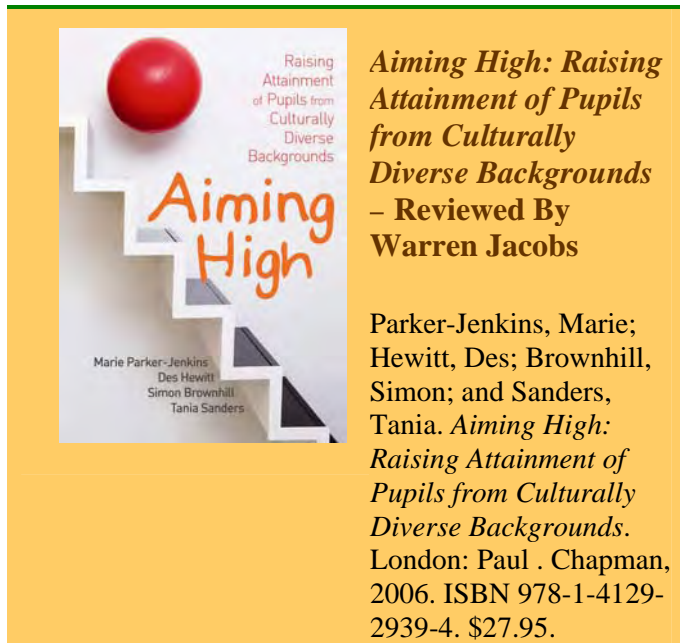
With the above foundation, Nelson’s final three chapters focus on specific skills, namely interpersonal skills (Chapter 4), information gathering (Chapter 5), and problem-solving skills (Chapter 6). Each of these chapters provides rich descriptions of fully planned

lessons and activities, including specific links to web pages. Nelson also focuses on learning skills such as reflection writing and journaling, and logistical skills such as bibliographic citation, Netiquette and search strategies to provide a rich context for the activities.

Although the book is written for the practicing classroom teacher, it will also be useful for the school administrator who wants to create stronger Internet learning activities in the school. The book has value in pre-service education and could be used as a supplemental text for classes using electronic resources in education. The theory, context, and application organization of the book lends itself to the reflective preparation of classroom teachers.

There are some cautions for the reader. Nelson erroneously credits Eisenberg and Johnson for the Big6 information skills approach (p. 81) instead of Eisenberg and Berkowitz, although the correct reference is noted later in the book. Classroom teachers may want to consult with the school librarian regarding evaluation of websites and teaching of specific search strategies. Nelson’s evaluation criteria focus more on the logistical elements of the website, but a school librarian would emphasize authority and accuracy of the information. Nelson does encourage classroom teachers to seek out the school librarian for collaborative activities and assistance in lesson planning, so the above will not be a problem if her suggestions for collaboration are carried out.

Despite these minor problems, *Integrating Internet Activities* is a solid addition to the education library. Pre-service teachers and administrators will find the depth of the lesson planning activities helpful, and teacher educators may want to assign readings of some of the chapters.



Aiming High: Raising Attainment of Pupils from Culturally Diverse Backgrounds
 – Reviewed By
Warren Jacobs

Parker-Jenkins, Marie; Hewitt, Des; Brownhill, Simon; and Sanders, Tania. *Aiming High: Raising Attainment of Pupils from Culturally Diverse Backgrounds*. London: Paul . Chapman, 2006. ISBN 978-1-4129-2939-4. \$27.95.

Minority student attainment in the United Kingdom is lagging. At the same time, teachers are faced with the challenge of educating many new pupils from culturally diverse backgrounds. Black and minority ethnic male students; Gypsy, Roma, and Traveller children; and students with refugee status face many obstacles to academic achievement. *Aiming High: Raising Attainment of Pupils from Culturally Diverse Backgrounds* is written to aid teachers in improving their own teaching skills to raise the academic achievement of all students and encourage inclusiveness.

Following the table of contents, the reader will find information about the authors who are researchers and educators based in Derby. The authors have collaborated to produce a workbook of practical and reflection activities, lessons, and case studies from primary and secondary schools. A glossary of terms and an explanation of the book's organization around themes relating to issues of cultural diversity within schools in the United Kingdom have been included. American readers will find each section to be very useful.

The text is divided into seven chapters. Each chapter contains key terms and definitions, examples, scenarios, lists, and activities. Many of the activities may be reproduced, affording an opportunity for schools and districts to conduct diversity training utilizing this workbook for their teaching staff. Each chapter includes a summary of key points to enhance learning. Chapter one serves as an introduction to the issue of the disenfranchisement of minority ethnic groups due to academic underachievement. A welcoming environment for refugee students and their parents is considered in

chapter two. Students seeking asylum are faced with enormous medical, psychological, and legal issues that negatively impact learning.

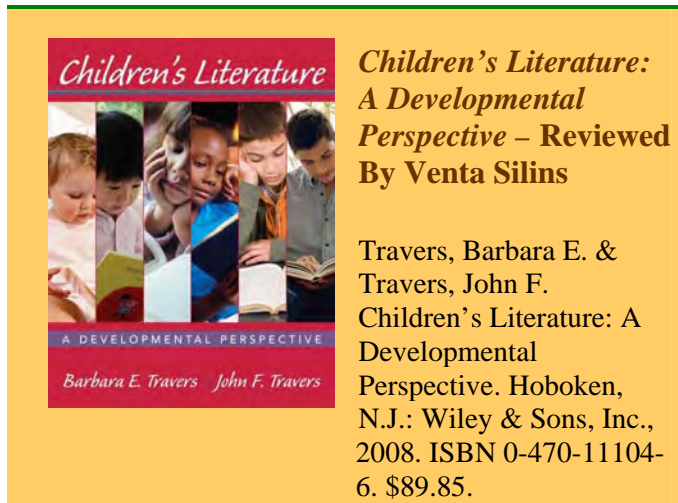
The authors discuss the process of modeling and scaffolding the language to aid students who speak English as a second language. Non-native speakers learn best in schools that value their native language and accelerate language learning by connecting English to their native language.

Chapter four looks at the multifaceted reasons that Black and minority ethnic male children fail to reach their full academic potential. Low expectations for success based on gender and ethnicity, and negative stereotyping by teachers and schools are among the reasons cited for underachievement. Interventions include mentoring to offset the lack of positive role models, peer pressure, and street culture; and a variety of teaching strategies to engage auditory, visual, and kinesthetic learners.

Gypsy, Roma, and Traveller families require trust, commitment, and understanding from the teacher and the school for their children to succeed. This cultural group experiences racism, name calling, and bullying. Greater parental involvement, improved attendance, and increased academic achievement may be promoted through anti-racism and anti-bullying legislation, an inclusive curriculum that values diversity, a framework for student behavior, and positive communication.

While previous chapters have discussed parental involvement, chapter six furnishes teachers with many case studies and reflection activities that build positive, supportive, and effective relationships with minority ethnic parents. The text concludes with a short summary, references, a list of useful Web sites and contacts, and a comprehensive index.

Aiming High: Raising Attainment of Pupils from Culturally Diverse Backgrounds is a practical guide to help all students reach their full potential. The examples, case studies, and activities are the strength of this workbook. Teachers and school administrators throughout the United States facing similar challenges in their schools will benefit from reading this text. Many of the examples are relevant to disadvantaged students facing barriers to learning in the United States. This text will be a useful addition to academic library collections that serve graduate students, faculty, and educational researchers.



