



Current Research Related to Young Adult Services, 2006-2009: A Supplement Compiled by the YALSA Research Committee

The YALSA Research Committee 2008-2009

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Recognizing how imperative it is for librarians who work with young adults to stay abreast of current research, in 2001 the YALSA Research Committee published an annotated bibliography of research related to young adult services. The items cited in that bibliography covered articles, book chapters, master's theses, and dissertations published between 1995 and 1999. A subsequent supplement was published highlighting items from 2000-2005. The current supplement includes items from 2006-2009. As with the original bibliography, weight was given to research that had direct implications for young adult services. While the bibliography is by no means comprehensive, it provides librarians seeking information on current trends in YA research a starting point.

The articles are listed under seven subject headings: 1) information seeking behavior, 2) intellectual freedom, 3) the Internet and other electronic resources, 4) public library services to teens, 5) school library services to teens, 6) young adult literature and teen's reading, and 7) major non-LIS research studies related to teens.

Information Seeking Behavior

Agosto, D.E., & Hughes-Hassell, S. (2006). Toward a model of the everyday life information needs of urban teenagers, Part 1: Theoretical model. *Journal of the American Society for Information Science and Technology*, 57(11), 1394-1403.

This is the first part of a two-part article that offers a theoretical and an empirical model of the everyday life information needs of urban teenagers. The qualitative methodology used to gather data for the development of the models included written surveys, audio journals, written activity logs, photographs, and semi structured group interviews. Twenty-seven inner-city teens aged 14 through 17 participated in the study. The resulting theoretical model includes seven areas of urban teen development: the social self, the emotional self, the reflective self, the physical self, the creative self, the cognitive self, and the sexual self. The researchers conclude that the essence of teen everyday life information seeking (ELIS) is the gathering and processing of information to facilitate the teen-to-adulthood maturation process. ELIS is self-exploration and world exploration that helps teens understand themselves and the social and physical worlds in which they live. This study shows the necessity of tying youth information-seeking research to developmental theory in order to examine the reasons why adolescents engage in various information behaviors.

Agosto, D.E., & Hughes-Hassell, S. (2006). Toward a model of the everyday life information needs of urban teenagers, Part 2: Empirical model. *Journal of the American Society for Information Science and Technology*, 57(11), 1418-1426.

This is the second part of a two-part article that presents a theoretical and an empirical model of the everyday life information needs of urban teenagers. Part 2 focuses on the derivation of the empirical model and on its relationship to the theoretical model presented in Part 1. Part 2 also provides examples from the project data to support each of the components of the empirical model, which ties 28 information needs topics to the seven independent variables in the theoretical model. Comparison of the empirical model to the results of past youth information behavior research shows that the participants in this study tended to have the same types of information needs as previous researchers have found with more advantaged, nonminority groups of teens. This finding is significant because it suggests that teenagers have similar information needs across socioeconomic, ethnic, cultural, and geographic boundaries. Due to the exploratory nature of this study, however, additional research is necessary to confirm this possibility.

Bilal, D., & Bachir, I. (2007). Children's interaction with cross-cultural and multilingual digital libraries II. Information seeking, success, and affective experience. *Information Processing and Management*, 43(1), 65-80.

This study focuses on the information seeking behavior of Arabic-speaking children in searching the International Children's Digital Library (ICDL). Study participants completed four tasks to find books that contained the requested information. Researchers developed a questionnaire to measure the student's success. Affective experiences were captured via group interviews.

Chelton, M. K. & Cool, C. (Eds.). (2007). *Youth information-seeking behavior II: Context, theories, models, and issues*. Lanham, Maryland: Scarecrow Press, Inc.

The first volume edited by Chelton and Cool focuses on the information seeking behavior of children. This volume focuses more exclusively on teen information-seeking behavior. The 10 research reports in this volume cover a wide range of topics ranging from a discussion of the

everyday information behavior of teens, to the information seeking behavior of queer youth, to the causes and implications of information-seeking failure. This volume concludes with a bibliography and an index. Recommended chapters include: Bernier, A. (2007). *Introduction: Not broken by someone else's schedule: On joy and young adult information seeking*, pp. xiii-xxviii and Valenza, J.K. (2007). "I'd be really dumb not to use it.": *Virtual libraries and high school students' information seeking and use – a focus group investigation*, pp. 207-255.

Chung, J., & Neuman, D. (2007). High school students' Information seeking and use for class projects. *Journal of the American Society for Information Science & Technology*, 58(10), 1503-1517.

This paper describes the information seeking behaviors of a sample of gifted and talented 11th grade students in a Speech class at a suburban high school in Maryland. Participants included the 21 students, their teacher, and the library media specialist for the school. Findings indicated that the students' information seeking and use were interactive, iterative, and serendipitous.

Goodman, J. (2007). Click first, ask questions later: Understanding teen online behavior. *Australasian Public Libraries and Information Services*, 20(2), 84-86.

This article examines the impact that teen's incessant use of technology has on their information seeking behavior. The author discusses the role of technology in teen's lives and concludes that technology isn't often viewed by teens as a primary research tool, rather it is an extension of their personalities. The author contends that libraries should create resources and media that mirror the design of the information that they find on the internet. If library instruction aids and resources are designed to mimic the presentation of non-technical media, teens may be more receptive to the information because it will be in a format that is more familiar to them.

Heinstrom, J. (2006). Fast surfing for availability or deep diving into quality: Motivation and information seeking among middle and high school students. *Information Research*, 11(4), 7-17. Also available online at: <http://informationr.net/ir/11-4/paper265.html>

This study explores whether the quality of middle and high school students' information seeking is related to their study habits. 574 students in grades 6 to 12 were categorized into three groups based on their study behaviors. It was found that the three groups had distinct information seeking styles and motivations. Students in the "deep" group engaged more in reflection and analysis. Students in the "surface" group were only focused on completing the assignment to get a grade. Students in the "strategic" group adapted their style to the demands of the assignment and their level of interest.

Julien, H. and Barker, S. (2009). How high-school students find and evaluate scientific information: A basis for information literacy skills development. *Library & Information Science Research*, 31(1), 12-17.

This paper examined the correlation between curricular emphasis on search skill development in high school science classes and actual student information literacy skills. Results showed that students have a difficult time demonstrating searching and evaluation skills, despite mandates for skill development in schools. The researchers postulated that contradictory results can be explained by the implied counter mandate for teachers to “teach to the test.”

Kim, S. (2008). Information seeking and use of high school students with diverse linguistic and cultural backgrounds in learning contexts. *Information Research*, 13(4). Also available online at: <http://informationr.net/ir/13-4/wks06.html>

This article describes the information seeking behaviors of a sample of high school students from diverse linguistic and cultural backgrounds who attended at a public high school in New Jersey. The author used a participant observer methodology in this qualitative study to observe the students' information seeking behavior and research skills in their school environment.

Merkley, C. (2008). High school students struggle to find school-related information on the web. *Evidence Based Library & Information Practice*, 3(4), 52-56.

This paper used an online questionnaire to explore how high school students satisfy homework-related information needs. Seventy-seven high school students at a public high school in north-east England participated in the study. This qualitative study used open-ended questions to obtain information about the problems these students encountered in seeking school-related information on the Internet.

Meyers, E.M., Fisher, K.E., & Marcoux, E. (2009). Making sense of an information world: The everyday-life information behavior of preteens. *The Library Quarterly*, 79 (3), 301–41.