Children's Literature: A Developmental Perspective by Barbara E. Travers and John F. Travers is a textbook written for pre-service teachers, students in librarianship programs and others with an interest in children's literature. In addition to introducing readers to children's literature, the authors discuss the role developmental psychology plays in writing, illustrating and selecting children's books. They further explain how the biopsychosocial (biological, psychological and social) developmental stages impact children, their reading habits and their understanding of meaning.

The fourteen chapters are organized thematically. The first two provide an introduction to children's literature and developmental psychology. Chapters three through six cover the history, genres, literary elements and diversity of children's literature. The next six chapters describe literature for children in different biopsychosocial developmental stages from birth to the high school years. The final two chapters offer a curricular model for using literature and issues in children's literature. As typical in a textbook, each chapter begins with issues to be covered in the chapter and ends with a checklist of questions, professional references and a list of children's books discussed.

Children's Literature provides useful resources for students beginning their studies in children's literature. The sections on history, genres and literary elements are thorough and provide many examples of older and newer books. The appendices include a chronological list of winners of many awards including the Newbery, Caldecott, Coretta Scott King, Orbis Pictus Award, Robert F. Sibert Award, The Michael L. Printz Award, Mildred L. Batchelder Award, and the Hans Christian Andersen Award.

The discussions on developmental psychology would require the classroom support of an instructor. For example, in chapter one, the authors discuss the work of Louise Rosenblatt and transactional theory; Erik Erikson and his psychosocial theory of development; Jean Piaget and his work on cognitive theory; and the work of other developmental theorists. Throughout the textbook the authors discuss the integration of biopsychosocial theory of development with the selection and use of children's literature.

Although the writing is often clear and accessible, the theories are complicated. Without instructional support from an expert in the field of developmental psychology, students may be misled by the simplicity of the ideas as presented. Also, the authors sometimes do not provide enough information. For example, a question at the end of a chapter asks students to relate how Sigmund Freud's ideas relate to the themes of children's literature, but there is no discussion of this in the chapter.

More critical editing of this text would have found typographical errors and corrected the authors' odd choice of words or phrases. In the section on books about children with disabilities, one of the books considered required reading was *Going with the Flow* by Claire Blatchford about the experiences of a boy with deafness. In their description, Travers and Travers write, "As a good-natured gesture, his friend Keith trips Mark – nonverbal communication – whenever Mark starts to monopolize the ball." (p. 123). Tripping fellow students doesn't seem "good-natured" but rather unsportsmanlike and cruel. Not having read the book, one hopes this wasn't the intent of its author. At times these stylistic choices could lead to confusion and misinterpretations.

This is an ambitious book that tries to cover many topics in children's literature particularly the integration of biopsychosocial development. Its comprehensive nature makes it a good introduction to key issues in children's literature such as genres, literary elements, and many examples of excellent books. The complete lists of award winners are another useful feature. Other chapters, although accessible, may prove difficult for students to read and understand on their own. *Children's Literature: A Developmental Perspective* would best be complemented by a competent instructor.



How to Differentiate Learning: Curriculum, Instruction, Assessment
– Reviewed By Warren Jacobs

Fogarty, Robin J., and Pete, Brian M. *How to Differentiate Learning: Curriculum, Instruction, Assessment*. Thousand Oaks, CA: Corwin Press, 2007. ISBN 0-9763-4261-8. \$19.95.

One of the challenges of teaching is to customize instruction to meet the diverse needs of each student in the classroom. Authors Robin Fogarty and Brian Pete have collaborated on *How to Differentiate Learning: Curriculum, Instruction, Assessment*. This concise volume of teaching methods aids educators in identifying a student's needs and furnishing instruction in a student's preferred learning style.

How to Differentiate Learning is comprised of a table of contents, an introduction, six chapters, and a list of references at the conclusion of the text. There is no index. Each chapter contains relevant examples of elementary and secondary instruction, questions and highlighted text to focus the reader's attention to important points, and activities for teachers to use in their own classrooms.

In chapter one, the authors make the connection between differentiated instruction and standards-based learning. Standards govern the content that students learn, while differentiated instruction focuses on the process of learning. Because there are many different ways for students to learn, teachers must develop varied teaching strategies to ensure that learning occurs for all students. Measurement of learning through assessment includes the combination of standardized testing, students' self-assessment, and classroom observational data.

Fogarty and Pete identify change, challenge, and choice as important elements of differentiated instruction. Examples of changing the process include the use of direct instruction, cooperative learning, and inquiry learning. Gardner's theory of multiple intelligences in which students have an opportunity to use their varied preferences to learn is the framework for changing the

student product. Challenging students promotes brain engagement through the use of novelty. Choice allows students to decide how to demonstrate their learning within the parameters set by the teacher.

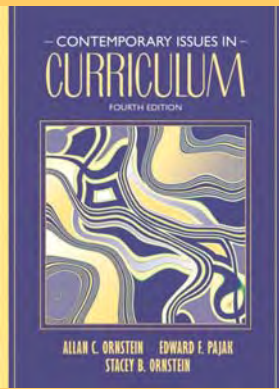
The third chapter discusses how teachers address the disparate levels of student readiness to learn through the identification of prior knowledge and what is not known, and adjusting instructional activities accordingly. Flexible skill grouping is presented as a means to cluster students learning a specific skill. When students demonstrate mastery, they are rotated out of the group. The use of temporary grouping for a specific purpose avoids any stigma or labeling. Data indicate that flexible skill groupings enhance student achievement, leading to higher test scores.

The final half of the book offers an in-depth look at how to differentiate the lesson, curriculum, and assessment. Highlights of chapter four include examples of teachers changing the content, process, and the student product. The activity at the end of the chapter allows a teacher to take an existing lesson and modify it to meet the individualized needs of all learners.

In chapter five, the twelve principles that guide the process of learning for the brain foster the differentiation of curriculum. Relevant theoretical models of learning by Bloom, Gardner, Sternberg, and Holmes are also discussed. Student-centered curriculum models include problem-based learning, case studies, project and service learning, themes, and performances.

The text concludes with a look at how to differentiate assessment of student progress, encompassing a discussion of the use of traditional, portfolio, and performance assessments.

How to Differentiate Learning: Curriculum, Instruction, Assessment is an easily utilized volume that will be a valuable addition to any classroom teacher's professional library. The activities and examples presented within the text will aid new and experienced educators in developing their own teaching strategies to meet the individualized needs of their students. As Fogarty and Pete point out in the introduction, differentiated learning is not a novel idea. The current focus on the use of standards as a measure of student achievement has prompted a renewed look at this teaching method. This text will be a valuable addition to academic library collections supporting teacher education programs.



Contemporary Issues in Curriculum – Reviewed
By Michelle Dubaj

Ornstein, Allan C., Pajack, Edward F., and Ornstein, Stacey B. eds.

Contemporary Issues in Curriculum, 4th ed. New York: Pearson Education, Inc., 2007. ISBN 0-205-48925-7. \$113.

The fourth edition of *Contemporary Issues in Curriculum* replaced an earlier edition that was published nearly five years ago. The new edition has kept the same structure; it is divided into six parts, each with a varying number of chapters written by different authors. There are no duplicate authors except for one of the book's editors, Allan Ornstein, who wrote three of the forty chapters. The fourth edition continues the tradition of opening each chapter with a set of focus questions and closing with a set of discussion questions. Each of the six parts ends with a cumulative PRO-CON chart and a case-study. Although the book is written to function like a textbook, the content would be useful to any educator.