“Tweens” are a sandwiched population with behaviors, circumstances, and needs distinct from children and young adults. Little research has addressed their information - seeking, especially regarding nonschool contexts. Guided by multiple frameworks (Dervin’s sense - making, Fisher’s information grounds, and Chatman’s normative behavior), data were collected using the “Tween Day” technique, involving scenario - based focus groups and interviews with thirty - four youth in three distinct settings. The study aimed at understanding the situations for which tweens seek everyday information; which sources they use, and why; what social settings foster information - sharing, and how; and what factors (especially affective) promote or hinder information - seeking. Using these findings, the proposed professional service framework contains five descriptive principles for mediating everyday - life information - seeking and information use by tweens.

Meyers, E., Fisher, K., & Marcoux, E. (2007). Studying the everyday information behavior of tweens: Notes from the field. *Library & Information Science Research*, 29(3), 310-331.

This article focuses on “tweens” (preteens ages 9–13) and their information seeking behaviors and needs. The authors discuss the physical, social, and cognitive developmental needs of tweens and how the study design captures the information needs associated with each. The study

design was tested with diverse populations in three distinct locations. The article outlines key features of a holistic youth information perspective, directions for future studies using the Tween Day methodology, and implications for youth information behavior studies in general.

Meyers, E. M., Nathan, L. P. & Sexton, M. L. (2007). Barriers to Information Seeking in School Libraries: Conflicts in perceptions and practice. *Information Research*, 12(2), 8-22.

This study investigates the relationship between the barriers in high school students' information seeking in high school libraries and teacher-librarians' self-perceptions. Using Kuhlthau's model, the authors conducted interviews at six high schools in the Pacific Northwest. Results indicated a disconnect between teacher-librarians' self-perceptions and their perceptions of their role in helping students with information seeking tasks. Examples of barriers to students' information seeking included lack of collaboration, autonomy, and lack of access to resources.

Shenton, A.K. (2007). Causes of information-seeking failure: Some insights from an English research project. In M.K. Chelton and C. Cool (Eds.), *Youth information-seeking behavior II: Contexts, theories, models and issues*. Lanham, MD: Scarecrow, pp. 313-368.

This chapter of *Youth Information-Seeking Behavior II: Context, Theories, Models, And Issues* focuses on the causes and implications of information-seeking failure. Written by Andrew Shenton, a heavily cited author on the subject, this chapter provides insights into why teens' information needs go unmet. The author concludes the chapter by providing recommendations for the development of resources and materials for teens and for enhancing teens' information seeking skills.

University College London/British Library. (2008, January). *Information Behavior of the Researcher of the Future*. Retrieved from www.bl.uk/news/pdf/googlegen.pdf.

This report commissioned by the British Library debunks the common myth that the "Google generation" is the most techno savvy. This extensive study investigated the impact of the Information Revolution on the information seeking behavior and information use behaviors of individuals born after 1993. Analysis of related literature, survey data, and log analysis of a British Library web site that targeted young adults revealed that these users use search engines as their primary tool for information seeking, that they scan information rather than reading it, and that they lack the critical thinking skills necessary to evaluate the information they find.

Valenza, J.K. (2006). They might be gurus: Teen information-seeking behavior. *Voice of Youth Advocates* [Electronic Journal]. Available at <http://pdfs.voya.com/VO/YA2/VOYA200604TagTeamTech.pdf>

The author categorized young adults' information seeking behavior into four groups. The common thread among the students was that they assumed that search engines would retrieve relevant results in response to natural language searches, indicating that they do not understand how information is organized. Moreover, the author found that young adults have difficulties in

naming their information needs and a deference to the importance of evaluating the information they find. These factors greatly diminish their ability to retrieve good search results. The author poses provocative suggestions and questions for thought on how to help young adults hone their information seeking skills.

Williamson, K., McGregor, J., Archibald, A., & Sullivan, J. (2007). Information seeking and use by secondary students: The link between good practice and the avoidance of plagiarism. *SLMR*, 10. Available at http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume10/williamson_informationseeking.cfm

The article reports phase 1 of a two-year study that focused on information seeking and use of information by students at various stages of their secondary education. The project used a large qualitative sample selected from four Australian schools and was undertaken during 2006 as part of a wider project concerned with using information creatively and effectively to minimize plagiarism. The field work included observation of students undertaking an assignment, two interviews with students, and the analysis of the completed assignments. Topics covered and reported, in the context of the available literature, include: preferences for information sources, self-perception of information skills, help from other people, trust in and perceived reliability of sources, attitudes to information seeking, recording and use of information, and attribution of information sources.

Intellectual Freedom

Bell, M.A. (2008). Everybody else is doing it! *MultiMedia & Internet@Schools*, 15(6), 38-40.

An online survey of school librarians and technology teachers about their Internet access at school revealed that almost half of 600 respondents could not even read blogs from school. The number who could create or participate in them was even more discouraging, with about 60 percent denied this access. This article shares some tactics for gaining access to the Internet, starting with the bandwagon ploy. The goal is to present some examples that can be used to help build cases supporting increased Web access in schools and districts that are still dealing with very restrictive filters.

Franklin, R.E. (2008). A private [school] matter: The state of materials challenges in private college preparatory school libraries in the southeast United States. *SLMR*, 11. Available at <http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume11/franklin.cfm>

Materials challenges and censorship occur often in public and private educational settings. Private schools and their library media centers are not subject to the First Amendment but research reported in this article examines the state of challenges to materials held in private schools media centers in the southeast United States as a way to gauge the frequency and

outcomes of materials challenges in these institutions. The study builds on previous research of challenges in public schools as a framework to examine the types of challenges to materials in private college preparatory school libraries in the southeast, the outcomes of the challenges, and the factors that influenced the outcome of the challenges.

Jaeger, P., & Yan, Z. (2009). One law with two outcomes: Comparing the implementation of CIPA in public libraries and schools. *Information Technology and Libraries*, 28(1), 6-14.

This paper explores the implications of Children's Internet Protection Act (CIPA) in terms of its effects on public libraries and public schools, individually and in tandem. Drawing from both library and education research, the paper examines the legal background and basis of CIPA, the current state of Internet access and levels of filtering in public libraries and public schools, the perceived value of CIPA, the perceived consequences of CIPA, the differences in levels of implementation of CIPA in public libraries and public schools, and the reasons for those dramatic differences. After an analysis of these issues within the greater policy context, the paper suggests research questions to help provide more data about the challenges and questions revealed in this analysis.

Jones, C. E. (2006). Female sexuality in young adult literature. Ph.D. dissertation, Illinois State University, United States -- Illinois. Retrieved June 1, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3233938).

This dissertation explores the developments in treatments of sexual issues in young adult literature from 1970 to the early twenty-first century, focusing on female sexual agency and identity. Chapter IV examines pedagogical possibilities and strategies for bringing literary sexual issues into both high school and college classrooms. Focusing on the tensions between censorship and freedom of speech, the chapter explores the pedagogical, social, and ethical dilemmas surrounding non-curricular discussions of sexuality within the classroom.

Lukenbill, W.B., & Lukenbill, J.F. (2007). Censorship: What do school library specialists really know? A consideration of students' rights, the law and implications for a new education paradigm. *SLMR*, 10. Available at http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume10/lukenbill_censorship.cfm

This study sought to determine the knowledge levels of a sample of school librarians concerning what they know about and how they support important court rulings that affect students' First Amendment rights. The study also sought to determine predictive behaviors of these librarians in protecting students' First Amendment rights. Basically the study found that the level of knowledge concerning legal rulings is low, but that school librarians in principle support students' rights to information, and that they are willing to advocate for those rights within the confines of their positions. Data also revealed that certain personal and demographic characteristics determine predicative behaviors. The study concludes with suggestions for redefining school librarianship education, emphasizing school library media specialists' professional responsibility to understand freedom of speech issues, laws, and court rulings.

Steadman, W. (2008). Evidence of student voices: Finding meaning in intellectual freedom. *Knowledge Quest*, 37(2), 44-48.

The author reports the results of an action research project focused on determining what 12th grade students think about intellectual freedom issues after instruction in freedom of speech and analysis of an independent censorship case study. During the two-week project, each student independently investigated the controversy surrounding a book from the American Library Association's list of the 100 Most Frequently Challenged Books. This exploratory analysis demonstrated that the unit of study met tangible learning objectives that had not been covered elsewhere in the curriculum. Data analysis revealed that the unit met tangible learning objectives not covered elsewhere in the curriculum and pointed out the need for a school-wide systematic approach to instruction in censorship and intellectual freedom issues valuable to 21st century learners.

The Internet and Other Electronic Resources

Cassell, J., & Huffaker, D. (2006). The language of online leadership: Gender and youth engagement on the Internet. *Developmental Psychology*, 42 (3), 436-49.

This study examines the JUNIOR SMSTRR online community, which consisted of 3,062 adolescents representing 139 countries, varying SES, and a range of experience with computers. The online forum culminated in the election of 100 delegates. By analyzing the messages posted before results of the election were announced, the researchers explore whether language use predicts who was elected as a leader, as well as gender differences in leadership style. Results indicate that the young online leaders do not adhere to adult leadership styles of contributing many ideas, sticking to task, and using powerful language. On the contrary, while the young people elected as delegates do contribute more, their linguistic style is likely to keep the goals and needs of the group as central--by referring to the group rather than to themselves, and by synthesizing the posts of others rather than solely contributing their own ideas. Furthermore, both boy and girl leaders follow this pattern of interpersonal language use. These results reassure us that young people can be civically engaged and community minded, while indicating that these concepts themselves may change through contact with the next generation.

Desjarlais, M., & Willoughby, T. (2007). Supporting learners with low domain knowledge when using the Internet. *Journal of Educational Computing Research*, 37(1), 1-17.

Having low domain knowledge is a significant constraint when using the Internet. This study examined the effectiveness of three potential supports for learners with low domain knowledge, including having plenty of time to search the Internet, using notes taken during the search when writing an essay about the topic, and having high levels of motivation to use the Internet. Sixty undergraduate students were randomly assigned to: a) search the Internet for 60 minutes prior to writing an essay with notes present; b) search the Internet for 60 minutes prior to writing an essay without notes present; or c) write an essay with no prior search of the Internet. Participants completed two essays, one in a high knowledge domain and another in a low knowledge domain.

Searching the Internet facilitated learning regardless of domain knowledge. The significant support for low domain knowledge was providing plenty of time to search the Internet.

Fuller, H. A., & Damico, E. M. (2008). Keeping pace with teen media use: Implications and strategies for educators. *The Journal of Educational Research*, 101(6), 323-30.

Concerns over the relation between media use and adolescent health behaviors have stimulated many health curricula in high schools. Missing from this area's literature is how teens characterize their own media use and thoughts on media's place in their lives. This gap challenges educators charged with media and health education. The authors explored adolescents' media preferences and perceptions surrounding media use and its implications. Participants were 21 students from a large (2,200 students) economically and racially diverse high school who participated in semi structured, 1-on-1 interviews. Results of this study demonstrate a range of perspectives on issues such as pleasure and guilt in media use, parental concerns over media use, and the influence of the media on personal health behaviors. These results suggest important implications and strategies for educational practice.

Read, S. (2006). Tapping into students' motivation: Lessons from young adolescents' blogs. *Voices from the Middle*, 14(2), 38-46.

The writer examined the blogs of several young adolescents to try to understand why adolescents choose to write blogs and to find ways to make school writing more like self-sponsored writing. The blogs of six adolescents revealed that communicating with friends and strangers allowed these teens to have their relatedness needs met through writing their blogs and receiving comments from readers. Although sharing of writing at the end of a writing workshop can be a powerful motivator for children to write and improve their writing, it becomes more difficult in the upper grades because of time constraints and reticence to share face-to-face, but blogs can overcome some of those factors. If educators cannot use blogs in the classroom, they can still incorporate the motivation to write blogs into classroom writing experiences.

Valentine, B., & Bernhisel, S. (2008). Teens and their technologies in high school and college: Implications for teaching and learning. *The Journal of Academic Librarianship*, 34(6), 502-12.

This paper presents the findings of two surveys comparing the frequency and use of various digital and communication technologies by high school and college students. Differences between populations, implications for teaching, and questions for further study are explored. Results suggest high school teens may bring facility with newer technologies to college.

Williams, A.L, & Merten, M.J. (2008). A review of online social networking profiles by adolescents: Implications for future research and intervention. *Adolescence*, 43 (Summer), 253-74.

This study explored content posted and interactions taking place on adolescent online social networking profiles. Although "blogging" continues to soar in popularity, with over half of teenagers online participating in some form, little research has comprehensively explored blog

communication within the context of adolescent development. Content was qualitatively coded from 100 randomly selected profiles authored by adolescents between the ages of 16 and 18. Rich thematic elements were identified including family and social issues, risk behaviors, disclosure of personally identifiable information, and frequent peer interaction. Results indicate adolescent blogs frequently contain appropriate images, positive comments about parents and peers, athletics, a variety of risk behaviors, and sexual and profane language. In addition, school type was examined (public versus private, religious) as a potential factor in understanding the differences in content posted by adolescents; however, no significant differences were found. Implications for parental monitoring and intervention are discussed as well as direction for future research. Adolescents' online profiles contain a wealth of intimate, candid, and publicly available information on a wide range of social issues pertinent to adolescence that contribute to the understanding of adolescent development and well-being.

Willoughby, T. (2008). A short-term longitudinal study of Internet and computer game use by adolescent boys and girls: Prevalence, frequency of use, and psychosocial predictors. *Developmental Psychology*, 44(1), 195-204.

Prevalence, frequency, and psychosocial predictors of Internet and computer game use were assessed with 803 male and 788 female adolescents across 2 time periods, 21 months apart. Girls reported a small decrease over time in the frequency of hours spent per day on overall technology use, mostly due to a decrease in gaming. Both linear and curvilinear relations were examined between parental relationships, friendship quality, academic orientation, and well-being measured in early high school and the frequency of technology use in late high school. Being male significantly predicted both computer gaming and Internet use. There also were trends in favor of higher friendship quality and less positive parental relationships predicting higher frequency of Internet use. Importantly, moderate use of the Internet was associated with a more positive academic orientation than nonuse or high levels of use.

IMLS Funded Study Conducted by the Department of Library and Information Studies of the University of Buffalo

The following four-part series of articles examine the results of a 2003 survey undertaken by the Department of Library and Information Studies of the University of Buffalo, funded by an IMLS grant, to study the relationship between young people's use of the Internet and their use of the public library. The survey population consisted of youth in grades five through twelve who were enrolled in schools in the Buffalo-Niagara Region of Western New York State. The final sample contained the responses of 4,237 youth who represented 37.8 percent of the original sample.