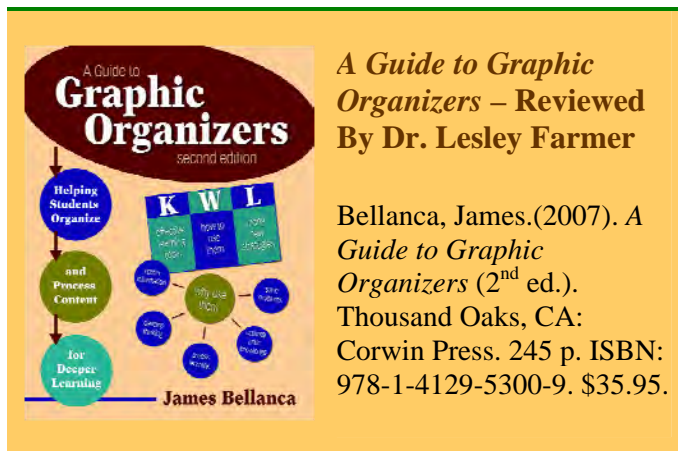
New to this edition is the inclusion of professional profiles at the beginning of each part of the book. The six profiles are two to three pages in length and are like a mini interview. Aside from the standard vitae material such as degrees and positions held, each profile contains sections for achievements, regrets, favorite education book and journal, the best book/chapter written, and information on the most influential person in their career, their thoughts on curriculum/teaching relationship, their professional vision and their advice to teachers. Of the six profiles, all of the professionals are currently in academia, and only two listed any K-12 school experience. The inclusion of more people from outside of academia would have made this feature stronger.

In addition to the professional profiles, over ten new chapters were added to this edition. Even though there were some older chapters removed, the new edition of the book has grown from thirty-six to forty chapters. Much of the new material is in part four, "Curriculum and Instruction," including chapters on segregation, multicultural education, the knowledge arts and a political humanist curriculum. Only two of the six case

studies were updated in the book, and oddly there was not a new case study for part four which had the most content change.

Allan Ornstein also produced a new edition of another curriculum book from Pearson Education. *Curriculum: Foundations, Principles & Issues* has a projected availability date of April, 2008. Educators would be served to compare the two tables of contents to see which book better suits their needs. The latter book includes philosophical, psychological and historical aspects of curriculum as well as sections about curriculum design and development.

Many curriculum books seem to be approaching a new edition cycle. Aside from *Curriculum: Foundations, Principles & Issues*, a new edition of Peter Olivia's *Developing the Curriculum* came out in Jan 2008. The second edition of *Curriculum Development: Theory into Practice* by Tanner & Tanner came out in 2006. Finally, the seventh edition of *Curriculum Development: A Guide to Practice*, by Wiles and Bondi came out in 2006 as well. For collections that support undergraduate pre-service teachers, the four other curriculum guides mentioned above would be more appropriate additions to a collection. At least one should be present before considering the purchase of *Contemporary Issues in Curriculum*. For collections that support graduate students and curriculum specialists, *Contemporary Issues in Curriculum* is an excellent book that goes beyond the basics of history and implementation and draws current issues out into discussion.



A Guide to Graphic Organizers – Reviewed By Dr. Lesley Farmer

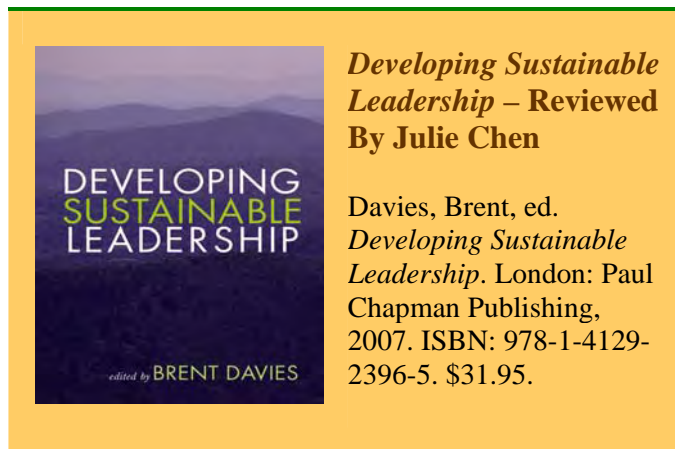
Bellanca, James.(2007). *A Guide to Graphic Organizers* (2nd ed.). Thousand Oaks, CA: Corwin Press. 245 p. ISBN: 978-1-4129-5300-9. \$35.95.

Graphic organizers constitute a useful tool for representing information and its processes. James Bellanca updates his two earlier works on graphic organizers (Cooperative Think Tank I and II, published 1990 and 1992). The 2007 edition updates the bibliography, discusses current research, and adds new graphic organizers.

Almost two hundred pages are dedicated to the 24 graphic organizing templates. Each entry includes the graphic organizer diagram and blank master, its purpose and uses, associated vocabulary, level of difficulty, the learning phase (i.e., input, elaboration, output), the thinking process, sample lesson, and organizer examples for elementary, middle, and high school applications. Types of organizers range from well-known models (e.g., Venn, concept maps, fishbone, plus/minus/interesting, sequencing chart) to newer designs (e.g., inference funnel, prediction tree, starburst). The two-way thinking tower is an effective way to compare inductive and deductive thinking. The right-angle and classification flow chart do not seem to work effectively. The sample lessons used to apply the model seem uneven in quality.

In the second section of the book, Bellanca briefly discusses the need for higher-order thinking and metacognition. He introduces Feuerstein’s three phases of learning, and suggests practical ways to group students for collaborative work using graphic organizers. His discussion of graphic organizers as assessment tools is probably the strongest chapter in this rather shallow “theoretical” section. Bellanca also asserts that graphic organizers can help schools implement the No Child Left Behind Act, noting a couple of supportive research studies. Four appendices include a short list of relevant websites, a three-page bibliography, and a detailed index.

The diagrams are clearly done, and the overall layout of the book is very accessible. The cover is available in paper and hard back. Teachers can make good use of the book, if for no other reason than for its collection of clear graphic organizer masters.



Developing Sustainable Leadership – Reviewed By Julie Chen

Davies, Brent, ed. *Developing Sustainable Leadership*. London: Paul Chapman Publishing, 2007. ISBN: 978-1-4129-2396-5. \$31.95.

In his latest book, Davies focuses on the question of sustainability in educational leadership. While most books on leadership take an outward focus – how to lead others – this book tackles the leadership question by looking both outward and inward, the latter being how to sustain oneself as a leader.

This issue is especially pertinent right now. Over 40 percent of U.S. school principals are planning to retire within the next five years, but younger teachers don’t see much incentive – financial or workload-wise – to fill up these vacancies. To tackle the looming recruitment and retention problems in their respective K-12 systems, the 14 contributors, hailing from the U.S., the U.K., Canada, and Australia, share insights from their own research and programs. School leaders might recognize themselves or their staff in both the descriptions of shared purpose, passion, and resilience as well as the frustrations of dealing with impossible externally imposed standards and general resistance to change from the ranks.