Abbas, J., Kimball, M., Bishop, K., & D'Elia, G. (2007). Internet access and youth's use of the public library. Part one. *Public Libraries*, 46(4), 40-45.

Having Internet access at home (and using it) did not appear to negatively impact whether youth visited the public library--70.4 percent of students with Internet access at home reported visiting the public library compared to 68.3 percent of youth who did not have Internet access. Having Internet access at home may have some effect on the frequency with which youth visited the library since youth who had Internet access at home reported visiting the library

less frequently than youth who did not have Internet access at home. About thirty-two (31.7) percent of students without Internet access at home visit the public library frequently compared with 17 percent of students with Internet access at home. Researchers concluded that home access to the Internet and visits to the public library are complementary activities.

Abbas, J., Kimball, M., Bishop, K., & D'Elia, G. (2007). Internet access and youth's use of the public library. Part two. *Public Libraries*, 46(5), 64-70.

Except that the library was not always open when needed, youth rated all services of the public library positively. When the service characteristics of the Internet and the public library were compared, the Internet rated higher than the public library in all areas except for accuracy of information, helpfulness of librarians (versus Internet help pages), and protection of privacy. These more positive opinions about the Internet appear to have no impact on youth's frequency of public library visits, suggesting that youth are using the public library regardless of their higher opinions about the Internet.

Abbas, J., Kimball, M., Bishop, K., & D'Elia, G. (2007). Why youth do not use the public library. *Public Libraries*, 47(1), 80-85.

Youth's dislike of reading seems to be the primary reason why these youth do not use the public library; the inconvenience of having to return borrowed materials to the library also appears to be a contributing factor for not using the public library; and for some youth, the convenient school library media center is a "friendly" competitor to the public library.

Kimball, M., Abbas, J., Bishop, K., & D'Elia, G. (2007). Who visits the public library and what do they do there? *Public Libraries*, 46(6), 52-58.

At present, it appears that the library is chiefly used to support students' needs with regard to their school work. However, a quarter of those who said they use the public library said they use it frequently for recreational activities, such as borrowing materials for fun. It seems that the public library still holds value for youth, and that value is related to activities that we think of as traditional for public libraries.

Public Library Services to Teens

Agosto, D. (2007). Why do teens use libraries? *Public Libraries*, 46(3), 55-61.

A survey was distributed to teenagers at the Sellers Library in Upper Darby, Pennsylvania, and the Elizabeth Public Library in New Jersey with 97 of 100 returned. Responses indicated that teens visit public libraries more frequently than their school libraries, a statistically significant result. When asked why they went to the public library, over half of the supplied reasons were to acquire information or books. A third of the responses was for social interaction or entertainment. The basic lesson to be learned from this research, in contrast to former research

which emphasis information provision, is that public libraries are not only information providers but also provide information gateways, social interaction/entertainment spaces, and beneficial physical environments for teens.

Agosto, D., Paone, K.L., & Ipock, G. (2007). The female-friendly public library: Gender differences in adolescents' uses and perceptions of U.S. public libraries. *Library Trends*, 56(2), 387-401

This further analysis of a survey distributed to teenagers at the Sellers Library in Upper Darby, Pennsylvania, and the Elizabeth Public Library in New Jersey, explored gender-related variance in the reasons for which teenagers use public libraries. The survey investigated how frequently the respondents needed information relating to twelve major topic areas and how useful they considered public libraries in helping them to find information relating to these topics. For the most part, the results indicated no significant gender difference in the respondents' reasons for using libraries or in their frequency of information needs. The only major gender difference was the girls' tendency to rate libraries as more useful in helping them to meet their personal information needs, making public libraries "female-friendly spaces" for adolescent girls.

Alessio, A., & Buron, N. (2006). measuring the impact of dedicated teen service in the public library Frances Henne/YALSA/VOYA Award research grant results. *Young Adult Library Services: The Journal of the Young Adult Library Services Association*, 4(3), 47-51.

Two-hundred-twenty-five libraries in 23 states responded to a survey on dedicated teen services. On four critical measures, libraries with a dedicated librarian reported substantially more activity: circulation, program attendance, partnerships, and number of programs offered to teens. Although these are a mixture of inputs and outputs, they are areas on which libraries commonly keep statistics and are looked upon as indicators of success. Other statistics are included in the article where available, e.g., budget and dedicated space, varied widely. The authors conclude that both preservice and inservice training and provision of staff in young adult services benefits many aspects of public library service.

Alexander, L.B., & Miselis, S.D. (2007). Barriers to GLBTQ collection development and strategies for overcoming them. *Young Adult Library Services: The Journal of the Young Adult Library Services Association*, 5(3), 43-49.

A study was undertaken to understand why GLBTQ (gay, lesbian, bisexual, transgendered, questioning) teens are an underserved population in libraries. There is an abundance of evidence in the literature indicating that the GLBTQ population, although not always visible, makes up a significant portion of library users in all areas of the USA. The survey revealed the belief that there is little demand for GLBTQ-themed materials or programming. The survey also showed that challenges to GLBTQ materials are unsuccessful when the library is prepared with a strong policy, good reviews to support the materials, and the support of knowledgeable administrators. The most common reply indicated that challenges did not exist because the library was located in an urban or liberal part of the country. The general conclusion is that library materials and services for GLBTQ young adults are generally deficient.

American Library Association. (2007). *Public Library Quick Facts and Statistics: Teens 13 – 18*.

On its teen advocacy website, ALA provides a compilation of statistics from a number of different surveys and data-collection sources that provide a profile of teens and their uses of the public library. Some longitudinal data is provided to place 2007 uses and services in the context of those a decade or so ago. The origin of all statistics is cited.

Cohen, R.J. (2008). Sex education and the American public library: A study of collection development, reference services, and programming for young adults. *Young Adult Library Services: The Journal of the Young Adult Library Services Association* 6:3, 40-45.

Due to logistical constraints, the research was limited to a study of three small public library districts in the western United States that have varying socioeconomic, racial, and civic characteristics, but are located within the same large metropolitan area. The majority of participants said that the role of the public library is to provide information in the form of reproductive health materials and reference services to young adult patrons to help them inform themselves and make decisions. They were hesitant about programming or actively promoting sexual-health resources. Many librarians expressed concern about being perceived by their communities as advocating a sensitive topic that is better addressed at home or in the schools. They do not believe that it is within the purview of the public library to advocate sexual health education, develop or promote programs, or highlight relevant sections within their collections.

Dresang, E.T., Gross, M., & Holt, L.E. (2007). New perspectives: An analysis of gender, net-generation children, and computers. *Library Trends*, 56(2), 360-386.

In the Project CATE (Children's Access to and Use of Technology), based on youth ages 9 to 13 responses from surveys, focus group participations, and observations in the Saint Louis Public Library, girls' attitudes toward computers and toward their skill level were equally as positive as those of their male counterparts. Girls differed little from boys in what they wanted to learn and how they used computers, with games the largest portion of observed computer use for both genders. Parents queried responded very similarly about their children's attitudes and use. Juxtaposing this study with other contemporary research findings suggests that some former research results no longer hold true for net-generation youth. The need for moving on beyond these already-addressed issues into more sophisticated analyses is established. The Project CATE study is unique in speaking to these gender-related questions in a public library setting

Dresang, E.T., Gross, M., & Holt, L.E. (2006). *Dynamic Youth Services through Outcome-Based Planning and Evaluation*. ALA Editions.

Although the model developed by Dresang, Gross, and Holt through a three year IMLS-supported research project, was intended for planning and evaluating youth services, it is applicable to many different aspects of public library programs and services. The CATE model (Children's Access to and Use of Technology) grew out of research conducted with 9 to 13 year-

olds in the Saint Louis public library. More than 200 tweens as well as librarians, parents, teachers, and community leaders, were surveyed and queried in focus groups about what youth need to know about technology in libraries. Based on the upfront analysis of their responses, programs were developed, implemented and evaluated. Key findings included the youth desire to share resources and work together (on and offline social networking) and the lack of gender difference in approaches to technology.

Hughes-Hassell, S., Hanson-Baldauf, D., & Burke, J. (2008). Urban teenagers, health information, and public library teen websites. *Young Adult Library Services: The Journal of the Young Adult Library Services Association*, 6(4), 35-42.

One hundred and one public library Web sites from all 50 states and Washington D.C. were reviewed in order to investigate how prevalent it is for public library Web sites for teens to access health information. While 72 of the libraries had a young adult Web site, only 36 of them provided links to health information for teens from their young adult Web site. The article includes tables showing regional differences in access, with the Midwest having the lowest access; access by poverty level, with areas with less than 10 percent and 25 to 30 percent poverty with the greatest access; and the health-related websites most often recommended to teen with sponsors; and topics most frequently addressed. The importance of access to accurate information is emphasized.

Institute of Museum and Library Services. (2007). *Engaging America's Youth: Final Report of a Study of IMLS Youth Programs, 1998-2003*. Available from <http://www.imls.gov/pdf/YouthReport.pdf>

This 140 page document provides a research-based evaluation of the grants awarded to 450 youth programs in public libraries and museums, seeking to identify factors that influenced positive outcomes for the 9 – 19 year old youth targeted by the programs. An action committee of 15 researchers, educators, funders, policymakers, and practitioners contributed their insight, and 247 IMLS museum and library youth development grantees responded to an extensive survey of project characteristics and goals. Follow-up interviews and two convenings created 15 enlightening case studies that represent the range of geography, disciplines, and sizes of these projects. Those who are interested in the big picture planning factors that produce long-term success of programs for tween and teen youth can find much to ponder in this extensive research report.

Mahoney, K., & Laszczak, K. (2009). Teen tech week survey results. *Young Adult Library Services: The Journal of the Young Adult Library Services Association* 7: 2, 10-12.

During Teen Tech Week 2008, YALSA surveys were posted on Survey Monkey and SmartGirl. Thirteen to 18 year olds were asked about their technology preferences and their use at public and school libraries. About fifty percent of respondents spent most of their time online using social networking sites. The top vote-getter in the category of services provided for teens was online research databases, which were tagged as available in public libraries by 76.8 percent of the respondents, demonstrating both social and research uses. Few teens knew if library

technology workshops were offered but 80 percent said they would attend if they were. Few were aware of Teen Tech Week.

Moyers, J. (2008). *Research-Based Readers' Advisory*. Chicago: ALA Editions. (See Chapter 5 "Children and Young Adult Readers and Readers' Advisory," 77-110).

Children and young adult readers' advisory is addressed first by assistant professor Jessica Moyer with a review of research and then by youth services librarian Amanda Blau who addresses the application of the research in practice. A conclusion of the research review is that not enough exists on the advisory role with most research focusing on reading skills and the teaching of reading. An important aspect of YA services is the ability of the librarian to provide 'cross-over' advice, moving back and forth between adult and young adult collections.

Mustafoff, M., & Tefteau, L. (2008). Young adult services and technology in public libraries. *Public Libraries*, 47(1), 10-15.

Through the Public Library Association's Public Library Data Service (PLDS), researchers surveyed 1,672 libraries with 904 responding. The survey focused on collections, expenditures, staff for Young Adult (YA) services and outreaches to other YA service providers in the community. (The article title is somewhat misleading as the article reports separately on YA Services and on Technology in general, not related to YAs). Only a little more than 2 percent of public libraries offer no YA services. However, only 56 percent shelf materials separately. Budgets and staff increase with service area although proportionally they may represent a smaller percentage of expenditures. Approximately 52 percent have an FTE YA librarian while approximately 63 percent have an FTE YA staff member.

Nicholson, S. (2007). *The Role of Gaming in Libraries: Taking the Pulse*. White paper available online at <http://boardgameswithscott.com/pulse2007.pdf>

In a 2007 pilot study, researchers from Syracuse University phoned 400 libraries selected at random from the 9200 listed in National Center for Education Statistics database to question how they support gaming, from board-based to video and web-based; they obtained a 95.5 percent response rate. Seventy percent of public libraries support gaming, and about 80% allow patrons to play games on library computers. Only about 20% of libraries circulate games, but about 40% of libraries run in-house gaming programs. This research served as a basis for initiating the Library Game Lab at Syracuse to continue and greatly expand this pilot project <http://gamelab.syr.edu/> Here a complete and continually updated bibliography of Nicholson's publications and those of the Library Game Lab is located. <http://gamelab.syr.edu/publications/>

Pierce, J. B. (2008). *Sex, Brains, and Video Games: The Librarian's Guide to Teens in the Twenty-first Century*. ALA Editions.

The author provides insight into teens through neurological, psychological and educational research. She brings the research into the context of library services, challenging assumptions that are not evidence-based. Although this is not research she herself has conducted, she has

analyzed and synthesized it in a way that permeates professional practice in an extremely helpful and unique manner.

Prenger, K. V. (2008). *Impact of Online Student-Generated Book Reviews on Library Circulation*. Ed.Spec. Dissertation.

This research examined how an online student-generated website can impact utilization of the library collection. The study also examined the types of books teens selected to review and the types of information they shared. It was found that this use of technology and the power of peers to influence teen behavior resulted in an increase in circulation of those titles reviewed. The study also found that the project more than doubled the number of visits to the library website. An additional finding was that more than half the reviews were on books of the fantasy genre.

Slimon, L. (2006). *It's IM time: A case study of instant messaging reference for teens at Carnegie Library of Pittsburgh*. *library student journal*.

As a student from the University of Pittsburg School of Library Sciences and an intern at the Carnegie Library of Pittsburg, Licia Slimon developed a case study to track the success (or lack thereof) of Instant Messaging Reference Service for Teens. Transcripts of exchanges were stripped of names and analyzed for recommendations regarding both traditional and IM references services. Out of the project came methods recommended for integrating IM services in libraries as it was well-used and popular with teens.

School Library Services to Teens

Boelens, H. (2007). *Knowledge management in secondary schools and the role of the school librarian*. *School Libraries Worldwide*, 13(2), 63-72.

The school librarian must have the skills to not only coordinate the management of information and knowledge in the school but also to access information and knowledge outside the school. This requires a strong information and communication technology infrastructure in the schools to enable the new kinds of learning in the 21st century. In addition, school information specialists may need additional training in knowledge management to ensure they have essential information literacy and other technology skills.

Donham, J. (2007). *Graduating students who are not only learned but also learners*. *Teacher Librarian*, 35(1), 8-12.

The author argues for intentionally supporting and guiding high school students toward being a “learner” instead of just learning. Developing a disposition toward learning is critical for today’s students as the pace of knowledge generation and change in our society is at an ever increasing level. Supports the new dispositions stated in AASL’s *School Librarians’ 21st Century Library Learning Standards*.