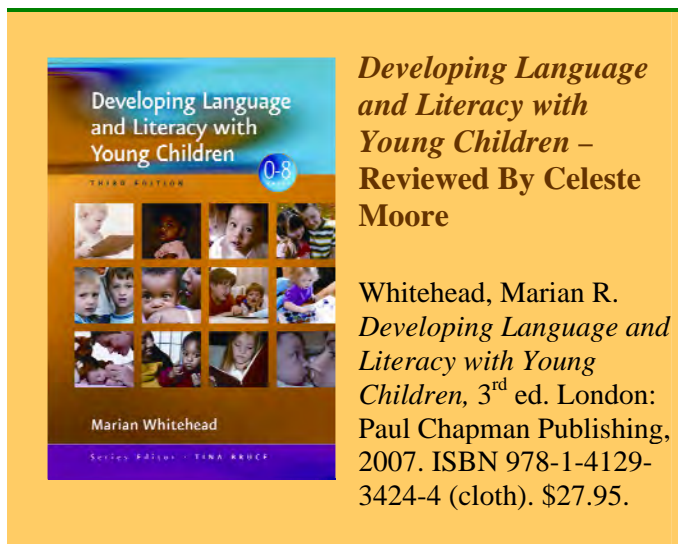
In examining the research in the first seven chapters on how leaders sustain themselves, several themes emerge. One is shared vision and teamwork, because successful leaders do not work in isolation. Another is communities of practice and professional renewal, which provide inspiration and resources, both the mental and physical sustenance required to keep going. Yet another is networking with other schools, which shows people that they are not alone in their struggles.

Individual topics also get in-depth treatment. Chapter one brings up the importance of personal humility in building a great organization, another take on the adage, “There is no ‘I’ in team.” Chapters two and four both talk about the importance of separating work from one’s personal life, in particular, finding time to get away from

the stresses of work. Chapter five reminds us of the value of traditions and why sometimes it is important to pay tribute to the status quo.

The final three chapters present alternate views on the issue of sustainability. Chapter eight examines the impact of market forces on education; chapter nine looks at leadership at the systematic level; and chapter ten views leadership succession as a natural part of the sustainability equation.

While not an easy read, *Developing Sustainable Leadership* is an important contribution to the field of educational leadership, and even though all of the research presented here was conducted within the K-12 context, educational leaders at all levels can benefit from its insights.



Marian Whitehead’s *Developing Language and Literacy with Young Children* is a valuable resource for parents, care givers, teachers, librarians and other practitioners that work with young children. The book covers the topic of early communication and language development in children ages birth through eight years of age. The author describes her purpose for the book as providing parents and practitioners with a “confident understanding of children’s language development in the early years from birth to eight.” This confident understanding can help foster emergent language and

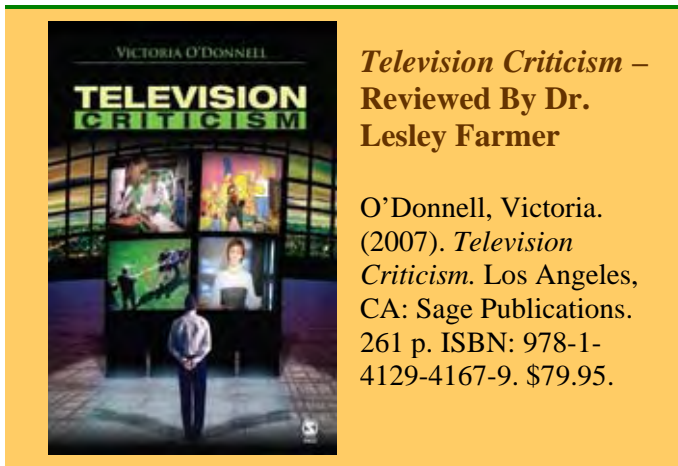
literacy development in children. I found the book to be helpful both as a librarian and mother of young children.

The author is a former teacher, academic instructor, and linguistics researcher as well as a mother and grandmother. The author’s personal experiences are infused into the chapters to create a unique readability for the book. The blending of academic research and personal experience sets this title apart from other purely academic works. The photographs reinforce the text and add another dimension to the book. The author is a well respected expert in this field and this title is a useful tool for anyone wishing to learn more about the development of language and literacy in the early years of life.

The author has organized the book into six chapters that clearly cover many of the topics concerning communication and literacy in young children. These chapters include the development of language and literacy, young bilinguals, stories and play, literacy birth to six, developing readers and writers, and talking with adults about language and literacy development in young children. Whitehead also includes a glossary, a comprehensive bibliography, an index and a short website list. Many chapters also include summaries, recommended resource lists, or suggested activities to aid in the development of language and literacy in children. Another point of interest is a detailed bibliography of resources for those interested in building a collection of children’s literature, included in chapter three. The organization of the book is well thought out and easy to read.

Whitehead approaches the topic of emergent language and literacy holistically. This approach provides the reader with a solid understanding of how children develop language and literacy. The author also discusses blind and deaf children and how their sensory limitations impact the development of early language and literacy. One important area not covered in depth is the subject of learning disabilities and how to assist children with learning disabilities with their development of language and reading. Additional coverage of learning disabilities would strengthen the already good coverage of early language and literacy.

Overall, the author’s approach to the topic is effective and provides beneficial information about language and literacy development. *Developing Language and Literacy with Young Children* is an enjoyable yet informative read for parents, care givers, educators, librarians and other practitioners working with young children. This is a worthy title to add to your personal or professional collection!



**Television Criticism –
Reviewed By Dr.
Lesley Farmer**

O'Donnell, Victoria.
(2007). *Television
Criticism*. Los Angeles,
CA: Sage Publications.
261 p. ISBN: 978-1-
4129-4167-9. \$79.95.

With hundreds of television channels 24/7, the need for critical examination of TV productions has increased. O'Donnell's book serves as a textbook for journalism students who want to incorporate theoretical approaches into critical television program analysis. O'Donnell has taught film and television courses at Montana State University in Bozeman. Her examples demonstrate her current knowledge of television shows such as *Tavis Smiley* and *Prison Break*.

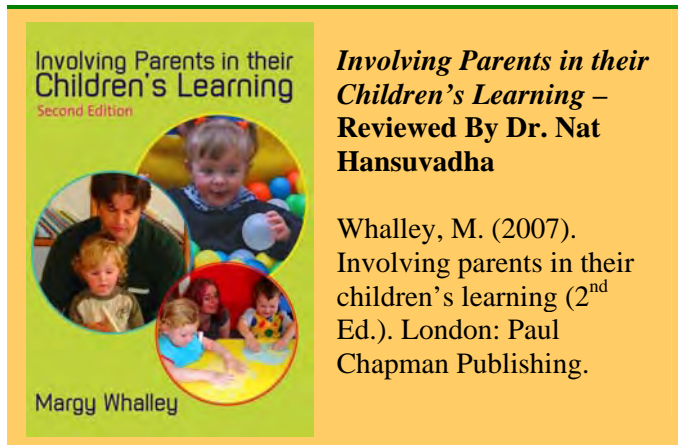
In the first part of the book, O'Donnell describes the work of journalistic television critics, noting their impact on the television industry and social culture. She provides the context of TV criticism by explaining the business of television: a communication channel that offers programming in order to entice people to watch advertisements, which pay for television. She details the production process and advertising decision points. Formal aspects of television comprise the second part. O'Donnell describes those factors that contribute to a TV program's style: lighting, sound, art direction, camera work, editing, and the individuals involved throughout the process. Writing – telling the story – is given a separate chapter. O'Donnell explains narrative theories and structures, and explores myth and archetypes. Chapter five details and compares various television genres and their subgenres: comedy, talk shows, news, magazine shows, drama, soap opera, science fiction, reality shows, sports, children's television, game shows, and other genres. For each, she notes the format, characteristics, plot, characters, and sample shows.



Part three deals with theoretical approaches to television. O'Donnell compares rhetoric and culture, and then

discusses the role of representation. A separate chapter covers postmodernism criticism, asserting that MTV exemplifies this approach to entertainment (unconvincingly in this reviewer's opinion). The final part offers specific guidelines for television criticism, including a lengthy list of critical questions, and provides a sample critique of *CSI*. Each book chapter ends with a summary of the main points, exercises, and a short list of readings. A few black-and-white images scatter the text. A lengthy bibliography and index conclude the volume.

The author correctly targets the audience for *Television Criticism*. She also carefully confines her discussion to programs, omitting advertising criticism. Nevertheless, educators will find useful theories to guide critical examination of television programming. With the increased interest in mass media literacy, this book provides a useful addition to education collections.



Involving Parents in their Children's Learning – Reviewed By Dr. Nat Hansuvadha

Whalley, M. (2007). *Involving parents in their children's learning* (2nd Ed.). London: Paul Chapman Publishing.

Margy Whalley's *Involving Parents in their Children's Learning* is an appealing resource for teachers, administrators, and families in early childhood education. As a former early childhood educator, I found this book inspiring in its implementation of family-centered values and Freire principles at Pen Green Center in Norby, Corthants, (UK) which serves children under five and their families. In this text, lead researcher and author, Margy Whalley, describes the outcomes of a five-year research and development project, which involved the collaboration and ongoing dialogue of staff, researchers, and parents.

The book resonates with the approach that there is a mutual need for families and staff to collaborate and learn from and with each other. For example, the center emphasizes parent involvement by taking on the role of observer, researcher, and student of their children. Using this strength-based approach to teaching and learning, parents are taught what to observe at home, and they borrow video recorders to capture their children's daily schemas. As the text states, "Pen Green staff see parents as their children's best educators, and encourage parents to be passionate advocates on behalf of their children; from the first day in a parent and toddler group or when they start in the nursery, right the way through their primary, secondary and tertiary education" (p. 31). Parents engage in reflective parenting and through this process gain a deeper understanding of their children's functional behavior.



The author organized the book into twelve chapters that describe the purpose, history, and outcomes of children's

development learned at the Pen Green Center. These chapters address issues of parent involvement, developing evidence-based practices, and dialogue and sharing information. In addition, vignettes of parents engaging with their children in their own homes and at the nursery are woven into the discussion to illustrate

real life examples of parents' emerging understanding of their children's development.

In summary, *Involving Parents in their Children's Learning* is a unique guide for students, practitioners, parents, and administrators of young children who want to understand specific strategies to maximize parent involvement and collaboration.

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New and Forthcoming

Barr, C. (2008). *Best new media, k-12: A guide to movies, subscription web sites, and educational software and games 2007.* Westport, CT: Libraries Unlimited. ISBN: 1591584671; 9781591584674. OCLC: 141383197. \$50.00.

Barr's new volume covers 2001 to the present for DVDs (educational movies and documentaries), educational software and CD-ROMs (including educational programs and computer), and subscription Web sites. The introduction addresses selection, acquisitions, cataloguing, shelving, and security of new media. Each title includes a brief descriptive annotation (including grade level), and review citations. Includes indexes. Intended for librarians and educators.

Barstow, B., Riggle, J. & Molnar, L. M. (2008). *Beyond picture books: subject access to best books for beginning readers.* 3rd ed. Children's and young adult literature reference series. Westport, CT: Libraries Unlimited. ISBN: 9781591585459; 1591585457. OCLC: 174501525. 645 pp. \$75.00.

This annotated volume profiles some 3,750 of the best thematic literature-based books for emerging readers, ages 5-8. With a subject-based organization like its companion guide to picture books, A to Zoo, this book covers titles published mostly within the past decade. Each entry offers bibliographic information, a brief plot summary, and description of illustrations and other features to help make informed selection and programming decisions. Also included is a list of outstanding first readers, and four indexes - title, illustrator, series, and reading level. Lexile levels are given where available. Intended for reading teachers, librarians and parents. Includes bibliographical references and indexes.



Grant, C. A. & Thandeka, K. C., (Eds.) (2008). *History of multicultural education.* 6 vols. London: Routledge. ISBN: 9780805854497; 9780415988902. OCLC: 174450364. \$650.00.

This 6-volume set documents, analyzes, and critiques a comprehensive body of research from the past thirty-four years on the history of multicultural education in the U.S. These volumes provide a means of

understanding and visualizing the development, implementation, and interpretation of multicultural education in American society, past, present and future. Readers will also see how language, pedagogical issues, and policy reforms have been constructed, assimilated, and mutated over the highlighted period of time.

Each volume contains archival documents organized around a specific theme and an historical timeline of the progression of research and theory on each topic. The volumes are: 1: Conceptual Frameworks and Curricular Content; 2: Foundations and Stratifications; 3: Instruction and Assessment; 4: Policy and Governance; 5: Students and Student Learning; 6: Teachers and Teacher Education.

Harlen, W. (Ed.) (2008). *Student assessment and testing.* 4 vols. Series: SAGE library of educational thoughts and practice. London: Sage Publications Ltd. ISBN: 9781847870476; 1847870473. OCLC: 173720734. 1620 pp. \$1,050.00.

This four-volume set brings together key articles from the literature providing theoretical discussion and reporting research in student assessment throughout the range from pre-school to post-school education. The range of purposes, procedures, policies and properties of assessment are covered in the four volumes. The articles cover issues and practices of wide general application. The four volumes are: 1: Assessment Roles and Purposes; 2: Methods and Technical Issues in

Assessment; 3: National and International Assessment; 4: Assessment Policies and Systems.

Irving, J. (2008). *Story celebrations: A program guide for schools and libraries*. Westport, CT.: Libraries Unlimited. ISBN: 9781591584322; 1591584329. OCLC: 173659470. 216 pp. \$35.00.

This volume contains thematic, book-based activities for children in grades 4-8. Ten chapters focus on popular themes and study areas. Each theme has an annotated list of select books and two complete programs. Programs include activities and step-by-step instructions, materials lists, reproducible patterns, scripts, and stories. Activities include reading, creative dramatics, puzzles, writing exercises, arts and crafts, and more. Intended for school and public libraries. Includes bibliographical references and indexes.

Levstik, L. S. & Tyson, C. A. (2008). *Handbook of research in social studies education*. New York, NY: Routledge. ISBN: 9780805855364; 9780805855357; 9780203930229 (e-book). OCLC: 172521724. \$89.95.

This Handbook outlines the current state of research in social studies education. Interwoven throughout are 19 chapters with topics representing a major emphasis in the NCSS standards, and topics reflecting an emerging or reemerging field within the social studies. Major themes are: Change and Continuity in Social Studies; Civic Competence in Pluralist Democracies; Social Justice and the Social Studies; Assessment and Accountability; Teaching and Learning in the Disciplines; Information Ecologies: Technology in the Social Studies; Teacher Preparation and Development. Intended for beginning and experienced researchers in the field.