Friese, E. (2008). Popular culture in the school library: Enhancing literacies traditional and new. *School Libraries Worldwide*, 14(2), 68-82.

The author argues for the inclusion of popular culture materials in the school collection to support several types of literacy instruction. Popular cultural materials can support achievement in traditional literacies, facilitate connection with critical media literacy and information literacy. Both pedagogy and enjoyment are enhanced.

Gardes, T. (2008). Serving lesbian, bisexual, transgendered, and questioning teens in your library media center. *CSLA Journal*, 32(1), 23-4.

The author offers suggestions for serving the needs of persons attracted to persons of the same sex, both sexes, identify themselves as a person of the opposite sex or are unsure of their sexual attraction and identity (LGBTQ) in the library media center. Research suggests that many of these students experience some type of peer discrimination and almost thirty percent drop out of high school due to the lack of support in the school environment.

Heeger, P. (2006). A tie for third place. *School Library Journal*, 52(7), 27.

First place is home, second place is work but what is third place? "Third place" is a term for public and informal gathering spaces coined by sociologist Ray Oldenburg. The author discusses the importance of third spaces in school library media centers in order to offer a neutral area where young people are able to gather to discuss and interact among themselves. This serves teens needs to socialize and build relationships with caring adults.

Lamb, A. & Johnson, L. (2007). Podcasting in the school library, part 1: Integrating podcasts and vodcasts into teaching and learning. *Teacher Librarian*, 34(3), 54-7.

Writers discuss how podcasts and vodcasts support a multimedia approach preferred by many young people today. They offer advice on discovering podcasts, selecting high-quality podcasts, locating podcasts, organizing podcasts for student use, downloading podcasts, and integrating podcasts into the curriculum.

Lamb, A. & Johnson, L. (2007). Podcasting in the school library, part 2: Creating powerful podcasts with your students. *Teacher Librarian*, 34(4), 61-4.

Writers take the reader through all the steps in creating podcasts from the planning stage to the finished product. Discusses technical considerations for producing the podcast: microphone, digital recorder, sound effects, selecting software, and editing. Suggestions for using podcasts in the school setting to create news programs, interviews, plays, and virtual tours.

Latham, D., & Gross, M. 2008. Broken links: Undergraduates look back on their experiences with information literacy in K-12 education. *SLMR*, 11. Available at <http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume11/lathamgross.cfm>

In the past decade information literacy has received increasing emphasis in K–12 and postsecondary education, yet the information literacy skill levels of high school and college graduates continue to vary considerably. This report compares findings across a subset of data collected in three independent research studies focusing on students’ conceptions and perceptions of how they have learned what they know about information literacy. A majority of students reported that they were largely self-taught, but some also reported having received instruction from school library media specialists (SLMSs) and, to a lesser degree, public and academic librarians. Overall, low-performing students tended to identify peers as sources of knowledge while proficient students tended to identify SLMSs and teachers as sources of knowledge. These findings have important implications for researchers and practitioners in developing information literacy instruction for low-performing students.

McPherson, K. (2008). Shaping global criticality with school libraries. *School Libraries Worldwide*, 14(2), 35-44.

This article challenges school libraries to take a different approach to literacy instruction. Due to the shift in the types and contexts of different resources students are now searching for, the author argues for developing information literacy curriculum that enables students to not only cope with the changes in multimodal forms of communication but also foster critical thinking skills. New critical thinking skills are necessary to balance students’ risky online surfing behaviors. School libraries are important for fostering and developing these communication and critical thinking skills.

Naslund, J. & Giustini, D. (2008). Towards school library 2.0: An introduction to social software tools for teacher librarians. *School Libraries Worldwide*, 14(2), 55-67.

The authors argue for the use of social software in school libraries to promote instruction in information, technological and visual literacy. To keep students engaged at the level that produces interest and learning, the use of Web 2.0 tools like blogs, wikis, podcasts, and social networking sites are critical, according to the authors, to promote digital literacy and lifelong learning in today’s technological sophisticated students. The authors discuss Library 2.0, blogs, wikis, social bookmarking and networking sites, microblogging and other digital collaborative tools.

Sanford, K. (2008). Videogames in the library? What is the world coming to? *School Libraries Worldwide*, 14(2), 83-88.

This article reviews research supporting the use of videogames in school libraries as a learning tool that will lead to significant learning for all students. Videogames engage students in types of learning that are multi-faceted, complex, non-linear and fast paced. Students are motivated to learn through “active engagement, self-pacing, frequent specific feedback, and social/peer support”.

Todd, R. (2008). Youth and their virtual networked words: Research findings and implications for school libraries. *School Libraries Worldwide*, 14(2), 19-34.

This article reviews current literature focusing on changing technology use in schools and identifies several challenges for school librarians as society pushes the shift away from the traditional “hard copy” methodologies and towards a digital learning environment. These challenges present a golden opportunity for school librarians to lead in the shift to a new paradigm where the school library is a “knowledge commons” and not an “information place”.

Whelan, D. L. (2008). Cafe society: Do school libraries need a double shot of espresso? *School Library Journal*, 54(1), 36-41.

Circulation more than tripled when Jim Chadwell, former principal, renovated the Texas media center several years ago turning it into a hybrid coffee shop, café and library. Other high school libraries have also tried incorporating the coffee shop idea into the traditional library and have also reported high participation by students. The article discusses the advantages and disadvantages of partnering with outside vendors and some of the pitfalls to avoid.

YA Literature, Teens and Reading

Boston, G. H., & Baxley, T. (2007). Living the literature: Race, gender construction, and black female adolescents. *Urban Education*, 42:6, 560-81.

This article examines how gender construction and the literacy experiences of Black adolescent females can be shaped and motivated by their interaction with specific multicultural texts. This discussion further explores how current theories of race, identity and gender construction, and literacy learning in English language arts classrooms inform and provide additional clarity to the results of a content analysis study of four multicultural contemporary adolescent novels. As such, this discussion offers plausible insight for how a broader view of literacy learning theory may apply when discussing the literacy experiences of Black female adolescents and other marginalized readers.

Brooks, W., Browne, S., & Hampton, G. (2009). There ain't no accounting for what folks see in their own mirrors: Considering colorism within a Sharon Flake narrative. *Journal of Adolescent and Adult Literacy*, 51(8), 660-9.

Using data obtained from ten African-American adolescent girls in an after-school book club in the Southeast, the writers examined colorism in a Sharon Flake narrative. They present results on ways in which Flake's novel *The Skin I'm In* portrayed colorism, or discrimination based on skin color stratification, from an African-American female viewpoint and on ways in which adolescents identified with the story. They discuss implications for teaching and research.

Burek-Pierce, J. (2007). Why girls go wrong: Advising female teen readers in the early twentieth century. *The Library Quarterly*, 77(3), 311-26.

This article traces historical uses of the phrase "why girls go wrong" to provide a context for analysis of Progressive Era reading guidance for girls and then turns to actual girls' responses to

reading. The historic context depicts the milieu in which voting women and the advisors who sought to guide them lived and read as a time of intense concern with adolescent female sexual activity. Further, the era also witnessed suspicion about the way that public spaces were used, particularly by women and girls. Librarians constructed, through arguments that selected titles that represented persuasively pure and feminine ideals, a female sphere in the public library. Images of the early twentieth-century library as a wholesome, protective space for young women acknowledged contemporary social issues and responded to ensure that the bookish domains would be seen as appropriate venues for adolescent girls.

Gill, M. (2008). Best mates: an exploration of male adolescent friendships in contemporary young adult fictions. *New Review of Children's Literature and Librarianship*, 14(1), 1-17.

This paper explores the ways in which a number of contemporary authors represent friendships between adolescent boys in their fictional narratives. It examines the ways in which authors present the peer group and the wider network of relationships that exist outside individual friendships. In considering the fictional friendships that the narratives reveal, it reflects on the nature of masculinities in terms of their stability and re-enforcement, and suggests that ultimately the texts represent a body of work that offers flexible versions of male friendships for, although dominant versions of masculinity impact on the friendships represented in the narratives, they do not eliminate the possibility for individual accounts of friendship that are both intimate and supportive.

Glenn, W. (2008). Gossiping girls, insider boys, A-List achievement: Examining and exposing young adult novels consumed by conspicuous consumption. *Journal of Adolescent & Adult Literacy*, 52(1), 34-42.

Using Marxist and critical literacy theories, this study examined class relations and political components of three young adult novels. Findings revealed four themes across the three young adult novels, namely, entitlement, disparity of race and class, empty relationships, and conspicuous consumption. Each of these themes is discussed, and suggestions of how literacy teachers might analyze young adult literature through Marxist and critical literacy lenses are provided.

Gordon, C.A. (2008). A never-ending story: Action research meets summer reading. *Knowledge Quest*, 37(2), 34-41.

The summer reading program at Barnstable High School in Massachusetts has been transformed through action research. When the library media specialist realized students and English teachers were dissatisfied with their summer reading lists, she reflected upon the problem, talked with students and faculty, and read the research literature about summer reading and free voluntary reading. The result has been multiple graphic-enhanced, nongraded reading lists, unconventional reading responses, and the implementation of a summer reading website.

Gordon, C.A., & Lu, Y. (2008). "I hate to read—or do I?": Low achievers and their reading. *SLMR*, 10. Available at

http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume11/gordon_lu.cfm

This study is phase two of the Barnstable Study of a Web-based high school summer reading program that replaced traditional summer reading lists. It focuses on low-achieving students who had a low participation rate in the first two years of the program. The researchers interviewed and surveyed seventy students who formed seven focus groups. This study challenges assumptions about struggling readers. Do struggling readers consider themselves readers outside of school where they have choices that relate to what they like to do? Do they read? What do they read? Do they really hate to read? Gender and grade level emerged as factors in participation rates in the program. Student responses emphasized the importance of relevance of reading materials to their reading preferences. Low achievers had a strong preference for alternative reading materials, which has implications for the way schools structure reading for adolescents who are struggling readers.

Gross, M., Goldsmith, A., & Carruth, D. (2008). What do young adult novels say about HIV/AIDS? A second look at other titles: Bibliographical essay. *The Library Quarterly*, 78(4), 397-418.

Young adult information needs related to HIV/AIDS persist. However, in recent years, little has been written in either the research or the professional literature in library and information science about the HIV/AIDS information needs of youth. This article reports on a content analysis of young adult novels written in English between 1995 and 2005 that contain at least one character who is HIV positive or who has AIDS. The methods, definitions, and research questions replicate a study that assessed young adult novels published between 1981 and 1994 and bring the study forward by focusing on newer works and trends that have developed in this body of literature. While some of the problems identified in the previous study persist, in the current body of literature under study, improvements have been made in terms of providing more specific, usable, and personally relevant facts about HIV/AIDS for young adults.

Harper, H. (2007). Studying masculinity(ies) in books about girls. *Canadian Journal of Education*, 30(2), 508-30.

This study explored the nature and performance of masculinity portrayed in popular young adult novels featuring female protagonists. Although all had their limitations, the novels offered more complex renderings of gendered identity in the lives of female and male adolescent characters, addressed the effects of enforced traditional masculinity, and productively, if only momentarily, disrupted the connection between sex and gender in ways that allow for engagement with alternative notions of masculinity. Studying masculinity in these contemporary young adult novels about girls' lives offers much for students and teachers to consider in analyzing masculinity and femininity in texts and in life.

Hughes-Hassell, S., & Rodge, R. (2007). The leisure reading habits of urban adolescents. *Journal of Adolescent & Adult Literacy*, 51(1), 22-33.

This study examined the leisure reading habits of urban, minority middle-school students. Findings revealed that 72 percent of participants engaged in reading as a leisure activity; 36 percent enjoyed reading, 57 percent sometimes enjoyed reading, and 7 percent did not enjoy reading; magazines were clearly the preferred leisure reading material for both males and females; students get their reading material from three primary sources, namely, the school library, the public-library, and the classroom; and parents and teachers were most likely to encourage these adolescents to read. The implications of the findings are discussed.

Jarvis, C. (2008). *Becoming a woman through Wicca: Witches and Wiccans in contemporary teen fiction. Children's Literature in Education, 39(1), 43-52.*

This article explores how Cate Tiernan's "Wicca" teen fiction series uses religious awakening as a vehicle and a metaphor for addressing questions of teenage female identity and personal growth. He first considers the texts' portrayal of the effects of religious belief in three areas of teenage life--the family, learning and self-discipline, and sex and sexuality--and then examines how both romance and fantasy work alongside this social realism.

Knickerbocker, J., & Rycik, J.A. (2006). *Reexamining literature study in the middle grades: A critical response framework. American Secondary Education, 34(3), 43-56.*

Recent reexaminations of adolescent literacy have expanded previous cognitive psychological models of reading to include views of the social and cultural aspects of literacy. The term critical literacy refers to approaches that focus on the social forces that influence the creation and interpretation of texts. When applied to the study of literary texts such as young adult novels, a critical literacy approach can help young adolescents to examine their own values and their role in society. This article provides a brief overview of critical literacy and then presents a framework that allows middle level teachers to incorporate elements of critical literacy into reader response activities.

Kurtts, S.A., & Gavigan, K. (2008). *Understanding (dis)abilities through children's literature. Education Libraries, 31(1), 23-31.*

The authors of this article examined how pre-service teachers can use children's and young adult literature about disabilities to enhance understanding of individual differences through a bibliotherapeutic approach. An introduction to bibliotherapy is provided along with related literature from the field. Strategies for using children's and young adult literature to enhance the understanding of issues associated with disabilities are presented along with one teacher candidate's application of the literature in her classroom. The authors have also included a selected bibliography of children's literature on disabilities as well as relevant websites.

Latham, D. (2007). *The cultural work of magical realism in three young adult novels. Children's Literature in Education, 38(1), 59-70.*

The writer examines three young adult novels by Francesca Lia Block, David Almond, and Isabel Allende to explore the cultural work of magical realism within young adult novels.

Magical realism as a literary mode is often subversive and transgressive, whereas young adult literature is typically thought to serve a socializing function, helping to integrate young readers into adult society. Although the three young adult novels employ magical realism to question and undermine received notions about the nature of reality and the social order, they ultimately use this subversive technique for the purpose of socialization. In highlighting the special ability of their adolescent protagonists to see the extraordinary amid the ordinary, these novels implicitly offer an empowering message to their adolescent readers that they too have the potential to transform not only themselves, but also the communities in which they live.

McInally, K. (2008). Who wears the pants? The (multi) cultural politics of “The Sisterhood of the Traveling Pants.” *Children’s Literature in Education*, 39(3), 187-200.