Narins, B. et al. (2008). *The African American almanac*. 10th ed. Detroit: Thomson Gale. ISBN 9780787640217; 0787640212. OCLC: 172987965. 1468 pp. \$259.00. E-book also available.

This Almanac provides a range of historical and current information on African American history, society and culture, and includes coverage of such topics as: Africa and the Black Diaspora; Film and television; Landmarks; National organizations; Population; Religion; Science and technology; and Sports. Also included are chronologies, texts of important documents, legislation, speeches, biographical profiles, essays, and more than 650 photographs, illustrations, maps and statistical charts to help them with their research. Includes bibliographical references, maps, portraits, and indexes.

Nucci, L. P. & Narvaez, D. (Eds.) (2008). *Handbook of moral and character education*. New York, NY: by Routledge. ISBN: 9780805859607; 9780805859614. OCLC: 166273617. \$89.95.

The purpose of this Handbook is to provide a comprehensive, research-oriented volume that includes the extensive changes that have occurred over the last fifteen years in the area of moral education. The 30 chapters cover the latest applications of developmental and cognitive psychology of moral and character education from preschool to college settings. Includes bibliographical references and indexes.

Orey, M. McClendon, V. J., & Branch, R. M. (2008). *Educational media and technology yearbook*. Vol. 33. Littleton, CO: Libraries Unlimited, Inc. ISBN: 9781591586470; 159158647X. OCLC: 11279741. 336 pp. \$80.00.

This 2008 volume highlights the major trends of the previous year, with a focus on instructional technology education. It features the winning paper of AECT's ECT Foundation's Qualitative Inquiry Award. It discusses advances in the school and library media worlds and identifies instructional technology-related organizations and graduate programs across North America. This volume also concludes with a mediagraphy of journals, books, ERIC documents, journal articles, and nonprint resources. Intended for media and technology professionals.

Outhwaite, W., & Turner, S. P. (Eds.) (2007). *The SAGE handbook of social science methodology*. Los Angeles; London: SAGE. ISBN: 9781412901192; 1412901197. OCLC: 85691609. 622 pp. \$130.00.

This Handbook provides a comprehensive overview of the methodological literature, both quantitative and qualitative. International contributors provide comments on every aspect of the various central issues, complications, and controversies in the core social science methodological traditions. The text is divided into 7 sections:

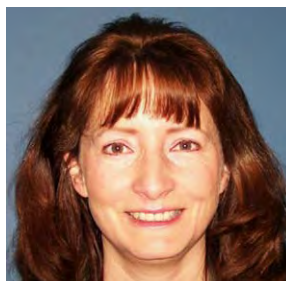
Overviews of methodological approaches in the social sciences; Cases, comparisons, and theory; Quantification and experiment; Rationality, complexity and collectivity; Interpretation, critique and postmodernity; Discourse construction; and Engagement. Includes bibliographical references and indexes.

Stevens, J. & Salo, D. S. (2008). *Fantasy authors: A research guide*. Author Research Series. Westport, CT: Libraries Unlimited. ISBN: 9781591584971; 1591584973. OCLC: 181335733. \$45.00.

This book provides a starting point for researching popular fantasy authors and to find new ones. It includes entries for approximately 100 leading contemporary authors, listing print and online sources, as well as web sites for obtaining authoritative information. Intended for students, researchers, readers' advisors, and fantasy fans. Includes bibliographical references and indexes.

Vardell, S. M. (2008). *Children's literature in action: A librarian's guide*. Library and information science text series. Westport, CT.: Libraries Unlimited. ISBN: 9781591586579; 9781591585572. OCLC: 173659472. 323 pp. \$50.00.

This is an activities-oriented survey of children's literature for undergraduate and graduate students seeking licensure and degrees leading to careers working with children in school and public libraries. The eight chapters include explanations of the genres, introductions to the authors and illustrators, the use of specific titles with their audiences, and linking of literature with active practice. Chapters include collaborative activities, selected awards and celebrations, historical connections, recommended resources, issues for discussion and assignment suggestions. Intended for school and children's librarians. Includes bibliographical references (p. 265-297) and indexes.



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Resources on the Net

Evaluating and Selecting Multicultural Children's Literature Compiled By Chris Bober

Barahona Center for the Study of Books in Spanish for Children and Adolescents. (n.d.) Retrieved December 07, 2007, from California State University, San Marcos Web site: <http://www.csusm.edu/csb/english/>

The aim of the Barahona Center is to collect comprehensively books in Spanish published internationally since 1989. To this end, they have created a searchable database of over 10,000 recommended titles in Spanish for both children and adolescents. Of note is that the "database is free to the public and can be searched in a variety of ways, including by title, subject, age/grade, and publisher and it provides a summary and full bibliographic information for each title."

Bartle, L. R. (2007, December). *Database of Award Winning Children's Literature* Retrieved December 07, 2007, from <http://www.dawcl.com/>

Lisa Bartle, the creator of this database, is a reference librarian at California State University, San Bernardino. Bartle uses listings of major children's book award recipients to maintain a database of books that can be searched by various fields including reader age, setting, genre, period, ethnicity, historical period, keyword, and award received. The database features almost 7,000 records from 78 awards (<http://www.dawcl.com/awards.html>) across six English-speaking countries: United States, Canada, Australia, New Zealand, England, and Ireland.

Cooperative Children's Book Center. (n.d.) *Multicultural Literature*. Retrieved February 14, 2008, from <http://www.education.wisc.edu/ccbc/books/multicultural.asp>

The Cooperative Children's Book Center (CCBC) is hosted by the University of Wisconsin-Madison's School of Education. They define multicultural literature as "books by and about people of color: African and African Americans, American Indians, Asian/Pacific and Asian Pacific Americans, and Latinos." Among the resources listed are "annual statistics on the number of books published annually by and about people of color." Bibliographies and booklists of multicultural books appropriate for grades K-12 are also provided.

Hurst, C., & Otis, R. (2007). *Carol Hurst's Children's Literature Site*. Retrieved February 14, 2008, from <http://www.carolhurst.com/>

This site is described as "a collection of reviews of great books for kids, ideas of ways to use them in the classroom and collections of books and activities about particular subjects, curriculum areas, themes and professional topics." The site is divided up into thematic sections. For example, in the section on U.S. History, users can locate relevant books on slavery and the Civil Rights Movement. Books on Native Americans are found in the Culture section.



International Children's Digital Library Foundation. (n.d.) *International Children's Digital Library*. Retrieved December 07, 2007, from <http://www.childrenslibrary.org>

The International Children's Digital Library is a freely available digital collection of children's literature featuring hundreds of internationally published books. These books are fully illustrated and written in the original language of publication. It is believed that

“combining the Internet with children’s literature enables students to develop a richer understanding of the many different cultural experiences in the world, preparing them to take advantage of the important benefits that exposure to diversity provides.”

Leitch Smith, C. (2007) *Exploring Diversity through Children's & Young Adult Books: Background Reading*. Retrieved December 07, 2007, from http://www.cynthialeitchsmith.com/lit_resources/diversity/multicultural/multi_background.html

Cynthia Leitch Smith, a prominent children’s author, has collected a list of resources on diversity in books for young people. Readers will find links to multicultural literary works appropriate for grades K-12. Themes of interest to teachers and librarians include Asian Americans, Native Americans, discrimination, tolerance, and interracial issues. There is a featured link to *Multicultural Reading*, “an annotated bibliography of some of our favorite titles; great for curriculum building, collection diversification, and reading group planning.”