Novels that prioritize the connectedness and strength of girls’ friendships without employing the pervasive trope of “mean girls”—those who typically divide in order to conquer other girls—are potentially empowering in their refusal to perpetuate limited and binary accounts of adolescent femininity. While Ann Brashares’ cult novel (now film), *The Sisterhood of the Traveling Pants* appears to be representative of this textual shift, underpinning the overt call to value girls’ relationships is a deeply conservative, assimilationist narrative that relies on an acceptance of traditional patriarchal values. This article analyzes the ways in which the novel appropriates “multicultural difference” to valorize, sustain and naturalize the central position and authority of patriarchy in the lives of young girls, regardless of their cultural heritage.

Snowball, C. (2007). Researching graphic novels and their teenage readers. *Library and Information Science Research Electronic Journal* 17:1. Accessed on February 25, 2009 at <http://libres.curtin.edu.au/libres17n1/>

Graphic novels are becoming more prevalent and popular among teenagers and are thus being collected by public and school libraries. This situation contributed to the doctoral researcher’s desire to investigate graphic novel collections in public libraries in Australia, what teenagers think of graphic novels and whether they read them. This paper discusses the three research methods of the project. One method, the survey of public libraries, has been completed, and some preliminary results of the survey are examined.

Snowball, C. (2008). Teenagers talking about reading and libraries. *Australian Academic & Research Libraries*, 39(2), 106-18.

Past research has shown teenagers to be reluctant to read and less likely to visit libraries than younger children. These conclusions are debated and further investigation is needed. Difficulties abound in researching teenagers’ opinions. Teenagers can be reluctant to participate in activities and peer support is often very important in determining their willingness to take part. Large-scale surveys of hundreds of student participants do not allow in-depth discussion of opinions and attitudes. Focus groups were conducted with metropolitan Perth high school students to investigate teenagers’ thoughts on reading and libraries. Although some teenagers were enamored of reading and libraries, others were more scathing but still found ways to take part in literacy activities and acquire the information they needed to negotiate their world.

Wissman, K. (2009). Spinning themselves into poetry: Images of urban writers in two novels for young adults. *Children's Literature in Education*, 40(2), 149-167.

In contrast to the educational research and policy literature depicting urban adolescents as reluctant and struggling readers and writers, young people in recent young adult novels claim writing as an efficacious practice for self-discovery and social understanding. Analysis of the images of writers and writing in *Locomotion* and *Call Me María* provide insights into both urban adolescents and literacies as social practices. Framed by New Literacy Studies, analysis of the novels finds that the characters use writing to document and process life-altering events; to seek meaning and inspiration in their surroundings; to resist ascribed identities; and to search for a sense of belonging in the sociopolitical landscape in which they are often marginalized due to their race, gender, youth, and/or language. This article argues that the novels humanize and dramatize adolescent literacies in ways that test results and crisis language often disguise and distort.

Ya-Ling, L., & Gordon, C.A. (2008). The effects of free choice on student learning: A study of summer reading. *School Libraries Worldwide*, 14(1), 38-55.

This study examines the reading behaviors and attitudes of adolescents during the summer when they can exercise free choice. Does mandated reading during summer non-school months as it is currently practiced encourage students to read, or does it create barriers to reading? It takes place in a United States high school, grades 9-12. A stratified random sample of 288 students and 11 teachers ensured representation of students from each of three ability groupings. Data were collected through student surveys and teacher interviews. Findings show that students attributed varied types of cognitive, psychological, and social learning to their summer reading. Mixed responses from teachers point to the need for consensus about the purpose of a summer reading program.

Major Non-LIS Research Studies Related to Teens

Brown, J.D., L'Engle, K.L., Pardun, C.J., Guo, G., Kenneavy, K., & Jackson, C. (2006). Sexy media matter: Exposure to sexual content in music, movies, television, and magazines predicts black and white adolescents' sexual behavior. *Pediatrics*, 117(4), 1018-27.

Because younger ages of first sexual experience are associated with harms like higher rates of sexually transmitted infection and teen pregnancy, researchers studied teens' media diets or exposure to media messages. Music, television, movies, and print media were assessed. Overall, exposure to sexual content via the media accelerates white teens' sexual activity. Black teens; however, seem to respond more strongly to their parents' expectations and their friends' sexual behavior than to the media. Brown and her research associates are known for the finding that the media functions as a "super peer" to adolescents.

Ito, H., Horst, H., Bittanti, M., Boyd, D., Herr-Stephenson, B., Lange, P.G., Pascoe, C.J., & Robinson, L. (2008). Living and learning with new media: Summary of findings

from the digital youth project. Available at <http://digitalyouth.ischool.berkeley.edu/files/report/digitalyouth-WhitePaper.pdf>

This paper summarizes the results of a three-year ethnographic study examining young people's participation in the new media ecology. The study explored two primary questions: How are new media being integrated into youth practices and agendas? How do these practices change the dynamics of youth-adult negotiations over literacy, learning, and authoritative knowledge? The paper includes recommendations for educators, parents, and policymakers.

Ito, M., Carter, M., & Thorne, B. (2008). Kids' informal learning with digital media: An ethnographic investigation of innovative knowledge cultures. Available at <http://digitalyouth.ischool.berkeley.edu/node/1>

This multi-year ethnographic study of young people's every-day technology use is interested in three aspects of youth behavior, framed as positions rather than questions: young people are active users rather than passive consumers of online media; kids' online activities can be assessed for their potential to support learning, and educators should understand these behaviors; and knowledge about youth media use can support better media design. According to the study's authors, even social media involve skill- and knowledge-building activities which benefit learning and maturation.

Lenhart, A., & Madden, M. (2007). Social networking websites and teens. Pew Internet & American Life Project. Available at <http://pewinternet.org/Reports/2007/Social-Networking-Websites-and-Teens.aspx>.

Overviews of social networking sites and differences in the way young men and women are explained in this report. Because of the growing use of these sites by young people, American tweens and teens between the ages of 12 and 17 were surveyed.

Rainie, L. (2009). Teens and the Internet. Pew Internet & American Life Project. Available at <http://pewinternet.org/Presentations/2009/Teens-and-the-internet.aspx>.

A slideshow provides statistics that identify the percentages of American teens that rely on various sorts of information and communication technologies (ITCs). Comparative information indicating how long that particular ITC has been around, and thus the extent to which it is normal rather than innovative from youthful perspectives, is included.

Strasburger, V. C. (2009). Why do adolescent health researchers ignore the impact of the media? *Journal of Adolescent Health*, 44(3), 203-205.

This commentary identifies recent research that fails to account for media as a factor that influences adolescent decisions about major health risks including drugs, sex, eating disorders, and suicide. Given research which conclusively demonstrates media effects on teen behavior, accounting for media as a factor in young people's choices and actions is inherently erroneous, Strasburger argues. Daily screen time and unsupervised access to media are issues to be assessed. "The impact of media on adolescent behavior can no longer be ignored," he stated.

Weinberger, D., Elvevag, B., & Giedd, J.N. (2005). The Adolescent Brain: A work in progress. Washington, D.C.: National Campaign to Prevent Teen Pregnancy.

Teens' decision-making capabilities are affected by new brain development taking place during adolescence, and these developments have significant on teens' risk-taking behaviors. The authors of this white paper argue that recent neuroscience research should contribute to the way youth advocates work with young people to achieve good developmental outcomes. Among the contentions emerging from this research is the need for parents or other adult caregivers to guide teens as they work to gain adult capabilities. These authors acknowledge concerns about the potential for findings to have negative repercussions on teens' rights but counter that teens are not disempowered by this research.