National Council for Social Studies. (n.d.) *Notable Social Studies Trade Books for Young People*. Retrieved December 07, 2007, from <http://downloads.ncss.org/notable/notable2007.pdf>

This is an annotated bibliography of books published in 2006 appropriate for children in grades K-8. It is published as an annual supplement to the May/June issue of the journal *Social Education*. The books were selected for inclusion by a Book Review Committee appointed by the National Council for the Social Studies in conjunction with the Children’s Book Council. Evaluation criteria include an “emphasize human relations, represent a diversity of groups and are sensitive to a broad range of cultural experiences, present an original theme or a fresh slant on a traditional topic, are easily readable and of high literary quality, and have a pleasing format and, when appropriate, illustrations that enrich the text.”



National Council for the Social Studies. (n.d.) *Carter G. Woodson Book Award Winners*. Retrieved December 07, 2007, from <http://www.socialstudies.org/awards/woodson/>

Established in 1974, the Carter G. Woodson Book Award recognizes outstanding social science books for young readers published in the United States that portray ethnicity. The intention of this annual award is to "encourage the writing, publishing, and dissemination of outstanding social studies books for young readers that treat topics related to ethnic minorities and race relations sensitively and accurately."

North Central Regional Educational Laboratory. (n.d.) *Criteria for Evaluating Multicultural Materials*. Retrieved December 07, 2007, from North Central Regional Educational Laboratory <http://www.ncrel.org/sdrs/areas/issues/content/contareas/reading/li4lk26.htm>

This site provides librarians who are in the process of developing their multicultural literature collections with a checklist of what to look for when evaluating multicultural materials. Additional links are provided to other evaluative resources.

Smith, R. (n.d.) *Celebrating Cultural Diversity Through Children's Literature*. Retrieved December 07, 2007, from <http://www.multiculturalchildrenslit.com/>

This web site contains links to annotated bibliographies of children's multicultural books appropriate for grades K-6. Among the cultural groups presented are African Americans, Chinese Americans, Latino/Hispanic Americans, Japanese Americans, Jewish Americans, Native Americans, and Korean Americans. Each entry features related links for further exploration. The books are listed by genre: realistic fiction, information (non-fiction), traditional literature, biography, historical fiction, poetry, and fantasy. The entries appear to be a little dated although recent content from 2006 is also featured.

United States Board on Books for Young People. (n.d.) 2007 USBBY-CBC Outstanding International Books. Retrieved February 14, 2008, from http://www.usbby.org/USBBY_bookmarkWEB.pdf

The United States Board on Books for Young People (USBBY) is a national section of the International Board on Books for Young people (IBBY) that is based in Switzerland.

In 2006, USBBY, in association with the Children's Book Council (CBC), began producing a bibliography of outstanding children's literature that originally published outside of the United States. The books appearing in this bibliography were all published in 2006 and are either originally written in English or they have been translated into English. The books were selected to "help American children see the world from other points of view, exhibit a distinct cultural flavor, or provide a perspective or address a topic otherwise missing from children's literature in the United States." The authors acknowledge that to date, there have been few contributions from African, Asian and Latin American countries. In the February, 2007, edition of *School Library Journal*, Kathleen Isaacs, chair of The Outstanding International Booklist Committee, provides abstracts for the 39 titles that were selected: <http://www.schoollibraryjournal.com/article/CA6410489.html>.

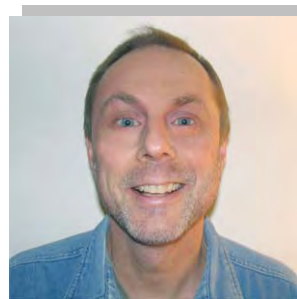
Vandergrift's Children's Literature Page. (2007, December). Retrieved December 07, 2007, from <http://www.scils.rutgers.edu/~kvander/ChildrenLit/index.html>

This resource is maintained by Kay E. Vandergrift, professor emeritus, Rutgers University, Newark, New Jersey. This site is dedicated to those who care about children and literature for "story gives public form to private meanings and thus helps those who receive its messages to reach out to other human beings in the world, knowing that they share some of the same concerns and feelings." Of particular interest are links to annotated bibliographies in which positive images of various cultural communities are portrayed in children's books. The representative cultural communities include

African Americans, Asian Americans, Hispanic Americans, and Native Americans.

Compiler's Note: Text that has been enclosed in quotation marks has been taken directly from the source document.

Editor's Note: Weblinks that were too long to fit on one line were embedded so as not to be broken up onto two lines which would cause them to be inactive.



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Our Editorial Board

Jacqueline Snider

Book Review & Liaison Editor



Jacqueline Snider wears several hats. First, she is manager of the Information Resource Center at ACT, a testing company, in Iowa City, Iowa. Since 2003, she teaches collection management at The University of Iowa's School of Library and Information Science. With regard to education, she received her

M.L.S. from the University of Toronto, earned a Master's in Educational Psychology in 2006, and is a Ph.D. student in the College of Education at the University of Iowa. She has worked in public, academic and special libraries in Toronto, Chicago, and Iowa City.

The Education Division saved Jacqueline's life. In 1993 at her first SLA conference, she walked into the Division's board meeting, and was welcomed with open arms by Gladys Dratch, the Division's chair. Since then, Jacqueline has held various positions in the Division including Bulletin editor, Division Chair, and Membership Committee Chair. The Education Division provides a network of advice, support, and fellowship that strengthens and enhances the work she does as an information professional.

In addition to the Education Division, Jacqueline is a founding member of the Iowa Chapter of SLA, and chair of its Student Relations Committee. She also is a member of SLA's Research Committee. Jacqueline spends most of her free time working on her courses, and fretting about possible dissertation topics. Her professional interests include staff development, user needs, policy implementation, outputs, and outcomes, as well as customer service.

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Cybèle Elaine Werts

Article & Layout Editor



Cybèle Elaine Werts works at a nationally renowned research and development agency providing special education research and technological technical assistance to state departments of special education and other clients in the Northeast. In addition, She works with data analysis, evaluation work, and online

survey design producing a yearly progress report which is submitted to the Office for Special Education Programs (OSEP). Werts is the website administrator for and manages most technological issues in her office.

Werts also publishes a series of articles, interviews and podcasts for *Information Outlook*, the journal of the Special Libraries Association and can also be found on her personal website. She also developed a series of podcasts focused on using technology as a tool for collaboration and training. The series includes introductory information on podcasts, webinars, wikis, really simple syndication (RSS), online survey applications, and digital photography.

Werts has several hobbies including amateur photography and snuggling her kitties Lucy and Chica to distraction. She also collects vintage paperback books from the 1960s, the golden age of pulp novels.

Werts received a BS in video production and an MA in educational technology, both from San Diego State University.

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Debbie Bogenschutz

Business & Circulation Manager



Debbie Bogenschutz has been Coordinator of Information Services at Cincinnati State Technical and Community College for 28 years. She chose SLA as her primary professional organization since she's a generalist with a wide variety of specialist users, and SLA helps her keep on top on many different fields. The

Education Division became her SLA home since education is the main concern. "Faculty in two-year colleges, especially technical educators," Debbie explains, "often had not expected a career in education. They were working in their respective fields when they answered the call to teach. My research for faculty members is often on educational issues, while I'm helping students in a wide variety of disciplines." Debbie is also active in the Cincinnati Chapter of SLA, having served twice as its President.



In her leisure time, Debbie quilts, and is an avid reader of mystery fiction. This photo is of Debbie's grandson Patrick at age two on the

internet. Debbie says "I like sharing research skills with a new generation, but my technical skills are quickly being surpassed. My grandson's mouse skills are every bit as good as mine."

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Suzanne Brown



Suzanne Brown, University Librarian (rank), is in her twenty-seventh year at the George A. Smathers Libraries at the University of Florida, Gainesville, Florida, and is a twenty-nine year+ member of SLA. After over twenty-five years in the Education Library, in August 2007, Suzanne became a Research Assistant,

Instruction and Outreach Librarian (title) in the Humanities and Social Sciences Reference Unit (HSSR), a lateral move in the same department. This position is in a newly renovated and enlarged high tech building serving the Social Sciences and Humanities, the most popular research, study, and social center of the university.

Suzanne helps coordinate the UF Libraries' 2008 fall semester program using Facebook, Second Life, digital slide shows, blogs, Film Day, LibGuides development, serving on campus-wide committees for program coordination, designing and/or coordinating small and large library displays, posters, and participating in research on Freshmen Common Reader Programs.

Suzanne is a past president of the Florida and Caribbean Chapter, a past chair of the Education Division, Editor of a Memorial Issue of *Education Libraries* for Anne Galler, a recipient of the 1997 Award for Professional Excellence, and a SLA presidential appointee to the special committee that recommended the SLA Caucus structure; SLA/Education Division Discussion List Moderator (SLAEDD-L) and Discussion List Development Coordinator; a past Networking Liaison to SLA-wide Networking Committee; and many times, a past member or chair of the division's Nominations Committee.

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Lesley Farmer

Education Division Chair



Education Division Chair Dr. Lesley Farmer coordinates the Librarianship program at California State University Long Beach. She has worked in a variety of library settings -- special, academic, school, public, for over 30 years. SLA helps Dr. Farmer keep current in the field, specifically in the areas of technology and management;

her contacts in the Education Division have been particularly welcoming. The knowledge gained through association engagement also informs her instruction. Professor Farmer's research interests include literacies, educational technology, collaboration, and gender studies. Her personal hobbies (besides reading) include travel, photography and other 2D art, singing, and Girl Scouts.

Dr. Farmer also serves as the VP Association Relations for the International Association of School Librarianship, and edits IFLA's School Libraries and Resource Centers Section newsletter. Dr. Farmer is a frequent presenter and author. Of her two dozen books, the most recent titles are *Information Literacy Assessment in K-12 Settings* (Scarecrow Press, 2007) and the upcoming 2008 book *Teen Girls and Technology: What's the Problem, What's the Solution?* (Teachers College Press).

Dr. Farmer first joined SLA in the mid 1970s when she held a technical librarian position at Singer Business Machines' Research and Development Center. In the '80s she became more active, and headed the Internet Project initiative for the San Francisco Chapter. The group developed a Train the Trainer model for Internet use, and Lesley presented for overflowing groups. Dr. Farmer had already contributed to *Education Libraries*, so her appointment as *Education Libraries* Editor was a logical decision. She now leads the division, and encourages the membership to participate actively.

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Karen McQuillen



Karen McQuillen is the Manager of Brigham Library of Educational Testing Service (ETS), in Princeton, New Jersey. She has been a member of the library's staff since joining ETS in

December, 1983. She has a strong background in searching the Internet and proprietary databases, and instructs ETS staff in the use of ETS Library Resources and Free Internet Technology Tools.

McQuillen received her MLS from Rutgers University in 1988, and her BA in English and Psychology from Trenton State College (now The College of New Jersey) in 1981. She was the 2005 recipient of the SLA Education Division's Anne Galler Award for Professional Excellence and in 2006 received an ETS Presidential Award for partnering with ETS leadership to develop a central Organizational Knowledge Resource and for helping position ETS for future growth. She is a past Chair of the Education Division of SLA, was president of the Princeton-Trenton Chapter of SLA in 1995-96, and began her second stint as that chapter's president in January 2008. SLA has enhanced her professional life greatly. She says, "My election to several leadership positions helped me to hone many of the skills I now use in a leadership position in my library. Being a member of the Education Division has given me the opportunity to network with other professionals who work in libraries that are similar to mine. We are able to help each other with specific questions and challenges."

McQuillen has a collection of music from Les Paul on 78's to Les Paul on Podcasts, and a complete set of Donny Osmond albums from the '70s. She says she is waiting until he becomes enough of an icon so that she can sell them. (and mentions that her all 'round nerdiness has truly been revealed). She also enjoys movies, bicycling, and travel.

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Sharon Weiner



Sharon Weiner is the Dean of Library Services at the Claire T. Carney Library, University of Massachusetts Dartmouth. She has been an academic librarian for 25 years and joined the SLA in 2002 when she became the Director of the Peabody Library for the College of Education and Human Development at Vanderbilt. She says that the

members of the Education Division were very welcoming to her and involved her quickly in the Division. SLA and the Education Division have enhanced professional life in several ways. She has learned much from the programs, which are always on the leading edge of our profession, and she has benefited from knowing other SLA members, who are excellent resources for information-sharing. She adds that: "I appreciate the opportunities for becoming involved in the organization as a leader."

Weiner's areas of professional interest include academic librarianship, leadership development in higher education and academic libraries, creating libraries that are relevant to our future users, and organization development.

Her hobbies are music (classical piano and church organ); gardening; and needlework.

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Erin Lanham. Website Administrator



Erin Lanham is a reference librarian at St. Charles Community College (SCC) in St. Peters, MO (just outside of St. Louis). She received her MLS from the University of Missouri – Columbia in 1999. Prior to SCC, she was a librarian at Solutia, Inc. for six years, where she supported the Environmental, Health and Safety group through research and document delivery

services. While at Solutia, she participated on the library's web team and led the library site's usability study and redesign in 2003. She is currently the Webmaster for the education division and St. Louis chapter of SLA, and has served as the chapter's Programming Chair and President.

During Erin's four years at SCC, she and her colleagues are implementing new technologies to reach students and increase the library's physical and virtual presence. She is most interested in what can be done to make library services accessible to community college students with varying learning styles and technological skills.

She remains active in SLA because of the leadership opportunities afforded to her on a local level. Through her division and chapter involvement, Erin has had the opportunity to plan programs, meet members, lead Board meetings and hone her public speaking skills. These are skills which have contributed to her professional development. When she's not working at SCC or participating in SLA activities, Erin walks her dog, reads, runs or takes a yoga class

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Submissions

About Education Libraries

Education Libraries is published by the Education Division of the Special Libraries Association. Its audience consists of education information professionals employed in a variety of venues, including special libraries and information centers, academic libraries, public libraries, and schools. Manuscripts submitted for publication in *Education Libraries* should present research studies, descriptive narratives, or thoughtful considerations of topics of interest to the education information professional. Manuscripts focusing on issues relevant to more general concerns either in education or in the field of library and information science are also welcome provided they include a significant contribution specifically germane to education, libraries and information science. *Education Libraries* is indexed in *ERIC*, *Current Contents in Education*, and *Library Literature*.

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Back issues of Education Libraries

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One electronic copy should be sent to:

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Inquiries regarding contributions are welcome and should be directed to Jacqueline Snider.

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